

ABSTRACT

Muhammad Muzakky (2018): The Implementation of Collaborative Inquiry Project-Based Learning in Relation to Students' Reading Interest (A Case Study at the Second Grade Students at Al Amanah Junior High School in Bandung)

Indonesia is in 60th place from 61 countries based on its literacy level, as mentioned by Connecticut State University USA in 2016. Then, one of indicator of low literacy level is that students are lack of the interest in reading As the result, 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. Therefore, one of contextual learning methods is collaborative inquiry project-based learning (CI-PBL) that probably appears as an appropriate learning strategy to encourage students' reading interest.

The present study investigates the implementation of collaborative inquiry project-Based learning (CI-PBL) method on students' reading interest. This study addressed to the question of whether the method has some effects on students' reading interest.

Using a case study, CI-PBL method was implemented to investigate students' reading interest at a junior high school in Bandung, and qualitative methodology is employed in this study. The participants included 31 students from the second grade. The data were obtained from classroom observation and interview. The classroom observation was used to explore the process of CI-PBL and the interview was used to examine the respondents' responses toward CI-PBL method.

From the data analysis of CI-PBL that consists of inquiry process and PBL process showed: (1) Inquiry process showed that students were interested in reading story, magazine, newspaper, comic, and novel. Then, they were interested in reading through the internet or gadget, and they preferred to choose the reading text based on interest that makes reading process was fun, enjoyable, and effortless. (2) PBL process showed that students were more interested in reading through bill board as the project. Students read more both at school and home while they did the project.

To conclude, this study provides the method was suitable to engage with students' reading interest. In addition this method was related positively to the students' reading behaviour, comprehension and vocabulary improvement. Furthermore, these findings provide evidence to support further research. It was recommended the future research on CI-PBL might be conducted in quantitative method with the others project implemented.