CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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    PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
    Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
    Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

Daftar isi

IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT THROUGH INQUIRY TECHNIQUE FOR THE FIRST YEAR STUDENTS OF STKIP PGRI BLITAR ACADEMIC YEAR 2017/ 2018

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Abstrak: Artikel ini membahas tentang kesulitan mahasiswa dalam memahami bacaan naratif. Mereka mengalami kesulitan bukan hanya dalam memahami teks naratif tetapi juga dalam membaca dan menceritakan kembali isi teks tersebut. Bahkan mereka mempunyai motivasi yang rendah untuk membaca. Berdasarkan permasalahan tersebut, penulis ingin membahas salah satu metode mengajar reading yaitu *Inquiry Technique.* Metode ini memotivasi siswa untuk membaca dan menciptakan suasana yang nyaman sehingga membantu mereka untuk memahami bacaan dengan lebih mudah. Berdasarkan hasil penelitian, Inquiry Technique terbukti efektif dalam meningkatkan pemahaman siswa dalam teks naratif.

Kata Kunci: *pemahaman membaca, teks naratif, inquiry technique*

Abstract: This article discusses the difficulties of students in understanding narrative text. They get difficulties not only in understanding narrative text but also in reading and retelling the contents of the text. Even they have low motivation to read. Based on these problems, the author wants to discuss one method of teaching reading, namely Inquiry Technique. This method motivates students to read and creates a comfortable atmosphere that helps them to understand reading more easily. Based on the results of the study, Inquiry Technique is more effective in improving student understanding in narrative text.

Key Words: *reading comprehension, narrative text, inquiry technique*

INTRODUCTION

Competence communication is ability to comprehend and produce oral or written text through the four language skill such as listening, speaking, reading and writing. The first year students of STKIP PGRI Blitar are hoped to understand the meaning of short written functional text and simple essay especially formed in narrative, descriptive, and news item in daily life context. In fact, many students have not understood and mastered reading text which they have learnt yet, especially narrative text. Some of them still find the difficulties to comprehend the generic structure of the narrative text. Consequently they get bad score in reading materials. Some of the first year students of STKIP PGRI Blitar got under 70 score. It is very important for lecturer to find and to choose the best method in the teaching and learning process, especially in reading comprehension and in encouraging the student's motivation.

There are many teaching methods that can be applied in teaching English such as SQ3R, SQ4R, cooperative

learning, three phase technique, grammar translation method, etc. In this case, the writer assumes that Contextual Teaching Learning Trough Inquiry technique may make teacher easy to find the suitable method to produce a successful teaching and learning process, It is suitable teaching technique to be applied because it teaches students to be active and creative in overcoming their problem and motivates them to deepen their understanding of the lesson.

Based on the background above, the researcher carries out classroom action research entitles "Improving Student's Reading Comprehension on Narrative Text Through Inquiry Technique for the First Year Students of STKIP PGRI Blitar Academic Year 2017/ 20118".

Definition of Reading

Reading is one of the important aspects on language skill and it has concept. Lado (1964:132) defines that reading consist of grasping meaning in the language through its written representation. The concept seems emphasize on two essential elements, the language it self and the graphic symbolization need to present it. Reading is usually conceived of as solitary activity in which the readers interact with the text in isolation. (David Dunan, 1995:72).

On the other hand, Jeremy Harmer (1991:90), in the practice of English language teaching says, "Reading is an exercise dominated by the eyes and brains. The eyes received messages and the brain has to workout the significance of the message, unlike listening a text, reading moves at the speed of the reader to decide how fast he wants to read a text whose speed is chosen by speaker".

There are various ideas given by language expert in defining reading. Although they have differences in their ideas, the differences are quite logical and acceptable, because each of them gives a strong reason toward. For many years, three basic definition of reading have driven literacy programs in the United States (Foertsch,1998).

Reading is complex cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and/or constructing meaning.

Furthermore, reading is an important medium of communication. It means that, recently, reading takes an important role in getting some information which is compared with other electronic media. Moreover, it can be done every time, everywhere, and every situation.

READING COMPREHENSION

Reading comprehension is primary a matter of developing appropriate, efficient comprehension strategies. Following are ten such strategies: (a)Identify the purpose in reading. (b)Use grapheme rules and pattern to aid in bottom-up decoding (especially for beginning level learners). (c) Use the efficient silent reading technique for relativity rapid comprehension (for intermediate to advanced levels). (d) Skim the text for

ideas. (e) Scan the text for specific information. (f)Use semantic mapping or clustering. (g)Guess when you are certain. (h)Analyze vocabulary. (i)Distinguish between literal and implied meaning. (j) Capitalize on discourse markers to process relationship.

Narrative text

Narrative text deals with problematic events which lead to a crisis or turning point of some kinds (climax), which in turn finds a resolution. This section deals with teaching students to comprehend narrative stories.

Students who do not have problems with literal comprehension may still have problems to answer questions about the structure of the story. For example, a student may be able to identify the characters in a story, but the characters' goals and motives and actions for achieving those goals. For these students, the teacher needs to demonstrate a strategy for identifying, understanding and relating these different components of story grammar to each other in comprehending the story's general message.

This section presents procedures for presenting the components of story grammar during story-reading activities. These procedures are designed for student who decode passage accurately, do not have significant fluency problem, and can accurately answer literal-comprehension questions (Douglas Carnine: 1990 : 35-49).

Definition of Inquiry Technique

Inquiry technique is a main point of teaching – learning based CTL. Knowledge and skills that the students have are not a result of *memorizing* but as a result of finding by themselves.. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers; teachers are encouraged to avoid giving answers when this is possible, and in any case to avoid giving direct answers in favor of asking more questions. The method was advocated by Neil Postman and Charles Weingartner in their book *Teaching as a Subversive Activity.*

The inquiry technique is motivated by Postman and Weingartner's recognition that good learners and sound reasonless center their attention and activity on the dynamic process on inquiry itself, not merely on the end product of static knowledge.

In an attempt to instill students with these qualities and behaviors, a teacher adhering to the inquiry technique in pedagogy must behave very differently from a traditional teacher. Postman and Weingartner (1969: 34-37) suggest that Inquiry teachers have the following characteristics: They avoid telling students what they "ought to know". They talk to students mostly by questioning, and especially by asking divergent questions. They do not accept short, simple answers to questions.

Short (1991: 3) said that inquiry is an intellectual activity in which we seek to find out something not yet known and clearly understood. The teacher should plan any activities refers to the process of

inquiry. There are several sequences of the process of inquiry, they are *Observation, Questioning, Hypothesis, Data Gathering and Conclusion.*

RESEARCH DESIGN

Research design of this thesis is Classroom Action Research (CAR). The implementation of this classroom action research followed certain procedures Kemmis and Teggart (in Nunan, 1990) that the procedures for carrying out research consist of four developmental phases, namely planning, implementing, observing the effects of action, and reflecting. The subject of the research is the first year students of STKIP PGRI Blitar Academic Year 2017/2018

In this research, the data are taken by using two instruments. They are: the questioner, observation and test to get the technique supporting data. To get the instrument data by usingquestioner form, observation form, and test.

RESEARCH FINDINGS
Cycle 1
Meeting 1

This research was held in STKIP PGRI Blitar. It's started on Tuesday, 3th April 2018 at 10.00 until 11.30 a.m. Time allotment was 2 X 45 minutes. Then, based on the result of observation, questionnaire, and interview, the researcher socialized the new strategy to the students, the strategy was CTL through Inquiry technique.

In inquiry technique, the teachers avoid telling students what they "ought to know". Thus, the teacher talks to students mostly by questioning, and especially by asking divergent questions. He did not accept short, simple answers to questions. In this case, the teacher encourages students to interact directly with one another, and avoid judging what was said in student interactions. The lessons pose problems to students.

Next, the researcher gave a test as an instrument of input before teaching learning process. The material was Narrative text entitle "The Scorpion and the Frog".

The teacher and the researcher still used Inquiry technique in order to make the class more active. After the researcher explained about some advantages of her technique, they felt enjoyable and more comfortable to study. The students could follow the researcher explanation well. To reduce the situation, the teacher set behind them to make the situation of class quietly. Finally, the researcher and the English teacher made an output instrument related with the result which was determined minimal score were 76.

Meeting 2

At the beginning of the class, the researcher wanted to know if the students had already followed the procedure that she introduced in the previous meeting. Then, the teacher explained about the material which would be discussed and the rules in teaching learning process. The material was a simple reading in line with "Reading (fable)" and a verbal sentence and nominal sentence of adjective while the rules were based on Inquiry technique. Moreover, she told the

students the goal of teaching learning in the cycle. She would make a lesson plan and the material was the following subtopic. She had made a simple text and would teach nominal sentence using adjective and it was still related with "Reading of narrative text (fable)".

Then, the researcher as the English teacher did not only explain about the material which would be discussed but also the rules of Inquiry technique in teaching learning process again. She told the students that they had cooperate more each other in solving the problem in the material which would be discussed. Besides, they had to answer the questions based on the text which was given and answer the task which was related with verbal sentences and nominal sentences of adjective individually.

Result of the Observation of First Cycle

Basically, the students enjoyed study English. Some students said they liked the lesson but some said they were afraid of it. Some of them thought that English is difficult; the words on English were strange, besides they sometimes felt difficult with the pronunciation. They were also could not translate the text well, that's why they sometime felt confuse.

Data analysis from observation and assessment. (a) Qualitative data. The researcher got soft data from questionnaire, interview and reading test. (b) Quantitative Data. The researcher got students' score by giving test so the researcher had known the mean score and

the result of improving reading comprehension on narrative text through Inquiry technique.

The calculation of score is:

$$\text{Mean} = \frac{Total\ score}{Total\ students'\ sample} X100$$

Interpretation. Interpretation was done by the researcher to get information about reading learning activity through observation. She got the result of analysis by giving the explanation and translating the data.

Reflection of Cycle 1

After scoring the students 'answer sheets, the researcher found that the result of the reading narrative test was unsatisfactory. the researcher concluded that the implementation inquiry technique to improve students 'reading comprehension was not satisfying yet and it need to be revised and went on to the cycle 2.

Cycle II

Meeting 1

Before the action was implemented in the class, the researcher explained once again shortly about the new strategy to the students. To measure their understanding about the new method, the researcher asked some questions to the students that looked confused about the strategy. Then based on the inquiry technique steps the researcher did the reading teaching learning with all the students. The anecdotal record note of teaching learning process describe as follow: Students prepare themselves, in the beginning the class organization was the classical form with the students sit in rows. The students responded the teacher

by hearing the teacher's explanation about the topic, but some of them did not respond the teacher well because they did not understand the material and several students chatted with their friend. The class condition was very noisy. Beside they chatted with their friend, they also moved to the other desk. When the teacher stimulated the students about the topic, some of them answered directly and the other just keep silent. The teacher gave the texts and asked the students repeated after teacher read the text. When the teacher asked to the students to read loudly individually, there were some students who read proudly, but there were some students who felt shy because their pronunciation was not good enough. The students felt enjoy when the teacher made a groups and gave opportunity to the students to work together. Teacher collected the student's work sheet in the end of teaching learning process.

Meeting 2

The researcher observed that the students were more interested in learning reading narrative text. It shows that many students fell happy and interesting to the lesson. Some of them said that English is very easy to learn and memorize. Some of them also brave asked to the teacher while the learning process. Many students are really interested in English subject and many students are more active and fell comfortable to learn English. The lecturer could make the situations becomes joyful learning. The lecturer also felt satisfied because the student's response was good enough when the teaching learning process.

Result of Observation of Cycle II

The researcher as the English teacher took a qualitative data from the students by asking them directly about applying Inquiry technique in teaching learning process. Most of them said that they were interested in it because it made them easy to understand the lesson and made the relation among students closer. Based on the data above, the researcher as the lecturer considered that the method, Inquiry technique, which she had applied, could succeed and had to hold out even must be improved as much as possible.

Reflection of cycle 2

In discussion process, most of students were included and participated. It happened because most of students were usual to delivering their opinion in front of their friends. And they had begun understanding the method which the teacher applied in teaching learning process. Moreover, the cleverer students tried to responsible for their friend and taught their friends patiently. Thus, the students who had felt ashamed and inferiority tried to understood the material well and release their inferiority and anxiety.

DISCUSSION

The researcher got result in cycle I and II. The researcher as the English teacher was very satisfied because the students' group result had increased. Based on table above the researcher found that there was only a student who got ≤ 75 or did not complete in his/her lesson. It

meant they were complete in mastering reading comprehension.

In the cycle 2, there were 4 criteria's which were measured. They were students' activeness in delivering question, students' on task, students' activeness in discussion, and student's score. Most of students were appropriate in doing the task. It happened because the students were able to cooperate in solving the problem in their material well. Furthermore, the researcher took a qualitative data from the students by asking them directly about applying Inquiry technique in teaching learning process. Most of them said that they were interested of it because it made them easy to understand the lesson and made the relation among students closer. Because the criteria of success had been met, the cycle 2 was ended.

CONCLUSION

Based on the research findings and discussion, the conclusion could be drawn as follows. The students' problem in reading comprehension was because of the limitation of strategy applied in the teaching and learning reading which still emphasized to accuracy of language and limited time on schedule that is given to give explanation in teaching English

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