



Developing Students' Reading Comprehension Using Inquiry Method

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Abstract. *The main aim of this study was to assess the efficacy of the Inquiry technique in improving reading comprehension skills. This study utilized a quantitative and pre-experimental methodology for the purpose of conducting tests. The pre-experimental design included two evaluations: an initial pre-test and a subsequent post-test carried out following the intervention. The study's sample size comprised 30 students in the eighth grade. The results demonstrated a significant rise in the scores achieved post-test, surpassing the scores achieved pre-test. Furthermore, when the significance level is established at 0.05%, the t-score is considered to be less than the corresponding number in the t-table. The study resulted in the adoption of the Alternative Hypothesis (Ha) and the rejection of the Null Hypothesis (Ho). Hence, it is advisable for educators and students to utilize this method to augment reading comprehension.*

Keywords. *Reading, Reading comprehension, Inquiry method.*

Abstrak. Tujuan utama dari penelitian ini adalah untuk mengevaluasi efektivitas metode survei dalam meningkatkan keterampilan membaca pemahaman. Untuk pengujian, penelitian ini menggunakan metode kuantitatif dan pra-eksperimental. Ujian awal terdiri dari dua tes: Periksa sebelum memulai dan periksa setelah perawatan. Besar sampel penelitian ini adalah 30 siswa kelas 8. Hasil penelitian menunjukkan bahwa nilai post-test meningkat dan melebihi nilai pre-test. Selain itu, pada tingkat signifikansi 0,05%, t-skor dianggap lebih rendah dibandingkan t-tabel. Hipotesis alternatif (Ha) diterima, namun hipotesis nol (Ho) ditolak berdasarkan analisis ini. Oleh karena itu, guru dan siswa harus menggunakan strategi ini untuk meningkatkan pemahaman membaca mereka.

Kata kunci. Membaca, Pemahaman membaca, Metode inquiri.

INTRODUCTION

It is well recognized that language is an integral part of human existence. Language serves as a means of communication between individuals. Language serves as a means for individuals to articulate their thoughts and emotions. According to Evelina Galaczi (2018), In language skills, there are four skills that must be possessed, one of which is reading. Reading is one of four talents used to communicate indirectly, with direct face-to-face conversation. Hence, language assumes a pivotal function in the social and emotional growth of students. You can support them linguistically on any topic. English is considered a global language. This language is universally employed. Consequently, the Indonesian government made the

decision to adopt English as a foreign language in Indonesia. Furthermore, Indonesian is the inaugural foreign language to be mandated as a compulsory course in Indonesian high schools and institutions.

According to Gunawan Tambunsaribu (2021) Acquiring English as a second language remains a significant challenge for the majority of students in Indonesia. English is considered a foreign language in Indonesia since it is only taught in academic schools, such as kindergarten through university, and is not utilized for communication in their daily life. As a result, students must enhance their language skills in the classroom because mastering those four skills allows them to communicate in spoken or written language.

Every English language competency test will have a reading comprehension test. Students should have reading comprehension in order to understand the text's meaning. Yet, as English is not their first language, reading in English can be challenging for EFL students. Most of them still struggle with reading comprehension. It has been established that English proficiency in Indonesian schools still needs to improve. Based on the findings of the Programme for International Student Assessment (PISA), 2015, Indonesian students over the age of 15 had the lowest basic reading proficiency scores among their international peers. Indonesia is ranked 51st out of 57 nations across five continents.

In the context of a reading class, the student acts as a text reader. This means that they must be able to understand the reading material presented in the written text. Students must also pass the final reading comprehension test. To achieve this important goal, teachers must be compelling enough to help students understand the text well. Reading comprehension, especially reading comprehension, is an essential skill for students to acquire. According to Ravinder Sandhu (2022), Reading is a cognitive activity that entails deciphering symbols in order to comprehend their intended significance. Reading can be categorized into two distinct groups: abilities, which are acquired automatically once mastered, such as decoding, and strategies, which are consciously employed ways to enhance comprehension, such as summarizing) said O'Brien (2015). The resulting understanding is called reading comprehension.

Indeed, numerous students exhibit a propensity for indolence when it comes to engaging with literature, primarily stemming from constraints such as time scarcity, inadequate proficiency, ennui, and similar factors. Nevertheless, it is imperative for kids to comprehend that reading fulfills multiple purposes. Not only do you want to learn new things, but you also want to organize your thoughts. When students encounter such obstacles, they should read a book to broaden and solidify their understanding. Aside from that, Aside

from that, reading aims to solve problems and relax and enjoy oneself. Teaching English learners to read is a rewarding experience for teachers who can do so. The teachers' expertise and competency are needed to employ suitable teaching strategies and methods to encourage their students (Maryam, 2012).

A significant number of junior high school students exhibit a lack of interest in reading, particularly those with special needs. They find text reading to be challenging and struggle to comprehend the content. Additionally, they face difficulty in answering questions related to reading comprehension. Teachers who assign lengthy readings without providing useful strategies for students to engage with the texts contribute to this issue by dampening students' interest and motivation to read. Implementing an engaging methodology and approach to address student's difficulties in reading comprehension would foster active student involvement in the educational process. It is also necessary to choose an appropriate teaching style that allows students to absorb the text correctly, forecast and grasp the explicit meaning of a text, and enable the teacher to engage students in class and provide opportunities for feedback (Mariana, 2019).

Based on the aforementioned discussions, Researchers can gain insight into the difficulties and problems that students and teachers face when studying reading comprehension. From the preceding topics, researchers can gain insight into the difficulties and problems that students and teachers face when doing research on reading comprehension. The objectives of this research are as follows: 1) to assess the students' initial proficiency in reading comprehension prior to implementing the Enquiry method, 2) to evaluate the students' proficiency after implementing the Enquiry method, and 3) to determine the effectiveness of the Enquiry method in enhancing reading comprehension skills.

LITERATUR REVIEW

According to Nurjannah Jufri (2018), reading is a crucial ability for acquiring knowledge and information in human life, particularly for students studying English. From this question, the researcher might deduce that reading involves more than merely saying the written words, but also remembering the meaning or thought that the words hold.

Reading is a type of communication whose purpose is the reception of information in written form Steinberg (1982). As a result, a teaching program should focus on achieving that goal. According to Charles in Irawati (2005:6), reading is a method of communicating information in which the researcher tells all the readers about his ideas or messages. For

example, the researcher is viewed as the informant, while the reader is regarded as the receiver. During the reading process, the reader has direct interaction with the researcher.

According to Riadil (2020), reading has a crucial role in enhancing sociocultural competency, especially for learners of English as a foreign language (EFL). Within an educational environment, reading is a mental process that entails understanding the information presented in a text and recognizing its literary components.

According to Samantha Goddiess (2023), Reading comprehension refers to the cognitive skill of effectively understanding and interpreting written information, Comprehending the explicit and implicit message the researcher intends to communicate, and draw conclusions using prior information. Understanding language, seeing the relationship between words and concepts, forming judgments, and assessing are all part of comprehension. The skill of reading comprehension is essential as it has a significant impact on academic achievements and the progression of language skills in the future (Babapour et al., 2019). Reading comprehension encompasses more than basic reading skills, as it involves the ability to understand the meaning, purpose, and intention of a piece.

RESEARCH METHOD

This study employs quantitative research methodology. Pritha Bhandari (2023) defines quantitative research as the systematic gathering and examination of numerical data. It possesses the capacity to recognize patterns and compute averages, forecast outcomes, analyze cause-and-effect relationships, and generalize conclusions to broader populations. It denotes that the researcher tested a theory on some populations. The numbered data was then evaluated statistically. Also, according to Darmawan (2013:37), quantitative research is a knowledge discovery method that employs numerical data to uncover explanations for requirements that we already know. The structure of the final written report was predetermined and included an introduction, sections on literature and theory, methodology, findings, and discussion. The aim of this study was to compare the test results of the students before and after an educational intervention.

This study was conducted in September at a public junior high school. The researcher employed a purposive selection methodology to choose the research sample, specifically choosing class VIII.G as the pre-experimental class. There are 30 students in this class. This study's design was pre-experimental. It has two test paths in the process: Pre-test and post-test. The initial procedure commences with a preliminary assessment, followed by intervention, and ultimately concludes with a subsequent evaluation. The study's instrument

was a multiple-choice questionnaire with 15 questions that contained material about reading texts. The researcher employed identical questions to collect pre-test and post-test data, resulting in a clear change in the results. The instrument's validity and reliability were evaluated before to the test. Prior to testing, a sample other than the experimental class is used to assess the questions on the instrument. Instrument validity and reliability tests are conducted to confirm the instrument's practicality and credibility. The researcher utilized the t-test to detect discrepancies in students' aptitudes after gathering data on validity, reliability, pre-test, and post-test.

RESEARCH FINDINGS AND DISCUSSION

Result Instrument Try-Out

Following the administration of validity and reliability tests on the assessment tools utilizing SPSS software, it was found that only 10 out of the 15 test questions were valid, while the remaining five were invalid. The numbers for eligible questions are 3,4,5,6,7,8,9,10,12,13. In comparison, the number of invalid questions is 1,2,11,14,15. Then, to determine whether the instrument is suitable for research, do a reliability test.

SPSS is also used to calculate the reliability test. According to the results, the instrument questions were reliable since Cronbach's Alpha was 0.659, more incredible than the r-table. According to the reliability standard table, these results are included in the highly reliable criteria.

Students' Initial Reading Comprehension Mastery before Being Taught the Inquiry Method

Following the assessment of the test instruments' validity and reliability, the researcher proceeded to administer the pre-test. Prior to evaluating the impact of the Inquiry Method on a student's reading comprehension, the researcher needs to evaluate their initial reading comprehension. Prior to the adoption of the Inquiry Method, a pre-test was administered to assess students reading comprehension abilities. The pre-test was composed of a ten-item multiple-choice test.

Following the acquisition of pretest data, the researchers proceeded to determine average outcomes by aggregating the scores of all students. The mean pre-test student score was 62.00 (SD = 11.87), with a minimum score of 50 and a maximum score of 80. The researcher then demonstrated a variety of reading methodologies, specifically the Inquiry method.

The Ability of Students Following Treatment Using the Inquiry Method

Prior to evaluating the importance of students' reading comprehension before and after being instructed in the Inquiry method, the researcher must first evaluate their abilities following the therapy. They need to be aware of their reading comprehension. After doing the initial assessment and providing the necessary intervention, the researchers proceeded to undertake a follow-up assessment. In order to assess reading comprehension, the researcher gives a post-test. The post-test questions are identical to the pre-test questions, which comprise 10 multiple-choice examination questions.

Following the post-test, a small number of students achieved the lowest and highest scores, with the lowest score being 70 and the highest score being 90. As a consequence, the average score was 78.00 the table illustrates the efficacy of these strategies in aiding students' study and comprehension of reading passages by employing the inquiry approach in reading and facilitating the response to researchers' inquiries about post-test results students comprehend that these techniques can be utilized and provide advantages in learning as they facilitate the process of studying reading comprehension and responding to queries. The results are favorable as students demonstrate superior performance compared to their pre-test scores while utilizing the inquiry method in reading comprehension.

Determine the Inquiry Method's Effectiveness in Improving Students' Reading Comprehension Ability

The computation presents the data in a tabular format. Subsequently, the SPSS software computes the score, unveiling the classification of students' pre-test and post-test reading comprehension scores, the average score, and the variation from the mean of the students. The mean pre-test score is 62.00, it is taken into account while categorizing. The previous examination administered a multiple-choice reading assessment to the students in the experimental class, without utilizing the inquiry approach over the course of the study. In the following meetings, the researcher discussed using the inquiry technique for reading comprehension with the students; step one was about planning.

Implementing the inquiry strategy in reading comprehension as instructed, the researcher administered a post-test comprising of multiple-choice questions to assess the students' reading comprehension abilities. The post-test yielded a mean score of 78.00 based on the learning process outcomes. To determine the outcomes of the learning process, the hypothesis is rejected when the p-value is either less than or greater than 0.05. This rejection occurs so

that the researcher can establish a correlation between the pre-test and post-test. Upon analyzing the SPSS data, it was determined that the correlation between the pre-test and post-test was precisely 0.00. Researchers accept the statistically significant association between pre-test and post-test outcomes, as it falls below the threshold of 0.05.

The results clearly indicate that the learning process outcomes are considered significant when the accepted threshold is less than 0.05, and the result is 0.00 when more than >0.05 is rejected. The result calculated by the researcher using SPSS is that the inquiry approach can improve students' reading comprehension. We can observe from the paired sample test results that this strategy can increase the value of students' reading comprehension. The findings of this study are comparable to those of previous studies (Mariana, 2019), A study revealed that implementing IBT can enhance students' reading comprehension, as evidenced by a significant increase in mean pre-test score from 2.02 to 3.40 in the post-test.

The mean difference between the pre-test results (62.00) and the post-test score (78.00) indicates an increase in student scores after implementing the inquiry technique to enhance reading comprehension ability.

CONCLUSION

There are numerous findings or answers based on the research results addressing the goal of this study. Simultaneously, the students' initial performance on the pre-test indicated that their scores prior to implementing the inquiry approach might be described as either minimum or low. Students who need more reading comprehension skills have better test results.

The students' reading comprehension skills exhibited a significant disparity before and after the treatment, as determined by the pre-test and post-test calculations. Although certain students did not achieve the highest score on the pre-test, the introduction of the inquiry technique led to a notable disparity in the post-test outcomes. This method proved to be quite successful in improving children's aptitude for understanding written texts. Students may utilize the inquiry technique to comprehend and analyze material related to challenges in reading comprehension.

The students' reading comprehension demonstrated a satisfactory improvement, as seen by their average pre-test score of 62.00 and post-test score of 78.00. The researchers' results clearly indicate a substantial influence, as evidenced by a p-value of $0.00 < 0.05$, which supports the acceptance of the alternative hypothesis (H_a). The results of this study indicate that the inquiry strategy for reading comprehension is a successful method for enhancing students' reading comprehension abilities, as demonstrated by the notable disparity in reading comprehension scores between the initial assessment and the subsequent assessment.

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