CHAPTER II
REVIEW OF THE RELATED LITERATURE
THE EFFECTIVENESS INQUIRY METHOD TO TEACH
READING OF DESCRIPTIVE TEXTS

A. Previous Research

In this study the authors used previous research as literature review and will be used as a reference of mind, some of the literatures review are:

1. Rohmat (063611007) "Pengaruh Penerapan Model Pembelajaran Inkuiri Terpimpin Terhadap Hasil Belajar Fisika Materi Pokok Tekanan Kelas VIII MTs. Negeri Borobudur, Kabupaten Magelang Semester Ganjil Tahun Ajaran 2010/2011", Thesis of Tarbiyah Faculty, Walisongo State Institute For Islamic Studies Semarang. He conducted this study because he wanted to know that Inquiry method was influenced or not to teach Tekanan material[5]. This research used quantitative experimental research with descriptive quantitative analysis. He used test and observation as the instrument of research. The study purpose

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5. Rohmat (063611007), "Pengaruh Penerapan Model Pembelajaran Inkuiri Terpimpin Terhadap Hasil Belajar Fisika Materi Pokok Tekanan, Kelas VIII MTs. Negeri Borobudur, Kabupaten Magelang Semester Ganjil Tahun Ajaran 2010/2011," (Semarang: Walisongo State Institute For Islamic Studies, 2010), Unpublished.

was to know the influence of inquiry method toward students' achievement in learning Tekanan material. He used pre test and post test in this research. The data was taken from at 8th grade, MTs. Negeri Borobudur Kabupaten Magelang the Academic Year 2010/2011. The data analysis used normality, homogeneity, and same of average. The result of this research showed the average post-test experimental class 71,25 and control class 62,66. It means that inquiry method is influence students' achievement. The similarity his research with the writer's research is kind of method (Inquiry). The difference is kind of the material (Tekanan).

2. Istianah (073111582) "Efektifitas *Pendekatan Inquiry* Dalam Pelajaran Fiqih Kelas IV MI Nurul Huda MuryoloboNalumsari Jepara". Skripsi, Semarang, Program Strata 1 (S.1) Jurusan Pendidikan Agama Islam, IAIN Walisongo Semarang 2008.[6]The result of the research shows the effectiveness of learning is known from the improvement of students' participation in learning activities. Students' participation faces an improvement from the first cycle in active category. There are 5 students or amount 12,2 % in the

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[6]Istianah (073111582) "Efektifitas *Pendekatan Inquiry* Dalam Pelajaran Fiqih Kelas IV MI Nurul Huda MuryoloboNalumsari Jepara" (Semarang: Walisongo State Institute For Islamic Studies, 2008),Unpublished.

second cycle becomes 38 students or amount 92,7 %. Beside, students' understanding in material that is measured through test also faces an improvement for each cycle. In first cycle, there are 18 students or amount 43,9 %, in the second cycle, there are 39 students or amount 95,1% and in the last cycle there are 41 students or amount 100%. This research is successful because the result has reached the indicator that has been determined that is 70.

3.   Novita Chusniawati (3103271)"Upaya Peningkatan Efektivitas Pembelajaran PAI Melalui Pendekatan *Discovery Inquiry* (Studi Tindakan Pada Siswa Kelas V SDN Wonorejo 3 Demak)"Skripsi, Semarang, Program Strata 1 (S.1) Jurusan Pendidikan Agama Islam, IAIN Walisongo Semarang 2008.[7] The result of this research, first, collaborative learning can develop Islamic education teacher to know the various of method through *discovery inquiry* approach so the learning process can ran well. Second, the subject of classroom research is successful to implement the step of *discovery inquiry approach*. In this research, the researcher uses *guided discovery inquiry* by using two

[7]NovitaChusniawati (3103271) "Upaya Peningkatan Efektivitas Pembelajaran PAI Melalui Pendekatan *Discovery Inquiry* (Studi Tindakan Pada Siswa Kelas V SDN Wonorejo 3 Demak)" (Semarang: Walisongo State Institute For Islamic Studies, 2008), Unpublished.

direction, because the subject of the research is five grade, if using *free discovery inquiry,* the students will get difficulty in understanding the material. So the effort to improve students' understanding in Islamic education subject through *discovery inquiry* approach at the five grade students of SDN Wonorejo 3 Demak can improve significant. This result is proved from the total of 12 students can be solved.

B. Theoretical Framework

1. Definition of Learning

According to Big Indonesian Dictionary (KBBI) learning is gaining business intelligence or knowledge, practice and change behavior or responses are caused by the experience.[8]

According to the psychological sense, learning is a process of change is a change in behavior as a result of interaction with the environment in meeting their needs. These changes will be evident in all aspects of behavior.[9]

Learning is a process in which the individual interacts with the environment to get a change in her behavior.[10] Learning is always with respect to the changes in people who are learning,

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[8] Tim Penyusun Kamus Besar Bahasa Indonesia, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), Cet. III, hlm. 17.

[9] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya,* (Jakarta: Rineka Cipta, 2006), hlm. 2.

[10] Purwanto, *Evaluasi Hasil Belajar,* (Yogyakarta: PUSTAKA PELAJAR, 2009), hlm38.

whether it leads to a better or less good, planned or not. It is also always involved in learning experiences that are shaped interaction with other people or the environment.[11]

To find out more about the notion of learning, the following is according to education experts on the definition of learning:

1) James O. Wittaker defines learning as a process when behavior generated or modified through training and experience.[12]

2) In the book Psychological Educational, HC Whitherington argued that learning is a change in the personality who claimed to be a new pattern of reaction in the form of skills, attitudes, habits, personality or a sense.[13]

3) Hamalik: " Learning is a change of perception and behavior, as well as improved behavior, such as

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[11] Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan,* (Bandung: PT REMAJA ROSDAKARYA, 2004), Cet. II, hlm. 155.

[12] Baharudin, *Pendidikan dan Psikologi Perkembangan*, (Jogjakarta: Ar-Ruzz Media, 2010), Cet. II, hlm. 163.

[13] Aunurrahman, *Belajar dan Pembelajaran,* (Bandung: ALFABETA, 2009), Cet. II, hlm. 35.

personal satisfaction of people's needs and more fully ".[14]

4) Harold Spears: " Learning is to observe, to read, to imitate, to try something themselves, to listen to follow direction. (Learning is watching, reading, imitate, try something, hear and follow specific directions)".[15]

Based on the above definition of the experts, it can be concluded that the notion of learning, is a conscious effort made by a person to obtain a change in the overall behavior displayed in skill enhancement of knowledge, experience, understanding, attitudes, behavior, thinking, skills with various activities of reading, watching, listening, imitating, trying and so forth.

2. Inquiry Method

a. Definition of Inquiry Method

Research takes the advantage of the knowledge, which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already

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[14] Tohirin, *Psikologi Pembelajaran Pendidikan Agama islam*, (Jakarta: PT Raja Grafindo Persada, 2006), hlm 59

[15] Agus Suprijono, *Cooperative Learning*, (Surabaya: Pustaka Belajar, 2009), hlm. 2.

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been done on the problems which are directly or indirectly related to a study proposed by a researcher. Inquiry is the core part of the contextual-based learning activities. Acquired knowledge and skills students are expect not give result of set of facts, but the result of finding himself. Teacher should always design the program refers to activities of finding, anything of the material being taught.[16]

Inquiry is a method to learning that involves a process of exploring the natural or material world, which leads to asking questions and making discoveries in the search for new understandings.[17]

The inquiry method is used to train students in the use of scientific methods to develop causal reasoning processes. Students begin by describing a phenomena they have witnessed. They then use inquiry to investigate and explain the event. They

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[16]Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik,* (Jakarta: Prestasi Pustaka Publiser, 2007), p. 109
[17]Definition and Description Of INQUIRY (http://www.exploratorium.edu/IFI/resources/inquirydesc.html)11 march 2013 at 11.30 pm.

develop concepts, test hypotheses and provide alternative solutions. [18]

Appeal for human to find out, Checking and investigate about natural phenomena through practical experience in daily life and interaction with surrounding nature also has been alluded in the Holy Quran surah al-Qaf 6-8:

بِأَيِّكُمُ الْمَفْتُونُ ﴿6﴾ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿7﴾ فَلَا تُطِعِ الْمُكَذِّبِينَ ﴿8﴾

"Then if they do not see that there would be sky above them, how We have exalted and adorned the sky and it does not have the slightest crack?" (6) "And the earth We spread out and we put him crowing mountains and we grow all kinds of plants at her beautiful eyes." (7) "To be a lesson and warning to every servant who returned (remember Allah)" (8).[19]

b. Various Kinds of Inquiry

Kindsvatter et al distinguish between the two kinds of inquiry that is guided inquiry and open inquiry, which is as follows:

1) Guided Inquiry

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[18]INQUIRY, Based on excerpts from *The Expert Educator* (Jones, et al. , 1994)(http://www.neiu.edu/~sdundis/hrd362/inquiry.doc.pdf) 11 march 2013 at 00.23 am.

[19] Departemen Agama RI, *Al-Qur'an dan Terjemahannya,* (Semarang: PT Karya Toha Putra, 1995) p.519

Inquiry is directed inquiries interfered by many teachers. Teacher directs and gives many clues, either through a complete procedure or directing questions during the inquiry process. Even teachers have an answer previously, so that students are not so free to develop the idea or ideas.

Inquiry model is more suitable for targeted early in the semester in which the student has not been doing a lot of inquiry. With this model, learners are not easily confused and will not fail because teachers fully engaged.

2) Open Inquiry

Unlike the inquiry focus, here students are given a lot of freedom and initiative to think about how to solve the problems faced. Students' own thinking, define hypotheses, and then determine which tools to use, crafted it, and collect the data themselves. Here students are more responsible, more independent and many teachers do not intervene. Students themselves who determine hypotheses, selecting equipment, assembling equipment, and collect data. Teachers as facilitators, helping students requested so far. Teachers do not give much direction and give students the freedom to find their own.[20]

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[20] Paul Suparno, *Metodologi Pembelajaran Fisika Konstruktivistik dan Menyenangkan,* (Yogyakarta: Universitas Sanata Dharma, 2007) p. 68-69

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c. Step-by-step method of Inquiry

Gulo stated that the skills required to carry out the inquiry learning are as follows:

1) Asking questions or concerns

Inquiry activities began when questions or issues raised. To ensure that the questions are clear, the questions written on the board, then the students are asked to formulate hypotheses.

2) Formulating Hypotheses

Hypothesis is a temporary answer to questions or solutions to problems that can be tested with data. To facilitate this process, the teacher asks the students the idea of hypotheses relevant to a given problem.

3) Collecting Data

Hypotheses used to guide the data collection process. The data generated can be either a table, matrix, or chart.

4) Analyzing Data

Students are responsible for testing the hypotheses that have been formulated by analyzing data which got already. Important factor in testing the hypothesis is correct or incorrect thinking. After the conclusion of the trial data, students can test the hypotheses that have been formulated. If it turns out

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that one or the hypothesis is rejected, then the student can be explained according to the process of inquiry that has been done.

5) Making Conclusions

Closing steps of inquiry learning is to make inferences based on data obtained while the student.[21]

d. Implementation of Inquiry Learning

In the process of inquiry learning, teachers are actively involved during the learning process. Even, teacher many give instruction and provide guidance through the complete procedure or direct questions during the inquiry process. Teachers provide students told to solve the problem and the problem with certain procedures that are directed by the teacher. Students in adjusting to the problem adjusting procedures established teachers. Teacher intervened in the data collection, the teacher has given some data and equip students live. Teachers give a lot of questions on the sidelines of the process, so that the conclusions more quickly and easily retrieved. With directional models like this, then the conclusion will always be correct and in accordance with the will of the teacher.

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[21]Paul Suparno, *Metodologi Pembelajaran Fisika Konstruktivistik dan Menyenangkan,* (Yogyakarta: Universitas Sanata Dharma, 2007) p. 66-67

Examples of inquiry learning about descriptive text:

1) The issue: do you know the explanation of descriptive text? And, descriptive characteristics of the text?

2) Hypothesis: the students are asked to make hypotheses. For example, text that describes a place, person or something and generic structure is the identification and description.

3) Data collection: the teacher wrote some of the answers on the board learners participant.

4) Data analysis: the students are asked to analyze the data collected.

5) Conclusion: The students were asked to make inferences, conclusion how? Is the notion of descriptive text? Was their hypothesis correct? Learners are asked to explain it.[22]

3. Reading

a. Definition of Reading

Reading skill is the most important among all language skills. Every people must study and be master on

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[22]Paul Suparno, *Metodologi Pembelajaran Fisika Konstruktivistik dan Menyenangkan,* (Yogyakarta: Universitas Sanata Dharma, 2007) p. 70

it. Reading is basic tool of learning. Bowman and Bowman stated that reading is an accurate tool in promoting life-long learning. By studying reading skill, learners have a technique to explore "world" and a chance to achieve their goals in life.[23] The importance of reading is stated in the Holy Quran surah Al-'Alaq 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿1﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿2﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿3﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿4﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿5﴾

"Read! In the Name of your Lord who created, created man from clots congealed blood. Read! Your Lord is the Most Bountiful One, who is taught by the pen, man what he did not know."[24]

There are many definition of reading. Finnochiaro states reading is bringing meaning and getting meaning from printed written material. Allen and Valette (1977:249) defines reading is developmental process. At first step, reading is word recognition on text. Then it continues to reading per letter, per word, per sentence, per paragraph and short essay. Kustaryo (1988:2) defines

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[23]Sugiarto, *Perbedaan Hasil Belajar Membaca antara Siswa Laki-Laki dan Perempuan yang Diajar Membaca dengan Teknik Skimming.* In Jurnal Pendidikan dan Kebudayaan, No. 037, (Jakarta: Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional, Juli 2002), p. 468.

[24] Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Interpretation of The Meaning of The Noble Qur'an in The English Language,* (Riyadh, Saudi Arabiyah: Darussalam, 1996), p.902.

reading is a combination of word recognition, intellect, background knowledge to understand a written text.

b. Reading Process

The reading process consists of:

1) The Cognitive View

According to Doel et al, the cognitive view is "an active reader who constructs meaning through the integration of existing and new knowledge and the flexible use of strategies to foster, monitor, regulate, and maintain comprehension". Students who take a personal, adaptive view of reading understand that knowledge is constructed by them and that the experiences they bring to texts shape in large part what they will comprehend (Brown, Collins, and Duguid, 1989).[25]

A liveliness in knowing new things through reading and knowledge understanding it is very important in relation to active learning. So, the understanding that students get will last a long time and is not easily forgotten. Students understanding their own knowledge through experience without the influence of others.

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[25]Christine Nuttal, *Teaching Reading Skills in A Foreign Language*, (United State of America: Heinemann, 89), p. 10.

2) The Role of Motivation

Students, who are positively motivated, view themselves as competent readers in control of their comprehension process and to be strategic in their approach to reading. Strategic readers are able to learn independently from text. They assume reading as a mean of gaining control of their academic environment. This sense of control can lead to increase achievement in their subject matter classes and better peer relations.[26]

Increased students' achievement in subject affected by reading. Students who diligently read will have control and motivation against him to achieve high academic values. Students are able to learn independently of the text will be a positive influence to control the process of reading comprehension in approach and motivate himself.

3) Social cultural Influences

The love of reading has propelled many a learners to successful acquisition of reading skills. The autonomy gained through the learning of reading strategies has been shown to be a powerful motivator. Similarly, culture plays an active role in motivating

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[26]Donna E. Alvermann Stephen F. Phelps, *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms,* (Unite State of America: Allin and Bacon, 1994), pp. 46-53.

and rewarding people for literacy. The social construction of reading draws on some of the most basic assumptions about literacy and learning from cultural anthropology and sociolinguistics (Anang, 1982; Mehan, 1981). Solsken stated that "the controlling vision of the social construction perspective is that literacy learning will proceed smoothly when there is a good fit between the community's and the social's ways of using written language and of socializing [students] to those uses.[27]

Students a love of reading is a prerequisite in order to succeed in reading skills, social and cultural influences also very useful for students. When the construction of the community run smoothly in accordance with social norms and culture are commonly used trough written language, it easier for students to read, and also will facilitate students in understanding the text they studied.

c. Strategies for Reading Comprehension

1) Identify the purpose in reading.

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[27]Donna E. Alvermann Stephen F. Phelps, *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms,* (Unite State of America: Allin and Bacon, 1994), pp. 46-53.

2) Use efficient silent reading techniques (for intermediate to advance levels).

3) Skim the text for main ideas.

4) Scan the text for specific information.

5) Guess when you are not certain

6) Analyze vocabulary.

4. Descriptive Text

The general concept of descriptive text is a piece of reading or speech that gives details about what someone or something is like. While Boardman and Jia, state that descriptive text is a kind of text that is used to described what something looks like.[28]

Another definition about descriptive text is type of genre that is describe something (place, person or thing) that is purpose to give information about something by giving information clearly.[29] According to Gerot and Wignell, descriptive is a kind of text which is aimed to describe a particular person, place, or thing."[30]

From the definitions above, the writer concludes that descriptive text is a text which aims to describe a particular thing, such as people, place, even unit of days, times of day, or

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[28]Daviq Rizal Collection, *Types of Text Re-written from www.only funnystories.com,* in December 20th 2011. p. 34

[29]Alexander Mongot Jaya, *et. al.,English Revolution,* (Jepara: MAWAS PRESS, 2008), 3rd Ed. p. 1

[30]Linda Gerot and Peter Wignell*, Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p. 214.

season. It may be used to describe more about the appearance of people, their character or personality. Descriptive text reproduces the way things look, smell, taste, feel, or sound.

The descriptive text has two generic structures. The first generic structure is identification. In this first stage of descriptive text, the topic is located in a particular class on the basic recognized similarities with the others of same group or class. Secondly, description. In this step mention the particular characteristics of the subject. This section is describing subject characteristic clearly. Description of appearance is dealing with the parts and quality. In the last stage the writer gave something information about special or interesting aspects of the subject.[31]

The main purpose of descriptive text is to describe object as clear as possible. it uses to make the reader understand about the object and deleting the reader's confused. The language features of descriptive text has an object clearly. It usually uses simple present in writing descriptive text. Then, describing object also emphasizes as detail as possible and focuses on specific participants. The writer can give describing, numbering, and classifying.

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[31]Jenny Hammond, et al, *English for Social Purposes,* (Sydney: Macquarie University Press, 1992), p. 78

Thinking verb and feeling verb also can be used in descriptive text.[32]

Descriptive characteristics of the text:

a. General structure (generic structure) consists of:

1) Identification: Part (a sentence) that introduce (introducing) something.

2) Description: This section contains a description or picture of something, such as the type and shape.

3) Features generally grammatical tenses "simple present".

b. The contents of the text focus on a detailed discussion about something or object in question.

Examples of Descriptive Text:

My Cat Gregory

| Identification |

Gregory is my beautiful gray person cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television

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[32]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, p. 214.

and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Description

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not to do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.[33]

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[33]The best examples of descriptive text (www.englishdirection.com) May 4, 2013 21.05 pm.

C. Inquiry Method to Teach Reading of Descriptive Text

In any learning process, it needs skills of professional teacher because a teacher is required to be able to create the good learning environment conditions in the classroom to achieve optimal learning.

Basically, a fun learning condition will make students creatively. One of the criteria professional teacher is a teacher should be able to solve and implement good teaching techniques.[34]

Students are reluctant to pay attention and not be able to receive lessons so they are tired of the lessons being delivered. To be able to implement good teaching technique, teachers must make conscientious decision about selecting teaching strategies for specific purposes and about establishing and maintaining a positive and orderly classroom environment. Using a variety of activities and teaching aids and assessing students appropriately will increase student's participation.[35]

According to E. Mulyasa, holding a variety is an important skill and must be mastered by the teacher in learning. Using a variation skill is useful to overcome student's boredom in order to they are always enthusiastic, diligent and full participation[36]. Students'

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[34]Oemar Hamalik, *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*, (Jakarta: Bumi Aksara, 2002), p. 38.
[35] Veronica ListyaniDiptoadi, et.al., *Becoming a Creative Teacher: A Manual for Teaching English to Indonesia Elemntary Students,* p. 3
[36]E. Mulyasa, *Menjadi Guru Profesional; Menciptakan Pembelajaran Kreatif dan Menyenangkan,* p. 78

learning process and learning outcomes are not only determined by the school, pattern, structure and content of the curriculum. However, largely they are determined by the teacher's competence who teaches and guides them.

Educating or teaching job is a job that requires a certain ability. This capability can be seen in its ability in doing his role as educator or teacher, and so on. Therefore the interesting and good learning are expected to achieve the optimal learning objectives. One way in order to be exciting learning is using various strategies, so that the students are not bored and students pay attention to what is explained by the teacher so they understand and know, thus the purpose of education can be applied to the students.

Besides, in learning Descriptive Text, the learning is purposed to the knowledge and students' understanding directly, inquiry is one of an alternative method in learning because inquiry method is a teaching method that involves students directly toward the discovery itself. In this case the teacher directs or guides students to define their own, teacher and students work cooperatively.

Inquiry method is as one of the choice of learning method because this method leads students in learning activities that can develop a scientific attitude in which students are guided to seek and discover by themselves, investigate itself on a concept of science so that the knowledge and skills of students are not expected the results of a remembering but rather the result of their own. By determining

their own, students can master a concept correctly and they are not easy to forget it.

The implementation of *Inquiry Method* in teaching Descriptive text:

1. Teacher gives a first information about the implementation process of *Inquiry Method* on Descriptive text

2. Teacher gives problems to the students

3. Teacher asks students to explore the material in group work.

4. Teacher gives the task of material being studied.[37]

Inquiry Method on Descriptive text learning makes students active in learning process and they understand the material. Learning activities are based on the search process in deeply. So they understand the material that is obtained and absolutely their learning outcome will improve.

D. Hypothesis

In conducting the research, the researcher proposed the working hypothesis; hypothesis in this research is the use of inquiry method is more effective to teach reading of descriptive texts for the eighth grade of MTs NU Nurul Huda Semarang in the academic year of 2013/2014.

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[37]Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik,* p. 138