

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is the system of sounds and words used by humans to express their thoughts and feelings.<sup>1</sup> Language is very important to express and to communicate with other. Many languages in the world, one of the language is English.

English is an international language used as a mean of communication both oral and written in most countries in the world. People use English in order to make International contacts and cooperate among people in different countries in the world. Therefore, it is very important for us to learn English. In addition, we need to learn and to practice the language as much as possible. In Indonesian, English is the first foreign language to be taught in the schools since English is an International and used by most communities in the world. One of the language elements is reading comprehension. Reading can be thought of as a way to draw information from a text and to form an interpretation of that information.

To learn reading comprehension we have one method to help using this learning, the method of inquiry. Method of inquiry is often interchangeable with discovery. Some experts distinguish between inquiry with discovery, while other experts put discovery as part of

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<sup>1</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York : Oxford Press, 1995), p.662

inquiry, while other experts put inquiry as part of discovery, and other experts on how to write their own inquiry, including inquiry and discovery.

Inquiry is the expansion process was used more in-depth discovery. This means that the process of inquiry mental processes contain higher levels than the discovery. Gulo stated strategy of inquiry means a series of learning activities that involve the most of the students' ability to search and investigate in a systematic, critical, logical, analytical, so that they can formulate their own inventions with aplomb.<sup>2</sup>

To study the main objective inquiry learning activities are:

1. Maximum student involvement in learning process.
2. Directed activities in a logical and systematic in the learning objectives.
3. Develop a confident attitude on students about what is found in the process of inquiry.<sup>3</sup>

In education, the teacher holds an important role to promote national education. This means that teachers understand the true position is as a model of learning and teaching strategies as a means to a purpose. The main task of the teacher is to create an atmosphere in the classroom so that the teaching-learning interaction that can

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<sup>2</sup>Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, (Jakarta: Prestasi Pustaka Publiser, 2007), p. 135

<sup>3</sup>Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, p. 135

motivate students to learn well and truly. To that end, teachers should have the ability to do the teaching-learning interactions are good. Ability to regulate one class.<sup>4</sup>

But also, in an atmosphere of learning and teaching process a matter of fact in the schools we often encounter some problems. Although, the students earn high value in some subjects, but they seem less able to apply what they get. Both of in the form of knowledge, skills and attitudes in other situation. The student does have some knowledge. But the knowledge that many of the teachers received as information, whereas they are not accustomed to trying to find its own knowledge or information. As a result, it is not meaningful knowledge in daily life and quickly forgotten.

To overcome this problem, the teacher needs to make improvement so that a positive effect on learning outcomes learning reading comprehension. One way that teachers can do is to try to apply the methods of learning that are more oriented active learners in the learning process. One of the methods is the inquiry.

From the above rationale that later researcher interested in conducting research about “The Effectiveness of Inquiry Method to Teach Reading of Descriptive Text (An Experimental Study at the Eighth Grade of MTs NU Nurul Huda Semarang in the Academic Year of 2013-2014)”.

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<sup>4</sup>ConnySemiawan, dkk, *Pendekatan Ketrampilan Proses*, (Jakarta: GramediaWidiasara Indonesia, 1992)

## **B. Research Question**

Is the inquiry method effective to teach reading of descriptive texts at the eighth grade of MTs NU Nurul Huda Semarang in the academic year of 2013/2014?

## **C. Objectives and Benefit of the Study**

The objective of study will find out the effectiveness of inquiry method to teach reading of descriptive texts at the eighth grade of MTs NU Nurul Huda Semarang in the academic year of 2013/2014.

Based on the objectives above, the significance of the study can be stated as follows:

### **A. For Writer**

By doing this research, the writer will get some experiences and knowledge about the study and it will be useful in the future.

### **B. For Teacher**

By doing this research, the writer hopes that the output of the study will be useful to give contribution of developing English teaching especially in teaching reading comprehension. Moreover, the writer hopes teacher can use inquiry method as an alternative method in teaching reading comprehension. So that, the students will not be bored and will get better achievement.

### C. For Students

By using inquiry method as an alternative method in teaching reading, hopefully the students will improve their understanding and get better achievement.

### D. For School

This study can be a starting point to develop the teaching method which applies in the school.

### E. For Reader

This research hoped can give more beneficial information and knowledge to the reader.

### F. For Next Researcher

Next researcher can conduct further research in this field by extending it to other levels, other subject, and to different settings.