

**THE EFFECT OF USING INQUIRY BASED LEARNING ON READING
COMPREHENSION OF THE EIGHTH GRADE STUDENTS
AT SMP NEGERI 2 PESANGGARAN BANYUWANGI
IN THE 2017/2018 ACADEMIC YEAR**

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2018

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ABSTRACT

For many students, reading is by far the most important of the four skills in a second language, particularly in English as second or foreign language (Carrel, 1988: 1). Reading plays a particularly important role in education. Not only does our education system demand a lot of reading in the process of learning, it also tends to use the capacity to read fluently as an indicator of more general intellectual ability (Bridley, 1994: 81). For that reason, the role of reading in language teaching should be emphasized because it is an important factor to get success in the target language.

In this research, the research problem is “Is there any significance effect of Inquiry Based Learning toward students’ reading comprehension of Eighth Grade students of SMP Negeri 2 Pesanggaran in the academic year 2017/2018?”. Based on the problems, the research objective is intended “To know the significance effect of teaching reading by using Inquiry Based Learning in relation to the students’ reading comprehension at SMP Negeri 2 Pesanggaran in the 2017/2018 Academic Year?”.

This research was an experimental research. The research area was SMP Negeri 2 Pesanggaran. Furthermore, The research subjects of this research are the VIII C students of SMP Negeri 2 Pesanggaran as the experiment group and VIII B students of SMP Negeri 2 Pesanggaran as the control group. Meanwhile, to analyze the data, we use SPSS.

The result show that after giving the treatments, there is significance different between experimental and control group based on the result on post-test. The mean score of the control group (VIII C) is 31,40 and the mean score of the experimental

group (VIII B) is 32,40. After analyzing the data by using Mann-Whitney in SPSS, the significance value is 0,010. In other words, the probability value of the eighth grade students' reading comprehension are lower than 0,05 level of significance. Therefore, it can be said that the null hypothesis (Ho) is rejected and the hypothesis alternative (Ha) is accepted.

In conclusion, there is significant effect of using Inquiry Based Learning on students reading comprehension at SMP Negeri 2 Pesanggaran in the 2017/2018 academic year.

Key words : Effect, Inquiry Based Learning, Reading Comprehension

INTRODUCTION

Reading comprehension is understanding a written text means extracting the required information from it as effeciently as possible (Klingner et.al 2007:2).The construction of the meaning of a written communication throught reciprocal, holistic interchange of ideas between the interpreter and the meassage (Snow, 2002:11). It is the reader reads to understand, to remember what is understood and put the understanding to use. The researcher argues that reading is not only about read a text, but also process of communication between a writer and reader about the information on the text. It can be concluded that reading comprehension is an active thinking process where the reader tries to gain information given by the author and understand what actually the purpose of writer (Grellet, 1981:3).

Related to literal questions, inferential question have factual answers. However, the answer cannot be located in the selections (McKenna & Stahl, 2009:162). It means that reader must make logical connections among facts in order to arrive at the answer.

Based on the statements above, it can be concluded that inferential reading comprehension is the skill which needs more thinking in order to comprehend a passage because the reader should infer everything which is not stated in the passage by thinking or predicting the context using background knowledge rather than depending on the author's writing. In this research, the term inferential reading comprehension is used because in the test students will be asked to answer the questions based on the implicit information from the text.

An old adage states: "Tell me and I forget, show me and I remember, involve me and I understand". Inquiry implies involvement in its process which eventually leads to understanding/comprehension. The next, involvement in learning implies possessing skills and attitudes that permit the readers to seek resolutions to questions and issues while you construct new knowledge. Through the process of inquiry, students develop a lot of understanding. The question implies a "need or want to know". The investigation is not so much looking for the right answer as it often does not exist but prefer the right resolution for questions and problems. The investigation implies an emphasis on developing inquiry skills and students have great curiosity (Cleverly, 2003:8).

From the definition above it can be concluded that inquiry based learning is a teaching and learning strategies that places students' questions, ideas and observations

which best enables students to experience the processes of knowledge creation. According to Kuhne (2005:1) The activities of inquiry based learning strategy there are six steps : Planning, Retrieving, Processing, Creating, Sharing and Evaluating.

Based on that explanation, Inquiry Based Learning (IBL) can help the teacher to teach reading comprehension.

Finally, from the explanation overall, the researcher choose Inquiry Based Learning (IBL) that is expected to give significant effect toward students' reading comprehension.

RESEARCH METHOD

The kind of this research is an experimental research. This kind was chosen because the researcher want to know whether there is significant effect of using Inquiry Based Learning (IBL) toward students' reading comprehension or not. Experimental research is the way to find the cause and effect relationship between two variables (Arikunto, 2010:9). In addition to this, Ary et al (2010:265) state that the goal of experimental research is to determine whether a causal and effect relationship exists between two or more variables.

RESULT AND DISCUSSION

RESULT

After calculating the result of students' reading comprehension post-test, it found that the significance is 0,010. it found that 0,010 is lower than the significance level of 0.05 which means that the null hypothesis (H₀) is rejected while the alternative hypothesis (H_a) is accepted. It can be concluded that the students's reading comprehension both in the control and experimental groups in the post-test have a significant difference. Furthermore, the experimental group which given a treatment, that is Inquiry Based Learning have a better achievement of mean score than the control group. The mean score of experimental group is 32,40 while the mean score of control group is 31,47. Therefore, it can be stated that there is a significant effect of using Inquiry Based Learning on Reading Comprehension of eighth grade student at SMP Negeri 2 Pesanggaran Banyuwangi in the 2017/2018 academic year.

DISCUSSION

There are two kinds of data in this research, they are pretest and posttest data. Pretest is necessary to know the earlier ability of the students in experimental group and control group, whether it is different or not. The result is, The mean of pretest of experimental and control group are 26.98 and 29.83. It means that both groups have same ability before any treatments are given. While, posttest refers to the result score after a treatment is given to experimental group. The analysis of t-test shows that pretest of both group control and experiment are not significantly different. The mean score in posttest experimental group is 32.40 and control group is 31.47. Therefore, it can be said that the posttest of result of experimental and control groups are significantly different.

The result of significant difference is 0.56. It means that the significant value is more than ($>$) 0,05. Therefore, the null hypothesis is accepted. In other words, there is no significant effect of means between experimental and control groups. Then, it is fair to compare the improvement on post-test both experimental and control group after giving the treatment because both classes has no significant difference on pre-test.

The significance of experiment pretest $0,133 > 0,05$ and significance of control pretest is $0,061 > 0,05$. It can be concluded that the pre-test from both group experimental and control group are normal. Meanwhile the posttest of both groups experimental and control group are not normal because $0,00 < 0,05$ and $0,001 < 0,05$. Therefore, the hypothesis testing use no parametric test, in this case, Mann Whitney test.

The null hypothesis (H_0) of Variances homogeneity indicates that there is no significance difference variance between the experimental and the control group ($\text{sig} > 0,05$). Meanwhile the alternative hypothesis (H_a) of variances homogeneity indicates that there is significance difference between experimental and control group ($\text{sig} < 0,05$).

The table of the test of homogeneity of variances in table 4.5 indicates that the significance value of pretest experiment and control group are 0,704. It means that the pretest of both groups are homogenous. And also, the significance value of posttest experiment and control groups are 0,26. This result shows that value is $\text{sig} > 0,05$. It means that the post test of both groups are homogenous. From the result above it can be concluded that the homogeneity of both group experimental and control groups are homogenous in pretest and posttest.

Mann-Whitney test by using SPSS above, the significance value is 0,010. In other words, the probability value of the eighth grade students' reading comprehension are lower than 0,05 level of significance. Therefore, it can be said that the null hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted.

After reviewing on everything which had already gained in the experimental class during the teaching and learning process, there are some factors in Inquiry Based Learning Strategy which might give positive contribution to the students' reading comprehension. First, this strategy is very easy to be implemented that students do not have to practice alot in using Inquiry Based Learning Strategy to guide them during their reading activity. Second, the Inquiry Based Learning Strategy is a students' centered strategy because the students are heavily involved in the implementation of this strategy in the class. Third, this strategy is a new "thing" for the students. In other words, Inquiry based learning strategy is very attractive and helpful to the eighth grade students of SMP Negeri 2 Pesanggaran Banyuwangi, especially in improving their reading comprehension achievement.

CONCLUSION AND SUGGESTION

CONCLUSION

After giving the treatments, there is significance different between experimental and control group based on the result on post-test. The mean score of the control group (VIII C) is 31,40 and the mean score of the experimental group (VIII B) is 32,40. After analyzing the data by using Mann-Whitney in SPSS, the significance value is 0,010. In other words, the probability value of the eighth grade students' reading comprehension are lower than 0,05 level of significance. Therefore, it can be said that the null hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted. Thus, it can be concluded that there is a significant effect of using Inquiry Based Learning Strategy on reading comprehension of the eighth grade students at SMP Negeri 2 Pesanggaran Banyuwangi in the academic year of 2017/2018.

SUGGESTION

The research result shows that the reading comprehension of the eighth grade students at SMP Negeri 2 Pesanggaran Banyuwangi in the academic year 2017/2018 increased after using Inquiry Based Learning Strategy as a teaching media. It is shown by the experimental class who was taught reading comprehension by using Inquiry Based Learning Strategy as a teaching strategy. There are many advantages of this research result which can be used as suggestions for the school, the teacher, and also the students, those are described in the following sections.

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