

CHAPTER I

INTRODUCTION

1.1. Basic Consideration

Reading is the one of language skill that should be mastered in English learning, beside speaking, writing, and listening skills. In reading the student should understand the meaning of the text that they read. Beside that, reading is also important for the students because by reading books the students can find out the information and get knowledge. Thus, it is related with Izzan (2008: 80)" reading is the language skill that is to understand the message in efficient". It means that reading activity is giving information to the reader and making them understand about the message on passage.

The purpose of reading also for the students or learners is to be able to understand about the meaning of the text and know the message of the authors' arguments on the text. In reading activity, students can get more information and knowledge. For example, we can read a newspaper, magazine, story book, novel, or article to get the new value of the sentence that we read. If the students read a book, they can get more information and can get the answer of question which is given by the teacher. So the students need reading skill to help them understand about the meaning of the text and find out the specific information of the text.

Based on my experience in teaching practice II in SMP N 1 Gorontalo, I found that some students were low in mastering reading. Based on standard competence at school, the students' scores are still on average level. The

standard competence at the school is the students have to understand the meaning of the short and simple functional text that is relevant in the daily life. And the basic competence is the students are able to explain the meaning of word, phase, and sentence reading loudly with correct pronunciation, stress, and intonation relate with daily life and respond the meaning of the short and simple functional text accurately, fluently, and automatically in daily life. It causes the students still difficult to find out the information, implied of the text, and the main idea on the text, especially in recount text.

Recount text based on Bachtiar (2005: 66) stated that recount text is a text which describes events or experiences in the past. It has generic structure namely orientation, list of events and reorientation. The kinds of recount text are personal recount and biographical recount. Therefore recount text is one easy text to identify the structure. In SMP 1 Negeri Gorontalo the students still low competence on recount text, while, recount text is the part of reading and reading is a kind of four skill in English.

Mainly, the problem that makes the students low in mastering reading skill was a method which was applied by their teacher was not suitable and not interesting for the students. In learning process, teacher usually used traditional method and it made the students bored and not interested in learning English especially in reading. The students just read the text and answered the question. It made the students became not active in reading process.

Therefore, in this research I applied one strategy to be done in reading skill; called "Inquiry strategy". Gulo (2002: 85) stated that Inquiry strategy will courage the students' creativity actively and can stimulate the students to have creative thinking to find out the aim of learning process. He (2002: 84) also stated that inquiry called discovery and problem solving, on three technical terms there is no different principle, the different only has in stressing meaning. In problem solving, the students has a focus on to solve the problem, even in discovery and inquiry have to bring the student can catch or find out the concept that they have not know before. The different between discovery and inquiry will see in giving such a problem to the students. Where in discovery, the problem is created by their teacher and in inquiry, the problem is not created by their teacher, so it could make the student are creative to solve the problem.

In the other hand, inquiry strategy can define as a process of definition and problem investigation, problem hypothesis, doing an experiment, solving the data. Inquiry strategy can help the student to think creatively and critically about the text. Pieget (in Sihaloho and Pikoli (2009: 52)) stated that, functional definition of inquiry strategy namely;"educational processes to serve a learner's do an experiment by their selves". It means that, the students find out what is the meaning of content subject that have been taught by their teacher. Besides, they have to have a critical thinking when doing teaching and learning process in classroom activities.

Based on the explanation above, I formulate this research with the title “The Application of Inquiry Strategy to Improve Students Ability in Reading Skill”.

1.2. Problem of Identification

1. Learning process is not interesting to the students, so it could make the students do not participate in classroom activity.
2. Learning and teaching process still focus to the teacher.
3. Students’ ability in reading skill is still low.

1.3 Problem Statement

The problem statement in this research is “can inquiry strategy improve students’ ability in reading skill?”

1.4 The Objective of Research

The objective of research is to find out whether inquiry strategy can improve students’ ability in reading skill or not

1.5 Significance of Research

1. This research can help the student in Junior High School in mastering the material of English, especially in reading skill.
2. Inquiry strategy give any binenefit to make learning english easier.
3. This research can help the teacher to solve the students’ problem in reading skill.

1.6 The Scope of Research

The scope of research is using inquiry strategy in teaching reading skill, especially in recount text.

