

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Finding

On this data presentation the researcher described about result of research on the field based on the observation, test and interview result as the primary data to better under topic stand about analysis the implimentation of Directed Inquiry Activity technique in teaching reading exposition text in eleventh grade at State Islamic Senior High School South Barito, to describe how is the implementation that technique for students.

##### **1. Description about analysis the implementation of Directed Inquiry Activity technique in teaching reading exposition text in eleventh grade at State Islamic Senior High School South Barito.**

To analyze the implementation of Directed Inquiry Activity technique in teaching reading exposition text in eleventh grade at State Islamic Senior High School South Barito, the researcher conducted observations 3 times on 31st of october 2018, 1st of November 2018, and 6th of November 2018. There are three classes that the researcher conducted the observation, they are XI IPS 2, XI IPA 2, XI IPA 4 at State Islamic Senior High School Barito Selatan. Besides, the researcher also did an interview with teacher and some students about the implementation of DIA technique in teaching and learning process.

Based on the observation result that the researcher did, the researcher found that the teacher passed all step of teaching reading exposition text sequently, although in one observation the researcher found that the teacher miss one part of one step in teaching reading exposition text by using DIA technique. Steps that teacher should pass by the teacher in using DIA technique are pre-teaching, whilst-teaching, and post teaching activity. The implementation of Directed Inquiry Activity described in the following paragraph.

### **Observation I**

**Topic** : Exposition Text “the limit of Economic freedom”

**Date** : 31st October 2018

**Class** : XI IPS 2

**Participant** : 32 students

**Time** : 2x45 (6.30 am-08.00 am)

In the first observation, the researcher came to class with the teacher and observed the teaching and learning process in the classroom, the researcher sit down on the chair behind the students. The teacher do the first step in teaching using DIA technique, it was pre-teaching activity.

### **Pre-Teaching Activity**

Fisrt, she gave salam to the students in the classroom. After that the teacher checked students’s attendance name by name and asked to all of students

about the reason if there is student that could not come to school at that time. Then the teacher introduced the researcher to students in the class that the researcher conducted a research in their class. She told about the researcher background and the reason why the researcher conducted the research in their school. After that she asked to students about their material in the last meeting to checked students' memory. She asked all students about their memory, then she checked students one by one about that to checked if all students still remember about their material in the last meeting. After that teacher came to the next step, that was whilst-teaching activity.

### **Whilst-Teaching Activity**

In this step, the teacher focus to activate the students' knowledge related to the lesson being taught. The teacher gave the students introduction of material that will be learn at that time. Then, she focus to explain about the definition of Analytical exposition text. In this part of step, she need more time to explain all students what is analytical exposition text because some students told that they were forgot about exposition text that have learn for them in junior high school. The teacher asked one student that know about exposition text to explain the definition of exposition text to their friend orally. Then, the teacher show powerpoint and explained about definition of analytical exposition text. After all students understood about the definition of exposition text, the teacher made students to brain stroming by asked to students their opinion about a question "are students need handphone in the school?". In this part of this step, students interest to gave their opinion that handphone are needed for students or not. Students very

enthusiastic to explain their opinion about that issue. In this part, the teacher succeed to improve students' interest for studying that material. After students' interest improved, the teacher back to the laptop to told the language feature and generic structure of exposition text. Next, she showed the students an exposition text that will be taught at day by the title "Is Smoking Good for Us?" and gave the meaning to students some hard vocabularies that teacher thinked need to told for to make them easier to comprehend that text which have hard vocabularies. For the example when she told the meaning of some vocabularies, those were word "lung", "risk", "suffer" and "bronchitis". After students known about the meaning of the hard vocabularies, the teacher asked students to made 6 group to discuss about the text. Thus, there were 5-6 students in one group. They discuss about the text to answer 5 questions listed under the text. All questions related to the text. The teacher asked students to answer all questions and write the answer on the paper. When time to answer was up, the teacher asked students to checked their answer together. She asked one group to answer one question and explain their answer to their friend in the class. The teacher gave the correction about students' answer, thus all students known where their mistake in answered the questions. And the teacher gave further explanation on the significant errors made by the groups. After the teacher passed this step, she came to post teaching activity.

### **Post-Teaching Activity**

In this step, the teacher concludes the lesson together with students about the definition, language features and generic structure of analytical exposition

text. At the day, she tried to asked students to give their opinion to conclude the lesson of the day.

### **Observation II**

**Topic** : Exposition Text “the limit of Economic freedom”

**Date** : 1st November 2018

**Class** : XI IPA 4

**Participant** : 30 students

**Time** : 2x45 (12.30 am-14.00 am)

In the second observation, it has no spesific differences with the first observation. First time the researcher came to class with the teacher and observed the teaching and learning process in the classroom, but at the day the researcher helped teacher to operated the power point. Thus the researcher sit down on the chair beside the teacher’s chair in front of the classs. The teacher did the first step in teaching using DIA technique, she always did the technique with sequently steps. First, it was pre-teaching activity.

### **Pre-Teaching Activity**

In the first teaching activity, the teacher gave salam to all students in the classroom. Then, she checked students’ attendance name by name and asked to all of students about the reason if there is student that could not come to school at that time. After that the teacher introduced the researcher to students in the class

that the researcher conducted a research in their class. She told about the researcher background and the reason why the researcher conducted the research in their school. After that the teacher asked students to recall their memory about their material in the last meeting to checked if all students still remember about their material in the last meeting. After that teacher came to the next step, that was whilst-teaching activity.

### **Whilst-Teaching Activity**

In this step, the teacher focus to activate the students' knowledge related to the lesson being taught. The teacher gave the students introduction of material that will be learn at that time. Then, she asked the researcher to operated the power point material to explain about the definition of Analytical exposition text. In this part of step, she known that she need more time to explain all students what is analytical exposition text, but in that class many students have good ability and interest in learning english, thus the teacher only need short explanation to explained analytical exposition text . She asked some students to explained about analytical exposition based on their opinion.. After all students could get the point about the definition of exposition text, the teacher made students to brain storming by asked to students their opinion about a question "are students need handphone in the school?". In this part of this step, students interest to gave their opinion that handphone are needed for students or not. Some students told that by using handphone in the school it could help students to learn some material that could not find in the book or library at school. The other opinion, some students told that handphone was not important to students in the school, because based on

their opinion handphone could make students not focus in the school, they could open and playing handphone when teacher explain material in the class and so on. Students very enthusiastic to explain their opinion about that issue. In this part, the teacher succeed to improve students' interest for studying that material. After students' interest improved, the teacher back to the laptop to told the language feature and generic structure of exposition text. Next, she showed the students an exposition text that will be taught at day by the title "Is Smoking Good for Us?" and gave the meaning to students some hard vocabularies that teacher thinked need to told for to make them easier to comprehend that text which have hard vocabularies. For the example when she told the meaning of some vocabularies, those were word "lung", "risk", "suffer" and "bronchitis". After students known about the meaning of the hard vocabularies, the teacher asked students to made 6 group to discuss about the text. Thus, there were 5 students in one group. They discuss about the text to answer 5 questions listed under the text. All questions related to the text. The teacher asked students to answer all questions and write the answer on the paper. When time to answer was up, the teacher asked students to checked their anwer together. Again, she asked one group to answer one question and explain their answer to their friends in the class. The teacher gave the correction about students' answer, thus all students known where their mistake in answered the questions. The teacher gave further explanation on the significant errors made by the groups. After the teacher passed this step, she came to post teaching activity.

### **Post-Teaching Activity**

In this step, the teacher concludes the lesson together with students about the definition, language features and generic structure of analytical exposition text. At the day, she tried to asked students to give their opinion to conclude the lesson of the day. Then teacher gave appreciation of students participation and gave motivation for them and also giving salam before out from the classroom.

### **Observation III**

**Topic : Exposition Text “the limit of Economic freedom”**

**Date : 6th November 2018**

**Class : XI IPA 3**

**Participant : 30 students**

**Time : 2x45 (08.00 am-09.30 am)**

In the third observation, it has no spesific differences with the first and second observation. The differences, teacher only gave different topic in brain stroming part and giving extra attention to all students in this class because based on the researcher observation and from the teacher explanation that in that class many students have characteristics “passive students” and in that class only some students who have high motivation in learning english. First, the researcher came to class with the teacher and observed the teaching and learning process in the classroom. The researcher sit down on the chair behind students in the class to



observed the teaching and learning process. The teacher did the first step in teaching using DIA technique, it was pre-teaching activity.

### **Pre-teaching activity**

In the first teaching activity, the teacher gave salam to all students in the classroom. Then, she checked students' attendance name by name and asked to all of students about the reason if there is student that could not come to school at that time. After that the teacher introduced the researcher to students in the class that the researcher conducted a research in their class. She told about the researcher background and the reason why the researcher conducted the research in their school. Then, the teacher asked students to recall their memory about their material in the last meeting to checked if all students still remember about their material in the last meeting about if clause sentences. After that teacher came to the next step, that was whilst-teaching activity.

### **Whilst-Teaching Activity**

In this step, the teacher focus to activate the students' knowledge related to the lesson being taught. The teacher gave the students introduction of material that will be learn at that time. In this part of step, she known that she need more time to explain all students what is analytical exposition text, in this class because only some students who have good ability in learning english, thus the teacher only need more time to explained analytical exposition text. She asked some students to explained about analytical exposition based on their opinion. From many students in the class only one or two students who active and could gave their

opinion about analytical exposition text. Then, the teacher made students to brainstorming by asked to students their opinion about a question “why english is important to us?”. In this part of this part, the teacher always tried to made students to think what are the reason why english is important to them. Then, she asked some students to giving their opinion about that issue. Although did this part in this class need more time the teacher still patient to awaken student’s opinion or perception about that issue. In this part, the teacher succeed to improve students’ interest for studying that material, it is looked from the brain storming part where the teacher could made students who have passive character in learning to giving their opinion although they gave their opinion in Indonesian language. After students’ interest improved, the teacher back to the laptop to told the language feature and generic structure of exposition text. Next, she showed the students an exposition text that will be taught at day by the title “Is Smoking Good for Us?” and gave the meaning to students some hard vocabularies that teacher thought need to told for to make them easier to comprehend that text which have hard vocabularies. For the example when she told the meaning of some vocabularies, those were word “lung”, “risk”, “suffer” and “bronchitis”. After students known about the meaning of the hard vocabularies, the teacher asked students to made 6 group to discuss about a text. Thus, there were 5 students in one group. They discuss about the text to answer 5 questions listed under the text. All questions related to the text. The teacher asked students to read the text, then answer all questions and write the answer on the paper. When time to answer was up, not all group have finish to answer all question, thus the teacher could not go

to the next section, that was correction part. Because of it, the teacher asked students to answer the question at home with their group together. The students answers will corrected by the teacher in the next meeting. Because of time was up and in this class could not finish the answer, the teacher should closed the class. she came to post teaching activity.

### **Post-Teaching Activity**

In this step, the teacher concludes the lesson together with students about the definition, language features and generic structure of analytical exposition text in short explanation. Then, she reminded all students that in the next meeting they will check their answer about question in analytical exposition text. Last, teacher gave appreciation of students participation in the class and giving salam.

## **2. Challenges that teacher face in using Directed Inquiry Activity in teaching reading exposition text.**

To find teacher's answer about challenges that she face in using DIA technique, the researcher using interview as an instrument. In the interview the researcher only asked 2 main question, the first question is what are the challenges that you face when using Directed Inquiry Activity technique? And then the teacher said that *"I think it is very interesting question, for exposition when use Directed Inquiry Activity Technique, I think for me especially my student need more time for this than when we use another technique because they must make a group and then find anything, find everything with themselves and of course sometimes they do not know the vocabulary for example, they need more time to*

*open their dictionary by them selves, that is I think the challenges for the using of Directed Inquiry Activity technique*". From the interview result, the researcher found out the challenges that teacher faced in using Directed Inquiry Activity technique are in managing time and to make students more independent in learning process in the classroom to solve their problem. As the teacher's statement "*I think for me especially my student need more time for this than when we use another technique because they must make a group and then find anything, find everything with them selves and of course sometimes they do not know the vocabulary for example, they need more time to open their dictionary by them selves, that is I think the challenges for the using of Directed Inquiry Activity technique*". In this statement he said that when using DIA technique she need more time to asked students to make some group discussion to discuss and answer some questions that teacher gave on the task paper. Then, even the teacher have give the meaning of some hard vocabularies which are contained in the exposition text task, the students still need to open their dictionary to find out the meaning of words in the text by them selves without asking to the teacher. The teacher should control to students to know are they find the meaning of the vocabularies or not. Those are the challenges that she faced in using Directed inquiry Activity technique that researcher concluded from the interview.

### **3. The advantages of using Directed Inquiry Activity in teaching reading exposition text for teacher and students.**

To find teacher's answer about the advantages of using DIA technique in teaching exposition text, the researcher using interview as an instrument. The

interview conducted on Wednesday, 7th of November 2018. In the interview the researcher only asked 2 question, if the first question in the interview is “what are the challenges that you face when using Directed Inquiry Activity technique?” to answer problem statement number 2. In the second question is “what are the advantages of using Directed Inquiry Activity in teaching reading exposition text?” to answer the problem statement number 3 about the advantages of using DIA technique in teaching reading exposition text. After the researcher asked about the advantages of using DIA technique in teaching reading exposition text, the teacher said that *“...it helps the teacher I think, it helps the teacher to make the teacher easier to explain exposition itself. Why? Because the teacher just also ask some question to them and then they find it by them self in group. The teacher just only give them the clue and then they find the answer by them selves. It is very easy for the teacher to teach exposition to them. And then, for the first time before we continue our lesson I think it is very interesting to give them some resume, summary about what is analytical exposition. and then I think the students will understand the analytical exposition itself by themselves. And also in correction step, it makes me be easier in correcting students’ answer because we corret the questions together after students finished their answer”*. After asked the question, the researcher asked one question more to support and find the deep answer from the question. The researcher asked “And how about the activity when you give some vocabularies in the first activity, is it help you to make students interest in learning?” and then, the teacher said *“it is of course, when I give them an explanation about the vocabulary that we have in our material, and then they find*

*in the dictionary, and I explain little about this, it is makes me easier to teach this.”*

From the interview result with the teacher, the researcher found out that the advantages that teacher got in using directed inquiry activity it is help the teacher to easier in teaching exposition text because the teacher just also asked some question to them and then they find it, it is mean find the answers by them self in group. The teacher just only give them the clue and the students should have to be independent to discuss about the question that teacher gave on the paper exposition text. The teacher just controlled the discussion and sometimes help students if they looked confused in answer the question. For the first time before teacher continue the lesson in the class it is interesting to gave them some resume about what is analytical exposition that she did by explain analytical exposition by power point media and from brain stroming that she did to found the students opinion about definition of analytical exposition and about issue in public.

The other point, when she gave the student an explanation about the vocabulary that they have in material, and then the students find in the dictionary, by little explanation it will help students easier to understand the meaning of the vocabularies. By using this strategy, using dictionary will be habitual for students.

To find out students' answer about the advantages of using DIA technique in teaching exposition text in learning process, the researcher using interview as an instrument. The interview conducted on Saturday, 10th of November 2018.

The interview conducted to 6 random sample from 3 classes that teacher taught. They were 2 students from XI IPS 2(one boy and one girl), then 2 students from XI IPA 2(one boy and one girl), and 2 students from XI IPA 4(one boy and one girl). The interview started at 9.30 am-10.00 am, it is mean the interview conducted only in 5 minutes for one students. In the interview the researcher only asked 2 main question, the first question is when the teacher used DIA technique, what do you think about the implementation of DIA technique in teaching reading in your class, is it help you to motivate and improve your interest in learning? And then, when the teacher used DIA technique it is helped you in mastering the material in learning process?"

Student TH said that DIA technique is a good technique that teacher used in teaching because it is really helped them in improving students' motivation by doing brainstorming first, and then students will easier in answering the question in the text the material has just taught by the teacher. It is like in the MH's statement *"Yes, I think she used good technique in teaching because it is really helped me in improving my motivation by doing brainstorming first. When I have no motivation she tried to make me active in the class like to answer her question about an issue or problem in my environment."* And in the other statement as *"be easier in answering the question in the text because the material has just taught by the teacher and at the same time I should answer the question, the material still fresh for me and it does not need time to recall the memory in my mind."*

Then, student SAP said DIA technique is a good technique in teaching by the teacher because it is help students in improving students' motivation, the

teacher who has character powerful and energetic when brainstorming really helped to improved students' motivation. In answering the questions in the text will be easier because students did it in group. It is like SAP's statement *"it is really helped us in improving our motivation by doing brainstorming first"* and *"the teacher so patient in explain the material she taught us slowly till we understand about the explanation, she used good way to teach us. And she is powerful and energetic in teaching. I and friends can be easier in answering the questions because we can answer the question at the time"*.

Other, student SS said it was a interesting technique because the student who have low motivation in learning english be motivated by the teacher because after the teacher gaved the explanation about some hard vocabularies it helps students to understand the text. And students easier in mastering the material about exposition text because they did discussion in group to answer the questions in the text. It is like SAP's statement *"yes, of course it is an interesting technique. By using this technique it is help me who have low motivation in learning english be motivated after the teacher gave some meaning of the hard vocabularies and did brain stroming to asked my opinion....."* and *"yes, it is really helped me because we discussed in group to answer the questions in the text. Some hard question can answered after we discussed about that questions."*

Next, student MAN said that the technique is good technique because students did brainstorming first to opened students' mind about an issue in the public, that issue related to the material that is about exposition text. Then, he said that it helped students in mastering the material, especially for answering the



questions in the text because the material has just taught by the teacher. It is as TH's statement *"Yes, it help me. The technique is an appropriate technique for us because the teacher asked us to do brainstorming first to opened our mind about an issue in the public."* And also in the other statement *"we could remember the point about her explanation and can answer the question after practice open our mind in brain stroming and also it will be easier for us in answering the question because the material have taught in early time"*.

Next, student MRA said that DIA technique is an effective technique in teaching reading exposition text. Because the teacher explained the material sequently and the teacher could improved students' interest by asking students' opinion about an issue in the public. As MRA's statement *"Yes, she use an effective technique in teaching reading exposition text. Because the teacher explained the material sequently and the teacher could improved students' interest by asking students' opinion about an issue in the public"* and then, student MRA said that DIA technique made students easier in answering the question in the text because the material has just taught by the teacher. It is appropriate with MRA's statement *"when the teacher use that technique it is made me easier in answering the question in the text because the material has just taught by the teacher."*

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The last, student MH said that DIA technique that teacher used is a very good technique, and it helped students in improving students interest because the

teacher have a good way to improve students' interest like did brainstorming in the first time and opened students mind about something. Not only used a good way, but also the teacher used power point to explained the material, and it helped students to focus on the explain the material. Then, students MH said that using DIA tehnik by the teacher helped students in mastering the material, because the teacher asked students to be active in the class like in the discussion section where the teacher asked students to be indepent by discuss with the member in the group to answer the question in the text . As MH's statement in interview "*it is very good technique, and it helped me in improving my interest because the teacher have a good way to improve the interest like did brainstorming in the first time and opened students mind about something*" and "*.....to be active in the class like in the discussion section where the teacher asked us to be indepent by discuss with the member in the group to answer the question in the text.*"

## **B. Discussion**

This research described about the implementation of Directed Inquiry Activity technique in teaching reading exposition text in eleventh grade at State Islamic Senior High School South Barito and then challenges that teacher face in using Directed Inquiry Activity technique, and also the advantages in using Directed Inquiry Activity technique.

Based on result of the observations, the researcher found out that the implementation of Directed Inquiry Activity technique helped students to

motivate in learning. Students will have high interest in learning if the teacher using good technique in teaching process. It looked from the researcher's observations, students indirectly being motivated when teacher passed the steps in teaching by using DIA technique. Some steps that dominant in made students being interest in learning were when the teacher did the brainstorming to invite student in thinking deeply about an issue, then gave the students some hard vocabulary contained in exposition text, asked students to discuss and answer all contained in the text that teacher gave. From these steps the teacher succeed in improving students interest, those the students will easier to learn with high motivation and interest. And the researcher statement about students will have high interest in learning if the teacher using good technique in teaching process supported by the explanation from Mirriam and Roz (2000). Miriam and Roz explained that to get the good result in reading, the teacher should have a good technique, by using a good techique the students are motivate and have high interest in learning. Meanwhile, in some steps when the teacher tried to motivated students with some manner like brainstorming, giving some hard vocabularies first, and giving some clues in discussion still available students who have not improve their motivation and interest in learn because they were do not like english. But from the researcher observation more than 75% students motivated in learning after through some steps that teacher used in improve students motivation. It was looked when the students interest to giving their opinions in brainstorming part, and then when students motivated in opened their dictionary

in analyzing the text, and also discuss seriously in group after the teacher gave some clue about the answers from the questions in exposition text questions.

Based on the observation and interview that the researcher did, the researcher found out that the implementation of Directed Inquiry Activity technique helped the teacher in teaching analytical exposition text because the students will gather facts, observe the text and use them to answer the specific question by themselves, the teacher just opens students' minds and gives some clues and the students will explore their minds in the discussion stage. Even based on what the teacher said that the challenges she faced in teaching with this technique were about managing time because the teacher should ask students to make a discussion group and discuss about the text to answer the question. But, it really made the teacher easier in teaching analytical exposition text because students are independent in learning activities, the teacher only acts as a facilitator for them. It is supported by the statement from Kauchack (2004) that DIA is a process that gathers facts, observes the text, and uses them to answer the specific question. It is particularly valuable for giving students practice to answer the question from the text.

In addition, Directed Inquiry Activity technique also has advantages for teachers and students in the teaching and learning process. Based on the researcher's observation and interview, the researcher found that Directed Inquiry Activity technique helps the teacher in teaching, the teacher is easier to explain exposition itself. Because the teacher just gives a little explanation and does brainstorming to open students' minds, after that the students will analyze the issue that the teacher

said, and then gave their opinion about the issue. The teacher did not need deep explanation to explain about analytical exposition because students have interpreted what is analytical exposition itself by themselves through thought and analyzed some definition and explanation from teacher and their friends. And then by using DIA technique the teacher only need give some question to students in the text and then they found the by them self in group. The teacher just only give them the clue and then they find the answer by them selves. It is very easy for the teacher to teach exposition to them. Then, for the first time before we continue our lesson I think it is very interesting to give them some resume, summary about what is analytical exposition. and then I think the students will understand the analytical exposition itself by themselves. It is supported by the theory from Sanjaya (2006) point out that DIA is the combination of a thinking process and analysis to search and find the answer of the question.

Moreover, based on the result of interview with students, the researcher found that for students the DIA technique that teacher used in teaching process helped students to improve students' interest and students' motivation in teaching and it helped students to easier in learning the material about reading exposition text. it supported too by Mirriam and Roz (2000). Miriam and Roz explained that to get the good result in reading, the teacher should have a good technique, by using an interesttechique the students are motivate and have high interest in learning.