

CHAPTER I

INTRODUCTION

In this chapter, the researcher present about background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study.

A. Background of The Study

Language is very important for humans in the world to achieve something through the use of language. Everyone knows that language cannot be separated from human life. You can use language to express your thoughts and ideas. For students, language plays a central role in the learning process. Understanding the language makes it easier for students to learn all subjects. In this modern era, we know that English is an important language used in various events, because English is an international language. Mastery of a second language or foreign language is considered very beneficial for personal and professional needs.

There are four skills that must be mastered by students in the process of learning English, such as listening, reading, speaking, and writing. These four skills are very important. Teachers must teach these four skills. Speaking and writing skills refer to productive skills, while reading and listening refer to receptive skills. (Burhanuddin, 2012) For further, reading plays important role in academic learning. Academically, many students' activities are related to the reading process. Reading is an extremely complex and multifaceted process. (Caldwell, 2008)

Reading is one of the language skills that must be mastered by English learners. Reading is getting the meaning of what he reads. (Maciej Serdaetal.2005) According to Naf'an Tarihoran and Miftahul Rachmat in the book (Reading 1 Basic Reading

Skills), Reading may be defined as the total individual's interrelationship with symbolic information. Reading is a skill that is often used by students to understand the meaning of some texts. (Tarihoran & Rachmat, 2019) Through reading students can increase their knowledge. Reading is a skill set that involves understanding and meaning of the printed word. In reading, students are actively responsible for understanding and capturing ideas from the text. Reading is perhaps the most important skill for second language learners in an academic context. Unlike speaking, reading has a different way of interacting with the reader because the writer is not around. Thus, reading is recognized as a valuable source of language input, especially for students in learning environments where fluent English speakers are generally not available to provide language input to other children.

Understanding in reading means that students must really understand all aspects of the text Townend, quoted in Satriani. (Satriani, 2018) Reading without understanding the meaning is an empty act. This means that understanding the text is the most important aspect of reading.

To improve the students' reading comprehension, the researcher uses Inquiry method that provides a constructivist modeling in teaching reading as an implementation to improve the students' reading comprehension. The model helps students connect the content they are learning to the life contexts in which that content could be used. Therefore, students may find meaning in the learning process. As they try to attain the learning goals, they draw upon their previous experiences and build upon existing knowledge.

As one of several instructional teaching strategies, inquiry-based teaching is a strategy that involves students exploring all types of academic content through investigation, analysis, and answering questions related to reading. Inquiry means activating reasoning, where students create their own concepts and insights.

In inquiry-based learning, students are more involved in the entire reading and thinking process used to gain knowledge. (Oktaviah et al., 2021)

This research has relevant with other researchers. First, the study on implementation of inquiry was done by Wulansari, “The Effectiveness of Inquiry Based Teaching to Teach Writing Viewed from Students’ Creativity (An experimental study at SMP Negeri 1 Karanganyar, 2013/2014) .” This study used experimental research design. In this study, the researcher applied inquiry for teaching writing. The finding of this study there was Inquiry based teaching method was an effective method to teach writing skill, and the effectiveness is affected by the degree of students’ creativity. (Wulansari, 2014)

The second study on implementation of inquiry was done by Yuni, “The Effectiveness of Using Inquiry Learning Method to Teach Writing Descriptive Text to the First Year Students of MTsN Tunggangri Kalidawir.” This study used pre-experimental research design. In this study, the researcher applied inquiry for teaching writing with the material or descriptive text. The students through some steps are formulate the problems, collect data by observation, analyze and present the result in the form of written, picture, or report, finally communicate the result of work for the reader, classmate, or other audiences. The finding of this study there was a significant different from the application of inquiry learning method in teaching writing descriptive text for seventh grade student at MTsN Tunggangri. (Yuni, 2012)

The third study on implementation of inquiry is done by Sholikhah under the title “The Effectiveness of Inquiry Technique to Enrich Vocabulary of Second Grade Students at MTsN Tunggangri Kalidawir Tulungagung.” This study used pre-experimental research design. In this study, the researcher applied inquiry for enrich vocabulary. The students through some steps are first learn to observe, find and work by themselves. It is one of

contextual teaching learning method where in this technique the students might learn independently through they can improve their critical thinking that happen on their environment. The finding of this study there is significant different on the students vocabulary mastery who were taught before using inquiry technique and after using inquiry technique. (Sholikhah, 2015)

The last study on implementation of inquiry is done by Laily with the title “The Effectiveness on Teaching Speaking Skill by Using Inquiry Method to the Second Grade Students at MTs Sunan Ampel Ringinrejo”. This study used pre-experimental research design. The use of inquiry method for speaking skill in telling their past experience. The finding of this study there was significant difference on the students score in test before they were taught by using inquiry method and after using inquiry method. (Wahidatul Laily, 2012)

The previous studies conducted by the researchers above, the researcher knew that the researcher above have similarities and differences with the writer’s research. The word similar in terms of the method used for teaching. The differences are on the technique of data collection, the sample and the place of the study. This research was designed more specifically on the use of inquiry method towards students’ reading comprehension in descriptive text. In this case the researcher uses the previous studies as guidelines and references in conducting the further research. Based on previous studies above, the researcher knew that the inquiry method is effective for teaching writing and speaking. The researcher would like to research about using inquiry that is applied for teaching reading descriptive text entitled, “The Effectiveness Of Using The Inquiry Method Towards Student’s Reading Comprehension In Descriptive Text At MTsN 1 Blitar”.

B. Formulation of Research Question

Based on the background of the research that has been stated, the question in this study satated as follow “Is there any significant difference in students’ reading comprehension score before and after being taught using the inquiry method?”

C. Purpose of The Study

Based on the research question aove, the purpose of this study is to investigate a significant different score of students’ reading comprehension before and after eing taught using the inquiry method.

D. Formulation of Hypothesis

Based on the review of literature, the research formulates the following hypothesis:

Alternative Hypothesis:

H_1 = There is significant different score of students’ reading comprehension who are taught with and without inquiry method.

Null Hypothesis:

H_0 = There is no significant different score of students’ reading comprehension who are taught with and without inquiry method.

E. Significances of The Study

The findings of this research are expected to give valuable contribution as follows:

1. For the English teacher

The results of this research is expected to provide useful information about varying teacher method in class especially for reading comprehension.

2. For the students

It is hoped that the students are able to comprehend descriptive texts better than before, and improve liveliness, creativity and student learning outcomes are higher.

3. For researchers

This researcher expected to give a new knowledge of the further of researcher to do the better research of teaching and learning case, and solve the student's reading problems, and also the teachers that have similar problems with the researcher.

F. Scope and Limitation of Study

In order to provide a clear scope and to avoid misunderstanding, the researcher will focus on the effectiveness of using the inquiry method towards student's reading comprehension in descriptive text of the first grade students at MTsN 1 Blitar.

G. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

1. Inquiry method

Inquiry method is an approach or technique used to obtain systematic and valid knowledge or information about a phenomenon. Nurpitasari, explains that inquiry strategy is the series of study activity related the students' ability maximally to look for and observe systematically, critically, logically, analytically, so they can formulate their discovery by their self. (Purnama & Rahayu, 2023)

The inquiry method invites students to play an active role in learning by actively asking questions, collecting data, and drawing conclusions based on the information they get. In this method the teacher only acts as a facilitator who helps and guides students. This method aims to solve problems or

answer knowledge questions about a phenomenon through data collection, data analysis, and interpretation of the results.

2. Reading comprehension

Reading comprehension is the ability to understand, interpret and evaluate the text that is read in order to understand the meaning of the text. According to Damanik and Herman, reading comprehension is a cognitive task to compare the individual words, and identify the meaning such as sentence, clause and paragraph in reading activities. (Damanik & others, 2021)

3. Descriptive text

Descriptive writing is a type of writing that aims to give a clear description of people, places, objects, or events using sensory details. Descriptive text is a type of text that aims to describe an object in detail so that readers can imagine what is written in the text. (Hyland, 2004)

