

**THE EFFECT OF GUIDED INQUIRY LEARNING MODEL WITH
E-LEARNING MICROSOFT SWAY ON THE STUDENTS'
ACHIEVEMENT IN WRITING REPORT TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
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By:

LIZA AISYAH
NPM: 1502050182



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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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**MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 08 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Liza Aisyah
NPM : 1502050182
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Guided Inquiry Learning Model with E-Learning
Microsoft Sway on the Students' Achievement in Writing Report Text

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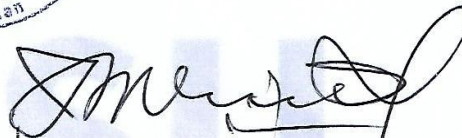
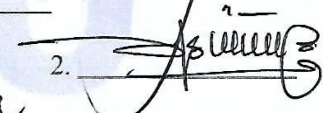

PANITIA PELAKSANA

Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd. Dr. Hj. Svamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, MA, Ph.D
2. Fatimah Sari Siregar, S.Pd., M.Hum
3. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

1. 
2. 
3. 



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Liza Aisyah

N.P.M : 1502050182

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect Guided Inquiry Learning Model with E-Learning
Microsoft Sway on The Students' Achievement in Writing
Report Text

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:
Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Diketahui oleh:

Dekan,

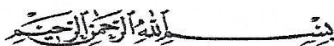
Sekretaris Program Studi,



Dr. H. Elfrianto Nasution, S.Pd., M.Pd

Pirman Ginting, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Liza Aisyah
N.P.M : 1502050182
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Guided Inquiry Learning Model with E-Learning
Microsoft Sway on the Students' Achievement in Writing
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Liza Aisyah

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Liza Aisyah, 1502050182. “The Effect of Guided Inquiry Model with E-learning Microsoft Sway on the Students’ Achievement in Writing Report Text”. Skripsi. English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2019.

The objective of this research was to investigate the effect of Guided Inquiry model with E-learning Microsoft sway on the Students’ Achievement in writing report text. This research was applied experimental research. The population of this research was taken from the twelve grade from first semester students of senior high school in SMK Tritech Informatika Medan in academic 2018/2019. There were 2 classes consisting 40 students. This research was applied cluster random sampling. This research used experimental research design namely one group pre-test and post-test, Therefore, the research took one class as the experimental class. The sample was taken from the students in XII PBS-2 who consisted of 20 students. The researcher were given treatment by Guided Inquiry model with e-learning microsoft sway. The instrument of collecting data was a writing essay text about report text which consist of 150 words. The data were analyzed by using t-test formula. The result of the data showed that $t_{\text{observe}} 8.86 > t_{\text{table}} 2.01$ with degree of freedom (df) = n-k. The hypothesis was accepted. It proves that Guided Inquiry Model with E-learning Microsoft Sway significantly effect to the students’ achievement in writing.

Keywords: *Guided inquiry model, microsoft sway, writing achievement*

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The Researcher



Liza Aisyah
1502050182

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CHAPTER I

INTRODUCTION

A. Background of Study

Learning is a process of changing student behavior through optimizing the environment as a source of learning stimulus. Learning is basically a process of interaction with all situations around individual students. Learning can be seen as a process directed at students for achieving goals and abilities through various experiences created by the teacher. In Learning, English there are several abilities that students must have such as writing, reading, listening, and speaking. In this ability, especially the writing ability, students still have difficulty in developing ideas, this makes student achievement decrease in that skill.

In writing students are required to develop various ideas or ideas related to the material provided by the teacher. Writing is a mental work in investing ideas, thinking about ways to express and organize them into paragraphs that will be clear to the reader. On the other hand, writing is not just the process of thinking of something to say and choosing words to express it. Ideas and thoughts are informed in paragraphs and have meaning, so that readers can understand the meaning of the content. In conclusion, writing is the process of putting some thoughts into words in a meaningful form that is used to express ideas.

In Writing, English texts there are several genres, one of which is report text. Report text is text that conveys information about something as it is a result of systematic observation or analysis. The information described can

include natural symptoms, environment, social symptoms or man-made objects. In writing, report text, students must have a phenomenon to write and the writing is worthy of being reported by researching and analyzing something. To write report text students must have an idea to develop something written based on observation so that it is worth reporting.

There are many possible reasons why students think that Writing English text especially report text is difficult to learn. Firstly, the students less understanding in writing report text, because the students already assumes that Writing English text is difficult and lack of knowledge makes them bored for learning. Secondly, the students are still lack on generating ideas and still low motivate in create a good writing report text, because the students have a lack of interest learning media. Thirdly, the teacher used monotonous teaching style. The teacher used a learning model which makes students passive learners. In addition, teachers are less able to present an atmosphere that can attracts attention both in using learning models and learning media, which makes students feel bored in the learning processed so that it can affect the achievement of writing skills and learning outcomes that are less than optimal.

In teaching writing report text to students, the teacher must have the right model or method so that later it will provide ease of understanding of students besides that, the importance of learning media also help students to be more creative in writing, a good teaching and learning process based on a model or method learning and appropriate learning media so that there will be an effective and innovative teaching and learning process.

Learning models also play an important role in achieving effective learning processes, for this reason in this study the author uses a guided inquiry learning model which in the use of this model the teacher guides students to provide explanations for the material and also acts as a facilitator. Guided inquiry learning model is a learning model where students find and use various sources of information and ideas to improve their understanding of a problem, topic, or problem.

According to Hanafiah (2010) inquiry is a core part of learning activities that involves maximally all the ability of students to search and investigate systematically, critically, and logically so that they can find their own knowledge, attitudes, skills as a manifestation of behavioral changes. So inquiry learning is a learning activity that involves maximally all students' abilities to search and investigate a thing (object, human, or event) systematically, explicitly, logically, analytically so that they can formulate their findings with confidence. In teaching learning process learning media are also need to help students in the learning process as a means of organizing innovative learning activities and by using the online electronic learning media will make students more active.

In addition, if the guided inquiry model is applied to English language learning, media is needed that is able to facilitate various online English learning activities. Many types of learning media, there are media that is able to facilitate various online learning activities in writing skills, namely Microsoft Sway.

Microsoft Sway is an online electronic learning media used to facilitate learning activities online and connected to the internet. This media will help students to be more active in exploring ideas and improve the achievement of writing. Microsoft Sway includes internet-based media technology and makes it easy for teachers to guide and organize online-based learning. Thus, achievements in the ability to write based on electronics are carried out well when using Microsoft Sway as a learning media. With the existence of an appropriate learning model and supported by learning media, this will increasingly make the teaching and learning process more effective, creative and fun.

Based on the description above the writer conducted a research titled “**The Effect of Guided Inquiry Learning Model with E-learning Microsoft Sway on the Students’ Achievement in Writing Report Text**”.

B. The Identification of the Problem

The identification of problems in this research were formulated as follows:

1. Students were less of understanding in Writing report text.
2. Students were still difficult on generating ideas and were less interested in learning media.
3. Teacher did not use various learning model and teacher did not use interesting media in teaching English, especilly in writing Report Text.

C. Scope and Limitation

The scope of this research was focused on achievement in Writing skill. The limitation of this research was Report text.

D. The Formulation of the Problem

The problem of this research was formulated as follows:

Is there any significant effect of the implementation of guided inquiry learning model with e-learning Microsoft sway on the students' achievement in writing report text?

E. The Objective of the Study

Based on the statement of the problem, the objective of the study was:

To investigate the effect of implementation guided inquiry learning model with e-learning Microsoft sway on the students' achievement in writing report text.

F. The Significance of Study

This research were formulated as an effort of finding some uses. The uses of this research were:

1. Theoretically

The final results of this study were expected to contribute primarily to improving teaching and learning using learning model with electronic learning media, especially in learning English.

2. Practically

- a. For the students to know the ability to write in electronic media can be used as were ference to increase enthusiasm and facilitate the learning process to use technology-based media in Learning, English.
- b. For the teachers to be a reference in teaching, and learning insights using guided inquiry models with electronic learning media to foster an attitude of independent learning of students in Learning, English.
- c. Other readers or researchers to increase their knowledge of Microsoft Sway electronic learning media on the writing skills possessed by students in Learning, English. Then provide information about the application of guided inquiry learning models with e-learning in English activities and the influence on students' achievement in writing skills in English learning.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In this chapter, researcher presented the theories related to the problem reserach. Those theories and studies were important for the writer as guided in analyzing the data. There were many points in this study would be presented.

1. Writing

Writing is the mental work of investing ideas, thinking about how to express and organizing them into paragraph that would be clear to reader. On the other hand, writing was not merely process of thinking something to say and selecting words needed to express it. The ideas and thoughts are informed into paragraphs and had a meaning, so the readers could understand the meaning of the content. In conclusion, writing was a process to put some thoughts into words in a meaningful form that used to express the ideas. Murcia (2001:205) stated that writing is the ability to express one's ideas in writing as second or foreign 11 language and to do so with reasonable and accuracy is a major achievement.

Writing was also one of the productive skill, it meant that it involves producing language rather than receiving it. In writing, students had to develop their ability by trying to write and expressing their ideas in the paper. However, writing is also a complexity subject that many students got difficulty on it. Richard & Renandya (2002:303) stated that writing is the most difficult skill for

second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex, second language writers have to pay attention to their skill of planning and organizing as well as their skill of spelling and giving punctuation

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005: 26) stated that writing and speaking belong to productive skills. She said that speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will produce an output as an indicator that students have learn both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

Writing was the last output after students learn separate acts continuously. Wallace (2004: 15) states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with fun. Weigle (2002:16) states as “Written texts tend to contain a wider variety of words, and more lower frequency-words, than oral text.” It meant that Writing is an activity that produces ideas from human’s mind

become meaningful text or sentence in the written form. It is not only as media for expressing idea and minds, but also it can be giving information.

The other definitions of writing are also variously stated by some experts. Brown, (2001: 336) also claims that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

Writing represent what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences. Sundem (2006: 101) says that in a good piece of writing, there must be a main idea (topic) and many little ideas (details) as well that support the topic. Good supporting details will be much better if they are things readers don't already know or don't expect before. The challenge now is how to write interesting details to attract readers' attention. If readers can find really specific and interesting ideas and its details, it means that the writing is quite good.

2. Process of writing

In starting writing, there are several processes that must be done to produce good writing. The processes of writing are: prewriting, drafting,

revising, editing, and writing the final paper. Each step has function to make the writing become a good writing:

a) Prewriting

Free writing Free writing means a way to generate as many as ideas as possible and to write them down without worrying mistakes about appropriateness, grammar, spelling, or punctuation, and putting the ideas in order (Oshima & Hogue, 1999:6). We can write everything in our mind and we do not worry about the mistakes that we make, because in this stage, we focus to explore our ideas as much as possible.

1) Brainstorming

Brainstorming means storm or search your brain for ideas. Write down very quickly, do not worry about how useful they will be, and do not worry about neatness and correctness. Brain storming method is to write down ideas of all kind-good or bad on a piece of paper. Every idea in brainstorming stage is equal. So do not evaluate the ideas in this stage. We write all our ideas on a paper, we should not worry about whether every idea will be used or not, or whether the ideas are written in good order or not.

2) Clustering

Clustering technique is also known as diagramming or mapping technique that can be used to generate material for a paper. It can help students to represent ideas or thinking in a visual way. It usually use lines, boxes, arrows, and circle to show relationship among the idea and details that occur, it makes the step of writing process easily, because it give general idea to more specific

terms. Begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as idea and details come to you, put them into boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put minor idea in the smaller boxes or circle, and use connecting lines to show how they relate as well. Every word can be developing until specific terms. Clustering is a way to think by uses paper with boxes or circle about how various ideas and details related to another.

b) Drafting

Drafting stage is where you are really begin writing. The most important this here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording. (Brown and Hood, 1989:14) In this stage, the students are encouraged to develop their ideas into rough drafts.

c) Revising

In revising, the students must check the organization of the paragraph whether is correct or not and look at the idea. Students need to revise the content and organization of the paragraph that someone has written to get unity and coherence of the paragraph. However, this is not necessarily easy for students to do, so students need their teachers to guide them to revise their writing.

d) Editing

In this phase the students need to edit the mistakes in grammar and the vocabulary, thus the students should always edit their writing after they revise it. Editing is the point in the process when the writer looks for and corrects

misspelled words and errors in grammar and punctuation, whereas revision involves changes-sometimes major ones in the content and style of the writing. Editing is not problematic in the way that revision is, because most students are willing to work hard at editing their work. However, it does take much time, knowledge, experience, and commitment to become a good editor, and some students can become preoccupied with editing, so much so that they equate good writing with correct grammar, syntax, word choice, and mechanics rather with the expression of meaning which editing is simply part.

According to Langan (20005:16) says that there are four processes of writing: prewriting, writing a first draft, revising, and outlining. It means that in writing there are several things that the writers need. The first stage is prewriting to develop a topic and get words on a paper. The next stage is revising. It means rewriting a paper and building on what has already been done, in order to make it better. The last stage is outlining. It provides a quick check on whether your paper will be unified, be adequately supported and be well organized. According to Harmer (2004), the processes of writing involve:

a) Planning

Students plan what they will write about. Before start writing or typing, they try and decide what they will say. When planning something, the students think of three main problems, there are goals, audience, and content structure.

b) Drafting

Students now try to write the first complete draft in the form of sentences and paragraphs, but without worrying too much about spelling, grammar or punctuation in writing.

c) Editing (Revising)

Students working alone or in pairs, examine their second draft for accuracy. In this section, they concentrate first to check whether their ideas are clearly organized and they have made sure they are detailed enough. When content and organization emerge good for them, students then focus their attention on correcting grammar, spelling and punctuation.

In the editing section, several writings that have been read and examined with groups or individuals also need input to improve the writing. Revising the writing is also important to improve the existing writing into good writing than before.

d) Final draft

Students write, process words, type the paragraph (and final) draft completed to give up to be commented on, or they can put their writing composition in the classroom or to read other people.

3. The Genre in Writing

Basically, teaching and learning writing through genre based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things – the product of the writing and the way or technique or strategy of how the

product is produced. Jeremy Harmer (2007:112) said that, a genre is a type of writing which members of a discourse community would instantly recognize for what it was. There are many kinds of writing genre that have their own characteristics. According to Pardiyo (2006) classifies that there are eleven genres of writing as listed below:

- a. Narrative: to amuse or entertain the reader and to tell the story.
- b. Descriptive: to describe a particular person or things detail.
- c. Explanation: to explain the purpose involved in the format or working of natural or socio-cultural phenomena.
- d. Procedure: to help the reader how to do or make something,
- e. Recount: retell past experience and tell the series of past event.
- f. Discussion: to present information and opinions about issues in one more side of an issue.
- g. Report: to present information about something as it is.
- h. News item: to inform readers about events of the day which are considered news worthy of important.
- i. Analytical exposition: to reveal the readers that something is the important.
- j. Hortatory exposition: to persuade the readers that should or should not be done.

k. Review: to evaluate the work or even for public speaking.

Purpose of Writing The purpose of writing is:

a. Informing everything, be it facts, data and events, including the opinions and views of the facts, data and events that reader to gain new knowledge and understanding about various things and that happens on this earth.

b. Persuading through the writings of an author expects the reader can also take a stand, whether to approve or support that is put forward. Authors should be able to persuade and convince the reader by using persuasive language style. Therefore, the function of an article persuasion will be able to generate if the author is able to present a style that is attractive, familiar, friendly, and easy to digest.

c. Educating is one of the goals of communication through writing. Through reading the writings of insight into one's knowledge will continue to grow, honed intelligence, which will ultimately determine the person's behavior. People who are educated, for example, tend to be more open and tolerant, more respectful of other people's opinions, and of course tend to be more rational.

d. Entertaining function and purpose of entertaining in communication and not the monopoly of the mass media, radio, television, print media but can also play a role in entertaining the reading public. The writings or readings "mild" rich with anecdotes, funny stories and experiences can also to release tension after a busy day of activity.

4. Report Text

A report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information.

The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade and social phenomenon in our environment, such as: mammals, the planets, rocks, plants, countries of region, cultures, transportations, and so on.

The General Characteristic of a Report Text can be seen from its generic structures and linguistic features. Those characteristics will be explained below.

A. Generic Structures

Title

A title of a report text indicates the topic of the text and it is a very general thing.

General Classification

General classification is a part that state classification of general aspect of things, such as: animals, public places, plants, natural disaster etc. It will be discussed in general.

Description

This part gives describing of the things which will be discussed in detail, in terms of: parts (and their function), qualities, habits and behavior.

B. Linguistics Feature

Focus on generic participant. A report text always introduces group or general aspect and focus on general nouns, such as: Platypus and bees, etc.

Report text uses relating verb and action verb, for example:

Relating verb : Reptiles are scaly animal, etc.

Action verb : Birds fly in the sky, etc.

A report text uses of simple present tense, for example: Platypus lives in streams, male platypus does not need any burrow, etc

The language used in a report text is a scientific language, for example: water contains oxygen and hydrogen, etc.

A report text uses Conditionals and logical connectives, such as: but, in other hand, etc.

5. The Purpose of Report Text

There are some opinions about the purpose of report text according to the expert;

- a. To describe the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment. (Callaghan and Rothery: 1988).

- b. To describe the way things are, with reference to a range of natural, fabricated and social phenomena in our environment. (Gerot and Wignell: 1994).

6. Achievement

Achievement came from Dutch, which meant results. Achievements were obtained from the efforts that have been made. From understanding that achievement, a sense of self-achievement was the result of one's efforts. Achievements can be achieved by relying on intellectual, emotional, and spiritual abilities, as well as endurance in facing situations in all aspects of life. Achieving characters work, initiative and creativity, and carrying out their tasks in earnest. This character shows that for specific achievements, was taken hard work.

Mifflin (2000) stated that “The word ‘achievement’ derives from a verb ‘achieve’ which mean something accomplished successfully, especially by means of skill, practice or perseverance.

Based on opinion of the theory above, it was concluded that achievement is a result, from the success of a level or ability, progress in the process of learning educational experience that individuals show a relationship with learning education.

7. Guided Inquiry Model

Guided inquiry learning was a learning model in the learning process that provides guidance and information to students, in this learning the teacher acts as an organizer and facilitator, the teacher did not tell the concepts but guides

students to discover these concepts through learning activities. In addition, in this learning model students were active in the learning process that has been conditioned to be able to apply thinking in an effort to explore all concepts themselves to take the initiative in trying to solve problems, make decisions, and train students' critical thinking. Guided inquiry helps students developed research competencies and subject knowledge and fosters motivation, reading comprehension, language development, writing skills, cooperative learning and social skills.

Alberta (2004:1) argues that inquiry learning is a process where students are involved in their learning, formulate questions, investigate widely, and then build new understanding, meaning and knowledge. That knowledge is new to students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some short of action. Lane (2007) also agrees that inquiry-based learning strategy actively involves students in the exploration of the contents, issues, and questions surrounding a curricular area in the concept. The activities and 26 assignment in an inquiry-based learning classroom can be designed such that students work individually or together to solve problems involving both in class work and fieldwork. While the strategy is meant to be highly students-focused, the extent of teacher-directed vs. students-directed learning can vary depending on the level of the students in the course and their understanding. Inquiry is an approach to learning that involve exploring the world and that leads to asking questions, testing ideas, and making discovery in the search for uderstanding. Inquiry was

also series of learning activities that involve maximally all the ability of students to search and investigate systematically, critically, and logically so that they can found their own knowledge, attitudes and skills as a manifestation of learning activities that involve a maximum of all the ability of students to search and investigate an object (human or event) systematically, critically, logically, analytically so that they can formulate their findings confidently.

8. The Process of Implementing the Steps of Guided Inquiry Learning

According to Nuryani (2014: 30) stated that in a guided inquiry the teacher guides students to do activities by giving an initial question and directing a discussion. Then the teacher raises a problem, gives instructions about solving, and writing guiding students in recording data. As for stages / syntax of guided inquiry as following:

1. First stage (identifying problems and making observations)	The teacher presents events or phenomena and students make observations that allow students to find problems.
2. Second stage (students ask questions)	The teacher guides students to ask questions based on the events and phenomena presented.
3. Third stage (planning an investigation related to the phenomenon)	The teacher organizes students into small groups, guides students to plan investigations, prepare tools

	or media needed to develop procedures related to the phenomena that occur.
4. The fourth stage (collecting data or information and carrying out the phenomena investigation plan)	The teacher guides students in carrying out investigations and facilitates students in making compilation of events related to phenomena.
5. The fifth stage (analyzing data)	The teacher helps students analyze data related to phenomena by discussing in groups.
6. Sixth stage (making conclusions)	The teacher helps students draw conclusions based on the results of the activity.

9. Learning Media

Learning media was a tool for teaching and learning. Everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of students so that it can encourage the learning process.

Heinich, et.al (2002) claimed that, “a medium (plural, media) is a channel of communication. Derived from the Latin word meaning ‘between’ the term refers to anything that carries information between a source and a receiver. Example include video, television, diagrams, printed materials, computers, and instructors”.

10. E-learning Microsoft sway

There's continuously a special way to present innovation to understudies. This action presenting innovation for understudies, had become a need within the 21st century. By presenting the utilization of innovation emphatically from an early age, understudies actually got it the boundaries and morals in innovation. In case you conversation around computer program that could be chosen by the educator to be utilized as a learning supplement, there were as of now numerous choices. The foremost vital thing is what the instructor must get it the essential reason of using the gadget. For case as an implies to sharpen students' creativity, as an instrument to assist understudies introductions or others.

Microsoft Sway was a software that can be selected by the teacher to be introduced to students as a medium to publish learning outcomes, research results, reports, or presentations. Its flexible nature makes sway the best alternative to developing rich content, with the support of various types of media: writing, images, videos, embeds content and so on. In the following article we would discuss the potential of Sway for classroom learning activities, as well as things that need to be prepared by the teacher to introduce the tool to students.

11. Advantages Microsoft sway as Learning Media

Some advantages possessed by Sway are suitable to be chosen as learning tools including:

- a. Having a diverse choice of content becoming one of the triggers of student creativity, Sway is designed as able to display various types of digital content, from dynamic writing, videos, music recordings, to other digital content such

as digital maps. Interestingly, Sway is also connected to various searches engine channels that make it easier for students to get supporting resources, for example through Bing, Flickr, Youtube and so on. Automatically the content obtained from media is filtered to display content with the license "Creative Common", which is typically the content may be reused for non-commercial purposes such as learning.

b. Invite students to think systematically; the concept of creating content in Sway is based on the story line (or in Sway called Storyline). The goal is simple, Sway invites students to think flowing, and systematically, reporting what has been found structurally. The content in Sway is based on cards with various variations. By default The composition consists of opening content (headlines), then explanation and conclusion.

c. Can be accessed from anywhere as an online application, Sway supports access on various types of devices, not only computers, but also on smart phones or tablets. This will make it easier for students to work on, and provide flexibility for them to collaborate in compiling content.

B. Relevant Studies

There are several studies have investigated and relate with this study are:

1. Wijayanti, Emi. et al. (2018), *Effect of guided inquiry learning model with virtual and real learning media on the improvement of learning result viewed from cooperation skills of the students in grade VIII of state junior secondary school 1 of Karanganyar*. Vol 2. Journal AIP Conference Proceedings. Their

research focused on the effect of guided inquiry learning model with virtual and real learning media on the improvement of learning result viewed from cooperation skills of the students in eight grade of state junior secondary school 1 of Karanganyar. Their conducted quasi experimental method in order to investigate the effect of guided inquiry learning model with virtual and real learning media on cooperation skills. Based on data analysis it was found that the students score is improve, the result is the students using the guided inquiry model with virtual learning media had better learning result the data find 0.904%. The researcher conclude that the use of guided inquiry learning model with virtual media have significant effect in teaching learning.

2. Putri, F, R., et al. (2018), *Peningkatan kemampuan storytelling melalui kolaborasi digital learning dan model guided inquiry learning*. Vol 3. Journal Penelitian Pendidikan Bahasa dan Sastra. In their research focused on the improvement of storytelling ability through digital learning collaboration and guided inquiry learning model. This study aims to determine the differences students' storytelling skills by using the modified guided inquiry learning model and digital learning media. This research takes the sample by random system purposive as 30 students' and this research found that the result of storytelling ability is analyzed provided that acceptance of hypothesis <0.05 and the students' learning process more active comfortable and conducive.

3. Wihartanti, V., L., et al. (2017), *Development of e-Learning Microsoft Sway as Innovation of Local Culture-Based Learning Media*. 12(1), 53-60. Journal Dinamika Pendidikan. Their research focused on of the implementation

of e-learning media in accounting and economics learning at Universitas PGRI Madiun. Their research was conducted in Accounting Education Study Program and Economic Education Study Program of Universitas PGRI Madiun, uses quasi experimental. The researcher develops Microsoft sway e-learning module based on the local culture of accounting learning and economics learning, develops learning media of Microsoft sway e-learning based on local culture of accounting learning and economic learning, and organizes the students' activity sheet instrument used to guide them in learning activities from the beginning until the end. Lecturer's activity sheet in the learning is used to observe the implementation and management of learning conducted by the researcher. Furthermore, the researchers compiled a questionnaire evaluation test used to measure the students' cognitive abilities after having the learning, compiling a lecturer's response questionnaire and a student response questionnaire. The learning is conducted in the learning media courses. The application of micro-sway e-learning media based on local culture in the learning process has a positive impact on the learning activities. Students look more enthusiastic in using the e-learning Microsoft sway learning media based on local culture. They also look creative in achieving a deep understanding of the subjects studied, and are insightful.

C. Conceptual Framework

The diagram bellow was the conceptual framework of the research that was carried out.

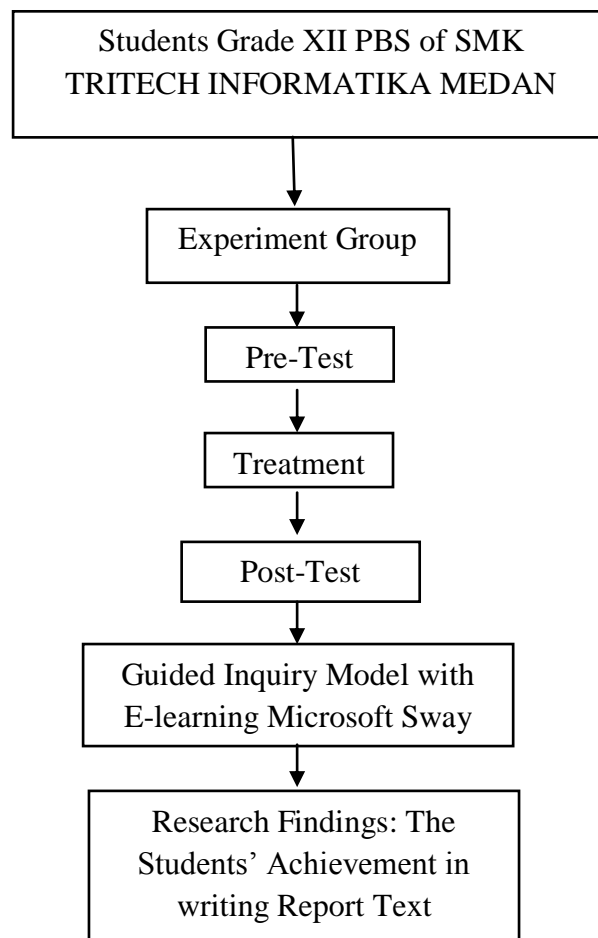


Diagram 2.1 Conceptual Framework

D. Hypothesis

The hypothesis was formulated as follows:

H_0 : “There was no significant effect of guided inquiry model with E-learning Microsoft sway on the students’ achievement in writing report text” (The hypothesis was rejected).

H_a : “There was a significant effect of guided inquiry model with E-learning Microsoft sway on the students’ achievement in writing report text” (The hypothesis was accepted).

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was located at SMK TIRTECH INFORMATIKA, Jl. Bhayangkara No. 484 Medan. The reason of chosen this school because, there were many students those found difficulties in writing text and lacked interest in writing text, especially in writing report texts in E-learning media. This research was conducted on September in academic year 2019/2020.

B. Population and Sample

The population was taken from twelve grade class of SMK TRITECH INFORMATIKA. Population of this research were taken two class there were XII-PBS2 20 students and XII- PBS1 20 students, the total of population were 40 students. This research was taken the students in XII-PBS2 with 20 students as the sample by using cluster random sampling of the 2019/2020 academic year.

Table 3.1

Population of the Research

CLASS	Population
XII-PBS2	20
XII-PBS1	20
TOTAL	40

Table 3.2
Sample of the Research

CLASS	Sample
XII-PBS2 (Experiment)	20
Total	20

C. Research Design

This research was conducted by using an experimental design. It meant in conducting an experimental research, the sample of this research only one group that was experimental group. The experimental group obtained treatment by using of Guided Inquiry Model with E-learning Microsoft sway. The design of this study could be seen in table 3.2.

Table 3.3
Research Design

Class	Name Group	Types of test		
		Pre-test	Treatment	Post-test
XII-PBS2 : 20	Experimental	(X)	Guided Inquiry with E-learning Microsoft sway	(Y)

Where :

X = Pre-test

Y = Post-test

D. Instrument of Research

The instrument of this research was writing a simple text about report text in 100 words. In collecting the data, the researcher conducted Pre-Test, Treatment, and Post-Test in one group. The students' would be asked to write the test based on the topic. A good writing report text got the highest score based on the assesment score.

1) Pretest

The pre-test was conducted, by giving written tests of report text to measure students' interest in writing text before treatment.

2) Treatment

After the students did Pre-Test, the researcher gave the treatment for the students through Guided Inquiry Model with E-learning Microsoft sway before gave the Post-Test.

3) Post-test

After gave the treatment and explanation of the learning media, the researcher gave post-test to the students. Topics of pre-test and post-test was same.

E. Technique of Collecting Data

The technique of collecting data in this research gave as follows:

1. Gave pretest to experimental group

2. Gave treatment to experimental group by implementing guided inquiry model with e-learning microsoft sway.
3. Gave pretest to control group
4. Collected and Listed the two score of pre-test and post-test to the table for the experimental group.

F. Technique of Analyzing the Data

The technique to analyze the data by using the following Determining coefficient r by formulation (Sugiyono 2016), the procedures of the technique of analyzing data were:

- 1) Finding the correlation of the teaching method

$$r_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

- 1) Determining t-test by formulation

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{s^2}{n}}}$$

- 2) Testing linear regression

$$\hat{y} = a + bx$$

With :

$$b = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sum (x - \bar{x})^2}$$

$$a = \bar{y} - b\bar{x}$$

Where: \hat{y} = Individual work

a = Constant

x = Independent Variable

b = Correlation Coefficient

3) Calculating Determination

$$D = \quad \times 100\%$$

G. Statistical Hypothesis

In this study statistical hypothesis would be used to describe, which the hypothesis was accepted or rejected. The formula of statistical hypothesis as follows:

$$H_0 : t_{\text{observe}} < t_{\text{table}}$$

$$H_a : t_{\text{observe}} > t_{\text{table}}$$

Where:

H_0 : "There was no significant effect of guided inquiry model with E-learning Microsoft Sway on the students' achievement in writing report text" (The hypothesis was rejected).

H_a : "There was a significant effect of guided inquiry model with E-learning Microsoft Sway on the students' achievement in writing report text" (The hypothesis was accepted).

CHAPTER IV
DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

This study aims to determine the difference in grades from the experimental class the table of the score, there were two types of tests that were given, namely pre-test and post-test. The following was a table of student scores in the pre-test and post-test of the experimental group.

Below was the results the pre-test and post-test of the experimental group in table 4.1

Table 4.1
The score of Pre-test and Post-Test of experimental Group

No	Students' Initial	Pre-Test	Post-Test
1	ANF	50	75
2	BAM	70	90
3	CMS	50	75
4	DP	65	80
5	DS	55	75
6	FAU	60	80
7	FPH	65	85
8	LAA	50	75
9	NBM	45	75
10	NP	65	85
11	NER	60	80
12	PAF	45	75

13	PA	40	75
14	RA	50	75
15	RTA	70	85
16	SBN	60	80
17	SS	50	75
18	SDE	65	85
19	SDS	60	80
20	ZH	70	90
Total Score		1145	1595
Mean		57.25	79.75

Above was a table score from the pre-test and post-test, after doing the research through the pre-test stage, the lowest score for the pre-test was found of the lowest score 40 and the highest 70, and after gave the pre-test the researcher gave the post-test, but before gave the post-test researcher gave treatment to the sample for next test, after doing post-test by gave the treatment, found that the post-test score the lowest score was 75 and the highest score was 90. After passing through the addition of scores there were two total scores where score of 1145 pre-test and score of 1595 of post-test of the two total scores can got the mean value.

B. Data Analysis

1. Finding correlation

Table 4.2

The Calculation Table Pre-test and Post-test of Experiment Group

No	Students' Initial	Pre-Test (X)	Post-Test (Y)			XY
1	ANF	50	75	2500	5625	3750
2	BAM	70	90	4900	8100	6300
3	CMS	50	75	2500	5625	3750
4	DP	65	80	4225	6400	5200
5	DS	55	75	3025	5625	4125
6	FAU	60	80	3600	6400	4800
7	FPH	65	85	4225	7225	5525
8	LAA	50	75	2500	5625	3750
9	NBM	45	75	2025	5625	3375
10	NP	65	85	4225	7225	5525
11	NER	60	80	3600	6400	4800
12	PAF	45	75	2025	5625	3375
13	PA	40	75	1600	5625	3000
14	RA	50	75	2500	5625	3750
15	RTA	70	85	4900	7225	5950
16	SBN	60	80	3600	6400	4800
17	SS	50	75	2500	5625	3750
18	SDE	65	85	4225	7225	5525
19	SDS	60	80	3600	6400	4800
20	ZH	70	90	4900	8100	6300
Total Score		1145	1595	67175	127725	92150

The table above was a calculation table of the values taken from the pre-test and post-test stages then multiplication was performed to get the number of

values used to find the correlation between pre-test and post-test which was made to find correlation using the formula.

$$N = 20$$

$$= 1145$$

$$= 1595$$

$$\sum X^2 = 67175$$

$$\sum Y^2 = 127725$$

$$\sum XY = 92150$$

Based on the data above in table 4.2 finding the correlation between Pre-test and Post-test by using this formula:

$$r_{xy} = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}}$$

$$r_{xy} = \frac{92150 - \frac{1145 \times 1595}{20}}{\sqrt{(67175 - \frac{1145^2}{20})(127725 - \frac{1595^2}{20})}}$$

$$r_{xy} = \frac{92150 - 91062.5}{\sqrt{(67175 - 66062.5)(127725 - 126812.5)}}$$

$$r_{xy} = \frac{1087.5}{\sqrt{(1112.5)(9612.5)}}$$

$$r_{xy} = \frac{1087.5}{\sqrt{10704687.5}}$$

$$r_{xy} = \frac{1087.5}{3271.94}$$

$$r_{xy} = 0.90$$

Using the formula above, a correlation value or r_{xy} value was obtained, amounting to 0.90, from that value was calculated using the formula determining t-test to find out the t-observe and t-table.

2. Determining t-test

$$t = \frac{\text{---}}{\text{=====}}$$

$$t = \frac{\text{-----}}{\text{=====}}$$

$$t = \frac{\text{---}}{\text{=====}}$$

$$t = \frac{\text{-----}}{\text{=====}}$$

$$t = \text{---}$$

$$t = 8.86$$

From the t-test above $t_{\text{observe}} = 8.86$ with $df = n - 2$. So, $20 - 2 = 18$ and $t_{\text{table}} = 2.01$. If $t_{\text{observe}} > t_{\text{table}}$. The alternative hypothesis (H_a) is accepted and $8.86 > 2.01$. So the hypothesis was accepted.

3. Testing Linear Regression

$$\hat{y} = a + bx$$

In finding \hat{y} find the value of a and b with the following the formula bellow:

$$b = \text{_____}$$

$$b = \text{_____}$$

$$b = \text{_____}$$

$$b = \text{_____}$$

$$b = 0.51$$

$$a = \text{_____}$$

$$a = \text{_____}$$

$$a =$$

$$a = 50.6$$

Based on the calculations obtained for the values of a and b made above, it can be seen that each of was a different value a and b, then the calculation was done using a formula to obtained the value of \hat{y} using formula bellow.

finding \hat{y} value by using these formula:

$$\hat{y} = a + bx$$

$$\hat{y} = 50.6 + 0.51(20)$$

$$\hat{y} = 60.8$$

with the above calculation, the value of linear regression \hat{y} was 60.8. From the acquisition of the value above is used to find the calculation of the determination of the value of the data obtained in the study.

4. Calculating Determination

$$D = \quad \times 100\%$$

$$D = \quad \times 100\%$$

$$D = \quad \times 100\%$$

$$D =$$

From the determination above, it was known that the effect of guided inquiry model with e-learning microsoft sway on students' achievement in writing report text was 81% and 19% from the other factors.

C. Discussion and Finding

From the consulting analyzing of the data, it was clearly stated that there was an effect of guided inquiry model with e-learning microsoft sway on students' achievement in writing report. It can be simple seen from the differences of mean score of pre-test and post-test in experimental class. They were 57.25 in pre-test and 79.75 in post-test increases after using guided inquiry and microsoft sway from 57.25 to 79.75.

Based on the testing of the hypothesis, the value of $t_{observe} > t_{table}$. It meant that there was a significant effect of guided inquiry model teaching with e-learning microsoft sway on the students' achievement in writing report text. The value of the effect was about 81%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the data, the conclusions are drawn as the following.

From the determination it was known that effect of guided inquiry model teaching with e-learning microsoft sway on the students' achievement in writing report text was 81% and 19% was influenced from other factor. Based on the result of the pre-test and post-test the researcher found that there was students' achievement in writing report text, which was proven from the result of the test $t_{\text{observe}} > t_{\text{table}}$ or $8.86 > 2.01$. The fact hypothesis H_a was accepted.

B. Suggestion

Related to the conclusions suggestions were staged as the followings.

The teacher was expected to use guided inquiry model teaching with e-learning microsoft sway in teaching writing, especially in writing report text. It was suggested to the next researcher to know this learning model and learning media in doing same research in order to increase students' achievement in writing report text. The teacher had to be more active to give them assignment to make they got to find some new word. It also suggested to school management to encourage the teachers to increase their teaching skills to be better, more creative and more interested not only by guided inquiry teaching model and learning media microsoft sway but also other model and

learning media which were believed to give easier and better understanding for students in their effort to get information from writing text.

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APPENDICES

APPENDIX 1

LESSON PLAN

(Experimental: Pre-Test)

Nama satuan pendidikan	: SMK Tritech Informatika Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/1
Materi pokok	: Report Text
Alokasi waktu	: 2 x 45 menit
Kemampuan	: Writing

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan

kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Menulis <i>learning web</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	Bertanggung jawab atas penugasan dan tindakan anggotanya saat menjadi pemimpin kelompok. Mengakui ketika membuat kesalahan. Tidak menyalahkan orang lain atas tindakannya sendiri.

		Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
3	Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran di Kelas XI.	Menentukan tujuan komunikatif teks. Mengidentifikasi struktur teks. Mengidentifikasi unsur kebahasaan dalam teks
4	Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran di Kelas XI.	Menuliskan teks report sederhana berdasarkan hasil penelitian ilmiah terkait dengan materi. Menentukan tujuan teks report. Mengidentifikasi struktur teks report.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
2. Mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru
3. Siswa dapat mengidentifikasi bagian masing-masing dari kalimat.
4. Memperhatikan dan menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan benar.
5. Siswa dapat menulis contoh tentang report text secara sederhana sesuai dengan tata bahasa.

D. Materi Pembelajaran

Fungsi social :

- Mengamati lingkungan/alam.
- Menulis paparan ilmiah mengenai benda, binatang, dan gejala/peristiwa alam yang terjadi.

Struktur teks :

- Klasifikasi Umum tentang binatang/ benda/gejala alam yang ditulis.
- Penggambaran mengenai bagian, sifat dan tingkah laku/fenomenanya.

Unsur Kebahasaan:

1. simple present
2. Kata kerja yang menggambarkan binatang/ benda/ gejala alam
3. Kata sifat

4. Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati

5. ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.

6. Rujukan kata

Topik : Benda,binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran di Kelas XI.

1. Report text is a text which present information about something, as it is. It is as a result of systemic observation and analyses

The purpose : Presenting information about something. They generally describe an entire class of things, whether natural or made.

Example:

Generic Structure	Text
General classification	Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia
Description	Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears but has ability to sense sound and light. Platypus lives in streams, rivers, and lakes. Female

	<p>platypus usually dig burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay</p>
--	---

Language feature in report text

- General nouns
- Relating verbs/Linking Verbs (Tobe : is, am, are) seem, look, etc
- Timeless present tense : often, usually, always etc
- Technical terms

E. Metode Pembelajaran

Model pembelajaran: Guided Inquiry

Strategi : Observing, questioning, experimenting, associating, and communicating.

F. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan	<p>Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis</p> <ul style="list-style-type: none"> • Guru menanyakan pengalaman siswa dalam berbahasa inggris (social chat) <ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.
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<p>Kegiatan Inti</p>	<ul style="list-style-type: none"> • Mengamati (observing) siswa melihat / menonton berbagai macam teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam terkait dengan mata pelajaran di Kelas XI. Siswa Memperhatikan fungsi sosial; struktur teks; unsur kebahasaan, maupun format penyampaian / penulisan teks ilmiah factual • Menanya (questioning) Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks ilmiah factual. • Associating secara berpasangan siswa saling menganalisis teks <i>factual report</i> yang tulis dengan fokus pada fungsi sosial, stuktur, dan unsur kebahasaan. Siswa memperoleh <i>feedback</i> dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. • Mengumpulkan informasi/mencoba (experimenting) Siswa memperoleh <i>feedback</i> dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. Siswa secara berkelompok menuliskan teks <i>factual report</i> tentang fenomena alam, terkait dengan mata pelajaran di Kelas XI dengan memperhatikan fungsi sosial, struktur, dan unsur kebangsaan. • Mengkomunikasikan (communicating) menggunakan microsoft sway siswa memberikan informasi tentang report text sesuai dengan language feature pada wacana yang telah disediakan.
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Kegiatan Penutup	<ul style="list-style-type: none"> • Siswa dengan bimbingan guru menyimpulkan pembelajaran hari ini • Guru memberikan feedback kepada siswa terkait materi.
------------------	---

G. Sumber/Bahan/Alat

- Internet
- Web learning
- Laptop

H. Penilaian Hasil Pembelajaran

- Jenis penilaian : Tes tulis

I. Penilaian

Indikator : - Merespon wacana text
- Mempraktikkan pembuatan report text

Teknik : Tes tertulis

Bentuk : tugas essay pembuatan report text.

J. Instrument

Assigment (Writing essay test)

1. Choose the topics, and please make a good writing in 150 words about Report text based on the topics bellow!
 - a. National Disaster in Indonesia.
 - b. Weather phenomenon in Indonesia.

K. Pedoman Penilaian:

Rubrik Penilaian menulis

No	Name of students	Topic / content	Organization the idea	Vocabulary	Grammar	Mechanic	Score
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Score	90-99 Excellent	80-89 Good	70-79 Good enough	60-69 Adequate	40-59 Unacceptable
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Mengetahui

Kepala Sekolah

SMK TRITECH INFORMATIKA



(M. Herizel Sinambela, S.Pd.I)

Guru Mata Pelajaran
Bahasa Inggris

(Retno Handoko, S.Pd.)

LESSON PLAN

(Experimental: Post-Test)

Nama satuan pendidikan : SMK Tritech Informatika Medan

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/1

Materi pokok : Report Text

Alokasi waktu : 2 x 45 menit

Kemampuan : Writing

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri,

bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Menulis <i>learning web</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	Bertanggung jawab atas penugasan dan tindakan anggotanya saat menjadi pemimpin kelompok. Mengakui ketika membuat kesalahan. Tidak menyalahkan orang lain atas tindakannya sendiri. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.

3	<p>Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran di Kelas XI.</p>	<p>Menentukan tujuan komunikatif teks. Mengidentifikasi struktur teks. Mengidentifikasi unsur kebahasaan dalam teks</p>
4	<p>Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran di Kelas XI.</p>	<p>Menuliskan teks report sederhana berdasarkan hasil penelitian ilmiah terkait dengan materi. Menentukan tujuan teks report. Mengidentifikasi struktur teks report.</p>

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
2. Mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru
3. Siswa dapat mengidentifikasi bagian masing-masing dari kalimat.
4. Memperhatikan dan menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan benar.
5. Siswa dapat menulis contoh tentang report text secara sederhana sesuai dengan tata bahasa.

D. Materi Pembelajaran

Fungsi social :

- Mengamati lingkungan/alam
- Menulis paparan ilmiah mengenai benda, binatang, dan gejala/peristiwa alam yang terjadi

Struktur teks :

- Klasifikasi Umum tentang binatang/ benda/gejala alam yang ditulis,
- Penggambaran mengenai bagian, sifat dan tingkah laku/fenomenanya.

Unsur Kebahasaan:

1. simple present
2. Kata kerja yang menggambarkan binatang/ benda/ gejala alam
3. Kata sifat
4. Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati

5. ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.
6. Rujukan kata

Topik : Benda,binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran di Kelas XI.

2. Report text is a text which present information about something, as it is. It is as a result of systemic observation and analyses

The purpose : Presenting information about something. They generally describe an entire class of things, whether natural or made.

Example:

Generic Structure	Text
General classification	Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia
Description	Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears but has ability to sense sound and light. Platypus lives in streams, rivers, and lakes. Female platypus usually dig burrows in the streams or river banks. The burrows are blocked with soil to protect

	it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay
--	---

Language feature in report text

- General nouns
- Relating verbs/Linking Verbs (Tobe : is, am, are) seem, look, etc
- Timeless present tense : often, usually, always etc
- Technical terms

E. Metode Pembelajaran

Model pembelajaran: Guided Inquiry Model

Strategi : Observing, questioning, experimenting, associating, dan communicating.

F. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan	<p>Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis</p> <ul style="list-style-type: none"> • Guru menanyakan pengalaman siswa dalam berbahasa inggris (social chat) <ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.
Kegiatan Inti	<ul style="list-style-type: none"> • Mengamati (observing) <p>siswa melihat / menonton berbagai macam teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa</p>

	<p>alam terkait dengan mata pelajaran di Kelas XI.</p> <p>Siswa Memperhatikan fungsi sosial; struktur teks; unsur kebahasaan, maupun format penyampaian / penulisan teks ilmiah factual</p> <ul style="list-style-type: none"> • Menanya (questioning) Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks ilmiah factual. • Associating secara berpasangan siswa saling menganalisis teks <i>factual report</i> yang tulis dengan fokus pada fungsi sosial, stuktur, dan unsur kebahasaan. Siswa memperoleh <i>feedback</i> dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. • Mengumpulkan informasi/mencoba (experimenting) Siswa memperoleh <i>feedback</i> dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. Siswa secara berkelompok menuliskan teks <i>factual report</i> tentang fenomena alam, terkait dengan mata pelajaran di Kelas XI dengan memperhatikan fungsi sosial, struktur, dan unsur kebangsaan. • Mengkomunikasikan (communicating) menggunakan microsoft sway siswa memberikan informasi tentang report text sesuai dengan language feature pada wacana yang telah disediakan.
Kegiatan Penutup	<ul style="list-style-type: none"> • Siswa dengan bimbingan guru menyimpulkan pembelajaran hari ini • Guru memberikan feedback kepada siswa terkait materi.

G. Sumber/Bahan/Alat

- Bahan Internet
- Laptop
- Microsoft Sway

H. Penilaian Hasil Pembelajaran

- Jenis penilaian : Tes tulis

I. Penilaian

Indikator : - Merespon wacana text
- Mempraktikkan pembuatan report text

Teknik : Tes tertulis

Bentuk : tugas essay pembuatan report text.

J. Instrument

Assignment (Writing essay test)

Choose the topics, and please make a good writing in 150 words about Report text based on the topics bellow!

- a. National Disaster in Indonesia.
- b. Weather phenomenon in Indonesia.

I. Pedoman Penilaian:

Rubrik Penilaian menulis

No	Name of students	Topic / content	Organization the idea	Vocabulary	Grammar	Mechanic	Score
1							

2							
3							
4							
5							
6							
7							
8							
9							
10							
Score	90-99 Excellent	80-89 Good	70-79 Good enough	60-69 Adequate	40-59 Unacceptable		

Mengetahui

Kepala Sekolah
SMK TRITECH INFORMATIKA



(M. Herizal Sinambela, S.Pd.I)

Guru Mata Pelajaran
Bahasa Inggris

(Retno Handoko, S.Pd.)

Peneliti

(Liza Aisyah)

Appendix 2 Test Items

Assignment (Writing essay test)

Choose the topics, and please make a good writing in 150 words about Report text based on the topics bellow!

- a. National Disaster in Indonesia.
- b. Weather phenomenon in Indonesia.

Appendix 3 Test Paper Pre-test and Post-test of Experimental Group

"Pre-Test"

No. _____

Date: _____

Name : PA :

class : XII PPS 2

Report text

Flood

Flooding may occur as an overflow of water from water bodies, such as a river, lake, or ocean in which the water overtops or breaks levees resulting in some of that water escaping its usual boundaries, or it may occur due to an accumulation of ^{rain water} rainwater on saturated ground in an area flood.



"Pre-Test"

No. _____

Date: _____

Name : NER

class : XII Pbs 2

Report test

Flood

A flood is an overflow of water that submerges land that is usually dry. The European Union (EU) floods Directive defines a flood as a covering by ^{water} water of land not normally covered by water. In the sense of "flowing water" the word may also be applied to the inflow of the ^{sea} tide.



Name = LAA

class = XII PBS 2

Report text

Floods

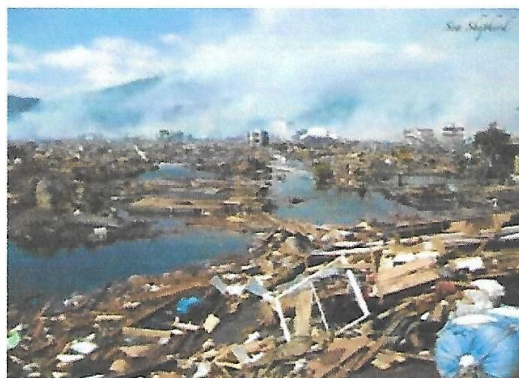
Floods can also occur in rivers when the flow rate exceeds the capacity of the river channel, particularly at bends or meanders on the waterway. Floods often cause damage to homes and businesses if they are in the natural flood plains of rivers. While riverine flood damage can be eliminated by moving away from rivers and other bodies of water.

"Post-Test"



Tsunami

Tsunami is a scientific term for a class of abnormal sea wave that can cause catastrophic damage when it hits a coastline. Tsunami can be generated by an undersea earthquake and landslide, volcanic eruptions, or by the force of an asteroid crashing into the ocean. The most frequent cause of tsunamis is an undersea earthquake. A tsunami is started to develop after an earthquake or other generating impulses occurs. A series of waves then spreads over the ocean surface in ever-widening circles. In deep water, the height of a tsunami is only about 30 to 60 centimeters. However, it behaves like shallow water waves, which means the deeper the water, the faster it travels. For instance, a tsunami can travel more than 400 kilometers per hour at 4,000 meters deep in the ocean.



° Post-Test °



FOREST FIRE



Forest fire is an incident where the forest which is classified as natural ecology has transformed caused by massive burning activity of the forest. Forest fire could happen because a lot of factors, such as lightning strikes on the dry forest because of long dry season. Long dry season also caused the water sources dried up including the forest. Its losses water due to evapotranspiration process. Stems, twigs, and dried leaves that rub against each other could cause fire, then the fire will spread quickly. Other factors like, human carelessness on throwing cigarette carelessly or forgot to water the camp fire. Sometimes forest fire also happens because of volcanic activity such as hit by lava flows or hot clouds from volcanic eruption.

"Post-Test"



EARTHQUAKE

- Earthquake often happens around us. It brings great damages. earthquake is hard to be predicted and that makes lot victims. Actually there are three kinds of earthquake. This kinds of earthquake are commonly base on the factor and *geological* area where the earthquake happen. These three kinds of earthquake are tectonic, and volcanic. Tectonic earthquake is most common one. This kind of earthquake happens **while** earth's crust rocks break because of the geological strength created by moving of the earth's plates. Volcanic earthquake happen exactly with volcanic activity. Volcanic earthquake are when the valcano produces acidilava ,which drys quickly. when it drys quickly it blocks the top of the volcano. This make no more magma can escape.




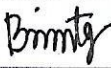



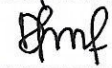










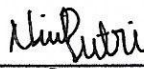

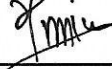

















Appendix 4 The Score Pre-test and Post-test of Experimental Group

No	Students' Initial	Pre-Test	Post-Test
1	ANF	50	75
2	BAM	70	90
3	CMS	50	75
4	DP	65	80
5	DS	55	75
6	FAU	60	80
7	FPH	65	85
8	LAA	50	75
9	NBM	45	75
10	NP	65	85
11	NER	60	80
12	PAF	45	75
13	PA	40	75
14	RA	50	75
15	RTA	70	85
16	SBN	60	80
17	SS	50	75
18	SDE	65	85
19	SDS	60	80
20	ZH	70	90
Total Score		1145	1595

Appendix 5 Students' Attendance List

STUDENTS' ATTENDANCE
(EXPERIMENTAL GROUP: XII-PBS 2)

NO	Students' Name	Pre-Test	Post -Test
1	Ade Noviola Fadillah		
2	Bintang Aufa Maesa Putri		
3	Cut Mutia Saprina Dewi		
4	Dinda Pratami		
5	Dwi Syabina		
6	Fadia Adinda Utami		
7	Fadia Prasta Herasty		
8	Liza Ayu Andini		
9	Nashwa Balqis Maharani		
10	Nirmala Putri		
11	Nova Eriza Ramadhani		
12	Permata Ade Fatma		
13	Putri Anjani		
14	Rizka Annisa		
15	Robia Tul Adawiyah Sinambela		
16	Sabarina BR Bangun		
17	Silvia Seprianti		
18	Silvani Dewita Eria		

Appendix 6 Documentation

Personal collection





Appendix 7 Form K-1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Liza Aisyah
 NPM : 1502050182
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 154 SKS

IPK= 3,60

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Implementation of Guided Inquiry Learning Model with e-Learning Microsoft Sway on the Students' Achievement in Writing Report Text	
	Implementing Digtogloss as an Interactive Technique to Improve Students' Listening Ability	
	A Pragmatic Analysis of Illocutionary Act in English Teaching Learning Process	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Maret 2019
 Hormat Pemohon,

Liza Aisyah

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan




MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Liza Aisyah
NPM : 1502050182
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Implementation of Guided Inquiry Learning Model with e-Learning Microsoft Sway on the Students' Achievement in Writing Report Text	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Medan, 26 Maret 2019
Hormat Pemohon,

Liza Aisyah

Appendix 8 Form K-2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Liza Aisyah
NPM : 1502050182
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Implementation of Guided Inquiry Learning Model with E-Learning Microsoft Sway on the Students' Achievement in Writing Report Text

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 15 Mei 2019
Hormat Pemohon,

Liza Aisyah

Keterangan

- Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
 - Untuk Ketua / Sekretaris Prog. Studi
 - Untuk Mahasiswa yang Bersangkutan

Appendix 9 Form K-3



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 285 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Liza Aisyah
N P M : 1502050182
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Guided Inquiry Learning Model with E-Learning Microsoft Sway on The Students' Achievement in Writing Report Text.

Pembimbing : Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 16 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 11 Ramadhan 1440 H
16 Mei 2019 M

Dekan

Dr. H. Elrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

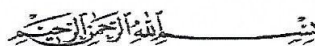
Appendix 10 Lembar Pengesahan Hasil Seminar



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Liza Aisyah
N.P.M : 1502050182
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Guided Inquiry Learning Model with E-Learning
Microsoft Sway on the Students' Achievement in Writing
Report Text

Pada hari Senin tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Fatimah Sari Siregar, S.Pd, M.Hum

Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Diketahui oleh
Ketua Program Studi,

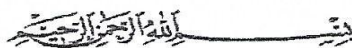
Mandra Saragih, S.Pd, M.Hum

Appendix 11 Surat Keterangan



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id**



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Liza Aisyah
N.P.M : 1502050182
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Guided Inquiry Learning Model with E-Learning Microsoft Sway on the Students' Achievement in Writing Report Text

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

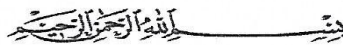
Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

Appendix 12 Surat Pernyataan

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Liza Aisyah
N.P.M : 1502050182
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Guided Inquiry Learning Model with E-Learning
Microsoft Sway on the Students' Achievement in Writing
Report Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2019
Hormat saya
Yang membuat pernyataan,



Liza Aisyah

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Appendix 13 Research Letter



UMSU
Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 572 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 07 Dzulhijjah 1440 H
08 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK Tritech Informatika Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Liza Aisyah
N P M : 1502050182
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Guided Inquiry Learning Model With E-Learning
Microsoft Sway on The Students' Achievement in Writing Report Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.


Dekan
Dr. H. Efirjanto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertiinggal **

Appendix 14 The Reply of Research Letter



YAYASAN PENDIDIKAN TRIADI TEKNOLOGI
SMK TRITECH INFORMATIKA
SMK IT MODERN

Jl. Bhayangkara No. 484 Telp. (061) 6635991 (Hunting) Fax. (061)-6641576
E-mail : smktritech@tritech.sch.id Website : www.tritech.sch.id

Nomor : 422/466/SMK.TI.MN/IX/2019
Lamp : ---
H a l : Surat Keterangan

Medan, 25 Muharram 1441 H
25 September 2019 M

Kepada Yth :
MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3
MEDAN - 20238

Dengan hormat,

Menindak lanjuti surat Nomor : 5154/II.3/UMSU-02/F/2019 mengenai Mohon Izin Riset dengan judul "The Effect Of Guided Inquiry Learning Model E-Learning Microsoft Sway on Students' Achievement in Writing Report Text", maka kami sampaikan bahwa :

1. Nama : Liza Aisyah
NPM : 1502050182
Jurusan : PEND. BAHASA INGGRIS

Dengan ini menerangkan bahwa nama yang tercantum diatas bahwa benar telah menyelesaikan Penelitian/Riset dengan judul yang telah disebutkan diatas dengan sebaik baiknya.

Demikian hal ini kami sampaikan untuk dapat dipergunakan seperlunya.



Korinet Kami,
Kepala SMK Tritech Informatika,
M. HAKIZAL SINAMBELA, S.Pd.I

Tembusan :

1. YP. Triadi Teknologi
2. Yang Berkepentingan

Appendix 15 Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Nama Lengkap : Liza Aisyah
 N.P.M : 1502050182
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect Guided Inquiry Learning Model with E-Learning Microsoft Sway on The Students' Achievement in Writing Report Text

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan	
7 Sept 2015	- Abstract - Add more description of each table in data analysis - Revise the way of apply in references - Acknowledgment	} JH		
12 Sept 2015	- Add more analysis in chapter IV - References		} JH	
23 Sept 2015	- Add more analysis chapter IV - conclusion.		} JH	
30 Sept 2015	- Revision complete		} JH	

Medan, 30 September 2019

Diketahui oleh :
 Sekretaris Program Studi

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

APPENDIX 16

CURRICULUM VITAE

Name : Liza Aisyah
Registered : 1502050182
Place/ date of birth : Pekanbaru, 18 Juni 1996
Sex : Female
Religion : Moslem
Marital Status : Single
Nationally : Indonesia
Father's Name : Alm. Dedi Zulkarnaen
Mother's Name : Syamsiwarni
Address : Jalan Mesjid Taufiq, No.69 Medan
Mobile Phone : 085761132383
Gmail : lizaaisyah18@gmail.com

Education

1. TK Surya (2001-2002)
2. Elementary School at SD NEGERI 060868 Medan (2002-2008)
3. Junior High School at Swasta Adhiyaksa Medan (2008-2011)
4. Senior High School at Swasta Trittech Informatika Medan (2011-2014)

Medan, September 2019



Liza Aisyah