

CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significance of the research, and the scope of the research. Each of those points will be discussed in turn in the following section.

1.1 Background of the Research

As one of the international languages, English is used as the instrument of communication among people all over the world. It has an important role in human life, such as science, education, health and many others. Considering the importance of English, it has been taught as a foreign language which is gaining the popularity over the world. In Indonesia, English has been regarded in the curriculum of education as one of the compulsory subjects which is taught to the students of Junior and Senior High Schools and as a local content in Elementary Schools.

English has four skills which should be mastered by the students. They are listening, reading, writing and speaking. Reading is one of the skills that is very important to be mastered by the students because through reading they will get information that they need in English context. According to Bond et.al. (1994:2) reading is the process to absorb meaning of the text and find the idea from it. For the students reading is also a process to get information. In order to get the information they also must comprehend the passage of the text. Successful comprehension enables the readers to acquire information and to communicate successfully.

Reading comprehension skill is the basic skill in learning English, because every activity in English class involves reading (Grellet,1996:8). In addition, one of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward reading. It is caused by the limited time and other constraints they face during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information in reading materials. Therefore, it often creates a negative mind-set in students who consider the effort to interact with reading materials as an unattractive activity compared to the process they may get from visual electronic media. Thus, it is necessary for the strategy to be able to gain the students' interest and involvement in the learning activities. One of the strategies that can be used to help the students enhancing and developing their comprehension in reading is Inquiry Based Learning Strategy. Inquiry Based Learning Strategy gives the students chances to be more involved in the learning process that leads to understanding so that they can make sense of the reading activities in their real life.

The word "Inquiry" comes from English which means conducting an inquiry, questioning, conducting an examination. Having inquiries given in the classroom, students are provided with opportunities to express their idea as they read in the teaching process and know the text problems and Inquiry based learning will identify research issues and questions to develop their knowledge or solutions, it is principally very closely related to the development and practice of thinking skills (Friesen and Scott, 2013:3).

Although the highest level of inquiry occurs when students raise and initiate their own questions (open inquiry), an initial exploration or inquiry is necessarily needed to lead the students to make their own open inquiries (Llewellyn, 2005:70). Therefore, the application of IBL in the classroom context could actually help to make such a positive classroom environment.

A research conducted by Ermawati, et.al (2017) revealed that the IBL approach was able to improve reading comprehension of EFL students showed in the significant difference between post-test scores of control and experimental group. Beside, Joe Excline (2014) finds out that through the process of inquiry, individuals construct their understanding, especially in reading. This study implemented a quantitative method by using quasi-experimental design with control and experimental group. The subjects were students of third semester in 2016/2017 academic year at STKIP Muhammadiyah Sidrap, Indonesia. There were 40 students participated in this research. 21 students were for experimental group, while 19 others were samples of control group. The data were collected by: giving pre-test, treatment and post-test for both groups. The difference was only in treatment provided for both groups in which IBL approach was treated to experimental class, while the conventional way was applied in control class. Knowing the positive results described in that research, the researcher is interested to retesting the IBL strategy to other research participants. It is for the sake of knowing the effectiveness of the strategy to other students who have different background in different environment.

Referring to the explanations and arguments described above, a research on teaching reading by using inquiry based entitled "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” will be conducted.

1.2 Problem of the Research

Based on the background of the research, the problem in this research is: “Is there any significant effect of using inquiry based learning on reading comprehension of the students at SMP Negeri 2 Pesanggaran Banyuwangi in the 2017/2018 academic year?”

1.3 Objective of the Research

Based on the problem above the general objective of this research is “To know whether or not there is significant 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.”

1.4 Operational Definition of the Terms

To avoid different perspectives between the writer and the readers, the following terms used in this research are defined operationally. The terms are inquiry based learning and reading comprehension.

1.4.1 Inquiry Based Learning Strategy

Inquiry strategies emphasize on the students’ activeness to seek and discover, meaning that inquiry strategies place the students as subject of learning. Inquiry based learning is mainly about giving students some questions to guide them in understanding the material. In this research, inquiry based learning will be applied

through some steps, those are planning, retrieving, processing, creating, sharing and evaluating.

1.4.2 Reading comprehension

In this research, reading comprehension is focused on the process of getting or acquiring meaning and understanding the content of written or printed English materials. There are two indicator of reading comprehension, namely literal and inferential comprehension. The students' ability of reading comprehension will be tested by using multiple choice questions.

1.5 The Research Significance

The research result is expected to be significant either theoretically and practically.

1.5.1 Theoretical Significance

The research result is expected to be useful as a reference and source of information for others about the benefits of using inquiry based learning in teaching reading comprehension.

1.5.2 Practical Significance

The result of the research provides information about inquiry based learning strategy as an effective solution to the problem in teaching reading comprehension. Additionally, the result of this research is beneficial for the following parties:

1.5.3 Benefit for English Teachers

Based on the result of this research, it is expected that English teachers can use this strategy as one of their teaching strategies in reading comprehension. Hopefully, by having different strategies in teaching reading comprehension, they can also improve their teaching quality as well as their students' reading comprehension level.

1.5.4 Benefit for Students

Having inquiry based learning implemented in the classroom, the students are expected to get the most of their reading comprehension through inquiries given before, during and after their reading activity.

1.5.5 Benefit for Other Researchers

Through the result of this research, other researchers are expected to gain information on the effectiveness of inquiry based learning and the importance of reading comprehension for the students. Therefore, they can use the information of this research as a stepping stone to go on with their own research in the future.

1.6 The Scope of the Research

The scope of this research is focuses on the effect of using inquiry based learning to the reading comprehension ofthe Eighth Grade Students at SMP Negeri 2 Pesanggaran Banyuwangi in the 2017/2018academic year.