



CHAPTER I INTRODUCTION

1.1 Background of the Study

English as a foreign language is taught in educational levels in Indonesia starting from primary school to university. It is taught in every educational institution, including informal or non formal institutions. Based on KTSP for Junior High School, there are four skills that should be learned by the students in learning English as a foreign language, i.e. listening, speaking, writing, and reading. Each skill has different time allocation of teaching. The time allocation for reading is more than the other skills. Moreover, reading is tested in the National examination (UN) that has more number of items in the test materials. (Depdiknas:2006).

Reading provides the learners with a source of comprehensible input and serves to facilitate communicate fluency in other language skills. Furthermore, reading ability has always been viewed as critical to academic success. Chastain (1988: 217) stated that “Reading is a receptive skill in that reader is receiving a message from a writer. The reading goal is to read for meaning or to recreate the writer’s meaning. Reading to improve pronunciation, practice grammatical forms, and study vocabulary do not constitute reading at all because reading involves comprehension. When readers do not comprehend, they are not reading”. In short, the reading involves comprehension in the sense that when the readers cannot comprehend, they are not reading.

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In addition, Bruns *et al* (1991:3) states that “the most important skill since someone’s success or failure in school and in society depends upon the ability to read”. It means that they do not only understand the structure of the texts but also comprehend the message of the texts. Some students learn how to read and comprehend what they read fairly well. Experience in academic setting has shown that many students have difficulty in learning how to read and comprehend what they read. In teaching reading in particular, the teacher should enable the students to comprehend the text they are reading according to its genre. The students should be able to identify the topic, main idea, generic structure, grammatical features, references, inferences, and social function. For the eighth grade, there are some genres that should be mastered by the students, namely; Recount, Report, Procedure, Narrative, and Descriptive. (Depdiknas:2006).

Based on journal of Indonesian People by Mustafa, (2012: 2) it was stated that in several cities in some provinces since 1995, the average reading habit of Indonesian people is still low. In fact, the research reports in the provinces of SULSEL (South Sulawesi), RIAU (Riau), KALSEL (South Kalimantan), SULUT (North Sulawesi), SUMUT (North Sumatera), and KALTIM (East Kalimantan) quantitatively revealed that if reading habit is quantitatively scored from the value of 1, that is the lowest reading habit, to the value of 7, that is the highest reading habit, then it was also reported that the average reading habit score of respondents from the six provinces was 3.2 which was a little bit low.

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especially that involves them in many activities. It is necessary by the teacher to stimulate students in order to motivate and facilitate them in learning English.

In curriculum KTSP 2006, teaching focuses on student-centered instruction not on teacher-centered instruction. In learning process, students should be more active, but the fact is that the students are shy and afraid of making mistakes in arguing or giving opinions in learning process. So, the teacher should give the students motivation in learning because it is very important in learning process. Huitt (2001: 140-147), stated that “Motivation is an internal state (need, desire) that serves to activate or energize behavior and give it direction”. This idea corresponds to what Ghazi & *et.al* (2010: 140-147) argue that every teacher, at one time or the other, is faced with the problem of motivating his students to learn. Therefore it is essential to think of the ways and means for achieving motivation in the classroom situation. It is the reason why the students have poor performance as they are not motivated to learn. Therefore, the teacher should pay attention to the students’ motivation because the learning will be successful if the students are motivated to follow the learning process.

Based on journal of Indonesian People, Mustafa, (2012: 1) it was stated that “A few factors suspected to influence reading: one of them is the minimum support to children to read books by parents and/or teachers.” The minimum support means students only get little motivation from their environment to learn.

On 30th August 2015 an interview and sharing ideas with the teachers at MTs Syafa’aturrasul in Sentajo Raya Teluk Kuantan were conducted. It was informed that most of the students faced problems in comprehending a text. The

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students had difficulties in identifying the generic structure of a text, finding main idea, finding factual information, finding supporting ideas, finding the meaning of vocabulary, and identifying references . These difficulties were caused by the following problems.

First, the students' reading skill was in low level which could be seen from their reading scores, while the standard minimum score (KKM) is 75. Most of the students still obtained the score under the passing grade, only a few of them got good scores. Of the four classes of grade VIII at MTs Syafa'aturrasul, 2 classes gained higher than 75 for the class average score, while the rest got the scores under 75.

Second, lack of vocabulary was also one of the students' problems in learning. Sometimes they tended to focus on unfamiliar words found and consulted their dictionaries for their meaning. As a result, they did not have a good understanding of what the text was about when the time was over.

Third, the students' motivation in learning was still low. Most of them refused to read the text given by their teacher; consequently it was difficult for them to answer the questions. They did not want to read the text given because in their perception, they had to read and answer the questions based on the text. It was because of their participation that they had to translate the text into Indonesian in order to understand the text. That was why most of them did not have good interest in reading. This situation could be seen when the teacher explained the lesson where more students felt bored, they did not pay attention, and they were passive during the teaching and learning process. Sometimes they

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often asked for a permission to leave the class and did something during the learning process in reading class. Those facts above reflected the students' low motivation in reading.

The fourth problem was that the teachers only focused on using one teaching technique or method. In fact, a number of teaching strategies or method could be used to improve the students' reading comprehension. One of them is Shared Inquiry Method to help students' problems in reading comprehension being considered appropriate to improve the students' reading comprehension. This is the reason why Shared Inquiry method created specially by some experts to teach reading comprehension and motivation needs applying. Alan Crawford & et. al (2005:92) state that Shared Inquiry is one way for a teacher to lead a deep discussion into a work of literature and can motivate really inspired discussion in classrooms; also, it is best done with a group.

The purpose of Shared Inquiry in this course is to have interchanges where views can be questioned, supported, evidence reviewed, minds confirmed or changed and collaborative positions worked out. It is optimal for three to five member teams to meet at least once each week and use the following guidelines in structuring Shared Inquiry Teams. Having a moderator/leader is key, the larger the group. With partners or trios, a more natural discussion style can be used. Students can even do Shared Inquiry with their friends who are not taking the course, so long as they are willing to be interested in discussion partners. When students read a provocative text, they are asked real questions (questions to which the teacher does not already have a "right" answer in mind), and they are invited

to offer different answers and to debate each other—then deep thinking often ensues. Even when the teacher does not use all of the steps to the methods as outlined below, aspects of the Shared Inquiry can improve classroom discussions. Shared Inquiry method is assumed that it may be useful to help the student's ability in comprehending an English reading text and their motivation. Besides, this study will apply an experimental research as the research method because its purpose is to find out effect of this method.

Based on the problems of students' reading comprehension and their motivation, Shared Inquiry method is expected to be able to overcome the problems. So, it was necessary to conduct a research entitled "***THE EFFECTS OF USING SHARED INQUIRY METHOD ON READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS AND THEIR MOTIVATION AT MTs SYAFA'ATURRASUL BOARDING SCHOOL TELUK KUANTAN***".

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1.2 Statements of the Problem

Based on the background above, there were several problems encountered by the students of MTs Syafa'aturrasul Boarding School in reading comprehension and motivation. The first problem was their low comprehension in reading descriptive text. They had difficulties in identifying the generic structure, finding main idea, finding factual information, finding supporting ideas, finding the meaning of vocabulary, and identifying references .

The second problem was the students' motivation. Most of them did not want to read the text given by their teacher because of their perception that they had to translate the text into Indonesia in order to understand the text. That was why most of them did not have good interest in reading. This could be seen when the teacher explained the lesson, more students felt bored, did not pay attention, and they were passive during teaching and learning process. Sometimes they often asked for a permission to leave the class and did something during the learning process in reading class.

Students' motivation is related to students' reading comprehension. It is with no doubt that otivation affects students' reading comprehension. Motivation of students' reading comprehension is influenced by the support from parents, teachers, students, or some other factors such as the curriculum or choice of texts. It seems that teachers are constantly striving to find ways to motivate children to read (McNinch, 1997). It has been suggested that building motivation is an essential step in developing children who will turn into readers (Anderson, e t al., 1985). One cannot expect students to comprehend printed material if they have

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not read that material. It is just as unreasonable to expect them to want to read without any motivation.

It was noticeable that most of the eighth grade students at MTs Syafa'aturrasul Boarding School still faced the problems in reading comprehension and motivation, especially in comprehending texts. Some questions need to be addressed. What makes the students get difficulties in finding a topic of a text? Why do the students fail to determine the main idea of a paragraph? What makes the students get difficulties to find supporting idea and factual information? Why do the students fail to guess the meaning of vocabulary and identify references? How should the teachers apply language learning strategies to their students in teaching reading? How do the teachers make them more motivated? What makes students obtain low reading comprehension? What causes the students become low motivation? Is Shared Inquiry method appropriate to overcome the students' problems? And what efforts should be made to enhance students' reading comprehension and their motivation?

This research focused on Shared Inquiry method because this method was potential to solve the problem faced by the students. Alan Crawford & et. al (2005:92) states Shared Inquiry is one way for a teacher to lead a deep discussion into a work of literature and can motivate really inspired discussion in classrooms. And also it is best done with a group.

To support this method, Wood, P.F. (2008) states that Shared Inquiry Method is highly recommended as a discussion-based program "designed to develop critical thinking and reading skills through the use of authentic literature.

Its shared inquiry [sic] approach stimulates lively text discussion vis-à-vis open-ended questioning that challenges students to think critically about the reading assignment, develop their own interpretations, and support their ideas with evidence from the text.

Murphy, P. K. et.all (2009) also states that The Junior Great Books Shared Inquiry approach exhibited moderate to strong effects on text-explicit and text-implicit comprehension as well as critical thinking and reasoning. It was particularly effective at promoting students' critical thinking, reasoning, and argumentation about and around text in multiple-group and single-group design studies. Shared Inquiry was one of only three approaches that increased literal or basic comprehension and high-level comprehension (i.e., critical thinking and reasoning about or around text) in multiple-group design studies.

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1.3 Limitation of the Problem

Based on the background and statement of the problems, the study only focuses on applying Shared Inquiry method to improve the students' reading comprehension and motivation in Descriptive text. This research consists of three variables, Shared Inquiry (X) as independent variable, and Reading Comprehension (Y1) & Reading Motivation (Y2) as dependent variables.

The scope of the study is limited as followed:

The research was conducted at MTs Syafa'aturrasul Boarding School Teluk Kuantan which is located on Sentajo Raya Teluk Kuantan regency. It was done for four months (September – December, 2016). Population of this research was the eighth grade students of MTs Syafa'aturrasul Boarding School Teluk Kuantan in academic year 2016/2017.

For the research subject, two classes were chosen as samples of the research at MTs Syafa'aturrasul Boarding School Teluk Kuantan. They were divided into one experimental group and one control group. The classes chosen based on the English teacher's information that all two classes should be homogenous or the students' capability of the two classes are equivalent and taught by the same English teacher. Gay (2000:129) states that cluster sampling randomly selects groups (not individuals) that have similar characteristics.

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1.4 Purpose and Objectives of the Study

The purpose of the study is to find out whether Shared Inquiry method effect to the students' reading comprehension and their motivation in comprehending Descriptive text at MTs Syafa'aturrasul.

The objectives of the study are follows:

1. To find out the difference of the eighth grade students' reading comprehension before being given a treatment between an experimental and a control group at MTs Syafa'aturrasul Boarding School.
2. To find out the difference of the eighth grade students' reading comprehension of the experimental group between before and after being given a treatment at MTs Syafa'aturrasul Boarding School.
3. To find out the difference of the eighth grade students' reading comprehension of the control group between before and after being given a treatment at MTs Syafa'aturrasul Boarding School.
4. To find out the difference of the eighth grade students' reading comprehension of experimental and control groups after being given a treatment at MTs Syafa'aturrasul Boarding School.
5. To find out the difference of the eighth grade students' motivation of the experimental and control groups before being given a treatment at MTs Syafa'aturrasul Boarding School.
6. To find out the difference of the eighth grade students' motivation of the experimental group before and after being given a treatment at MTs Syafa'aturrasul Boarding School.

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7. To find out the difference of the eighth grade students' motivation of the control group before and after being given at MTs Syafa'aturrasul Boarding School.
8. To find out the difference of the eighth grade students' motivation of the experimental and control groups after being given a treatment at MTs Syafa'aturrasul Boarding School.

1.5 Research Questions

The problem of this research is formulated in the following research questions:

1. Is there any significant difference of the eighth students' reading comprehension before being given a treatment between an experimental and a control group at MTs Syafa'aturrasul Boarding School?
2. Is there any significant difference of the eighth grade students' reading comprehension of the experimental group between before and after being given a treatment at MTs Syafa'aturrasul Boarding School?
3. Is there any significant difference of the eighth grade students' reading comprehension of the control group between before and after being given a treatment at MTs Syafa'aturrasul Boarding School?
4. Is there any significant difference of the eighth grade students' reading comprehension of experimental and control groups after being given a treatment at MTs Syafa'aturrasul Boarding School?

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5. Is there any significant difference of the eighth grade students' motivation of the experimental and control groups before being given a treatment at MTs Syafa'aturrasul Boarding School?
6. Is there any significant difference of the eighth grade students' motivation of the experimental group before and after being given a treatment at MTs Syafa'aturrasul Boarding School?
7. Is there any significant difference of the eighth grade students' motivation of the control group before and after being given at MTs Syafa'aturrasul Boarding School?
8. Is there any significant difference of the eighth grade students' motivation of the experimental and control groups after being given a treatment at MTs Syafa'aturrasul Boarding School?

1.6 Significance of the Study

The findings of the research are expected to give contributions to the following persons:

1.6.1 Teachers

Theoretically, this research is expected to give contribution to the foreign language teaching, especially English teaching program at Junior High School. In practice, it will give additional information to junior high school English teachers about one of the appropriate techniques to teach reading comprehension and to increase the students' motivation in reading descriptive texts.

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1.6.2 Students

This research is expected to be able to help the students in learning present tense in descriptive text and to improve their reading comprehension. In addition, the students will have good motivation to support their reading and think that reading English is fun, and to build their self-confidence that they can read properly by using Shared Inquiry method in teaching and learning process in the classroom in which they can express their ideas to read and build their motivation.

1.6.3 School

This research may bring valuable empiric experiences to improve the teaching and learning process as well as knowledge of innovative teaching method for teachers who teach at this boarding school in order to achieve the optimal instructional goals.

1.6.4 For other researchers

The researcher will get more knowledge by doing this research. The researcher also gets new experience which will be useful for this time and for the future. Those who want to observe teaching learning method are encouraged to do research on similar topic.

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1.7 Rationale of the Study

Reading is one of the most important language skills in academic field. It is also one of the most complex skills in developing second language fluency because in reading people not only activate their language competence but also their competence in connecting the text to the context. Bennette (1997: 23), stated that: “Reading is the combination of word recognition and intellect and emotion with the prior knowledge to understand the message communicated”. So, in comprehending a text, the readers usually have to get reading process which includes the readers’ background knowledge. It means that reading comprehension is the activity to associate the knowledge that the readers already get to the meaning in the text, absorb them, the adapted the prior knowledge. Reading has many contributions in enhancing and enriching students’ knowledge. Nowadays, reading is an essential skill for all students at all levels started from elementary school up to university.

Besides, reading motivation is also important in teaching and learning process. The learning process will be successful if the students are motivated to follow the learning process. Kinicki and Williams (2008) states that “Motivation is the psychological processes that arouse and direct behavior towards some goals till the goal attainment”. It means that motivation is also a main point before in the beginning of the lesson. Lack of motivation in attending a language course is a persistent problem that most teachers teaching English to students enrolled in professional course face. Considering the condition above, this focus is an interesting topic to be discussed as one of the variables in this research. Hence, it

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is important to carry out this study as a step towards improving students' reading comprehension and their motivation by using Shared Inquiry method.

Robert Maynard Hutchins and Mortimer Adler in Great Book Foundation (2014) state that “Shared inquiry is a discussion method, a teaching and learning environment, and a way for individuals to achieve a more thorough understanding of a text by discussing questions, responses, and insights with fellow readers (Great)”. Shared inquiry is a way to have students involved in discussing what they have read, and their responses to it. It is often used in literature circles where students come to the group to share their own ideas in response to reading and hear the ideas of their peers. Teachers facilitate the discussion by using guiding questions to prompt the sharing of ideas. A previous study on Shared Inquiry method conducted by David & Camocho in Murphy, K. et al. (2009) indicated that a study with 21 students with average age of 10 years old participating in Literacy Circles (another name for shared inquiry. The result from the study that was taken from a reading practice was in favor of the literacy circles. “After implementation of Literature Circles, students improved their ability to discuss literature with their peers, improved their reading performance, and increased their self-motivation toward reading independently” (Murphy, et al)”. So by using Shared Inquiry method it is hoped that the students' reading comprehension and motivation can be improved.

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1.8 Definition of Key Terms

To avoid misunderstanding and misinterpretation, the key terms are defined as in the following:

1.8.1 Shared Inquiry Method

Shared Inquiry method is a way to have students involved in discussing what they have read, and their responses to it. Often, it is used in literature circles where students come to the group to share their own ideas in response to reading and hear the ideas of their peers (Great Books Foundation , 2014). Shared Inquiry method in this research is a method used to know its effectiveness on students' reading comprehension and their motivation of the eight grade students of MTs Syafaaturrasul Boarding School.

1.8.2 Reading Comprehension

Reading Comprehension is a concept of reading as the applications of a set of isolated skill such as finding the main idea, identifying cause and affect relationship, comparing and constructing (National Reading Panel: 2000). In this study, reading comprehension is the capability of the eight grade of junior high school MTs Syafa'aturrasul in understanding or comprehending the descriptive text.

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1.8.3 Motivation

Motivation is defined as the value, belief and behavior in reading of an individual (Cambria and Guthrie,2010). Similarly, Guthrie and Wigfield (1999) defined motivation as the individual's goals and beliefs regarding reading. It is influenced or may be stimulated by home and may be influenced by peers, but the teacher is the main actor influencing students' development motivation in learning, especially in reading activities.

1.8.4 Descriptive Text

Descriptive text is a skill that needs extra attention (Soejatmiko and Taloko, 2003: 62). A descriptive text is used to create a vivid image of a person, place, or thing. It draws on all of the senses, not merely the visual. Its purpose is to enable the reader to share the writer's sensory experience of the subject.