

## THE APPLICATION OF DIGITAL LEARNING: THE IMPLEMENTATION OF INQUIRE BASED APPROACH TO IMPROVE READING COMPREHENSION

Oleh:

Surya Sagiro Batubara<sup>1)</sup>, Basikin<sup>2)</sup>

<sup>1,2</sup>Universitas Negeri Yogyakarta

<sup>1</sup>Suryasagi2019@student.uny.ac.id

<sup>2</sup>basikin@uny.ac.id

### Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana pendekatan pemanfaatan pembelajaran digital dengan implementasi pendekatan Inkuiri mampu meningkatkan kemampuan siswa dalam menulis teks narraive di Kelas IX-B di SMP Negeri 15 Cirebon. PTK ini diselenggarakan dalam dua siklus penelitian dan melibatkan 28 siswa, serta peneliti sendiri yang bertindak sebagai partisipan-observer. Penelitian ini bersifat kualitatif sebab berhubungan dengan pembelajaran menulis, dimana temuan dari observasi dan teks-teks hasil evaluasi siswa ditelaah secara kualitatif berdasarkan teori teks. Penelitian ini menemukan bahwa pelaksanaan pembelajaran menulis dengan aplikasi pembelajaran digital dan implementasi pendekatan Inkuiri mampu meningkatkan kemampuan menulis siswa di banyak aspek. Peneliti mengamati bahwa fase elaborasi memberi kesempatan kepada siswa untuk menambah pengetahuan sehubungan dengan kosa kata, tata bahasa dan susunan teks. Pembelajaran digital membantu memudahkan siswa dalam menemukan ide untuk tulisan. Pembelajaran digital memberi kemudahan bagi siswa dalam hal memilih kata dan menemukan terjemahan yang paling sesuai untuk bahan tulisannya. Namun demikian, guru yang mengimplementasi pembelajaran digital dengan pendekatan Inkuiri harus mampu membimbing siswa untuk menemukan bahan yang paling sesuai dengan kebutuhan pembelajar. Penelitian lain dalam skala yang lebih luas perlu dilakukan untuk hasil yang lebih memuaskan.

**Kata Kunci :** Digital Learning, Pendekatan Inkuiri, Pembelajaran Menulis, Teks Naratif, Penelitian Kualitatif, PTK, Sekolah Menengah Pertama

### 1. INTRODUCTION

Language learning has central role in students' intellectual, social, and emotional development and becomes key element of success in learning other disciplines (Depdiknas, 2004). A narrative text for junior high school level, is seems to be potential for developing the value of students' character and to understand cultures better (Depdiknas, 2004). For a narrative is a semi-true story, which has been passed on from person-to-person and has important meaning or symbolism for the culture in which it originates (Wikipedia, 2014). The kind of text usually includes an element of truth, or is based on historic facts, but with mythical qualities that involve heroic characters or fantastic place (Cameron 2001; Derewianka 2004). Related this, students in junior high school level usually has a total capacity in writing experiences and topics which concern them (Cameron, 2001). Teaching to write a narrative story in junior high school level seems important because the kind of texts are able to engage or to inform the students about their culture understanding, significant to enrich their imagination, and the moral lessons derived from the texts can develop the value of their character (Cameron 2001; Derewianka 2004). Emilia (2005) then say that many students graduating from senior high school still are not able to write even a very simple text in English, because writing is perceived

as the most difficult to acquire by students and to teach by teachers (Alwasilah, 2001). The learning to write well is a difficult and lengthy process (Richard, 1999), it then explains that learning to write usually induce anxiety and frustration for many learner especially the foreign language students.

Related to the purpose of this study, the rapid revolution of the Internet and wireless communication technology has resulted in the emergence of various interactive multimedia networks, such as mobile learning, mobile voice, and instant messaging (Lin. Hung, Chen.Cheng, Liu. Shen, 2001). The digital tools are such as desktop computers, notebook computers, tablet computers, and smart phones. Using the convenience and popularity of the Internet for applying digital teaching materials and achieving the objective of national competitiveness would replace traditional teaching. For this reason, a lot of research on mobile learning is proceeded in order to offer higher transmission performance and universal utilization. The technology of handy and portable PDAs and smart phones is getting mature that about everyone has a device in hand. It is the common responsibility for educators to have teaching become more efficient, allow students being glad to learn, and cultivate the new generation with creative and rational communication and critical thinking with

technologies and network information in the new era. Digital teaching aims to have students actively participate in learning activity to achieve the set learning outcome (Pai & Tu, 2011). The design of teaching activity and the flexible application of technology tools or digital learning therefore become the primary issues for current information technology integrated education.

Anyway, though it is very important that teachers have knowledge in the use of the Internet in planning/teaching for two reasons. The teacher who makes use of the Internet as an additional teaching tool will most likely earn his/her students' respect and regard, which in turn will give the teacher a sense of security and confidence. However, Gary Chapman (2000 in Brandstrom, 2011) notes that teachers might feel reluctant to use the Internet in the classroom since some students are very ICT competent. Moreover, in an article addressing the issue of e-safety amongst other things, M Sharples et al (2008 in Brandstrom, 2011) discuss the dilemma of allowing children and young people to make use of the learning opportunities the Internet has to offer, and simultaneously protecting them from possible harmful 'side effects'. The use of the Internet poses certain risks to the younger generation, such as bullying (e.g. to post hurtful messages/pictures), harmful adults (e.g. paedophiles), unsuitable content (e.g. violent and pornographic material) and cheating (e.g. to copy paste online material). This dilemma is indeed a problem for schools and the authors acknowledge that at present there is no simple solution.

Regarding this, the researcher had made a pilot study dealt with students' ability in writing a narrative text in the third grade in SMP Negeri 15 Cirebon. As the results, the researcher found that the students' writing product were still inadequate. Therefore, the researcher intends to make a research relate to the issue. The researcher wants to find out how an application of digital learning in the implementation Inquiry-Based Instruction Approach can improve students' ability in writing a Narrative text. Since the Inquire-Based Instructions Approach proposes some stages for the learning activities, the research want to find out how the stages in the approach can develop the students' ability to produce a simple adequate piece of writing in Kelas IX-B in SMP Negeri 15 Cirebon.

## 2. THE METHODOLOGY OF THE STUDY

This study took place in Kelas IX-B in SMP Negeri 15 Cirebon. The researcher chose the school because she is one of English teacher there. The researcher is one of participant of the research, because the researcher performs the teaching process during this study. The researcher also the observer of the study, for when the treatment was held in the target class, the researcher made some field notes and investigate the students' participant

from video recorded by a colleague. Thus, the researcher is a participant observer, who did the treatment and analyzed the achievement of the study (Sugiono, 2005). Other participants of this study are 28 students of Kelas IX-B in SMP Negeri 15 Cirebon that consists 28 students, which consists 14 girls and 14 boys. For the significant of the study, this research only took three participants from the target class to make easier to analyze the students' text. The three participants closed randomly from the 28 students, and three of them were classified as low achiever students, three mid achiever and three high achiever.

This study is classroom action research (CAR/PTK), created and performed the teaching program in two cycles by involving planning, acting, observing, and reflecting (Mulyasa, 2009), and concentrated to find out how the stages Inquiry Based Instruction approach help in developing students' achievement in writing a narrative text. During the *collecting data* by qualitative study, the researcher focuses on individual participants. The researcher analyzes the result of students' learning outcome by implementing qualitative study. The researcher compared the result of the pilot study to the students' texts product after the treatment, according to the theories used in this study. The following instruments are used by the researcher to analyze the students' text. This is a qualitative study, since the data analysis is the process of systematically searching and arranging the recorded transcription, the field notes, and other materials that we accumulate to increase our understanding (Boglan and Biklen, 1992).

## 3. DISCUSSION OF THE FINDING

First of all, the researcher entered the target class and studied the classroom situations. The researcher did socialization regarding the research. The researcher explained to the students what they are going to do and what kind of contribution the researcher hoped from them, and then motivated them to study English better and described some advantaged them will get by mastering English in the future. In the second meeting, the researcher did the action or treatment by teaching genre and narrative text, especially a legend for the purpose of this study. In this case, the researcher displayed internet online material with the help of laptop, projector as learning sources. The researcher then did exploration phase by an initial effort to build students' knowledge regarding the teaching material through increased understanding of text and kind of texts and focuses on how to make the students understand the teaching material better. The researcher tries to involve the students to broaden, deepen, or compile the lessons. Then, the researcher did elaboration phase by introducing a narrative text, explained the generic structure and the language features of the text and then the researcher asked students to write

the text by her guided. The researcher provides students with clear explanations and examples or models of some famous narratives.

The researcher did this phase by giving variety of ways such as discussion, multimedia presentations, explaining sections of a textbook, and focused student activities. Students need to see and practice clear examples or models, and what the new ideas or skills represent regarding the writing skill, so the students may easily follow her. The Confirmation phase then, the researcher helped students finish restructuring old knowledge structures, applying and transferring the new idea to new situations. It means that, the researcher began to ask the students to write their text according to the explanations they got from the researcher. This learning phase required some writing practice necessary for accomplishing transfer into long-term memory. Here, the researcher acted as the mediator between the students' prior knowledge and the scientific view of the new idea, then asked the students again to write their text by using online sources from their mobile phone. If in the third meeting the researcher still helped the students to do their task, in the fourth meeting the students should do it by them. Thus, during sessions of the cycle the researcher did data collection. The researcher gathered data about individual students and entire class. The researcher did some field note to be described then, means while one of the researcher colleague helped by recording the teaching learning process. The following tables then show the results of the first cycle of this research.

**Table 1. The Schematic Structure of Student' Text of the first Cycle**

Num	Student's Name	The Structure Analyze			
		Orientation	Complication	Resolution	Coda
1	St-1	40	40	50	20
2	St-2	30	60	55	60
3	St-3	60	60	60	60

**Table 2. The Language' Feature of Students' Text of the First Cycle**

Num	Students' Name	The Language Features Analyze			
		The Tense	The Conjunctions	The Expressions	The Word Chosen
1	St-1	20	20	20	20
2	St-2	40	40	40	40
3	St-3	70	60	50	50

St-1 represents a low achiever students still wrote unsatisfying text regarding the schematic structure and the text features. St-2 represents a mid achiever students and St-3 as one of the high achiever students. From the tables above, we can conclude that the student's achievements regarding the writing a narrative was still unsatisfied. It can be seen from the scores the got by analyzing the texts they produced. Only St-3, who represents the high achiever students, got average score for the generic structure and the language feature. After did preparation for the second cycle, the researcher

entered the target class again and studied the classroom situations. The researcher did more socialization regarding the the English knowledge potential in the future. The researcher explained as clear as possible and explained again how online sources help them to find relevant learning material. In the second meeting, the researcher did the action or treatment by teaching genre and a narrative text. In this case, the researcher did exploration phase again. It means that during the first session in the second meeting of the first cycle, the researcher did the effort again to build students' knowledge regarding the narrative text and to increase the students' understanding. The researcher focuses on how to make the students understand the teaching material better and how to find the appropriate material online. The researcher did more try to involve the students.

During the elaboration phase, the researcher explained the text again in more details. The researcher explained again the generic structure and the language features of the text. The researcher did more encouragements to help students to understand the information. In the elaboration phase, the researcher asked students again to write by her guided. The researcher again provides students with clear explanations and examples or models of some famous legend. The researcher did this phase by multimedia presentations online again. For the Confirmation phase then, the researcher asked students to restructuring the texts according to the explanations they got. The researcher again acted as the mediator between the students' prior knowledge and the scientific view of the new idea. Still the same with the first cycle, in this second cycle the researcher then asked the students again to write their text. The researcher still helped the students to do their task and the researcher continued to do the data collection. Comparing with the first cycle, in the second cycles the researcher did maximal scaffolding regarding to motivate students to do their best. The researcher came around the students, giving helps and tries to find out the students' difficulties during the writing sessions. From the first and the second cycle, the researcher found that editing was the most difficult session for the students. They almost ignored the session and collected their texts without checked the grammar carefully. The following tables will show the transcriptions of the students' texts during the second cycle.

**Table 3. The Schematic Structure of Student' Text in the second Cycle**

Num	Student's Name	The Structure Analyze			
		Orientation	Complication	Resolution	Coda
1	St-1	50	50	50	60
2	St-2	65	70	75	70
3	St-3	80	85	80	90

Table 4. The Language' Feature of Students' Text of the Second Cycle

Num	Students' Name	The Language Features Analyze			
		The Tense	The Conjunctions	The Expressions	The Word Chosen
1	St-1	70	50	60	60
2	St-2	80	70	70	80
3	St-3	90	80	80	90

Comparing to the result the first cycle, St-1 represents a low achiever students and St-2 has wrote from the tables above, we can conclude that the student's achievements regarding the writing a narrative text has got a better improvement and did satisfied work. It can be seen from the scores they got by analyzing the texts they produced. St-3, who represents the high achiever students, still got higher score for the features analyzed. Thus, from the tables above we can see the significant improvements regarding the student's texts in this second cycle. The low achiever students almost wrote satisfying text regarding the schematic structure and the language features, although he still did many mistakes regarding the tenses and the chosen words. The mid achiever students moved to better condition by writing a more adequate text. The text produced by the high achiever students, in this case, St-3, presents good text, that satisfied the researcher, regarding the texts produced by another participant.

Thus, from the tables above shows the significant improvements about the students texts. The low achiever student almost wrote an adequate text, the mid achiever student represents a good text, and the high achiever student made a satisfying text. The phases gave many chances for the students to wrote better and better writing products. However, the researcher considered that the same texts required more exploration dealing with the linguistic features. Students' knowledge in vocabulary, grammar, and text features still need improvement. The moral lesson from the texts contributed student's moral value and improve their culture knowledge.

#### 4. CONCLUSION AND SUGGESTION

The following are the conclusions and suggestions of this study. From the teaching program did during this research, the researcher found the following conclusions. The stage on an Inquiry-Based Instruction Approach is significant to improve students' ability in English writing. The researcher found that the teaching phase is parallel with the stages in teaching writing. The researcher noticed that the elaboration supported students' knowledge in vocabulary, grammar, and text features. Since the elaboration support students' knowledge in grammatical features and potential vocabulary of the legend, the implementation of this phase contributes to students' ability in revising their writing. Digital learning helps students in finding idea needed for writing. Digital learning facilitates students to find learning sources

they need. Anyway, teacher who intends to implement the Inquiry-Based Instruction Approach in his/her classroom need to have a sufficient knowledge regarding the approach, in order to be able to implement the approach better. Teacher must be able to find appropriate learning sources needed. The Inquiry-Based Instructions approach is better implemented in small classrooms to avoid teacher's difficulties in classroom management. The school management and the stake holder need to facilitate students regarding the digital learning to improve students' learning outcome. Since the teaching program with sufficient time and broaden cycle might contribute on more significant finding regarding the primary issue.

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