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MPROVING EXPLANATORY TEXT READING SKILLS THROUGH NATURAL PHENOMENON VIDEO-ASSISTED INQUIRY METHOD IN STUDENTS

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Abstract. This research aims to improve the quality of the learning process of reading explanatory texts and improve the skills of reading explanatory texts in students of class XI TKR SMK Negeri 2 Tarakan. This research is a classroom action research. The subject of this study is students of class XI TKR SMK Negeri 2 Tarakan in the even semester of the 2023/2024 academic year. The implementation and implementation procedures at the research site consist of two cycles. In cycles I and II, two meetings were held. The activities of each cycle include: planning, implementation, observation, and reflection. Data was obtained with instruments in the form of: student activity observation sheets, teacher activity observation sheets, field notes, interview guidelines, documentation, and tests. The analysis techniques in this study include the process and results of classroom actions that are carried out in a descriptive, qualitative, and quantitative manner. The success rate of the process if in this study there is a change in improving the quality of the learning process. The success rate of the product is achieved if each student experiences an increase in the score of observation results and assessment of explanatory text reading skills through the inquiry method assisted by natural phenomena video. The results of the study showed that there was an improvement in the quality of the learning process of explanatory text reading skills and explanatory text reading skills of students in class XI TKR SMK Negeri 2 Tarakan even semester of the 2023/2024 school year through the application of the natural phenomenon video-assisted inquiry method. The improvement of explanatory text reading skills can be seen in the average score of the results of the ability to read explanatory texts from the pre-action stage, cycle I, and cycle II. The average score in the pre-action was 68.53. In the first cycle, the average score was 70.15, and in the second cycle, the average score was 79.71.

Keywords: explanatory text reading skills; inquiry methods.learning

I. INTRODUCTION

Reading is the main capital for students to gain knowledge. Through reading activities, students are able to understand the lessons they learn. Students are able to understand the message conveyed by the author through reading activities(Roy & Biscocho, 2024). By having good reading skills, students are able to learn and understand other sciences. Reading is also a process that is carried out and used by readers to obtain the message that the writer wants to convey through the medium of words/written materials(Dwaik, 2016; Lubiano & Magpantay, 2021). Reading is the most important thing to achieve science. Through science we can see the world. Knowledge is very important in life in this world and in the hereafter. Without science, man cannot separate good from evil. It is through science that we can know the rules in society. Without having reading skills we cannot do these activities (Syahrial et al., 2021).

The ability to read is an important thing in an educated society. Every activity in the learning process requires good reading skills. Even reading is very much needed in every student activity(Tahmasebi, 2011). Good reading skills are needed to understand the information in an announcement or delivery. Students must also have the ability to read to understand the meaning or meaning contained in written language. Students' reading skills need to be improved to understand and give meaning to the reading material they read. Reading material read by students cannot be understood properly without good reading skills. In every lesson, students are not spared from reading activities. Through reading activities, students gain knowledge or information (Bird & Rice, 2021; Su et al., 2024).

The information or knowledge will be easy to obtain if students have good reading skills. However, the author found a number of problems in Indonesian language learning, especially in the skill of reading explanatory texts, which are still not optimal and need to be improved. Students have difficulty finding ideas, messages, and views and interpreting a text they are learning. This is because students' ability to read texts still needs to be improved (Turnip & Wahyuni, 2016). Students are also less interested in paying attention to the material regarding explanatory texts explained by teachers through conventional methods. In addition, some students are also less interested in reading explanatory texts in the form of writing in a textbook.

Based on the author's observations and experiences, most students have difficulty understanding what they have read. Students' difficulty understanding what they have read is

Volume 09, Number 01, Page 162-167
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caused by various things(Boonsathirakul & Kerdsomboon, 2023). One of them is that the reading material is not interesting to read. The source media of the reading also does not attract the attention of students. Thus, students' interest in reading and attention also decreased (Dwaik, 2016). In the teaching and learning process activities at SMK Negeri 2 Tarakan school, especially Indonesian lessons, students experience difficulties in finding ideas, messages, and views in explanatory texts. Students at SMK Negeri 2 Tarakan tend to have a lack of understanding in reading. They are more dominant by playing games or doing activities with gadgets. Gadgets make them often ignore the material taught by their teachers in class. One of the reasons for the difficulty of finding ideas, messages, and views in explanatory texts is because they are not interested in reading explanatory texts presented in the form of texts or scripts.

The ability to read explanatory texts for students in class XI TKR SMK Negeri 2 Tarakan is not optimal. Their ability to read explanatory texts needs to be improved. Through this research, the author wants to apply the inquiry method assisted by natural phenomena videos to improve the reading skills of explanatory texts for students in class XI TKR SMK Negeri 2 Tarakan even semester of the 2023/2024 academic year in Indonesian language learning. The author also wants to juxtapose reading activities with viewership, which is one of the elements of the Independent Curriculum to make it easier for students to understand the reading material being read/analyzed.

The inquiry method is a learning method that seeks to instill the basics of scientific thinking in students who play the role of learning subjects, so that in this learning process students learn more on their own, develop creativity in solving problems (Sreejun & Chatwattana, 2023; Roy & Biscocho, 2024). Furthermore, the inquiry model means a series of learning activities that involve students to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings with confidence (Bird & Rice, 2021; Novitra et al., 2021; Baehaqi & Murdiono, 2020). It can be concluded that the inquiry learning method is a learning method that emphasizes students in obtaining information by means of a logical and analytical thinking process to solve a problem. Based on this definition, the author wants to apply the inquiry method to Indonesian learning to improve the reading skills of explanatory texts with the help of natural phenomenon videos (Wells et al., 2015; Li, 2009).

Research by Rahayu, et al., 2022:117), concluded that the implementation of learning by applying the inquiry learning model can help and improve students' reading comprehension skills in learning. This proves that by applying the Inquiry learning model, teacher and student activities become more active and the results of students' understanding of the readings that have been read are more optimal in learning. Therefore, this study aims to improve the quality of the learning process of reading explanatory texts and improve the skills of reading explanatory texts in grade XI students of TKR SMK Negeri 2 Tarakan.

II. RESEARCH METHODS

This research is a classroom action research. The subject of this study is students of class XI TKR SMK Negeri 2 Tarakan in the even semester of the 2023/2024 academic year. The implementation and implementation procedures at the research site consist of two cycles. In cycles I and II, two meetings were held. The activities of each cycle include: planning, implementation, observation, and reflection. Data was obtained with instruments in the form of: student activity observation sheets, teacher activity observation sheets, field notes, interview guidelines, documentation, and tests. The analysis techniques in this study include the process and results of classroom actions that are carried out in a descriptive, qualitative, and quantitative manner. The success rate of the process if in this study there is a change in improving the quality of the learning process. The success rate of the product is achieved if each student experiences an increase in the score of observation results and assessment of explanatory text reading skills through the inquiry method assisted by natural phenomena video.

III. RESULT AND DISCUSSION

The Based on the results of the process of implementing learning activities in cycle I, the researcher and fellow teachers concluded that there are two activities that need to be observed in the process of teaching and learning activities, namely teacher activities and student activities. Observation of teacher activities is carried out by peer teachers using teacher activity observation sheets. Observation of student activities is carried out by the researcher himself using student activity observation sheets. Furthermore, the results of the text reading test in cycle 1 learning can be seen in Table 1.

Tabel 1. Explanatory Text Reading Test Results (Cycle I)

Learner Score	Value
Lowest Score	35
High Score	95
Number of Learners Completed	18
Number of Learners Not Completed	16
Average	70,15
Percentage of Completion	52,94%

Based on the table 1, of the results of the Cycle 1 explanatory text reading test conducted by the researcher after applying the inquiry learning method assisted by natural phenomena video with the lowest score of 35 and the highest score of 95. The students who obtained a complete score in the first cycle were 18 people. The average score of students was 70.15, and the percentage of completeness in the first cycle was 52.94%. Based on this data, the researcher described that the ability to read explanatory texts for students in grade XI of SMK Negeri 2 Tarakan in the even semester of the 2023/2024 academic year has increased from the results of the explanatory text reading test in the pre-cycle to cycle I.

Volume 09, Number 01, Page 162-167
e-ISSN: 2598-120X; p-ISSN: 2598-117X

Table 2. Ability to Read Pre-Action Explanatory Texts and Cycle I

Learner Score	Pre-Action	Cycle I
Lowest Score	30	35
High Score	90	95
Number of Learners Completed	7	18
Number of Learners Not Completed	27	16
Average	68,53	70,15
Percentage of Completion	20,58%	52,94%

Based on table 2 above, it is known that through the inquiry learning method assisted by natural phenomena videos, the skills of reading explanatory texts for students in class XI TKR SMK Negeri 2 Tarakan in the even semester of the 2023/2024 academic year in the pre-action and cycle I have improved. The lowest score in the pre-action was 30 and increased in the first cycle to 35. Meanwhile, the highest score in the pre-action was 90 and increased in the first cycle to 95. The students who obtained a complete score in the pre-action were 7 people and increased in the first cycle to 18 people. Students who obtained a score above 75 experienced an increase from the score obtained in the results of the test of reading explanatory texts in the pre-action, which was 7 to 18 people in cycle I. However, based on the calculation of learning completion, students in class XI TKR SMK Negeri 2 Tarakan in the even semester of the 2023/2024 school year were 52.94%. The success of improving students' explanatory text reading skills is considered unsuccessful because 75% of the 34 students who achieved an average score of ≥ 75 are still missing. This success indicates that the implementation of the natural phenomenon video-assisted inquiry learning method is still not considered successful in improving the reading skills of explanatory texts for students of class XI TKR SMK Negeri 2 Tarakan in the even semester of the 2023/2024 academic year. Selanjutnya, hasil tes membaca teks eksplanasi siklus II dapat dilihat pada Tabel 3.

Table 3. Explanatory Text Reading Test Results (Cycle II)

Learner Score	Value
Lowest Score	60
High Score	95
Number of Learners Completed	27
Number of Learners Not Completed	7
Average	79,71
Percentage of Completion	79,41%

Based on table 3. the results of the Explanatory Text Reading Test of Cycle 1I conducted by the researcher after applying the Natural Phenomenon Video-assisted Inquiry Learning Method with the lowest score of 60 and the highest score of 95. The number of students who obtained a complete score was 27 people. The average student acquisition was 79.71. The percentage of completeness of reading explanatory texts in cycle II was 79.41%. The percentage of completeness has exceeded the researcher's target, which is 75% of the number of students who took the test, namely 34 people. Based on this data, the researcher described that the ability to read explanatory texts of grade XI students of SMK Negeri 2 Tarakan in the even semester of the 2023/2024 school year has increased from the results of the explanatory text reading test in precycle, cycle I, and cycle II. Based on the calculation of learning completeness, students in class XI TKR SMK Negeri 2 Tarakan in the even semester of the 2023/2024 school year are 79.41%. The success of improving students' explanatory text reading skills is considered successful because it exceeds 75% of 34 students achieving an average score of ≥ 75. This success indicates that the implementation of the inquiry learning method is considered successful to improve the skills of reading explanatory texts and attract the attention of students in class XI TKR SMK Negeri 2 Tarakan even semester of the 2023/2024 academic year to learn explanatory texts assisted by natural phenomena videos that focus on videos of natural phenomena in the surrounding environment. The following is an increase in the results of the explanatory text reading test dapat dilihat Tabel 4.

Table 4. Results of the Explanatory Essay Reading Test Increase

Student Values	Pre-Action	Cycle I	Cycle II
Lowest Score	30	35	60
High Score	90	95	95
Number of Learners Completed	7	18	27
Number of Learners Not Completed	27	16	7
Average	68,53	70,15	79,71
Percentage of Completion	20,58%	52,94%	79,41%

Based on the table, the researcher described that the use of the inquiry method assisted by natural phenomena can improve the reading skills of explanatory texts for students in class XI TKR SMK Negeri 2 Tarakan even semester of the 2023/2024 academic year. This can be seen in the increase in the results of the test of reading explanatory texts for students from pre-action, cycle I, and cycle II. The lowest score of students in the pre-action was 30, increased in the first cycle to 35, and in the second cycle increased to 60. The highest student score in the pre-action was 90, in the first cycle it increased to 95, and in the second cycle it remained at 95. The number of students who obtained a complete score in the pre-cycle was 7 people, in the first cycle 18 people, and in the second cycle it increased to 27 people. The average student acquisition in the pre-action was 68.53, in the first cycle it increased to 70.15, in the second cycle it increased to 79.71. The percentage of completeness in the pre-cycle was 20.58%, in the first cycle it increased to 52.94%, and in the second cycle it increased to 79.41%. Based on this data, the researcher concluded that the use of the inquiry learning method assisted by natural phenomenon videos can improve the skills of reading explanatory texts for students in class XI TKR SMK Negeri 2 Tarakan in the even semester of the 2023/2024 academic year and improve the quality of learning explanatory text reading skills for students in class XI TKR SMK Negeri 2 Tarakan in the even semester of the 2023/2024 academic year.

The skill of reading explanatory texts is important for students to understand the cause-and-effect relationships in various natural phenomena that are often explained in science or natural science lessons (Baehaqi & Murdiono, 2020). In the context of education, understanding explanatory texts can improve students' analytical and

Volume 09, Number 01, Page 162-167
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critical abilities in absorbing information and associating theory with reality. The inquiry method in learning involves students actively in the process of seeking information, asking questions, and testing hypotheses based on the phenomena they face (Sreejun & Chatwattana, 2023; Bird & Rice, 2021). With the addition of videos of natural phenomena, this method is designed to stimulate students' curiosity, provide real images, and increase their emotional and cognitive engagement(Su et al., 2024). The video can visualize abstract or elusive phenomena through text alone, thus assisting students in understanding more complex concepts.

In this study, natural phenomenon videos are used as a learning medium to facilitate students' understanding of explanatory texts. These videos serve as a bridge between theory and practice, providing a visual context that makes it easier for students to understand the content of the text(Geçgil & Akçay, 2024). In addition, through the observation of real natural phenomena, students can develop critical thinking and problem-solving skills, as they are faced with concrete scientific facts and require logical explanations. The use of natural phenomenon videos in the inquiry method is able to increase students' understanding of explanatory texts(Syahrial et al., 2021). By looking at the phenomena presented through the video, students will more easily recognize the structure of the explanatory text, such as the identification of phenomena, causes, and effects, and associate each element in the text with the visualization they see. This can help students develop reading skills more effectively.

The improvement of explanatory text reading skills is also expected to have an impact on other cognitive aspects, such as the ability to compose arguments and think analytically(Sri Lestari et al., 2024). Through the inquiry method, students learn to think independently and critically, ask questions, and seek answers based on existing evidence. This will strengthen their ability to compose and understand texts that require logical reasoning, such as explanatory texts. Overall, this research is expected to contribute to the development of innovative and effective learning methods, especially in teaching explanatory texts(Rusdiyana et al., 2024; Pratiwi et al., 2022). The application of natural phenomenon videos as a learning aid can be one of the solutions in improving the quality of students' understanding of complex and abstract materials, as well as improving critical and analytical thinking skills**.** Through the inquiry method, educators can help students develop a better understanding of the concepts, knowledge, and skills that are needed in daily life. This is in line with the opinion of Kuhlthau, Moniotes, & Caspari (in Muhammad Firdaus & Insih Wilujeng, 2018:3) which states that guided inquiry offers an integrated, planned, and guided inquiry by educators to help students gain and develop a better understanding of the concepts of knowledge and skills needed to be used in daily life**.**

IV. CONCLUSIONS

From the results of this study, it can be concluded that there has been an improvement in the quality of the learning process, explanatory text reading skills and explanatory text reading skills for students in grade XI TKR SMK Negeri 2 Tarakan even semester of the 2023/2024 school year through the application of the natural phenomenon video-assisted inquiry method. The improvement of explanatory text reading skills can be seen in the average score of the results of the ability to read explanatory texts from the pre-action stage, cycle I, and cycle II. The average score in the pre-action was 68.53. In the first cycle, the average score was 70.15, and in the second cycle, the average score was 79.71.

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