# IMPROVING STUDENTS' READING COMPREHENSION OF RECOUNT TEXT USING INQUIRY-BASED LEARNING (IBL) METHOD

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The main objective of this study was to improve students' reading comprehension of recount text using inquiry-based learning. This approach utilizes five phases of inquiry cycle comprising engagement, exploration, explanation, elaboration, and evaluation. The method that was implemented in this research was the CAR or Classroom Action Research. The subject of this research were 30 students, consisted of 18 males and 12 females. The result of this research showed that after using inquiry-based learning, the students can significantly improve their reading comprehension especially understanding the generic structure and language features, as well as reading comprehension aspects such as identifying specific information and understanding vocabulary. Based on the results of the process, the students were more independent and willing to ask question related to recount text.

*Keywords: Inquiry-Based Learning; Reading-Comprehension; Recount Text*

## 1. INTRODUCTION

Reading is just one of the language abilities that English learners must learn. In an academic situation, reading is the most crucial skill for second language learners. Fuchs and Fuchs (2006), cited in Saraswati et al. (2021) stated that reading is a fundamental skill that could assist students in mastering other skills. Reading is an essential tool for human development, and it is the basic ability required to interpret the text (Ermawati et al., 2018). Reading provides students with knowledge and information. It is a set of abilities that entails making sense of and getting meaning from the printed word. Stimulating and encouraging students to read English texts is essential to the English teacher's responsibility for various reasons. The students must be able to read English texts for their current study, further education, a potential career, or simply for pleasure. Second, when students read more, they become better readers. Additionally, better readers typically increase and expand their vocabulary through reading activities, and they are more familiar with the grammar of the language their reading language. The third stage is that reading texts help the students to have a process of thinking in English, and it is also an approach to learning about new concepts, experiences, and facts. English has become a compulsory subject to be taught in junior high school. Reading comprehension is necessary for the students in the classroom.

In junior high school, students are directly taught several types of texts. One of the texts is a recount text. Recount text is a text used to tell a past story or events. As stated in the 2013 curriculum implemented by SMP Negeri 13 Pontianak, the base competence (Kompetensi Dasar 3.4) targeted the students to understand the purpose, generic structure, and language features of recount text. To achieve this base competence, the first thing students must learn is comprehending the reading of recount text. The researcher was informed by the teacher that most students in Class 8-I were consistently found to struggle in reading comprehension. The problems they encountered include difficulty in identifying the generic structure and language features of reading texts, finding specific information, and understanding vocabulary related to recount text. In SMP Negeri 13 Pontianak, the passing score for English subject is 77. However, based on the data from the test results, the teacher gave the daily tests to the students in the last month before the researcher conducted the research in this class. The teacher showed only eight students could pass the standard minimum score (KKM) in Class 8-I. 22 students could not pass the standard minimum score

(KKM). More than their reading comprehension results are needed to pass the standard minimum score as required by the curriculum (2013 curriculum).

Referring to the problems above, the researcher was willing to help the teacher by provides a method that could solve the problems. Inquiry-Based Learning is a teaching and learning method that centers the learning experience on students' questions, ideas, and observation. According to Coffman cited in Prisila et.al (2017) that Inquiry-Based Learning is a hands-on approach that leads to higher level thinking. It provides many advantageous for student from curiousity, creativity, positivity, and self-sufficience. It can also construct students' own ideas, as well as engage and inspire them. In Inquiry-Based Learning, students are placed at the center of learning to encourage them to be more active, engaged, and self-directed in their learning.

There are some studies that had been conducted to improve reading comprehension using Inquiry-Based Learning. One of them was done by entitled "The implementation of inquiry based learning to improve students' reading comprehension on recount text". The writer did her research to solve the problem that she found in SMPN 10 Pontianak. The problem was the students not able identify the main idea, find details of the text and understand the meaning of vocabularies. As the result, she found out that the use of Inquiry-Based Learning was able to improve students' reading comprehension especially on that problems.

Another study was conducted by Oktarani (2015) entitled "Improving students' reading comprehension by using inquiry-based learning". The problems faced by the students of the eighth grade at SMPN 7 Kota Bengkulu in reading comprehension there were: (1) difficulties to understand idea of a text; (2) difficulties to find out a meaning of a text; (3) difficulties to retell a text; (4) difficulties to state the generic structure of a text; and (5) difficulties to interpret a text.

One more study was conducted by Irawan et al. (2019) entitled "The effect of using Inquiry-Based Learning strategy on students speaking ability". This study used quasi-experimental study with one group design in order to test hypotheses. The result of this research showed that IBL strategy affected students speaking ability with average increasing score of 11.05 covering the four aspects (vocabulary, grammar, fluency, and pronounciation) of speaking. Secondly, IBL strategy affected sufficiently significant (0.05) on students speaking ability. Based on Irawan, et.al research, IBL is effective for teaching speaking.

From the previous explanation about the improvement of reading comprehension, this research has differences because this research focus on the students problems that happened about recount text especially about the generic structure, language features, finding specific information and understanding vocabulary. None of them use Inquiry-Based Learning to solve the problem of generic structure, language features, looking for specific information and understanding vocabulary, especially on recount text.

This research was conducted through Classroom Action Research (CAR) to solve the classroom problem and improved students' reading comprehension of recount text using Inquiry-Based Learning method at the eighth grade students of SMP Negeri 13 Pontianak on the second semester. The researcher believed that Inquiry-Based Learning (IBL) has been powerful in helping both teacher and student overcoming this classroom problems and recount text comprehension.

## 2. RESEARCH METHOD

The research design in this study is a classroom action research. According to Kemmis et al. (2014), action research involves four phases in a cycle of research. The first phase was planning. In this stage, the researcher identified the problems or issues in the classroom and prepared to act. In this case, the researcher must interview the teacher to understand the issues. It will explain what, when, where, why, and how the problems exist in the classroom. The planning stage will include the identification of the issues, the analysis, and the development of the action. They were preparing the lesson plan (curriculum 2013), preparing teaching material, preparing test items, and preparing the needed media.

After preparing for the second step, the researcher applied the Inquiry-Based Learning

method in the classroom. In this step, the researcher collaborated with the English teacher in teaching and learning. The researcher use Inquiry-Based Learning (IBL) as the learning method to enhance students' understanding in learning reading comprehension of recount text. The researcher started to introduce the research program to the students. The researcher also continued introducing and implementing Inquiry-Based Learning as a method of learning reading comprehension of recount text. The researcher used 5E inquiry cycle there were: engagement, exploration, explanation, elaboration and evaluation.

The third stage was observing. The researcher is required to watch and take notes related to the situation during the implementation of the learning. Observing was done during the performance of the action in the classroom. In this stage, all the activities that happened were observed, monitored, and recorded. All the students' activities were recorded using a field note and an observation checklist. The researcher also used individual tests to collect the data concerning implementing the Inquiry-Based Learning method in the classroom. The action is considered successfully improved from the students' participation and' understanding of the generic structure and language features. Also, all the students' scores in individual tests almost reached the standard minimum score. The standard minimum score used in that school was 77.

The last stage was reflecting. In this stage, the researcher analyzed and evaluated whether the action was successful. The researcher reviewed what has been done in the teaching and learning process through the results of field notes, the observation checklist, and individual tests. The weaknesses of the first cycle would be fixed and improved in the second cycle. In this research, the researcher did research in two cycles. Both the first cycle and the second cycle have similar stages. The stage in cycle two was based on the result of the reflection in cycle one. Therefore, the researcher gave better activity to the students to improve their reading comprehension of recount text using the Inquiry-Based Learning method.

This research aims to improve students reading comprehension on recount text used inquiry-based learning to the eighth of SMPN 13 Pontianak. There were 18 males and 12 females in this class. Their ages are between 13-14 years old. The research was conducted in this class because the students need some help with reading comprehension. In this research, the researcher took two cycles, each cycle consisted of planning, acting, observing, and reflecting. The appropriate techniques of data collection were needed to achieve the objective of this research. In collecting data, the researcher used observation and measurement technique.

For tools of data collection, the researcher used field note, observation checklist and individual test as the tools of data collection. To analyze field note and the observation checklist, the researcher used qualitative analysis. The teacher observed the students during the teaching and learning process. The teacher observed important information based on observations and made in detail on the field note sheet. In addition, the teacher gave a checklist on each statement on the observation checklist. The researcher checklist "Yes" if the observation fulfill the criteria of the statement. Otherwise, the researcher checklist "no" if the observation do not fulfill the criteria of the statement. After that, the teacher explained the results of field note and the observation checklist in the form of qualitative data.

To analyze the individual test, the researcher used quantitative analysis. Quantitative data is used to measure or count and through this step of technique data analysis, the researcher knew about the improvement of the students. To evaluate students' improvement in reading comprehension, the researcher gave two test about reading comprehension using multiple choice. In scoring recount text test, it was determined that the ranging from 0-100 by count the score of students test.

The researcher analyzed students score by using formula :

$$S = \frac{R \times 100}{N} \tag{1}$$

Where :

S = students score

R = the total number of the students' correct item

N = total number of the test questions items

The researcher used the standard minimum socre for the English subject at SMP Negeri 13 Pontianak whether the students passed or not. The standard minimum of English lesson in SMP Negeri 13 Pontianak was 77. The standard minimum score was categorized as follows :

Table 1. Standard Minimum Score for English Subject in SMP Negeri 13 Pontianak Barat

| Total Individual Score | Category |
|---|---|
| 0-76 | Not Passed |
| 77-100 | Passed |

## 3. FINDINGS AND DISCUSSION

Based on the result of field note, the observation checklist and individual test, this research found that use of Inquiry-Based Learning could improve students' reading comprehension in recount text at eight-grade students of SMP Negeri 13 Pontianak gradually. The first cycle was conducted in one meeting 2x40 minutes. The first meeting was held on Tuesday, 23$^{rd}$ May 2023. The second cycle was conducted in one meeting 2x40 minutes. The second meeting was held on Thursday, 25$^{th}$ May 2023. The problem faced by grade eighth students, they were difficulty identifying the generic structure and language features, finding specific information, and understanding vocabulary related to recount text. According to Bybee et al. (2006), a cycle of inquiry-based learning involves some steps which relate with 5e : engagement, exploration, explanation, elaboration and evaluation.

**Cycle 1**

(1). Engagement

The purpose of the engagement stage is to motivate students to ask some questions. Firstly, the teacher explained the materials about recount text. The teacher stimulated the students with some questions, "What is the definition of recount text?", "What is the generic structure of recount text?", "What kind of language features do we use in recount text?" , when the teacher asked them some questions, some students did not pay attention to the teacher, but some answered those questions. Then, the teacher asked two students to answer the teacher's question in front of the class. Next, the teacher asked the students to ask some questions about the material of the recount text based on their curiosity or for a clear explanation from the teacher. The teacher explained to the students to make a question using 5W+1H to understand the question better. In this stage, the teacher only asked three students to write questions on a whiteboard. Here are the results of their questions :

- What the orientation is?
- What is language features?
- What the definition of recount text?

After that three students write their questions in a whiteboard. Then, the researcher invited three students to answer their questions.

The answer were :

1. Orientation is a first paragraph.
2. Language features is unsur kebahasaan.
3. Recount text is a text tells about past events.

To answer the questions, these three students used LKS to search for the correct answers.

(2). Exploration

The second stage is exploration; the researcher asked the students to work in pairs with their chairmates. The students must answer five questions about the recount text titled "Holiday at a Beach." The students discussed with their chairmates to choose the correct answer.

(3).  Explanation

The researcher asked the students to discussed together about the text, but in this occasion the researcher did not finished this stage correctly. Then, the researcher showed a video about "My Holiday". The teacher was explained about the generic structure and the language features from that video.

(4).  Elaboration

The researcher asked the students to make six group work of five students. In a group activity, the students should discuss and choose the correct answer based on the instruction. First, the students have chosen the correct elements of the recount text based on the recount text's story. Second, the students should matched column A with column B with the suitable definition. Third, the students discussed verbs using the past tense. The results from this activity make them more understanding of the generic structure of recount text.

(5).  Evaluation

The researcher asked the students about the materials they needed help understanding. Then, the researcher asked some questions to some students related to recount text. In this stage, some of them could not answered correctly. Next, the students answered multiple choices about the recount text of reading comprehension test. During this phase, the researcher could observe the students and see whether they understood the materials given.

**Cycle 2**

(1).  Engagement

In the engagement stage, the teacher reviewed the first cycle material. Then, the teacher showed a recount text story titled "My Holiday in Bali"  using PowerPoint slides. Also, the teacher asked them to read aloud and translate unfamiliar vocabulary to make them understand well. Next, the teacher asked the students to make one question using a piece of paper based on the text. After the students finished making one question, they all collected the answer. The teacher randomly shared the questions with the students and asked them to write the answers. Then, the teacher asked all the students to read the question and their responses in a stand-up position. In this stage, the students are more enthusiastic and enjoy in the classroom.

(2).  Exploration

The researcher asked the students to answer five questions about in pair with their chairmates. The questions about looking for the verb 1 and make it into verb 2.Then the students discussed to their chairmates to find the correct answered.

(3).  Explanation

The researcher as a teacher explained about the text and discussed the correct answer. In this stage, the researcher showed a video about recount text. Then, the students asked some question related to the video.

(4).  Elaboration

The teacher asked the students to do group work consisting of 5-6 groups. The teacher asked the students to correctly arrange and stick to the generic structure and content. In this activity, the students have discussed the correct structure. Also, the students have to find the verb-2 or past tense words. The process of this stage ran well; the students enjoyed and participated actively in the teaching and learning process. The results of their group work were satisfactory.

(5).  Evaluation

The teacher asks about some of the language features, such as conjunction words and simple past tense words, and then the students paste a sticky note on the whiteboard. After that, the students did a reading comprehension task consisting of ten multiple-choice questions. After that, the teacher concluded all the recount text material and checked the students' understanding by asking some questions about the recount text.

Table 2. Comparison between Test-1 & Test-2

| No. | Initial Name | Cycle 1 | Cycle 2 |
|---|---|---|---|
| 1 | AKS | 70 | 90 |
| 2 | AMS | 80 | 100 |
| 3 | AH | 90 | 70 |
| 4 | AZ | 60 | 70 |
| 5 | AWK | 70 | 100 |
| 6 | BPS | 80 | 90 |
| 7 | CAS | 70 | 70 |
| 8 | DR | 70 | 90 |
| 9 | DPY | 80 | 80 |
| 10 | DV | 60 | 70 |
| 11 | DSN | 100 | 100 |
| 12 | DAP | 70 | 80 |
| 13 | F | 80 | 90 |
| 14 | IF | 70 | 90 |
| 15 | MB | 100 | 100 |
| 16 | MA | 90 | 90 |
| 17 | MDP | 60 | 60 |
| 18 | ME | 60 | 70 |
| 19 | MFD | 70 | 90 |
| 20 | MF | 80 | 80 |
| 21 | MKH | 70 | 80 |
| 22 | NN | 60 | 90 |
| 23 | NA | 80 | 70 |
| 24 | PA | 70 | 90 |
| 25 | SM | 90 | 100 |
| 26 | SJ | 60 | 80 |
| 27 | SGH | 90 | 100 |
| 28 | SKZ | 100 | 90 |
| 29 | UL | 80 | 80 |
| 30 | ZH | 70 | 100 |
| | MEAN | 76 | 85,3 |

The table demonstrates the use of Inquiry-Based Learning in teaching and learning of recount text could improve the students' reading comprehension of recount text, especially the generic structure and language features. By using Inquiry-Based Learning, the students have a better knowledge of understanding the definition, purpose, generic structure and language features of recount text. The students have a better knowledge of understanding of recount text. In addition, the students were able actively participate and independently solved some tasks given by the teacher.

The data reveal that using Inquiry-Based Learning in teaching and learning of recount text could improve the student's reading comprehension of recount text, especially the generic structure and language features. By using Inquiry-Based Learning, the students better know the definition, purpose, generic structure, and language features of recount text. The students have a better knowledge of understanding of recount text. In addition, the students could actively participate and independently solve some tasks the teacher gave.

Based on the results of the two cycles, there was a significant improvement from cycle 1 to cycle 2. In the cycle 1, the results of the students' test were not satisfied. From 30 students who attended the class, there were 14 students whose scores reached the standard minimum score and there were 16 students who could not reach the standard minimum socre. Meanwhile, in cycle two, there were 23 students could reach the standard minimum score and there were 7 students could not reach the standard minimum score. Moreover, in cycle 1, the teacher did not ran exploration stage well. In the cycle 2, the researcher and the

teacher had improved the lesson plan so that the teaching and learning process ran well and obtained good results. In the cycle 2, the researcher and teacher changed the way how to make the students enjoy the process of inquiry by using a piece of paper to share their question about a text of recount, Also, to make the students enjoyed the learning process, the students wrote their new vocabulary related to language features of recount text.

The students improved significantly during the teaching and learning process by Inquiry-Based Learning method. It could be seen from the results of the observation checklist and field notes. The use of Inquiry-Based Learning was successful in improving students' motivation and curiousity for learning to reading recount text. In the teaching and learning process, the implementation of this method had a positive influence on the students. In the second cycle, the positive influence could be seen in the students' improvement, attitude, class situation, and test score. In the observation checklist and field notes, the students showed positive progress and good improvement from the first to the second cycle. In the line with

According to the results above, Inquiry-Based Learning has contributed to the improvement of students' reading because Inquiry-Based Learning enhance students' curiosity and independent in learning, so it has had a positive impact on students' reading comprehension, particularly recount text. In this study, teaching reading comprehension of recount text through Inquiry-Based Learning could improve the students' reading comprehension because it encourages them to become perservered and active in the learning process. Inquiry-Based Learning can help the students' improvement in reading comprehension of recount text in many aspects, so that helped the students to become active reader, especially in reading recount text. In line with Sulastri (2012), Inquiry-Based Learning method could improve the teaching and learning process, such as, the class situation, students' become active, and making students' personal competence and making independent learning.

Furthermore, in this research, the results of students' reading comprehension test indicates better improvement in each cycle. The mean of students who passed the standard score reached the indicator of success. The improvement of reading comprehension was identifying specific information and understanding vocabulary. The result of this research some similitaries from the aspects reading comprehension improvement, from Prisila et al. (2017) inquiry-based learning improved students problem on recount text in helping the students to identify main idea, find the details of the text and understand the meaning of the vocabularies.

However, there are differences from previous studies such as identifying the main idea and the text from the second previous study about narrative text. The novelty of this research is to improve the use of the inquiry-based learning on the students' reading comprehension including identified specific information, understanding vocabulary, understanding generic structure and language features of recount text, and the students' attitudes, behavior, and reading skill improved.

## 4. CONCLUSION AND SUGGESTIONS

The findings of this research lead us to conclude that students' reading comprehension could be gradually improved by using the Inquiry-Based Learning method. The improvement can be seen from the result of field note, observation checklist and the students' individual test. There was an improvement in student participation and understanding in reading comprehension of recount text. In cycle 1, there were many students who were not focused to the teacher's explanation, they did not confident to asking and answer some questions in the learning process. However, in the second cycle, students were more participate actived in the learning process. The improvement can also be seen from the result of students' individual test. In the cycle 1, from 30 students in that class, there were 16 students who could not reach the standard minimum score for English Subject. However, there were 23 students passed the standard minimum score in cycle 2. There was a significant improvement in the number of students whose scores reached the standard minimum score. The action hypothesis of this research was accepted because the use of the Inquiry-Based

Learning method could improve the students' reading comprehension in recount text at eighth-grade students of SMP Negeri 13 Pontianak Barat.

The use of Inquiry-Based Learning is recommended to be applied in teaching reading comprehension. The teacher can use the Inquiry-Based Learning as one of the alternative methods to teach recount text because by using the Inquiry-Based Learning can help students gain deeper understanding of aspects of reading comprehension and they become independent learners. For the students, the researcher expected that the Inquiry-Based Learning could help students understand recount text, especially understanding the generic structure, language features, also the aspects of reading comprehension from this research such as identifying specific information and understanding vocabularies. Then, Inquiry-Based Learning can be used for students to learn reading comprehension in every text not only in recount text. This research expected and recommended by the researcher to give new knowledge to other researchers. Other future researchers can use this research as the supporting source and a reference for conducting further research of the relevant. In addition, the other researceher also can develop this method to be implemented in other language skills.

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