THE EFFECT OF USING INQUIRY BASED TEACHING ASSISTED BY THE BOSS BABY CARTOON ON THE STUDENTS' ACHIEVEMENT IN LEARNING GRAMMAR

SKRIPSI

Submitted in Partial Fulfilment of the Requiretment
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ABSTRACT

Berutu Nina Baijura: 1502050072'' The Effect of Using Inquiry Based Teaching Assisted by The Boss Baby Cartoon on The Students' Achievement In Learning Grammar" Skripsi. English Education Program of Teacher' Training and Education University of Muhammadiyah Sumatra Utara, Medan 2019

This research was carried out *the effect of using Inquiry Based Teaching Assisted by The Boss Baby Cartoon on The Students' Achievement in Learning Grammar.* The objective of this study described that Inquiry Based teaching Assited by The Boss Baby Cartoon on The Students'Achievement in Learning Grammar.This research has been conducted at SMA SWASTA AL-HIKMA JL. Marelan Raya Pasar 4 Barat. The population of this research was the tenth grade students of SMA SWASTA AL-HIKMA JL.MARELAN RAYA. Academic year 2019/2020. There were three classes of tenth years in this school with total number 108 students. Two classes were taken as sample. The researcher used cluster smapling There were 68 students as sample that were divided into two classes, for experimental class (X MIA 2) consisted of 33 students and for control clas (X IIS 1) consisted of 35. The students had been given the multiple choice, which consisted 20 items. The finding showed that students who taught by using Inquiry Based Teaching got the better score than those who taught by using Listening Team,which was proven from the result of analysis showed that t-observed (5.24) was higher than t-table (1.66). It meant that alternative hyphothesis (Ha) was accepted.

Keyword : *inquiry based teaching,students' achievement,learning grammar*

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is as an international language use as a tool for communication in daily life and academic activities. In Indonesia,English as foreign language is formally teach in school from junior high scholl until university. Language function as comunication tool so that the language has central function is assist the intelectual, social and student emotional are reflected towards language,which is the grammar it self. According to Harmer (2001:12) explains grammar as the decription of the ways in which word can change their forms and can be combined into sentences in language.

The level of grammar of students is still very low,in the sense of less than. It is expected. According to Angeles (2003:16), the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Based on the statement in language in teaching. Grammar is an integrated part of languange used by learners in everyday communication. We realize that without learning grammar. We will not be able to speak English in right. Although grammar is a crucial point in language and grammar has been became to complicate part in learning english. It can be a big problem for learners if they have a lack of understand in grammar.

Therefore,in teaching grammar an English of strategies is to make the lesson be easy for students to learn and understand. English teacher must knew how to stimulate students'curiousity and must be able to present the lesson so that the lesson was more interesting to need learning.

There were some students' problems in learning grammar. The first was students got bored in learning grammar, because most of teachers just try to force the students memorized the pattern of tenses in grammar and it always happened in every teaching in learning grammar. There was any changing of strategy from the teacher to the students to make students were not bored in learning grammar. The second, the students got a low achievement in learning grammar. There were so many factors in which student got a low achievement in learning grammar. The first factor was internal factor and the second factor was external factor. Internal factors came from family and the external factor came from environment and the others people who involved in their life. Students needed motivation from internal and external factors especially for their learning.

As we know, the students got a low achivement in learning grammar because in their background of life is from Indonesia so students got some difficult to learn grammar because they taught learning grammar was a foregin language. Students can feel there were so many difference grammar in English and in Indonesia. They felt studying Indonesian language was easier than English language because students learnt Indonesian earlier from their born until know.

The external factor was came from their environment and their other people who involved tin their life. For example, the first students studied grammar from their teacher in their school. Students got low or high achievement depend on their teacher who gave the learning. Students felt lazy to learn grammar because their teacher taught them monoton. Teacher just gave the pattern and the examples sentences in tenses. It can made students did not interest to learn. Teacher must found the best way how to make students interest and enjoy learning grammar. For example teacher can used media from internet such as gave them watch cartoon in English subtittle.

In achieving the successful of grammar in learning English, a teacher should be able to create inquiry based teaching assisted by the boss baby cartoon. The aims of using a variety ways and learn grammar inquiry based teaching. The aims of using a variety of ways and learn grammar in inqury based teaching were to make the lesson easy for the students to learn of understanding grammar. So the students enjoyed and would not get bored in learning process.

B. Identification of Problem

The problems of this research can be identified as follows:

1. The students got bored in English especially in learning grammar..
2. The students have a low achievement in English especially in learning grammar.

C. Scope and Limitation

The scope in this study focused in grammar and the limitation in this study focused on simple present tense by using inqury based teaching at tenth grade SMA Al-Hikmah jln Marelan Raya pasar 4 barat.

D. The formulation of Problem

The formulation of problem of this study was formulated ,"Is there any significant effect of using inqury based teaching assisted by the boss baby cartoon on the students' achievement in learning grammar?"

E. The Objective of the Study

The objective of study was to find out the signficiance effect of using inquiry based teaching assisted by the boss baby cartoon on the students achievement in grammar.

F. The Signficiance of the Study

1.Theoritically

As theoritical, this research can achieve to understand learning grammar in which it was very useful for all of students especially for studying tenses

2.Pratically

The researcher expects that the result of the study was useful for:

a.The teacher, to contribute for them in improving and enriching their teaching strategies , and as a means of learning the students' comprehend in grammar.

b.Students,to get experience of using inqury based teaching in grammar,it would help them to measure their ability in comprehend grammar.

c. Other reseacher ,hopefully this can be use as reference in conducting the some study for obtaining better result.

CHAPTER II

REVIEW OF LITERATURE

A.Theoritical Framework

1. Definition of Effect

Effect in this research means as any ability improvemental after learning something that usually in expert method in which an idea hyphothesis test of variety by setting up situation in which the relationship between different subject and variable could be determined.

The effect of teaching in languange is related to change of getting something in to our cognitive system. According to Richard (in Slameto 2003) is defined to change of ability that the students have after being treated by using certain technique of teaching.Buehl says (1995:78) " the result of effect teaching was improvement of ability". The ability is the result of learning process which involve teacher with students.

The term 'effect ' can be effect means, the power or ability to bring produce on the main the observer. According to Quick in Rokayah (2015) said' a result or condition produces by a case or something that happened when one thing ,act or another and also a result produced of the mind or feeling".

The improvement in which achivement by students than are realized in the form of score so that is knowledge the certain position of a students in the classrom because the scores they have reflected their improvement in the learning

2. Definition of Achievement

According Tu'u (2004: 75) "Achievement is the result achieved by someone when doing task. Accordi. Based on Merriam (1998:44) achivement related to get the effort of getting something into cognitive system. It means that when the teacher give the assignment to the students about the materials or topic that has given by the teachers and the students can answer the question.

3. Description Grammar

Language is used to communicate,though and experience. We can express ideas,thought or experience if we know the structure of grammar . we can make sentences in english if we mastering in structure of grammar. Grammar has some definitons. According to Ur (2009 :4) grammar may be roughly defined as the way a language manipualtes and words in order to express our feeling, idea and so on in appropiate way from explanation above. The researcher concludes that grammar is a set of languange rules that regulates the pattern of sentences to convey the meaning.

Grammar is central for teaching and learning languages.it is also one of the more difficult aspect of langunage to teach well. Many people. Including language teachers, haer the word “grammar” and think of fixed set of word forms of the language , such as those used in writting and in formal oral presentations ,and “bad” or “no” grammar with the language used in everyday conversation used by speakers of no prestige for, (Knapp: 2005).

Wilkins as quoted by Thonburry (2000:13) says that without grammar is very little can be convey, without vocabulary nothing can be conveyed. If you spend most of your time studying grammar , your English will not improve your much. You will see most improvement if you learn more word and expression. Dellar and Hocking as quoted by Thonburry says that can say very little grammar but you can say almost anything with words. So , we can express our idea , thoughts , and feeling if we know many words.

In the study of language, grammar occupies a central position. But, there is also pratical reason to emphasize the study of grammar (Greebaum:2009). Grammar is the system of language. People sometimes describe grammar as the" rules " of a a language : but in the fact no language has rules. If we use word "rules",we suggest that somebody created the rules first and then spoke the language , like a new game. But languages do not not start like that. Language start by people making sounds which involve into words , phrases and sentences. No commonly – spoken language is fixed. All language change over time. What we call 'grammar' is simply a reflection of language at a particular time.

The effective grammar teaching , Larasen Freeman (2003) states that "grammar teaching will be effective and useful when learners have also oppurtunities to encounter , process and use instructed forms in their various forms meaning relationship sothat the forms,become a part of their einterlanguange behaviour "(P.53).

4. Learning Grammar

Grammar is one of the languge aspects. Therefore, someone who learn a new languange formally, will be given grammar lessons. Learning grammar is an important activity in language learning . there are some the difficulty in learning grammar acccording to Ellis (2009: 144) into three namely : the difficulities associated with environmental factors of languange, with linguistic factors , and physhological difficulties. factor related to language environmetal are how often the input obatained from enviroment. Linguistic factors refers to the nature of the grammar of language and psycological factors refers to the ability to learn.

According to Harmer (2007: 81-82) in learning gramar , there are two common approches constrated : deductive and inductive approach. In the deductive approach to learning grammar, students will be given the explanation or grammar formulas. Based on this explanation students then create a phrase or sentence in language he had learned. Inductive approachis the opposite of deductive approach. On learning grammar with inductive approach students do not learn the formula used but students are given of sentences.

5. Inguiry Based Teaching

Branch (2004: 11) defines inquiry based teaching is a process where students are involved in their learning , formlate question investigate widely and then build new understanding , meaning and knowledge. Elliot (2000:404) defines by saying that inquiry teaching is a term for teaching that permits students to be active partners in search for knowledge.

Slameto (2003:116) says that inquiry based teaching is a teaching term which follows the concepts in giving oppurtunity to students to develop their intercultural potency through their own efforts to find something as the answer to certain problem through investigation.

The definitions imply that inquiry based teaching strategy that focuses on students' investigation on questions that are challenging in which the question be active and creative to find answer. It is not teacher centered of whole activities in class. In some cases, teacher places him or herself as an enable. It means that teacher provides initial question that triggering the students self finding. Teacher gives students oppurtunity to learn. Teacher arranges classroom condition in way that encourages student to think about the means of solving problems, and teacher works from assumption that students should actively seek information rather than passively accept it in leactures. However ,teacher is not only source of information rather than. Students may use other source of information rather than students may use other source to find out the information. Teacher's role is not transferring knowlegde but it is merely enabling,coaching,and supporting students discover of subject matter by themselves.

5.1 The Steps of Inquiry Based Teaching

According to Dewey (2010: 2) provide some steps in inquiry based teaching

1. Asking, there is a question or a problem the learners begin to describe.
2. Investigating , in order to answer the question, students begin to gather Information by doing investigation
3. Creating , students are asked to create new thought and ideas outsides their new ideas outside their discussing prior knowledge.
4. Discussing ,students share their new ideas with others.
5. Reflecting , students to look back to the triggering question,investigation and new thoughts .

5.2 The Advantages of Inquiry Based Teaching

1. It is essential, it can awake one's confidence, interest ,self-esteem.
2. Its best when working on interdisciplinary projects that reinforce multiple skills or knowledge areas in differents facets of the same projects.
3. It can work with any age group

5.3. The Disadvantages of Inquiry Based Teaching.

1.This approach requires mental process.

2.This approach requires a large number of class hours lesson than other strategies.

6. Learning Grammar for Inquiry

The grammar of inquiry is a compendium of learning objectives that link course goal to the activities and process of course. The grammar is a theoritical postfact to analysis of the result of our collaborative effort. It is less a statement of way any one individuals teaches the course, more an exploration from group of very similar and connect efforts, which developed like a languange with collaboratively. Like the grammar of languange. It now serves the purpose of informing the activity from which it emerged. This suggest how others might use the inquiry grammar, a grammar is some of importance in learning of a languange's structure and logic, but in practise it permit variability in the language actually spoken.

7. Teaching Grammar Through Multimedia

Teaching grammar is an area that has been frequently investigated. The most frequent problem is that grammar presentation in the textbooks is evaluated as decontextualized. Teachers have the freedom is create their own video using different multimedia tools such as animation software. The use of multimedia in language has gained interest.

In last decade due to the potential it holds to use different modes of delivery to provide input to learners. The multimedia in language learning theory principles state that studmets acquire language better from input enhanced by text and picture that with text alone. Research on second language acquisition with multimedia has investigated how multimedia ,i.e a combination of text,audio,and

imgaes can enhance input by making it more meaningful thus enhanching students'second language development (plass & Jones , 2005)."second language acquisition with multimedia is the use of words and pictures designed to support the comprehensible output"(plass & Jones .2005,p469).

Using multimedia for second language acquisition is based on the multimedia priciple that states that student acquire language better from input enhanced by text and pictures that with text alone. The reason for that avability of two modes (text and pictures) help learners to construct verbal and visual mental models (textands pictures) help learners to construct verbal and visual mental models of input and build connections between them (Plass &Jones .2005). Hence ,the learners have benefit of retrivieng learned material from two types of cues rather than one. One of the ways to create more enhanced input in multimedia is to use subtittled videos.

8. Teach Grammar Through Subtitle

The teaching grammar in contextualized manner is more beneficials that abstracting structure from their meaning and use. Hence , what is this implies is that teaching grammar through rule presentation only and using a set of decontextualized sentence is helpful. This is because type of methodology of grammar instruction does not serve the purpose of demostrating how these structures are used in meaningful communication i.e through context.

The review of literature on grammar instructions reveals that balance needs to be sough between meaning based and from based instruction reveals that a balance needs to be sough between a meaning based and from based instruction to help leaners communicatively language without sacrifing grammartical accuracy. One way of presenting language structures in a meaningful and contexualized manner is through using subtitled videos that contain embedded enhanced grammartical structures.

9. Cartoon

A simple drawing showing the features of its subject in humorously exaggrated way,especially a satirical one in a newspaper or magazine. Some definition of cartoon according to expert cartoon is one of the major forms of graphic communication. Cartoon is caricature :often representing importants events of politic or important pubic figure.

10.The Boss Baby Cartoon

The boss baby is a 2017 American 3d computer –animated comedy film loosely based on 2010 picture book of the same name by Marla Frazee and produced by dreamworks animation. Directed by Tom Mc Grath Mc Cullers and film stars voice of Alec Baldwin as titlle character , along with Miles Bakshi.

10.1. The Boss Baby Cartoon's Subtitle

In the Templeton , when Tim was three years old. I was the luckiesst kid ever. Tim's parents worked for the biggest pet company in the world (puppy.co). They worked for the biggest in a department called "Marketing " where they go new product. They still made just enough time for me. Hey Tim, How would you like to have a baby brother. No, thanks, I am enough. Life was good life was perfect. Something my parents said got me thinking "where do babies come from?. The day I got a little brother started. My life would never be the same. The baby was delivered in the taxi. Meet your new baby brother. I have million question. Who is this guys?, why is he here?, what is outfit?, does he know karate?, what is going on ? why is so fast ? ,why is staring at me ?. He set this office ,right smackdab in the middle of the house. The baby needs a lot of attention right now. Ensign T- rex and I are investigating. It is so much worse than we thought. You know one of us has to go with Mr. Francis to the pet convention. Seriously! I am the only one that thinks there. Look at him! He wears a suit!. He is like a little man. He carries a briefcase.

11. Listening Team.

Listening team is one of the active learning techniques. This technique is also included in the form of full learning. Basically, this activity of tehnique is a way that can help students stay focused and alert in various learning situations that are happening. In this activity, the listening team formed small groups responsible for explaining learning material, almost the same as the jigsaw model,

but in the listening team there were no team members exchanged.the operational of definition of a listening team is an attempt to gain an understanding of the nature of a concept or principle or a particular skill through a process of activities or exercises involving the sense of hearing. The use of listening team in learning which empahasizes more on optimizing the senses of hearing students (in addition to other sense), is expected to be able to promplty encourage students to stay focused and alert during the learning process.

11.1 The Steps of Listening Team

Some steps in listening team

1. The teacher divides the class into groups and each groups has their respective roles
2. Teacher divides the students into 4 groups : group 1, group 2 and group 3 and group 4
3. Group 1 as the guestion group, group 2 as answering group with certain perspective roles, group 3 as answering groups with different perspective from group 2 and group 4 as groups in charge of reviewing and drawing conclusions from the result of the discussion.

11.2 The Advantanges of Listening Team Technique

1. Interaction between students allows intimacy to arise
2. This strategy gives rise to a positive response for students who are slow, less capable and lacking in motivation .

3. Listening team trains students to be able to think crittically
4. Students are not too dependent on the teacher , but can add their capability to think for themselves.
5. Listening Team can develop the ability to express ideas /ideas.
6. Listening Team can increase motivation and provides stimulation

11.3 The Disadvantages of Listening Team

1. With the flexibility of learning, if freedom is not optimal, the purpose of what is learned will not be achieved.
2. Developing group awarness requires a long time
3. Group assesment can blind the assesment individually if the teacher is not observant in its implementation .

B. Relevance of Study.

This research is inspired by some previous reseracher. The first research conducted by Eris Surani(2014). The tittle of this study is the effectiveness of inquiry based teaching in learning grammar. The study aimed to find out whether using inquiry based teaching method is more effective than lecture method in teaching grammar to the first grade students SMK Tamansiswa Sukoharjo in academic year of 2013/2014. The writer use theory from Kindsvatteret(1996: 258), inquiry is a teaching method which stimulates the skill in critical thinking to analyze and solve problem systematically. The writer find the result of pretest

that the researcher did, two samples were balanced. The result of t-obtained (0.7885) is lower than t-table (1.96)

The second research was conducted by Rania Fateh Mohammed (2013). The tittle of this study is the effectiveness of using subtitled video of teach gramma in intermediate level ESL grammar classroom. The study aimed to find the improving learner comprehension, this study addressed the role of subtittled video in development of students'grammatical accuracy. The writer use the theory Schmidt ,1990) to investigate the effect of using enhanced subtiitled and input flooding of a spesific grammartical structure , the past perfect form, on learning. The result of this study helped the researcher answer the researcher question through quantitative and qualitative analysis.

The third study is wrtitten by Zari Saedi (2010). The title is the application of technology in teaching grammar to EFL learner. The aimed of this study at investigating the learners'attitudes towaard this approach to grammar instruction. The writer use the theory Larsen-Freeman (2003) states "that grammar teaching will be effective and useful when elarning have also opportunities to encounter ,process and use instructed forms in their various form meaning relationship so that the form become a part of their interlanguage behavior"(p.53). The result of this research to the effectiveness of using the aforementioned animated sitcom in teaching conditional sentence.

D. Conceptual of Framework

Grammar is an important element of language. By mastering the grammar language will affect the mastery of languange skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills. This study is intended to find out the improving of students' grammar by using inquri based teaching. Learning grammar can improve students' grammar.

In inqury based teaching the teacher will give the task to students to identify, analyze substittle in cartoon especially for simple present tense So students are more active because teacher only give them instruction and guide them. Students try to look more information about what teacher says. So , it is expected that applying inqury based teaching in learning grammar. In teaching English grammar the teacher must be able to present the lesson such as way to make it more interesting and relevant to needs of learning.

The aims of the study comprise the following : a)finding out the approaches used by the lectures in teaching grammar ,b)outlining the difficulties encountered by students in studying grammar and c)explaining the grammar mastery levels of the students.

E. The Hyphothesis

The hypothesis can be formulate following :

Ha : There is significant effect of using inquiry based teaching assisted by the boss baby cartoon on the students' achivement in learning grammar(the hyphothesis is accepted)

Ho : There is no significant effect of using inquiry based teaching assisted by the boss baby cartoon on the students' achievement in learning grammar (the hyphotehsis is rejected)

CHAPTER III

METHOD OF RESEARCH

A. Location and Time.

This research was conducted at SMA AL-HIKMAH JL.Marelan Raya Pasar 4 Barat. The school was chosen because this school was the location of the researcher while doing field experience practise,and similar research has never been conducted here before.

B. Population and Sample

1. Population

The population of this research was the tenth grade of SMA AL HIKMAH on the academic year 2019/2020 tenth grade students. There was three parallel classes. They were X MIA I consisted of 40 students, X MIA II consisted 33 students and X IIS I consisted 35 students So,the total population of this research were108 students.

Table 3.1
Population of Research

NO	Class	Population
1	X-MIA I	40
2	X-MIA II	33
3	X IIS I	35
	TOTAL	108

2. Sample

This research used cluster sampling. The researcher divided the population into separates group, called cluster. The researcher conducted analysis on data from sample cluster. Element of population were randomly selected to be a part of group (clusters) and members from randomly selected clusters were part of this sample.

Table 3.2
Sample of Research

No	Class	Sample
1	X –MIA II	33
2	X-IIS I	35
	TOTAL	68

C.Research Design

The experimental research used to carry out this research. It dealt with quantitative. This study had two groups namely experimental and control group. The experimental group used inquiry based teaching while the control group was taught by using listening Team. Both of group were given pre- test , treatment and post- test. The test should be known the difference of average scores. The design of study presented as follow.

Table 3.3
The Research Design

Class	Group	Pre test	Treatment	Post test
X ipa 1	Experimental (x)	√	Inqury based teaching	√
X ipa 2	Control (y)	√	Listening Team technique	√

Where :
X: The experimental group,where the sample was taught by using inqury based teching strategy .
Y: The control group,where the sample was taught by using listening team tehnique.

This parts divides into three steps

a.Pre test

The test was conducted to both classes (experimental group and control group) before giving the treatment or teaching presentation. The function of pre test was to know the means score each group (experimental and control group).

b.Treatment

The treatment was conducted after the administration of pre test. The experimental group was taught by using inquiry based teaching. And the control group was taught by using listening team technique .

Table 3.3
The Process of Teaching process in the Experimental group

Teacher's activities	Students' activities
a.Teacher gave the learning about grammar assisted by the boss baby cartoon use the strategy inqury based teaching. Teacher divided student in five groups.	a.Students sat based on their group. Students watched the video the boss baby cartoon. students divided their task with their friends .
b.Teacher showed video of the cartoon the boss baby cartoon and teacher told some instruction how to use the strategy inqury based teaching.	b.Students watched the cartoon and prepared book and pen to write subtittle from the cartoon

c.Teacher asked student for watching and identified and analyzed video's substittle d.Teacher gave twenty five minutes and paused the subtittle so that student wrote the substittle . e.Teacher asked question how many the quantity the subtitle in simple present tense based based on the boss baby cartoon . f. Teacher demonstrated how to find the answer by using inqury	c.Students prepared themself to identify and analyzed subtittle in simple present tense. d.Students wrote the subtittle in simple present tense and discussed with their friends. e.Students answered quantity the subtitle in simple present tense based on the boss baby cartoon. Students shared their idea. f.Students reflected and looked back to triggering question,investigation.

Table 3.4
The procedure of Teaching Learning process in the Control Group

Teacher's activities	Students' activities
a.The Teacher asked the students to open their English their book about grammar and opened their note book b.The teacher divided students into 4 group and teacher explained about the listening team technique c.The teacher asked all of group ,from group 1 as guestion ,group 2 as answering group with certain perspective roles, group 3 as answering group with certain perspective roles and group 4 as groups in charge of reviewed and drawed conclusion from the result of the	a.The students opened the book and listen to their teacher . b.The students sat based on their group. Students listened instruction from their teacher. c.The students sat based on their groups: group 1 as guestion group, group 2 as answering group with certain perspective roles, group 3 as answering group with certain perspective roles and group 4 as groups in charge of reviewing and drawing conclusion from the results of the

discussion. d.The teacher gave assesment to the students and reviewing from the subject .	discussion. d.Students wrote the conclusion from the subject

c.Post test .

The students of the experimental and control group were given the same test. The post test was used to measure the effect of certain treatment. It was used to find the students' grammar competence after the researcher gave the treatment, the test was prepared in such way in attempt to know how the result of teaching inquiry based teaching assisted the boss baby cartoon.

D.Instrument of the Research

In this research, the researcher applied multiple choice test which consisted of 20 items that used as instrument for collecting data. Each correct answer was given 5 score ,and the incorrect answer was given score 0. So the incorrect answer did not give score. So the total of the right answer was 100. The materials of test took from the materials which have already given from students' paper base test (lks).

E.The Technique for Collecting Data

In collecting the data some steps were applied as follow:

1. Giving pre test to experimental and control group by giving multiple choice to the students .
2. Giving the treatment to experimental group was taught by using inqury based teaching
3. Giving the treatment to control group was taught by using listening team technique
4. Giving post test to both classses, by giving multiple choice test to the students in experimental and control groups.
5. Collecting the students' answer sheet
6. Scoring the students' answer on the two groups

F.Technique of Analyzing Data

From the data the calculation was made to find out whether apply Inquiry Based Teaching assisted by the boss baby cartoon could be helpful in learning grammar. The data were calculated by using t-test from Sudijono (2018)

1. Listing the students score of Experimental and Control Group in Pre-test and Post-Test

2. Finding the Mean by using the formula

   a. Mean of Experimental Group.

   $$M_x = \frac{\sum X}{N}$$ (Sudijono, 2018: 81)

   b. Mean of Control Group

   $$M_y = \frac{\sum Y}{N}$$

3. Finding the Standard Deviation (SD) by using formula

a. Standard Deviation (SD) of Experimental Group

$$SD_1 = \sqrt{\frac{\sum X^2}{N}}$$ (Sudijono, 2018 : 157)

c. Standard Deviation of Experimental Group

$$SD_2 = \sqrt{\frac{\sum Y^2}{N}}$$

4. Finding the Standard Error by using the formula

a. Standard Error of Experimental Group

$$SE_{M1} = \sqrt{\frac{SD_1}{N-1}}$$ (Sudijono, 2018 : 282)

b. Standard Error of Control Group

$$SE_{M2} = \sqrt{\frac{SD_2}{N-1}}$$

5. Finding the Standard Error diferrential between M_x and M_y by using the formula

$$SE_{M1-M2} = \sqrt{SE_{M1^2} + SE_{M2^2}}$$ (Sudijono : 2018 : 283)

6. Finding t_o by using the formula

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$ (Sudijono : 2018 : 284)

Where :

M_x = Mean score of experimental group

M_y = Mean score of control group

N_1 = Number of students in experimental group

N_2 = Number of students in control group

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

SE_{M1} = Standard Error of Mean of experimental group

SE_{M2} = Standard Error of Mean of control group

SE_{M1-M2} = Standard Error differential between M_X and M_y

t_0 = Test Observation

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

M1 : Mean of the difference of Experimetal Class

M2 : Mean of the diferrence of Control Class

SE M1 : Standard Error of Experimental Class

SE M2 : Standard Error of Control Class

G.Statiscal Hypothesis

The statiscal statistic formula :

If t –test > t –table = Ha is accepted and Ho is rejected

If t-test <t –table =Ha is rejected and Ho is accepted n

Where :

Ha : There is a significant effect of using inqury based teaching assisted by the the boss baby cartoon on the students' achivement in learning grammar.(the hypothesis is accepted).

Ho: There is no significant effect of using inqury based teaching assited by the boss baby cartoon on the students' achievement in learning grammar.(the hypothesis is rejected)

CHAPTER IV
DATA AND ANALYSIS

A. The Data

In order to get the data of the study. They researcher, gave pre-test, did treatment and gave the post-test. After the data were collected, the researcher compared the result of experimental group and the result of control group to know whether there was significant effect on teaching students by using Inquiry Based Teaching Assisted by The Boss Baby Cartoon in Learning Grammar.

The following are the students'scores on the pre-test and post-test to the experimental and control group.

1. Scores of Experimental Group

Tabel 4.1
The score Pre-Test and Post –Test of Experimental Group

No	Students ' initial	Pre-Test(X1)	Post-Test(X2)
1	APA	40	80
2	AN	40	60
3	AY	45	75
4	AM	50	80
5	CAM	35	80
6	DY	40	80
7	DA	55	70
8	FC	45	75
9	FS	75	90
10	FAK	60	85
11	FPL	40	90
12	GRR	30	85
13	GSH	45	70
14	I	35	80

15	JNS	50	70
16	K	55	75
17	MA	60	85
18	MID	60	80
19	MR	40	80
20	MR	55	75
21	MRP	60	75
22	MS	45	80
23	NNIP	70	85
24	NA	45	70
25	PA	40	80
26	RR	45	85
27	R	50	60
28	SA	55	75
29	S	55	70
30	SN	45	80
31	SP	55	60
32	YA	60	80
33	RPA	65	75
	Total	**1645**	**2540**

Table 4.1 showed the scores of experimental group both in pre-test and post-test. In the pre –test of experimental group ,the lowest score 30 that was 1 student and the highest score 75 that was 1 student from 33 students. In the post-test of experimental group, the lowest score was 60 that was 3 students and the highest score 90 that was 1 student from 33 students. The total score of pre-test of experimental group was 1645 and the total score of post- test of experimental score was 2540.

2.The Scores of Control Group

Table 4.2
The scores of Pre-test and Post-test of Control group

NO	Students' Initial	Pre Test(Y1)	Post Test(Y2)
1	AM	45	55
2	APN	35	55
3	AWS	35	50
4	ACW	35	60
5	AA	45	55
6	ATMJ	35	60
7	BN	55	60
8	CR	50	70
9	DSH	40	60
10	ER	30	70
11	FRP	30	70
12	FS	35	50
13	FR	40	70
14	IHW	55	65
15	M	30	65
16	MR	45	60
17	MA	50	65
18	MRP	45	50
19	NW	40	65
20	NF	55	60
21	NM	50	60
22	NF	40	50
23	PR	55	60
24	RJ	50	60
25	RADP	45	60
26	RD	30	55
27	RA	30	50
28	RJ	30	55
29	S	40	60
30	SK	30	55
31	TAW	40	55
32	WRI	30	50
33	Y	30	55
34	NH	50	55
35	FS	40	55
	Total	**1420**	**2050**

Table 4.2 showed the scores of experimental group both in pre-test and post-test. In the pre – test of experimental group ,the the lowest score 30 that was 10 students and the highest score 55 that was 3 students from 35 students. In the post-test of experimental group, the lowest score 50 that was 6 students and the highest score 70 that was 4 students from 35 students. The total score of pre-test of experimental group was 1420 and the total score of post-test of experimental score was 2050.

B.The Data Analysis

The effect of using Inquiry Based Teaching assisted by the boss baby cartoon on the students' achievement in learning grammar. Based on the data from the best scre were analyzed in other to know the differences between pre-test and post-test in experimental group ,it could be seen below

1. Mean

a. Mean Variable X (Variable I)

Table 4.3
The Differences Scores of Pre - Test and Post- Test of Experimental Group

No	Students'initial	Pre test (X1)	Post test(X2)	X(X2-X1)
1	APA	40	80	40
2	AN	40	60	20
3	AY	45	75	30
4	AM	50	80	30
5	CAM	35	80	45
6	DY	40	80	40
7	DA	55	70	15
8	FC	45	75	30
9	FS	75	90	15
10	FAK	60	85	25
11	FPL	40	90	50

12	GRR	30	85	55
13	GSH	45	70	25
14	I	35	80	45
15	JNS	50	70	20
16	K	55	75	20
17	MA	60	85	25
18	MID	60	80	20
19	MR	40	80	40
20	MR	55	75	20
21	MRP	60	75	15
22	MS	45	80	35
23	NNIP	70	85	15
24	NA	45	70	25
25	PA	40	80	40
26	RR	45	85	40
27	R	50	60	10
28	SA	55	75	20
29	S	55	70	15
30	SN	45	80	35
31	SP	55	60	5
32	YA	60	80	20
33	RPA	65	75	10
	Total	**1645**	**2540**	**895**

Based on the table 4.3 above ,the mean scores of experimental class was calculated as follow:

$$M_x = \frac{\sum fx}{(N)}$$

Which :

M_x = The mean score of experimental score

$\sum$ = The score of x_2- x_1

N = The sample of experimental group

$$M_x = \frac{\sum fx}{(N)} = \quad M_x = \frac{(895)}{(33)} = 27.12$$

b. Mean of Variable Y (Variable II)

Table 4.4
The Differences Scores of Pre-test and Post-test of Control Group

NO	Students' Initial	Pre test (Y1)	Post Test(Y2)	Y(Y2-Y1)
1	AM	45	55	10
2	APN	35	55	20
3	AWS	35	50	15
4	ACW	35	60	25
5	AA	45	55	10
6	ATMJ	35	60	25
7	BN	55	60	5
8	CR	50	70	20
9	DSH	40	60	20
10	ER	30	70	40
11	FRP	30	70	40
12	FS	35	50	15
13	FR	40	70	30
14	IHW	55	65	10
15	M	30	65	35
16	MR	45	60	15
17	MA	50	65	15
18	MRP	45	50	5
19	NW	40	65	25
20	NF	55	60	5
21	NM	50	60	10
22	NF	40	50	10
23	PR	55	60	5
24	RJ	50	60	10
25	RADP	45	60	15
26	RD	30	55	25
27	RA	30	50	20
28	RJ	30	55	25
29	S	40	60	20
30	SK	30	55	25
31	TAW	40	55	15
32	WRI	30	50	20
33	Y	30	55	25
34	NH	50	55	5

35	FS	40	55	15
	Total	**1420**	**2050**	**630**

Based on the table 4.4 above , the mean scores of Control class was calculated as follow :

$M_y = \frac{(\sum fy)}{(N)}$

Which :

M_y = The mean score of experimental score

$\sum$ = The score of $x_2 - x_1$

N = The sample of experimental group

$M_y = \frac{(\sum fy)}{(N)} = \frac{(630)}{(35)} = 18$

Based on the mean score of both of groups, the following tables were the tables calculating standard deviation scores in both group.

1.Standard Deviation of Experimental Group Class.

Table 4.5
The Calculation of Standard Deviation in Experimental Class

No	Students' Initial	X(X2-X1)	x=(X-Mx)	$(X-MX)^2$
1	APA	40	12,88	165,8944
2	AN	20	-7,12	50,6944
3	AY	30	2,88	8,2944
4	AM	30	2,88	8,2944
5	CAM	45	17,88	319,6944
6	DY	40	12,88	165,8944
7	DA	15	-12,12	146,8944
8	FC	30	2,88	8,2944
9	FS	15	-12,5	156,25
10	FAK	25	-2,12	4,4944
11	FPL	50	22,88	523,4944
12	GRR	55	27,88	777,2944
13	GSH	25	-2,12	4,4944
14	I	45	17,88	319,6944
15	JNS	20	-7,12	50,6944

16	K	20	-7,12	50,6944
17	MA	25	-2,12	4,4944
18	MID	20	-7,12	50,6944
19	MR	40	12,88	165,8944
20	MR	20	-7,12	50,6944
21	MRP	15	-12,5	156,25
22	MS	35	7,88	62,0944
23	NNIP	15	-12,5	156,25
24	NA	25	-2,12	4,4944
25	PA	40	12,88	165,8944
26	RR	40	12,88	165,8944
27	R	10	-17,12	293,0944
28	SA	20	-7,12	50,6944
29	S	15	-12,5	156,25
30	SN	35	7,88	62,0944
31	SP	5	-22,12	489,2944
32	YA	20	-7,12	50,6944
33	RPA	10	-17,12	293,0944
	TOTAL			5138,938

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow :

$$SD_X = \sqrt{\frac{\sum X^2}{N}} = \frac{\sqrt{5138,93}}{33} = \sqrt{15572} = 12.47$$

2.Standard Deviation of Control Group Class

Table 4.6
The Calculation of Standard Deviation in Control Class

NO	Students' Initial	Y(Y2-Y1)	Y=Y- MY	$(Y-MY)^2$
1	AM	10	-8	64
2	APN	20	2	4
3	AWS	15	-3	9
4	ACW	25	7	49
5	AA	10	-8	64
6	ATMJ	25	7	49
7	BN	5	-13	169
8	CR	20	2	4
9	DSH	20	2	4

10	ER	40	22	484
11	FRP	40	22	484
12	FS	15	-3	9
13	FR	30	12	144
14	IHW	10	-8	64
15	M	35	17	289
16	MR	15	-3	9
17	MA	15	-3	9
18	MRP	5	-13	169
19	NW	25	7	49
20	NF	5	-13	169
21	NM	10	-8	64
22	NF	10	-8	64
23	PR	5	-13	169
24	RJ	10	-8	64
25	RADP	15	-3	9
26	RD	25	7	49
27	RA	20	2	4
28	RJ	25	7	49
29	S	20	2	4
30	SK	25	7	49
31	TAW	15	-3	9
32	WRI	20	2	4
33	Y	25	7	49
34	NH	5	-13	169
35	FS	15	-3	9
Total		630		3060

$SD_y = \sqrt{\frac{\sum Y^2}{N}} = \frac{\sqrt{3060}}{33} = \sqrt{87.428} = 9.35$

Based on the calculation above it showed the following facts:

$SD_x = 12.47$

$SD_y = 9.35$

N1 = 33

N2 = 35

X = 895

Y = 630

M_x =27.12

M_y =18

$(x-M_x)^2$ = 5138.98

$(x-M_y)^2$ = 3060

Therefore ,the following formula was implented :

Standard Error of Experimental Group:

SE $M_1 = \frac{SD}{\sqrt{N1-1}} = \frac{12.47}{\sqrt{33-1}} = \frac{12.47}{\sqrt{32}} = \frac{12.47}{5,65} = 2.20$

Standard Error of Control Group:

SE $M_1 = \frac{SD}{\sqrt{N1-1}} = \frac{9.35}{\sqrt{35-1}} = \frac{9.35}{\sqrt{34}} = \frac{9.35}{5.83} = 1.60$

Next, the following was implemented to find out the error standard deviation between M_1 - M_2

SE M_1- M_2 = $\sqrt{SEM^2 1 + SEM^2 2}$

$= \sqrt{(2,20)^2 + (1,60)^2}$

$=\sqrt{4800 + 25600}$

$= \sqrt{30.400}$

= 1.7435

C.Testing Hyphothesis

$t_o = \frac{M1 - M2}{SEM1-M2}$

$= \frac{27.12 - 18}{1.74}$

$= \frac{9.12}{1.74}$ =5.24

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hyphothesis was tested as follows: Ha : the value of the $t_{observe}$ was higher than the value of the t_{table} ($t_{observe} > t_{table}$), Where t_{table} value for the degree of freedom , the calculation showed as follow:

df = (N1+N2-2)

= (33+(35-2)

= (33+33).

= 66

Based on the table distribution , the pride of T_{table} with degree of freedom (df) 66 at the level signifiance,while the crotical value $t_{observe}$ 5.24. The result of computing indicate that $t_{observe}$ was higher than t_{table} ($t_{observe} > t_{table}$: 5.24>1.66). It meant that hyphothesis was accepted.

D.Research Finding

It was found that using inquiry based teaching assisted by the boss baby cartoon on the students' achievement in learning grammar gave signficant effect. The students were taught by using inquiry based teaching assisted by the boss baby cartoon got higher score than those taught by using listening team technique.The result of test showed that the $t_{observe}$ was higher than t_{table} (5.24 > 1.66). It means that the inquiry based teaching assisted by the boss baby cartoon gave the significant effect on the students' achievement in learning grammar.

CHAPTER V

CONCLUSION AND SUGGESTION

A.Conclusion

After analyzing data, the conclusion were drawn as following:

Based on the data analysis, it was found that there was the significan t effect of inquiry based teaching assisted by the boss baby cartoon. It showed the final result which was prove from the total score of pre-test and post-test before giving treatment ,1645 and 2540 respectively. It was found $t_{observe} > t_{table\ or}$ 5.42 > 1.66 with df = 66 (33+(35-2). Most of students responded well the lesson by using Inquiry Based Teaching assisted by the boss baby cartoon. It was characterized by increase of students'activity in learning grammar. So Inquiry Based Teaching can be concluded to be effective in learning grammar.

B.Suggestion

Based in the conclusion above, the suggestions were staged as the following:

1. It is advisable that teacher should apply inquiry based teaching assisted by the boss cartoon as the alternative in learning grammar.
2. It is suggestion that teacher should enrich their especially by apply inquiry based teaching on the students' learning grammar.
3. It is suggestion that the students are able to teaching grammar by applying inquiry based teaching assisted by the boss baby cartoon,to be better in grammar and also to enrich the idea memorize of learning grammar.

4. The other researcher should consider observing this writing as their orientation to make another research about the same topic.

5. The teacher should make learning process enjoyable, because the students love to watch and learn best when they enjoy themselves.

6. The researcher hopes the school institution can support the teacher to create enjoyable,fun and interesting situational in learning.

7. The students who were taught by using inquiry based teaching assisted by boss baby cartoon got better achievement than the students who were taught by using listening team technique

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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 : Nina Baijura Berutu
NPM : 1502050072
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 156 SKS IPK= 3,65

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
18/03/2019	The Effect of Using Inquiry Based Teaching Assisted by The Jurassic Boss Baby Cartoon on the Students' Achievement in Learning Grammar	
	Transtivity in Political Discourse A Study The Major Process Type in 2019 of Donald Trum Speech	
	An Analysis Transtivity in Discourse Analysis of Skinny Fabs	

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

Medan, 18 Maret 2019
Hormat Pemohon,

Nina Baijura Berutu

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

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Webside : 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	:	Nina Baijura Berutu
NPM	:	1502050072
Pro. Studi	:	Pendidikan Bahasa Inggris

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

The Effect of Using Inquiry Based Teaching Assisted by The Boss Baby Cartoon on the Students' Achievement in Learning Grammar

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Rita Harisma, S.Pd, M.Hum Acc 10/04-2019

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

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

Medan, 10 April 2019
Hormat Pemohon,

Nina Baijura Berutu

Keterangan
Dibuat rangkap 3 :-
- Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

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

Nomor : 927 /II.3/UMSU-02/F/2019
Lamp : ---
H a l : 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	:	Nina Baijura Berutu
N P M	:	1502050072
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	The Effect of Using Inguiry Based Teaching Assisted by The Boss Baby Cartoon on the Students' Achievement in Learning Grammar.
Pembimbing	:	Rita Harisma, S.Pd, 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 : 22 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 14 Sya'ban 1440 H
22 April 2019 M
Dekan

Dr. H. Elfrianto 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

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Webside : http://www.fkip umsu.ac.id E-mail:fkip@umsu.ac.id

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap	:	Nina Baijura Berutu
N.P.M	:	1502050072
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using Inquiry Based Teaching Assisted by The Boss Baby Cartoon on The Students' Achievement in Learning Grammar

Pada hari Rabu, tanggal 22 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, 25 Mei 2019

Disetujui oleh:

Dosen Pembahas	Dosen Pembimbing
Khairil, S.Pd., M.Hum	**Rita Harisma, S.Pd., M.Hum**

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum

UMSU
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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

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nina Baijura Berutu
N.P.M : 1502050572
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Inquiry Based Teaching Assisted by The Boss Baby Cartoon on the Students' Achievement in Learning Grammar

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15 April 2019	Chapter I	
	- Background	
	- Scope and Limitation	
22 April 2019	Chapter II	
	- Relevant of the studies	
	- Conceptual framework	
10 May 2019	Chapter III	
	- population and sample.	
	- Research Design.	
17 May 2019	Chapter III	
	- Instrument of the Research.	
20 May 2019.	Acc to Seminar Proposal	

Medan, 20 Mei 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Nina Baijura Berutu
N.P.M	:	1502050072
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using Inquiry Based Teaching Assisted by The Boss Baby Cartoon on The Students' Achievement in Learning Grammar

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas 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, 25 Mei 2019
Hormat saya
Yang membuat pernyataan,

Nina Baijura Berutu

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama Lengkap	:	**Nina Baijura Berutu**
Tempat/Tgl. Lahir	:	Medan, 22 Oktober 1996
Agama	:	Islam
Status Perkawinan	:	Kawin/Belum Kawin/Duda/Janda
No. Pokok Mahasiswa	:	1502050072
Program Studi	:	Pendidikan Bahasa Inggris
Alamat Rumah	:	Jl. Perbatasan Lingk. IX Kec. Medan Marelan
Telp/HP	:	0812-6573-7598
Pekerjaan/Instansi	:	-
Alamat Kantor	:	-

Melalui surat permohonan tertanggal, September 2019 telah mengajukan permohonan menempuh ujian Skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya :

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji.
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun.
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya yang menyatakan,

Nina Baijura Berutu

YAYASAN PERGURUAN AL-HIKMAH
SMA SWASTA AL-HIKMAH

Alamat: Jl. Marelan I Pasar 4 Kel. Rengas Pulau Kec. Medan Marelan Telp. 061-6841769 Email: sma_al_hikmah@yahoo.co.id

SURAT KETERANGAN

Nomor : 065/SMA-AH/IX2019

Berdasarkan surat Dekan Bidang Akademik Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 4778/II.3/UMSU-02/F/2019 tentang permohonan melaksanakan Penelitian/Riset untuk pembuatan Skripsi yang bejudul "**The effect of using inquiry based teaching assited by the boss baby cartoon on the students' achievement in learning grammar"**, maka dengan ini yang bertanda tangan di bawah ini Kepala SMA Swasta Al-Hikmah Jl. Marelan I Pasar IV Kel. Rengas Pulau Kec. Medan Marelan Kota Medan menerangkan bahwa:

Nama Mahasiswa	: **Nina Baijura Berutu**
NPM	: 1502050072
Program Studi	: Pendidikan Bahasa Inggris

Adalah benar nama yang tersebut diatas telah melaksanakan kegiatan Penelitian/Riset sejak tanggal 20 Agustus – 30 Agustus 2019 di SMA Swasta Al-Hikmah Medan Tahun Pelajaran 2019/2020, dan mahasiswa tersebut telah memenuhi dan tanggung jawabnya dengan baik.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya.

Medan, 05 September 2019
Kepala Sekolah,

Nuriadi, S.Pd.I

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN
Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: http://perpustakaan.umsu.ac.id

SURAT KETERANGAN
Nomor: 3663../KET/II.9-AU/UMSU-P/M/2019

بسم الله الرحمن الرحيم

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Nina Baijura Berutu**
NPM	:	**1502050072**
Fakultas	:	**Keguruan dan Ilmu Pendidikan**
Jurusan/ P.Studi	:	**Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 21 Muharram 1441 H
21 September 2019 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Webside : http://www.fkip umsu.ac.id E-mail:fkip@umsu.ac.id

بسم الله الرحمن الرحيم

SURAT KETERANGAN

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

Nama Lengkap	:	Nina Baijura Berutu
N.P.M	:	1502050072
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using Inquiry Based Teaching Assisted by The Boss Baby Cartoon on The Students' Achievement in Learning Grammar

Benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 22 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, 25 Mei 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum