

## CHAPTER I

### INTRODUCTION

#### A. BACKGROUND

The purpose of this research is to investigate the effects of implementing collaborative inquiry project-based learning in relation with students' reading interest. Reading is one of the keys to success in both school and life (Khairuddin, 2013). Individuals will not be able to succeed while they are not able to read; reading is one of the ways to access all the knowledge in the world (U. S. Department of Education, 2005). Safiah (1990) in Khairuddin (2013) states that individuals who are good readers are able to explore their experiences, views, and thoughts. This is supported by Paul (1993) and Guthrie, McGough, Bennett, and Rice (1996) in Squires (2014) who have indicated that reading has significant consequences on the cognitive development of individuals and their ability to comprehend different forms of knowledge.

In spite of reading has a lot of advantages, Safiah (1990) in Khairuddin (2013) mentions that students today are lack of the interest in reading. Furthermore, in Indonesian context in 2016, the data from Analytical and Capacity Development Partnership (ACDP) shows that Indonesia is one of 12 countries that has significantly low scores below international standard, referring to Progress in International Reading Literacy Study (PIRLS). More than 50% of Indonesian students aged 15

years have not mastered the basic reading skills. Indonesia is even in 60th place from 61 countries based on its literacy level, as mentioned by Connecticut State University USA in 2016.

Director of Junior High School (SMP) development, directorate of primary and secondary education, ministry of education and culture (Kemendikbud) Supriano says that one of the causes of the low reading skills and interest of Indonesian students is the limited number of libraries. Based on education basic data from Education Sector Analytical and Capacity Development Partnership (ACPD Indonesia) in 2016, it is noted that out of 213,811 existing schools in Indonesia, 74,552 schools do not have libraries. Besides providing library, promoting low reading interest by enriching learning strategy is probably one of the solutions to this matter. The learning strategy used in the classroom should form of contextual approach that connected learning at school and students' life because the phenomenon of reading interest is in students' life. Therefore, one of contextual learning methods is collaborative inquiry project-based learning (CI-PBL) that probably appears as an effective learning strategy to encourage students' reading interest.

CI-PBL is collaborative strategy between inquiry and project-based learning strategies. The importance of collaborative teaching is needed to provoke students' knowledge. Thousand et al. (2006) argue that when teacher collaborates on their planning and teaching, they are enabled to explore student needs which have a diverse background. Furthermore, inquiry learning as an educational strategy has

been shown that students identify a problem, collecting information, raise a question and solving the problem. It can capture students' interest, increase serious thinking, and be able to apply their knowledge in a problem-solving context (David, 2008). Then, project-based learning (PBL) strategy involves students' problem solving, decision making, and investigative skills. Throughout the tasks, students are motivated to take charge of their learning and become autonomous for their decisions (Liu & Hsiao, 2002). The collaboration of Inquiry and PBL could develop positive impact on students' reading interest. It is the reason why this research on this matter is conducted.

Over the years, there have been several researches conducted that relates to the effect of Collaborative Inquiry PBL in reading interest. Chu, Tse, Loh, & Chow (2011) examine the research that was developed in Hong Kong's primary school to support student's reading ability and reading interest. Shiraz and Larsari (2014) also conducted research in Iran, which the main purpose of the research is to investigate the possible link between intermediate students' tasks of Project-based activities and their improvement in reading comprehension. Furthermore, Faridah, Norlaila, Rozmel, and Maryam (2010) in Malaysia discussed PBL facilitates the transference and inculcation of workplace-related skills among the subjects. Another previous research was conducted by Al-nafisa and Al-shomar (2010) that investigated the reading interests of Saudi EFL students' reading interests in English.

This study is different from the previous researchers. This study discusses not only Project based learning (PBL) method, inquiry learning method, or students'

reading interest. This study combines Inquiry and PBL method in relation with students' reading interest. This study also makes explicitly bill board as a project of CI-PBL. This study uses case study design and qualitative method. Then, this study is implemented at junior high school level in Indonesia where English is a foreign language.

## **B. RESEARCH QUESTIONS**

The research questions of this study are:

1. How is the process of implementing collaborative inquiry project-based learning (CI-PBL) in relation with students' reading interest?
2. How is the students' response to the implementation of collaborative inquiry project-based learning (CI-PBL) in relation with students' reading interest?

## **C. RESEARCH PURPOSES**

The aims of the research are:

1. To describe the process of implementing collaborative inquiry project-based learning (CI-PBL) in relation with students' reading interest.
2. To find out the students' response to the use of collaborative inquiry project-based learning (CI-PBL) in relation with students' reading interest.

#### **D. RESEARCH SIGNIFICANCES**

The research gives several significances. Practically, it provides teachers choices of an innovative method that they should develop in the classroom so that the students can enhance their reading interest. Theoretically, this research can be useful for information that the implementation of collaborative inquiry project-based learning gives positive effects on students' reading interest.

#### **E. RATIONALE**

The concept of reading interest was established by Thomas (2001) who says that reading interest refers to how excited an individual is to engage in essential reading some written materials. Reading interest is linked to academic success as students who like to read will have more ideas to write well, and this condition makes them more innovative and creative (Grabe, 2003; Stansberry, 2009). It means that students having little or no interest in reading will influence their skill in finding ideas to write. The indicators of reading interest are spending time, curiosity, enthusiasm, fun emotion, read everywhere, impressed emotion and engagement with text (Khairuddin, 2013; Kiuru et al., 2012; and Thomas, 2001)

Enhancing students' reading interest requires an innovative method that will be applied in the classroom. Collaborative inquiry project-based learning (CI-PBL) appears as the appropriate method. The importance of collaborative method in teaching practice is needed to promote the enhancement of the students' knowledge. Thousand (2006) argued that when teacher collaborates on their planning and

teaching, they are enabled to explore students' needs which have a diverse background. The CI-PBL method combines two learning methods; those are inquiry method and project-based learning method.

The first method used in this study is inquiry. Hong Kong's Education Bureau defines inquiry learning method as student-centered approach helping students to observe the knowledge (Education and Manpower, 2002). The students are be able to learn more actively in the classroom while the teacher is only the facilitator to help them. The Students identify a problem, collecting information, raise a question and solving the problem. Inquiry method can capture students' interest, increasing serious thinking, and be able to apply their knowledge in a problem-solving context (David, 2008). Furthermore, Inquiry learning requires challenging students to assume responsibility for the investigative process by, for example, posing questions or generating working theories (Scardamalia, 2002; Scardamalia & Bereiter, 2006; Zhang, Hong, Scardamalia, Teo, & Morley, 2011).

Then, the second method used in this study is project-based learning. In Project-based learning, students act academic tasks in groups. The task could be an investigation or research form in a particular topic. The topic being studied usually integrates concepts from some discipline studies. The students in the same group cooperate with others member to get a composite outcome. The project is done by asking and investigating questions, expressing ideas, drawing predictions, collecting information, analyzing data, making conclusions, and discussing the findings to

others. This method is widely believed to be a powerful teaching strategy to enhance students' achievement and self-directed learning (Blumenfeld et al., 1991).

The project involves students' investigative skills, problem-solving, and decision making. Eventually, each completed project enables students to construct the knowledge that must be achieved. Throughout the projects, students are encouraged to take charge of their autonomous learning (Liu & Hsiao, 2002). The projects also include the improvement of creativity, presentation or performance that can be observed and utilized; they deal with real-life problems that arouse interest in students, who interact with the real-life related these projects (Curtis, 2002). Then, projects enable students to show with products or works that believed to be the solutions to the questions or problems which is given at the beginning of the learning process.

In PBL, the teacher acts not only as a resource but also as a guide and a facilitator. Referring to the teacher's role in PBL, Wrigley (2010) points out that teachers should be aware of their learners' interests. Teachers also assist learners to move in the direction that they want to go, pointing out potential pitfalls or making suggestions without getting defensive when students prefer their ideas. In a study conducted by Donnelly and Fitzmaurice (2005), the realization of PBL environment depends to a large area on the skill of the teacher to lead and facilitate group discussion. Also, Donnelly and Fitzmaurice (2005) propagate that teacher needs to move away from their past practice as the usual teacher to a more facilitators role. In other words, the teacher focuses on questioning students' logic and beliefs, providing

hints for correcting invalid student reasoning, providing resources and keeping students on tasks. Thus, it is inevitable that teacher plays a crucial role in determining the success of the project-based learning towards completing project work. In other words, PBL is learning strategy to encourage students to become autonomous learners. Students produce a product as their learning result. Then, the teacher is only a guide who strike on working schedule.

Furthermore, a bill board is chosen as the project in this study. Bill board as a project CI-PBL contains written material that students find in their daily activity such as newspaper, article, headline, and internet resource. Then, they do a project called bill board based on those sources and their creativity and innovation. This project based on the rationale of Project-Based Learning (PBL). In Project-based learning, the project includes the improvement of a product, presentation or performance that can be observed and utilized; projects deal with real-life problems that arouse interest in students, who interact with the real-life through these projects (Curtis, 2002).

#### **F. PREVIOUS RESEARCH**

Several studies have conducted research regarding the collaborative inquiry project-based learning in relation with students' reading interest. First research is conducted by Chu, Tse, Loh, and Chow (2011). It was developed in Hong Kong's primary school to support student's reading skill. The result was that student's reading performance indicated improvement after the inquiry PBL. Paired sample t-test showed satirically significant difference ( $p < 0.05$ ) in the pretest and posttest.



Then, it was identified three aspects of improvement on reading children: reading comprehension, reading speed and vocabulary. It used a case study design and applied quantitative and qualitative methods to collect data analysis.

The other previous research was conducted by Shiraz and Larsari (2014). It was developed in Iran. The primary purpose of this study is to investigate the possible link between intermediate students' application of Project-based activities and their improvement in reading comprehension. Throughout data analysis, it was found that there is a significant positive relationship between using project-based activities and students' reading comprehension.

Furthermore, Faridah, Norlaila, Rozmel, and Maryam (2010) conducted a research in Malaysia. The findings of this study have shown that PBL facilitates the transference and inculcation of workplace-related skills among the subjects. PBL has successfully exposed students to various skills such as team-working, managing conflicts, decision making, and communication skills. Engaging themselves in these skills has assisted learners to be more independent, confident, and productive in generating and discussing ideas

Another previous research was conducted by Al-nafisa and Al-shomar (2010) that investigated the reading interests of Saudi EFL students' reading interests in English. The finding shows that students choose reading material based on their interest. The students have broad range reading interests, the top area of interest are stories, adventure book, newspaper, books about religion and magazine.