

**TEACHING READING BY USING INQUIRY
BASED LEARNING (IBL)
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ABSTRACT

The study is aimed to explain the using of Inquiry-based learning for teaching reading at English Department UNBAJA 2016/2017. The researcher got the data of this research from events, informant and document. This research is descriptive qualitative research. The method of collecting data is observation, interview and document. The technique of data analysis is data reduction, data display and conclusion drawing/verification. The result of the analysis show that: 1) For learning objective there are two kinds namely: general learning objective and specific learning objective. 2) In the classroom procedure, the researcher found that the lecture used Inquiry based learning in teaching Reading at Literal Reading Class. Any three steps, there are: Exploration, Elaboration and Confirmation. 3) The classroom technique that the researcher found during the observation such as oral repetition, identifying key-words, answering the questions, free writing, problem solving and reading passage. 4) The researcher found four kinds of Instructional materials during the observations, there are (a) textbook, (b) picture in the monitor, (c) slide of power point, and (d) video. 5) There are two of lectures' role that the researcher found in the English Department UNBAJA during the observation. 6) media that used in English Department UNBAJA, which is used in teaching learning process at Literal Reading class such as: (a) picture, (b) Board, (c) Laptop, and (d) tape recorder. And 7) Type of Assessment tools used are daily test, midterm examination and final examination. The results showed that students who were instructed through Inquiry-Based Learning (IBL) were achieved higher score than the ones which were instructed through the traditional method.

Key words : Inquiry-based Learning, Teaching, Reading.

INTRODUCTION

Language is an important part of humans in communicating to each other. Through language, people learn how to mean things and how to share all of those meanings with others. In simple word, language is used by people to communicate and share information all about their life. Reading and Listening are called receptive skills because when we listen and read something we will receive the language,

understand it and get the meaning. The example of productive skills are Writing and Speaking. It called productive skills because they are used language to produce a message through written text and speech.

According to Patel and Jain (2008: 113 – 114) “Reading is an important activity in life with which one can update his/her knowledge. It means that when people use

information stored in schemata to understand and interact with the world around people, so do people use this knowledge to make sense of print. Since the reader has not said anything about the reader's "getting" meaning. From the author, the page, or anywhere else. It means that by reading people will get information which is stated in a text.

Many students had many problems. For examples; the aspect of reading such as vocabulary, tenses, low motivation in learning English because they didn't interest with teacher's strategy and technique in teaching learning process. The students also had lack of motivation in reading comprehension.

Sometimes, teacher loses their idea about classroom interaction to keep the students active and fully interactive in the learning process. Then, this Inquiry Based Learning (IBL) becomes the solution in which the students get active to control their learning process. Learning by doing introduced by John Dewey as the basic theory behind this approach provides the students fully interactive and students' experience-based learning process".

Reading comprehension is the basic purpose for reading, underlying and supporting most other purposes for reading and more complex than commonly assumed. There are some reading strategies used by good readers, skills essential to students' academic success: pre-reading, initial reading, getting the main ideas section, guessing meaning from context, re-reading, and post-reading exercise.

According to Caputo (2014) points out that Inquiry Based Learning (IBL) is in particular emphasizing the responsiveness, authenticity, and intellectual-engagement that makes this approach a useful means of ensuring that students get the most out of their shared learning environment. As well as, Ajit, et.al. (2016) defines Inquiry-Based Learning (IBL) as a way of learning through questioning and experimentation. They claim that in ELT context, they could remark that IBL is an effective way of learning English language. Inquiry Based Learning (IBL) serves greater opportunities to create interesting, cross-cultural and practical lessons.

From the definition above, Inquiry-Based Learning (IBL) was defined as an approach which activates the students' prior knowledge before coming up with the

entire materials provided by teacher. Also, it could be simplified as questioning, making inferences and finding out the open answers of the problems then evaluating the process of the inquiry experienced before.

An achievement is a measurement of how much of a language has learned with reference to a particular course of study or programme of instruction (Trumble, 2001:11). Students' reading achievement means the students' difference score that is related to their particular course of instruction. For example, an achievement reading comprehension test based on particular set of descriptive text question. The test helps the teacher to judge the success of his or her teaching and to identify the weakness of his or her students.

Based on procedures that proposed by Wilherm(2010:11), Inquiry Based Learning Approach through the following steps:

1. Teacher activates the students' prior knowledge. The teacher asks to the students about their opinions that relates to the topic of the reading text.
2. The teacher divides the students into groups (each group consist of five students). The teacher gives the topic of the reading text.
3. Teacher invited the students to

appoint their own group leader

4. The teacher establishes a general topic or inquiry of the topic of Descriptive text.
5. The teacher provides the students about the books/reading text which related to the descriptive text. After that the students do their own inquires.
6. The teacher helps the students to find the answers of the text.
7. The teacher asks students a lot of questions to help them refine their thinking.
8. The teacher evaluates result and process of study and reviewing the questions and answers that are stated on the text.

According Dewey, there are any several advantages to an Inquiry Based Learning (IBL) approach to learning. An Inquiry based approach is:

1. Qualitative: It can be used in teaching reading content and suitable for the groups.
2. Flexible for students: It motivates students to be more creative by giving them more freedom, time, and for discovery.
3. Highly motivating: As students

become engaged in the question forming process, they take ownership of their learning.

4. Connected to the real world: It works to prepare students for real-life situations. It reinforces multiple skills and allows students to build the confidence to know where and how to get wanted information.

METHOD

In this research, the researcher conducts a certain procedure covering seven points, namely types of the study, setting of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data. The writer uses the descriptive qualitative. The components of teaching technique are kinds of learning objectives, classroom procedure, classroom techniques, the roles of instructional materials, teacher's role, students' role, medias, and assessment. The Subject of the study is the students in the Literal Reading Class. The Total of students in Literal Reading are 40 students .

Discussion

The researcher found some classroom techniques that used in English Department Unbaja for every skill. The techniques that researcher found during observation such as oral repetition, answering the questions, identifying key-words, free writing, problem solving, and reading passage. Instructional material generally is the source of learning, instructional material is all materials support the language teaching and learning process to achieve the goal of the teaching learning itself. The researcher found some instructional materials that used in English Department Unbaja during teaching learning process at Literal Reading Class, the teacher used textbook, pictures in the monitor, slide of power point and video. Based on the statement, the researcher concluded that learning objective of teaching Reading based on Richard's theory. Students Roles are as participants in the teaching learning process. Students can express their ideas what they want to learn. Based on research finding, there are four roles' students of Literal Reading class Unbaja. Those roles are: Planner, members, performer, and monitor. Johnson and Paulson on Richards and Rodgers (1999: 23) spell out learner roles in an individualized approach to language learning in the following terms.

Based on the discussion above, the researcher concludes that the learner roles in the teaching and learning of English are from the Richards and Rodgers (1999) theory. 3.7 Medias 10 According to Harmer (2001:134) there are some varieties of teaching media are as following:

a)Organizing pair work and group work Group work is to do a group activity with the students and then, when it is over, ask them to write or say how they felt about it (either in English or their own language);b) The Board Boards provide a motivating focal point during whole-class grouping) Bits and Pieces Of course there is no limit to the various bits and pieces which can bring into the classroom. The researcher found the Medias used in Literal Reading Class UNBAJA are picture, board, video, laptop, tape recorder. Based on the statement, the researcher concludes that the medias are from Harmer's theory.

Types of Assessment The previous finding in Bayu's workand Khusnul's work ,they are used daily test, mid test and final test. There is less different with the current study the researcher found that the lecture of Literal Reading Class UNBAJA is used test and non-test. The test consist daily test,

midterm examination and final examination, while the non-test consists of listen and repeat, responsive in the question-answer from the teacher, interactive in the conversation performance, reading outcomes and writing outcomes.

CONCLUSION

Based on the using of Inquiry-Based Learning in teaching Reading at Lieral Reading Class UNBAJA in 2016-2017 academic year in previous chapter, the result of the research can be concluded as follows: For learning objectives, there are two kinds namely : general learning objectives and specifics learning objectives. In the general learning objectives stage, there are based on the interview with the English lecture and students in Literal Reading Class UNBAJA. For specifics learning objectives the researcher found from the lesson plan and syllabus. In the classroom procedure the researcher found that the lecture is used Inquiry-based learning in teaching English. There are three steps, namely Exploration, Elaboration and Confirmation. In the classroom techniques, the researcher found that the English lecture in Literal Reading Class UNBAJA is used identifying key words, answering the questions, free

writing, problem solving and reading passage during the observation. The researcher found some the kinds Instructional material in Literal Reading Class UNBAJA during the observation, there are the lectures used textbook, pictures in the monitor, slide of power point and video. The lectures used the materials of English teaching based on the syllabus they used printed material which taken from some book of .There are three the roles of instructional material, they are were: a) a resource for presentation materials (spoken and written); b) a source of activities for learners on grammar, vocabulary, pronunciation, and so on; c) a source of stimulation and ideas for classroom activities.

The students roles that the researcher found in Literal Reading Class UNBAJA are: a) Planner The learners plain their own learning process for what they do in the classroom. The students express their ideas to be active students in the classroom; b) Members The learners are a member of a group and learn by interacting with others. The students as the member in the classroom, they are receiving the instructions of the teacher and making

discussing or interacting with others students; c) Performer The students as performer means that they try to practice and do the instruction that is given by the lecture in the classroom during learning process; d) Monitor In this stage, the learner's monitor and evaluate their own progress. The medias that is used in Lieral Reading Class INBAJA in the teaching learning process were : pictures, board, video, computer and tape recorder.

The assessment is conducted in Literal Reading Class UNBAJA ware test and non-test. Test is implemented in daily test, it held when the materials were done in each chapter. Midterm examination is held after teaching learning process, and final examination is held in one semester after teaching-learning process, especially in reading and writing skill. The non-test is implemented based on language skills to develop listening, speaking, reading and writing skills of the students. Based on the observation and interview, the researcher found that the conclusion from the using of Inquiry-Based Learning for teaching Reading is appropriated.

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