IMPROVING STUDENTS' READING COMPREHENSION OF RECOUNT TEXT USING INQUIRY-BASED LEARNING (IBL) METHOD

(A Classroom Action Research to the Eighth Grade Students of SMP Negeri 13 Pontianak in the Academic Year of 2022/2023)

A THESIS

Submitted to fulfill one of the requirements for Bachelor Degree Examination in English Education Study Program of Language and Art Education Department of Teaching Training and Education of Universitas Tanjungpura Pontianak

Responsibility By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ART EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

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DECLARATION

I am a student with the following identify:

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I sincerely declare that this thesis entitled "Improving Students' Reading Comprehension of Recount Text Using Inquiry Based Learning Method" that I have written completely the result of my work, and I am responsible for the content of this thesis. Others' writing that are included in it are citied in accordance with the ethical standards.

If this thesis contains the result of others' work or plagiarism in the future, I will take responsibility for the actions.

Pontianak, October 2023

The writer

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The writer realizes that there are still some shortcomings in this thesis, for that the writer really appreciates any insightful criticism and suggestions to improve it. Hopefully, this thesis can be useful for the readers.

Pontianak, October 2023

The writer

ABSTRACT

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Title : Improving Students' Reading Comprehension of Recount Text Using Inquiry-Based Learning Method

The main objective of this study was to improve students' reading comprehension of recount text, in using inquiry-based learning by using five phases of inquiry cycle there were engagement, exploration, explanation, elaboration, and evaluation. The method that was implemented in this research was the CAR or Classroom Action Research. The subject of this research were 30 students, consisted of 18 males and 12 females. The result of this research showed that after using inquiry-based learning, the students can significantly improve their reading comprehension especially understanding the generic structure and language features, as well as reading comprehension aspects such as identifying specific information and understanding vocabulary. Based on the results of the process, the students were more independent and willing to ask question related to recount text.

Keywords: Inquiry Based Learning, Recount Text, Reading Comprehension

TABLE OF CONTENTS

ACKNOWLEDGEMENTS i
ABSTRACT iii
TABLE OF CONTENTS iv
LIST OF TABLE v
LIST OF FIGURES vi
CHAPTER I INTRODUCTION 1
1.1. Research Background 1
1.2. Research Question 5
1.3. Research Purpose 5
1.4. Research Significance 5
1.5. The Scope of Research 6
1.6. Research Terminology 6
CHAPTER II LITERATURE REVIEW 8
2.1. Reading Comprehension 8
2.2. Recount Text 15
2.3. Inquiry-Based Learning 18
2.4. Procedure of Research 23
CHAPTER III RESEARCH METHODOLOGY 27
3.1. Research Design 27
3.2. The Procedure of Research 28
3.3. Research Participants 31
3.4. Technique of Data Collection 32
3.5. Tools of Data Collection 33
3.6. Data Analysis 34
CHAPTER IV FINDING AND DISCUSSION 37
4.1. Research Finding 37
4.2. Discussion 48
CHAPTER V CONCLUSION AND SUGGESTIONS 53
5.1. Conclusion 53
5.2. Suggestions 54
BIBLIOGRAPHY 56
APPENDICES 60

LIST OF TABLE

Table 2.1 The steps of implementing Inquiry-Based Learning……. 23

Table 3.1 Standard Minimum Score for English Subject in SMP Negeri 13 Pontianak Barat…… .35

LIST OF FIGURES

Figure 2.1 The example of Recount Text……17

Figure 3.1 The Cycle of Classroom Action Research by Kemmis & McTaggart……28

Figure 4.1 The Results of Students Individual Test Scores ……47

CHAPTER I

INTRODUCTION

1.1. Research Background

Reading is just one of the language abilities that English learners must learn. In an academic situation, reading is the most crucial skill for second language learners. Fuchs and Fuchs (2006), cited in Saraswati, Dambayana, & Pratiwi (2021) stated that reading is a fundamental skill that could assist students in mastering other skills. Reading is an essential tool for human development, and it is the basic ability required to interpret the text (Yunus & Pammu, 2018). Reading provides students with knowledge and information. It is a set of abilities that entails making sense of and getting meaning from the printed word.

Stimulating and encouraging students to read English texts is essential to the English teacher's responsibility for various reasons. The students must be able to read English texts for their current study, further education, a potential career, or simply for pleasure. Second, when students read more, they become better readers. Additionally, better readers typically increase and expand their vocabulary through reading activities, and they are more familiar with the grammar of the language their reading language. The third stage is that reading texts help the students to have a process of thinking in English, and it is also an approach to learning about new concepts, experiences, and facts. English has become a compulsory subject to be

taught in junior high school. Reading comprehension is necessary for the students in the classroom.

In junior high school, students are directly taught several types of texts. One of the texts is a recount text. Recount text is a text used to tell a past story or events. As stated in the 2013 curriculum implemented by SMP Negeri 13 Pontianak, the base competence (Kompetensi Dasar 3.4) targeted the students to understand the purpose, generic structure, and language features of recount text. To achieve this base competence, the first thing students must learn is comprehending the reading of recount text.

The researcher interviewed the teacher by asking several questions about which class was possible to conduct the research regarding the class that has problems with understanding recount text. Then, the teacher suggested that the 8-I class be researched. This class faced some problems, such as difficulty identifying the generic structure and language features, finding specific information, and understanding vocabulary related to recount text. In SMP Negeri 13 Pontianak, the passing score for English subject is 77. However, based on the data from the test results, the teacher gave the daily tests to the students in the last month before the researcher conducted the research in this class. The teacher showed only eight students could pass the standard minimum score (KKM) in the 8-I class. It meant 22 students could not pass the standard minimum score (KKM). More than their reading comprehension results are needed to pass the standard minimum score as required by the curriculum (2013 curriculum).

Referring to the problems above, the researcher was willing to help the teacher by provides a method that could solve the problems. Inquiry-Based Learning is a teaching and learning method that centers the learning experience on students' questions, ideas, and observation. According to Coffman cited in Prisila, et.al (2017) that Inquiry-Based Learning is a hands-on approach that leads to higher level thinking. It provides many advantageous for student from curiousity, creativity, positivity, and self-sufficience. It can also construct students' own ideas, as well as engage and inspire them. In Inquiry-Based Learning, students are placed at the center of learning to encourage them to be more active, engaged, and self-directed in their learning.

There are some studies that had been conducted to improve reading comprehension using Inquiry-Based Learning. One of them was done by entitled "The implementation of inquiry based learning to improve students' reading comprehension on recount text". The writer did her research to solve the problem that she found in SMPN 10 Pontianak. The problem was the students not able identify the main idea, find details of the text and understand the meaning of vocabularies. As the result, she found out that the use of Inquiry-Based Learning was able to improve students' reading comprehension especially on that problems.

Another study was conducted by Oktarani (2015) entitled "Improving students' reading comprehension by using inquiry-based learning". The problems faced by the students of the eighth grade at SMPN

7 Kota Bengkulu in reading comprehension there were: (1) difficulties to understand idea of a text; (2) difficulties to find out a meaning of a text; (3) difficulties to retell a text; (4) difficulties to state the generic structure of a text; and (5) difficulties to interpret a text.

One more study was conducted by Irawan, Syahrial, & Sofyan (2019) entitled "The effect of using Inquiry-Based Learning strategy on students speaking ability". This study used quasi-experimental study with one group design in order to test hypotheses. The result of this research showed that IBL strategy affected students speaking ability with average increasing score of 11,05 covering the four aspects (vocabulary, grammar, fluency, and pronounciation) of speaking. Secondly, IBL strategy affected sufficiently significant (0,05) on students speaking ability. Based on Irawan, et.al research, IBL is effective for teaching speaking.

From the previous explanation about the improvement of reading comprehension, this research has differences because this research focus on the students problems that happened about recount text especially about the generic structure, language features, finding specific information and understanding vocabulary. None of them use Inquiry-Based Learning to solve the problem of generic structure, language features, looking for specific information and understanding vocabulary, especially on recount text.

This research was conducted through Classroom Action Research (CAR) to solve the classroom problem and improved students' reading

comprehension of recount text using Inquiry-Based Learning method at the eighth grade students of SMP Negeri 13 Pontianak on the second semester. The researcher believed that Inquiry-Based Learning (IBL) has been powerful in helping both teacher and student overcoming this classroom problems and recount text comprehension.

1.2. Research Question

The research question of this research is :

1.2.1 How does the Inquiry-Based Learning method improve students' reading comprehension in recount text at eighth-grade students of SMP Negeri 13 Pontianak?

1.3.Research Purpose

The research purpose of this research is :

1.3.1 To find out how the Inquiry-Based Learning improves students' reading comprehension in recount text at eighth-grade students of SMP Negeri 13 Pontianak gradually.

1.4.Research Significance

As the completion of this study, the findings of this study were hopefully would be beneficial for :

1.4.1 The students

For the students, the researcher expects that Inquiry-Based Learning method help them to improve their reading comprehension of recount text, especially identifying generic structure, language features, specific information and understanding vocabularies.

1.4.2 The teachers

Based on this research, the researcher expects that the Inquiry-Based Learning can be one of the method used by the teacher to solve the students' problems in learning reading comprehension of recount text.

1.4.3 The other researchers

The researcher expects that this research could be useful for other researchers to have a further research, especially for those who will conduct research in the same field.

1.5.The Scope of Research

Based on the background of research there are some aspects of reading comprehension that should be mastered by the students of junior high school especially eighth grade students. In this research, the researcher focus on reading comprehension of recount text, especially in understanding generic structure, language features, finding specific information and understanding vocabulary. To improve students reading comprehension in recount text of eighth grade students of SMPN 13 Pontianak, the researcher used Inquiry-Based Learning as a method in teaching learning process.

1.6.Research Terminology

The researcher determines the keywords of this research to prevent any misunderstanding as follows :

1.6.1 Reading Comprehension

Reading comprehension is the process of building meaning by engagement and interaction with written material or the ability to read text, process it and understand its meaning. In this research, the aspects of reading comprehension involves finding specific information, understanding vocabularies, understanding generic structure and language features.

1.6.2 Recount Text

The recount text is a text which tell the readers about past event or past experience. This text aims to entertaining or informing the reader about one story, action, or activity. In this research, the type of recount texts was personal recount text which as the goal from base competence (KD 3.4) in the syllabus of Curriculum 2013.

1.6.3 Inquiry-Based Learning

Inquiry-Based Learning is a student-centered teaching method that encourages students to ask questions and solved problems or questions. In this method, the Inquiry-Based Learning are filled some activities to solved students' problems in reading comprehension. The researcher used 5E inquiry cycle such as engagement, exploration, explanation, elaboration and evaluation.