

**THE EFFECT OF APPLYING INQUIRY BASED LEARNING (IBL) ON
STUDENTS' ABILITY IN PERSUASIVE WRITING**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2019



BERITA ACARA

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



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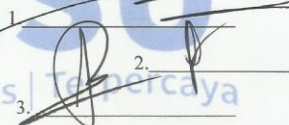
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benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 13, Bulan Mei, Tahun 2019.

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

Medan, Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Harahap, Nurul Cholijah. 1502050252. The Effect of Applying Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing. Skripsi. English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019.

This researcher was conducted to obtain empirical evidence about the effectiveness of the inquiry based learning on student's ability in persuasive writing with population was students at the SMK Pariwisata Imelda Medan tenth grade. The samples were 58 students selected through purposive sampling techniques and classified into two classes, namely the experimental class and the control class. The instrument used in this study was an essay test given in pre-test and post-test. Treatment given to each class was the inquiry based learning strategy in experimental class and lecturing strategy in control class. Score of pre-test and post-test were analyzed by using T-test. The results of the pre-test score of the classes of mean scores were not much different. Meanwhile, the post-test score result showed that the score of experimental class was higher than the score of the control class; the result revealed that the p value of the post-test was 0.026 with a significant level of 5% (0.05). So, it was clearly defined that the application of inquiry based learning strategies affected the students' ability in persuasive writing of students at SMK Pariwisata Imelda Medan at academic year 2019/2020.

Keyword: *inquiry based learning, writing, persuasive writing.*

ACKNOWLEDGEMENTS

Assalamu'alaikum Warahmatullahi Wabarokatuh

In the name of Allah, the most Gracious and most Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW who has brought people from the darkness into the brightness.

This study is submitted to English Education Department Faculty of Teacher Training and Education , University of Muhammadiyah Sumatera Utara as partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd). In finishing this thesis, the writer faced a lot of difficulties. This success would not be achieved without supports, guidance, advices, helps, and encouragements from individual and institution, especially directed to her beloved parents Muhammad Syukur Harahap and Zubaydah Nasution S.Pd who always give her support, advice, motivation, help, goodness, care, and all of things that she need to finish her study. The writer somehow realize that an appropriate moment to the deepest gratitude for:

1. Dr. Agussani, M.AP as a rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the dean of FKIP University of Muhammadiyah Sumatera Utara.
3. Mandra Saragih, S.Pd, M.Hum, as the head of English Department who has allowed and guided the writer to carry out the research, and Pirman Ginting, S.Pd, M.Hum, as the secretary of English Department of FKIP UMSU, and

also as the reviewer who had given suggestion, advice, and critics for the writer.

4. Rini Ekayati, SS, MA, as her supervisor, who had given guidance, dedication, and support during writing this thesis.
5. All lectures especially in English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience during the year of study.
6. The principal of SMK Pariwisata Imelda Medan, Saudin Elson Sitorus, S.Pd, English teacher Adwina Gusyanti Butarbutar, S.Pd, and all of the students of X-Boga1 and X-boga2 who helped the writer during the research.
7. Her beloved brother Wahyudi Harniadin Harahap S.Pd, Amhar Nurdian Harahap, and Raka Al-hafiz Harahap, and all of her family for their moral, support, and prayer.
8. Her beloved friends, Dina Amalia, Hariani, Fauziah Nur, and especially lovely friends, Iga Cyntia Putri, S.AP, Sri Haryati, S.H, Mayzatul Hanisa, S.H, who always support, entertain and giving advice for the writer when she felt down.
9. All of friends in English Education Program Class B afternoon FKIP UMSU 2015 who have support and given much knowledge and great experience.
10. All those people who could not be mentioned thank you for everything.

Finally, it is obviously that this thesis is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better thesis is hoped. The writer hopes this thesis can be useful to all of people.

Medan, September

2019

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing was one of the activities done by the learners of language and one of the skills in language. Nowadays, the government hopes that every school should design learn English more intensive. The students just know that communication was only built from spoken. But communication can be composed by written. Nowadays writing was one of the important skills in studying English, writing has a prominent part in the modern era. For instance are email, blog, text message, and social media and so on.

Writing was even the most difficult skill of all language skill, it was not easy language skill. When write something have to assemble our abilities, knowledge, and experience to join between the word and our thought ourselves into written media. Based on the above thought, Jeremy Harmer states “writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities”. This idea proves how difficult it was to write.

The students should behave skill in the writing processes count the deciding the topic, developed the topic by used some strategies or method, do prewriting, for the first and second draft, revising the draft, and writing the final draft. Writing was one of language skill which is students can deliver their idea in writing form. Writing was often useful as preparation for several other activities especially when students write sentences as opening discussion activities. And

also students need to know how to write letters, but written reports together, reply to advertisement and increasingly to write used electronic media. In brief, the most recording of ours was in writing form.

In reality, writing lessons were one that was difficult for students to understand at the high school level, it was because students do not use English in their daily activities. Likewise with the teaching and learning process, teachers and students also rarely used English. That was why students find it difficult to do exercises related to writing skills. And the teacher does not help by using strategies that were critical thinking. Therefore students have difficulty compiled good and correct writing as expected.

These were some of the factors that cause students difficulties or fail in writing tests. First, internal factors, namely lack of motivation in carrying out English learning, if students were given high motivation make them more confident in expressing opinions and writing these opinions in writing. That was what enhances students' writing skills. Secondly, from an external factor which was the students have difficulty because of traditional learning methods especially when teaching about persuasive writing and causing them difficulty in putting a sentence into paragraphs.

In the previous study from (Nurtalina: 2013) From previous research shows that students were more active and more motivated in improving students' writing skills used the IBL strategy in the learning process of writing. In this study, the Inquiry-Based Learning strategy was one of the effective ways in improving students' ability to write. The strategies make the teaching and learning process by

used observation and seek information themselves, discuss with classmates, share information and opening a question and answer session to all students when the learning process teaches in class.

This strategy helps students to be capable to write with it. English teachers must able to provide a variety of interactions and feedback in the classroom. Teachers should be more creative in teaching so students were better able to come up with brilliant ideas in their writing. One strategy that was able to realize that was by used the Inquiry-Based Learning strategy during the learning process. Inquiry is a core part of constituent-based learning. Knowledge and skills obtained by students are expected not to result in remembering the facts, but the results of finding themselves. The teacher must always design activities that refer to discovering activities, whatever material they teach.

In this issue, it was very important to repair the writing ability of students, especially persuasive in senior high school. This study tries to find alternative ways for students to be able to improve their writing skills with Inquiry-Based Learning strategies and to see the effects of those strategies in learning writing skills.

B. Identification of the Problem

The problems of this research can be identified as follows:

1. The strategy used by the teacher was not interesting.
2. The students have difficulty understanding for teaching persuasive writing.

C. Scope and Limitation

From the identification of the problem above, the researcher focus this research only effect of used strategy of Inquiry-Based Learning on the students' achievement in writing. The kind of writing in this research was persuasive writing.

D. Formulation of the Problem

Based on the delimitation above, the problem of this research was formulated as follows: is "there any significant effect of Inquiry-Based Learning on the students' achievement in persuasive writing?"

E. The Objective of the Study

The purpose of this study was to find out whether there was any effect of Inquiry-Based Learning on student learning achievement in persuasive writing.

F. The Significance of the Study

a. Theoretically

This study was hopeful to be able to contribute and provide empirical evidence to support the effect of strategy Inquiry-Based Learning on students' achievement in persuasive writing.

b. Practically

This is the benefit that was expected to be taken from in this study. Generally, the advantage of this research was that it provides information about the

effects seen by senior high school students when used Inquiry-Based Learning strategies in the learning process of writing. The advantages of the study were as follows: (1) The teacher can motivate students to encourage their persuasive writing through the used strategy Inquiry-Based Learning. (2) The teacher can use the material easier and the teachers have a new strategy to teach persuasive writing through Inquiry-Based Learning. (3) The students were able to raise their achievement in persuasive writing. (4) The student can interest the learning process because it was more enjoyable. (5) The research was expected to be a reference for other researchers and gave the sources of information.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter describes some theories and learning that was built from existing hypotheses in this study. What was discussed in this chapter was divided into several main sections, namely: theoretical framework, conceptual framework, previous study, and hypothesis.

1. Writing

Writing is the process of changing words into sentences and form sentences into paragraphs, and which have interrelated meanings. The sentence or paragraph is the result of the idea of someone trying to describe an opinion that people want to see or only this reader knows information. (Hedgcock: 2005) Systematic writing involves the construction and transmission of knowledge used as interactive communication with clear aims. Argue that music and writing cannot be separated. How can music be called complete music if it doesn't have lyrics? And finding the lyrics is by writing and thinking of stringing words. Maybe there is also music without lyrics. Likewise, writing music can be used as a mind refreshing drug and fatigue remover. Harmer said that “They can write about how a piece of music makes them feel or write stories that the music tells them to write” (Harmer: 2004).

(Osima and Hogue: 2006) said, “that writing is a process”. The expert proposes that the writing process is divided into four stages. The first is

prewriting: a writer must be able to choose a topic and gather the information he wants to write. The second is to determine the idea to be bigger. The third is to write a free concept in this case the writer does not pay too much attention to punctuation but still follows the ideas that have been built larger. And the fourth is to correct a word or sentence and polish the wrong one in the previous stage.

Statement is one type of paragraph development in writing written with the aim of convincing or persuading the reader. In writing, content arguments can be in the form of objective explanations, proofs, reasons, and reviews which include examples, analogies, and causation. The component in the argument that enforces the reader's trust in the author's competence. The principle of persuasion can be included in the principle of authority and liking. Insight, ethics, and character of people who convey arguments must be convincing. Boardmand said that "Writing is finding good ideas to support your statement" (Boardmand: 2008).

The above definition shows that writing is a productive thinking skill, composing sharing sentences and revising by paying attention to some content such as originality, style, accuracy, fluency or using the form of discourse by the message conveyed on each page.

2. Writing Process

In the teaching of writing, we can either focus on the product of that writing or on the writing process itself. When concentrating on the product, only interested in the aim of a task and the end product. As we shall see below,

consideration of the written genre has a lot in common with a product approach to writing.

According to (Aquilina: 2009) teaching students in writing by producing accurate texts for academic purposes must begin with teaching the writing process. The writing process according to Aquilina is started “consist of drafting, revising, conferencing, editing, proofreading and publishing”.

(Harmer: 2004), say that “this pays attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, re-drafting and finally producing a finished version of their work, a process approach aims to get to the heart of the various skills that most writers employ - and which are, therefore, worth replicating when writing in a foreign language. Indeed, it might be possible to argue that editing and re-drafting are even more important when we are writing in a foreign language than when we are writing in our first language”.

In line with Harmer, (Oshima and Hogue: 2006) states “that there are four-step of process writing. The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting because you do the step before you start writing. In the second step of the writing process, the planning stage, you organize the ideas into an outline. The third step in the writing process is writing the rough draft. Follow your outline as closely as possible, and don't worry about grammar, punctuation, or spelling. A rough draft is not supposed to be perfect. The fourth step in the writing process is polishing what was written or revising and editing sentences that do not go according to

direction”. Polishing is successful when performing the following steps, firstly spreading out the big problem of content (revising), and secondly editing the grammar and punctuation to match the intended sentence (editing).

Based on the theories above can be concluded that three stages must be considered in writing, namely: pre-writing, writing, and rewriting. Pre-writing is a step for the writer to do stimulating activities in thinking. Writing is a step to pour out ideas by organizing the sentence in a paragraph. Rewriting is the final step that makes writing better by editing sentences that are wrong or not by what is intended and revising all forms of punctuation.

3. The Objective of Teaching Writing

The objective of teaching writing refers to the main objective of writing determine by Harmer “In the context of education, it is also worth remembering that most exam, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency to measure their knowledge. Being able to write is a vital skill for ‘speaker' of a foreign language as much as for everyone using their first language. Training students to write thus demands the care and attention of language teacher” (Harmer: 2004).

In the process of encouraging students to gain skills in writing activities, teachers are certainly given guidance in teaching namely syllabus as a reference. However, in actual teaching activities, teachers have their materials or methods in teaching. Therefore, the teacher must be able to adapt the material into the syllabus. Based on the above statement, the purpose of teaching students to write

in the syllabus is the process of helping students to express themselves in the form of functional texts and short essays that are close to daily life. Therefore the teacher must be smart in stimulating students to be able to express themselves in written form.

4. Effective Techniques for Teaching Writing

Concerning the effective technique for teaching writing, (Nunan: 2003) this section presents some techniques and tasks you can use to teach writing. All of these techniques are part of what has been called the process writing.

The “process approach or process writing” serves today as an umbrella term for many types of writing courses. What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than through a single-shot approach.

These activities serve to encourage brainstorming, drafting, writing, feedback, revising, and editing in a cyclical fashion. These types of activities push the idea that learning to write is more than creating a final product; it is the learning of a series of skills leading to that product. Invention techniques: brainstorming, word mapping, quick writing, drafting, editing. Teachers often feel a tension between preparing students a topic for writing and allowing students to formulate their topics. Whichever you decide upon, students will have to come up with ideas to use in their assignment. These ideas will not come fully formed, so it is helpful to provide activities that allow them to "think on paper." In this way, they can develop their thoughts before spending time writing a more formal essay.

Finally, it helps students understand the writing process well, by understanding the paths that make writing easier such as invention, drafting, review, revision, and evaluation. By reflecting on the experience of the teacher by ever writing something or when he was still an active student in writing scientific papers. It can illuminate the path students will walk when they become proficient writers in English.

5. Persuasive Writing

Every writing both short and long writing like a novel must be written for various reasons. Maybe the author's purpose is to tell stories for the sake of describing someone or a place or something that could be of selling value. And it can also encourage readers to do something. (Peter: 2011) Peter stated that persuasive writing is all goals that must produce an outcome. In a business, this is very important, if you do not get results why you write.

(Quenley: 2005) “Persuasive writing attempts to convince the reader that a particular idea has merit. The tone of your writing reflects your attitude toward the subject. Depending on your purpose, the tone of your composition changes. It might, for example, be straightforward, sarcastic, outraged, or mysterious. Tone is a major ingredient of style. It sets the mood of your composition. All of these require some sort of response from the teacher hence they need to be persuasive. Even fiction writing needs to be persuasive. The author must convince an audience that the fiction is real. If there is no suspension of disbelief, the author has failed”.

6. Genre of Persuasive Writing

The explanation of genre persuasive writing from book *writing clues for better writing competence* (Pardiyono: 2006)

Table 2.1
Genre of Persuasive Writing

No	Genre	Communicative Purpose	Topics and Text Development Clues
1	Adversative, description, exposition	Advertising a house for rent; Persuading someone to something	For rent Think that you have two different houses. One is where you in right now and the other one is located somewhere else. (you can have a brochure about it from housing developer). Write down an advertisement about a house for rent that include: Short description of your house, good point about it, that rent per month, the location, and how to reach you as the owner. (to help you, find an example of an advertisement of a house for rent in the newspaper).
2	Adversative description	Persuading people to do things	Come and visit You work in a tourism department and are going to advertise your city to any foreign tourist to make them interested to come and visit. Write about the beauty of your city and any interesting place of interest to attract them to come. The information that

3	Exposition	Exposing an argument about controversial issues	<p>should be included is about the followings:</p> <ul style="list-style-type: none"> a) The name of your city b) The location c) The weather d) The best time to visit e) What tourist should do f) What tourist should avoid g) Good place for souvenirs h) Good place for meals i) Hotels to stay in j) Your suggestion for them to do or not to do <p>Superfluous policy! Find out and get well informed about one of the city council's policies which you think ineffective and disadvantageous to most people. Expose your disagreement and provide with sufficient rational reasons</p>
4	Argumentative exposition	Exposing the preferences	<p>The place that I like better Write about your preference; whether to live in the city or the country or village. Expose your reasons so that other people will acknowledge your choice.</p> <ul style="list-style-type: none"> a) Good and bad points about living in the city b) Good and bad points living in

			country or village c) Your preference to live and the reasons why
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7. Writing Assessment

To be a guideline for evaluating the results of student writing. Directive of assessment, according to Sugiyono: 2015.

Table 2.3
Writing Assessment

Aspects	Criteria	Scores	Criteria
Content	Content compatibility with the title	1-5	1. Very Poor 2. Poor 3. Fair 4. Good 5. Excellent
Organization	The Coherence of Text	1-5	
Vocabulary	Vocabulary writing.	1-5	
Language Use	Text writing	1-5	
Mechanics	Neatness	1-5	

8. Inquiry-Based Learning

According to Samuel in his book, “Inquiry-based learning (IBL) is a pedagogical approach that engages learners actively in a knowledge-building process through the generation of answerable questions (Harada and Yoshina: 2004). This approach is related to problem- and project-based learning, in which learners adopt an inquiry mindset in addressing epistemic issues or in developing and completing projects with a relatively open-ended set of answers. Such pursuits can occur within the context of short-term (e.g., single session) engagement, or longer-term (e.g., semester-long) assignments. Such learning scenarios may be structured formally or informally, and take on myriad forms.” (Samuel: 2017).

For sample, “IBL project may comprise an interest-driven research question developed by the learner, assigned in a school context. It may involve a more structured problem-based scenario designed by an educator or researcher to teach learners septic sciatic or mathematical principles, requiring the learner to engage in inquiry, subject knowledge immersion and perhaps research and creation of an artifact for completion of the task. It could also present itself as a more open-ended interest-driven project in which learners pursue an idea or question that taps their innate curiosity (whether in or out of school). Such inquiry-based tasks share a theoretical underpinning in social constructivism, presuming that learners are active agents in building knowledge through constructing their understanding and through meaning-making, which requires them to have an inquiry mindset. Research has found that more formalized, well-designed inquiry-based approaches are effective in promoting positive learning outcomes such as deep thinking, knowledge application and logical reasoning” (Samuel: 2017).

(Pedaste: 2006) said Inquiry-based learning emphasizes active participation in wanting to find problems and knowledge of those problems. in a process like this, students are allowed to learn independently and freely understand a lesson and will be discussed if students feel confused.

Besides, (Trianto: 2011) inquiry is a core part of constituent-based learning. Knowledge and skills obtained by students are expected not to result in remembering the facts, but the results of finding themselves. The teacher must always design activities that refer to discovering activities, whatever material they teach.

9. Process of Inquiry-Based Learning.

In addition to ensuring that teachers and students are mentally and conceptually ready in Demand-Based Learning. It is very important to be implemented by the curriculum and abilities of students. Because Inquiry-Based Learning covers a certain period, each lesson must be reviewed in advance and completed to ensure that the learning process runs well and regularly.

Similar with Trianto's statement, Mendesain Model Pembelajaran Inovatif-Progresif (2011 : 114) States that the basis of the Inquiry-Based Learning strategy has four stages, namely: (1) Formulate the problem (ask) It starts with the students' curiosity to find a problem, meaningful questions that try to be understood and a high desire to understand real-life experiences. Students begin to define or describe a question or problem that they encounter in learning and that is what the focus is at this stage. (2) Observe: At this stage students begin to gather some information from the questions they answer, such as: studying, observing, experimenting, observing, researching resources, interviewing (3) Analyze: discuss and present results in writing, images, reports, charts, tables, and other works. At this point in the scope of the Inquiry, students try to share ideas with their friends. Students begin to become curious by asking questions or investigating their own experiences. The knowledge they learn together is a way to build a good community. And more meaningful investigations with students begin to take on a broader relationship in the context of the learning community. (4) Communicate: or present the work to readers, classmates, teachers, or other audiences. Give a little time to go back to reviewing the questions, research paths,

and conclusions made by students. Students pay attention to what has been preceded, return to making observations, and may make new decisions. That's how the Inquiry process continues.

(Samuel: 2017) “Eight-step guided inquiry design (GID) process is eight ways that teachers can do to provide information for teachers to take action when implementing Inquiry strategies in the school. Although their framework is theoretical, when composited with Harada’s examples of project-based learning design, this guide is very easy for teachers”.

Table 2.2
Process of Inquiry-Based Learning

Learning Goal	Instructor’s Task	Students Performance Task
Stage One: Opening		
<ul style="list-style-type: none"> a. Introducing the project b. Setting the scene and direction c. Arousing students’ curiosity d. Establishing the topic domain 	<ul style="list-style-type: none"> a. To introduce the project goals b. To introduce a board topic c. To arouse students’ curiosity d. To facilitate student interaction and clarify misconception 	<ul style="list-style-type: none"> a. To interact with the educator to develop a shared understanding of the project and its goals, and primary topic domain b. To collaborate with peers in addressing the given question prompts c. To write a short reflection individually, followed by group sharing
Stage Two: Immersion		
<ul style="list-style-type: none"> a. Reflection on the topic b. Building background knowledge c. Connecting ideas to content 	<ul style="list-style-type: none"> a. To encourage student input and questioning, and offer perspective that help redirect student along 	<ul style="list-style-type: none"> a. To build personal meaning into the project through connection with personal linkage b. To understand key

d. Guiding further investigation into the issue	appropriate of inquiry b. To acclimatize students to available resources	resources provided c. To discuss the issue and key concepts
Stage Three: Exploration		
a. Allowing students to pursue interesting ideas through the initial phase of exploratory research and review of sources	a. To conduct library instructional session on basic research method b. To facilitate student interaction with resources, creation of inquiry logs and idea-sharing with peers	a. To browse information from books, journals, periodicals, videos, and credible website b. To keep an inquiry log and share ideas discovered with class
Stage four: identification		
a. Identification and construction of important inquiry questions based on students' background knowledge b. Formation of groups for further investigation into the inquiry questions	a. To guide student library instructional sessions on basic research method b. To facilitate student interaction with resources, creation of inquiry logs and idea-sharing with peers	a. To identify issues and share ideas by referring to the inquiry journal and log b. To select a topic, either individually and come up with a clearly articulated focus inquiry question
Stage Five: Searching		
a. To conduct research through locating, evaluating and using information that leads to creation and deeper learning b. To refine and develop research skills through the ongoing guidance of the school librarian	a. To reach students how to locate, evaluate and utilize information b. To facilitate student interpretation and synthesis of a wide range of information c. To help students broaden/narrow their scope if needed, and guide them along more fruitful paths of inquiry	a. To research for and record information that is specific to their inquiry question, and learn new information-seeking skills while doing so b. To evaluate primary source collected according to the criteria established c. To organize and compile than analyze and interpret

		the information. Either individually or together with the team
Stage Six: Creating and Evaluation		
<ul style="list-style-type: none"> a. Students construct deeper understanding through summarizing, interpreting and extending the information to draw some conclusions b. Though effective expression of message of their own regarding the topic in creative artifact, students demonstrate their knowledge and learning 	<ul style="list-style-type: none"> a. To encourage students to go beyond fact-finding and move into deeper synthesis and reflection b. To give feedback accordingly c. To introduce a possible format of presentation and provide technical assistance when necessary 	<ul style="list-style-type: none"> a. To develop and construct the central message for their artifact based on research b. To formulate the design and an action plan their presentation, and to organize and project-manage this work accordingly c. To conduct regular peer evaluations d. To submit their group's draft for feedback and revision
Stage Seven: Sharing		
<ul style="list-style-type: none"> a. Students effectively communicate and share the product they have created with other students and/or a wider audience b. Students learn from one another's presentations demonstrating distributed cognition 	<ul style="list-style-type: none"> a. To encourage students who lack confidence in presenting their ideas in front of others b. To observe, evaluate and give constructive feedback for student improvement c. To create opportunities for all students to give feedback to presenting groups d. To draw out and compile interesting ideas in each presentation and discuss them with students 	<ul style="list-style-type: none"> a. To present their finding to the teacher and their classmates b. To give feedback to their peers, learn from one another's comments, and self-reflect c. To participate in a discussion for evaluation of their own group's performance in the presentation through oral and written reflection

Stage Eight: Evaluation		
<p>a. Students will receive feedback through effective communication with educators, and identify ongoing areas for continued growth</p> <p>b. Students will participate in self-assessment to more fully internalize their areas of strength and weakness</p>	<p>a. To set up a conference with each student to guide them in their self-assessment</p> <p>b. To design rubrics and self-reflection worksheet as tools to evaluate students' learning progress and assign grades for the work</p> <p>c. To discuss students' performance with the team for the team's evaluation</p>	<p>a. To discuss with teacher their performance throughout the inquiry learning process and what they feel about it</p> <p>b. To complete the self-reflection worksheets for self-evaluation on both the content learned and the learning process</p>

10. Procedure in Inquiry-Based Learning.

(Gillian: 2017) Gillian states the use of the term inquiry-based learning (IBL) is the 'easy' choice that benefit the teacher because once they have explained the task, it is up to the students to complete it with a minimum of input from the teacher. There are several advantages. (1) Inquiry-Based Learning is a very flexible strategy and works well for tasks or projects that are gradually limited or that have a wide range of research that includes creatures. However, the teacher needs to match or plan the strategy stages so the teacher can guide students in appropriate learning. (2) The teacher will be able to find interesting things such as students who do not respond well to the teacher or have difficulty when memorizing a lesson and when the teacher applies the Inquiry strategy well the problem will be seen, so the teacher's focus also begins to focus on students who have difficulty. With the scope of the Inquiry, students can rebuild their confidence with the help of teachers who understand the strategy. (3) Traditional

learning tends to be very vertical, a class learns a variety of lessons in a temporary time such as learning arts and culture, after that mathematics, then geography and much more. Inquiry-Based Learning is a good process to help students meet the standards and strengthen the skills they must learn with a temporary time. Traditional learning only races sharply on students' cognitive growth. While inquiry-based learning both strengthens cognitive, physical and emotional growth.

(4) Inquiry-based learning is particularly well-suited to collaborative learning environments and team projects. You can create activities in which the entire class work on a single question as a group (just be sure that the whole group truly cares about the question) or in teams working on the same or different question. Of course, inquiry-based learning also works well when teachers have decided to let each student develop an individual project when doing so, however, be sure to incorporate some elements of collaboration or sharing.

(5) An inquiry-based learning approach can work with any age group. Even though older students will be able to pursue much more sophisticated questions and research projects, build a spirit of inquiry into activities whenever a teacher can, even with the youngest, in an age-appropriate manner.

(6) The application of Inquiry-Based Learning confirms the experience and knowledge possessed by these students is a provision in learning that will take place so that students confidently feel ready to give an opinion relating to the lesson to be learned.

The role of a teacher is, according to the trope, limited more to behavior management than teaching the skill of inquiry. For successful IBL to take place, teachers themselves must first become 'inquiry literate' and then provide

opportunities for students to engage in inquiry at a personal, individual level. The focus of this is to explore how a teacher can contribute to the effective education of students through inquiry-based teaching. In particular, it examines the multiple roles and concerns with which a teacher is involved in the process of engendering IBL. In that context, it is appropriate to commence with an example of an IBL program that is very clear in its explanations and attitudes towards the role of the adult educator. Inquiry-based teaching, as much as IBL, depends upon the teacher being comfortable in giving up both the title and implied authority of that very name and becoming a coach, mentor, facilitator and critical friend.

To apply the strategy Inquiry-Based Learning, the teacher is not given the direction of the lesson, so the students should seek what the problem of the lesson and try to find out the answer by themselves. The teacher just as a facilitator and should be guided the students to more critical thinking about their lesson. The process of critical thinking usually from the question and answer between the teacher and students. So the main requirement to used this strategy the teacher should give a question about students' lessons to make their more active and critic about the lesson and also to make students more confident to give opinion.

11. Lecture Method

The lecture method is the oldest teaching method and is often done by teachers. This method refers to the explanation of the topic to students. The emphasis is on the percentage of content by the teacher himself. In this method

the teacher is more active and the students are passive but the teacher occasionally asks questions so that the attention of the students is maintained.

This method is the simplest method done by the teacher and there are not many rules in implementing it. This method trains students in listening and listening to instructions. This method also provides an opportunity for the teacher to clarify an idea and emphasize a significant idea, and also influence students in looking at something. This method is useful in large classes, but also has limitations. This makes students passive listeners. Blocking students' movement in opinion and little room for students to do activities. This is contrary to the principle of learning while doing, this method becomes monotonous for students. This method is useful in large classes, but also has limitations. This makes students passive listeners. Blocking students' movement in opinion and little room for students to do activities. This is contrary to the principle of learning while doing, this method becomes monotonous for students.

Though this method has much limitation but still it is the most used method. The lecture method can be made effective by using following points matter should be arranged properly. Teacher should have process in between the lesson. These should be abundant repetition of the topic. The teacher should encourage the students to ask questions teaching aids should also be used to make the lecture effective. The content of the lecture should be logical and according to the standard of the students. Thus, conclude that the lecture method can be very effective, if it is made more interactive and interesting for students.

B. Conceptual Framework

In this study, researchers gave the application of Inquiry-Based Learning in providing classroom learning to students. By used Inquiry-Based Learning, students were required to complete questions that fit the object being studied. Then they try to give ideas related to the questions raised by their teachers until they find the right answers and agree together. By providing a strategy like this will make students more motivated in completing their lessons and was more curious about the exact answers they will be discussed. The application of Inquiry-Based Learning was expected to improve the writing skills of students by obtaining a good score when writing tests with their teacher.

Contrary to the statement above, a class that does not apply the Inquiry-Based Learning strategy has difficulty in developed ideas in the heads of students. And more need an explanation about the material to be studied. Students gave their answers without being able to express them openly and it is difficult to discuss with their friends. In such a process students only do the directions in the books they used in learning. That way not all students become motivated to complete their training because of monotonous learning. Monotonous learning that only relies on the direction of the book will make it difficult for students to improve their writing skills because the ideas they want to write were still confused to develop them and result in their writing skills were low.

Based on the discussion above, a suggested strategy for improving students' writing skills is by applying the Inquiry-Based Learning strategy in the classroom. Especially for persuasive writing lessons that require a lot of ideas and how to get

those ideas must use strategies that are suitable and good. Also, this hope the strategy helps learning be more effective and can help students improve writing skills. Learning with Inquiry-Based Learning offers various benefits to teachers, students and the learning process that was getting better.

C. Previous Relevant Study

Some researchers have conducted inquiry-based research in teaching students' writing skills in junior high. The results of the study show good effectiveness used these strategies. One of the completed studies was carried out from (Nurtalina: 2013) in her research entitled "The Effect of Using Inquiry-Based Learning Strategy in the Writing Ability of The Eighth Grade Students of SMP Negeri 1 Prambanan Klaten". In her research, the researcher uses the application of Inquiry-Based Learning to improve students' writing skills in second-year students of SMP N 1 Prambanan Klaten. The research design used in this study was quasi-experimental quantitative research design. This research shows that Inquiry-Based Learning can improve students' ability to write and make students more motivated and more active in learning and solving problems.

This research was very important because the strategies used are very capable of improving students' writing skills. That's because the Inquiry-Based Learning strategy focuses on observing and searching for information. Discuss, share gave questions and try to be answered by allowing yourself to discuss with the group and discuss what answers are correct. Thus, if there is one student who does not understand the material being taught or lags behind the material, the student can

ask his friends to solve the problem. By using the Inquiry-Based Learning strategy has been proven effective in improving skills, especially in writing. With the results of research that showed a good improvement in student activity in writing when the teaching and learning process compared before used this strategy.

D. Hypothesis

The hypothesis of the research are formulated as follow :

1. Ha: the use of strategy Inquiry-Based Learning have any effect on students' writing persuasive
2. H0: The use of strategy Inquiry-Based Learning have not any effect on students' writing persuasive

CHAPTER III
METHOD OF RESEARCH

A. Location

The study conducted with estimates from July until August 2019 at SMK Pariwisata Imelda Medan. It was located on Jl. Bilal Pulo Brayan No. 52 Darat I, Kec. Medan Timur. The reason for choosing the school was that the students in the school seem difficult to learn about persuasive writing because of less motivation and the traditional method when teaching persuasive writing.

B. Population and Sample

The population of research taken from the first year of students of SMK Pariwisata Imelda Medan in academic year 2019/2020. The total numbers of the population are 134 students, consist of 5 classes.

Table 3.1
The Population

No	Class	Number of Students
1	X- Busana	17
2	X-Kecantikan	31
3	X-Akomodasi Perhotelan	28
4	X-Boga1	30
5	X-Boga2	28
	Total	134

The samples were 58 students selected through purposive sampling techniques was part of total characteristic that the populations have. So, the researcher took X-Boga1 consist of 30 students as experimental class and X-Boga2 consisted of 28 students as the controlled class.

Table 3.2
The Sample

No	Class	Sample
1	X-Boga1	30
2	X-Boga2	28
Total		58

C. Research Design

The design of this research was Experimental Quantitative with experimental and controlled class. One group treated as the experimental class and other group treated as the controlled class. In the experimental class, and applied the used of Inquiry-Based Learning as a strategy in teaching while in controlled class used conventional teaching strategy.

That was used pre-test and post-test design in both experimental and controlled class. The aim to find out used Inquiry-Based Learning in enhancing students' writing. To get the effectiveness significant by compared the pre-test and post-test both of experimental class controlled class. The research design in this research can be seen as follow:

Table 3.3
Design of Research

Class	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Inquiry-Based Learning	✓
Control Group	✓	Lecture Method	✓

D. Instrument of the Study

The instruments were used by the researcher in this research, the instrument was an essay test. The instrument of the researcher was testing which had purpose to figure out several students' effect in persuasive writing which consists was an essay type text consisting of one question to both pre-test and post-test. The pre-test intended to find out the students' achievement of English persuasive writing while the post-test will intended to find out the student's writing persuasive improvement after the treatment given. The content of pre-test was the same as the content of the post-test. Test divided into two forms, pre-test, and post-test.

E. Technique of Collecting Data

1. The Pre-Test

The experiment and control class gave Pre-Test and the taken to judge the results of Pre-Test. The Pre-Test was conducted on July-August at SMK Pariwisata Imelda Medan.

2. The Treatment

The activities of the experimental class start from July until August 2019. In the experimental class, the treatment gave by used Inquiry-Based Learning in teaching writing especially in persuasive material, while the activities in control class start July until August 2019. The control class was only given conventional technique without used Inquiry-Based Learning in teaching writing.

3. Post-Test

The post-test conduct after the treatment, the aim was to test their understanding of persuasive writing, it held in August 2019 in Experimental class and August 2019 in Controlled Class.

F. Technique of Data Analysis

That research used the data from students' tests to find out the result of students' writing persuasive knowledge by used Inquiry-Based Learning in the experimental class, then without Inquiry-Based Learning in the control class. After all students' scores are obtained, then conduct prerequisite data analysis: normality and homogeneity. The normality and homogeneity test was tested by used SPSS V21. After analyzed normality and homogeneity test, then use the T-test to find out the differences between students' scores taken from pre-test and post-test in each class of experimental and control class.

To find out the effect of used Inquiry-Based Learning on the students' ability persuasive writing, mean of the experiment and control class compared by used t-test, as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

t = test of significance

\bar{X}_1 =	mean score of the experimental group
\bar{X}_2 =	mean score of controlled group
S_1 =	sum square of the experimental group
S_2 =	sum square of controlled group
n_1 =	number of students of the experimental group
n_2 =	number of students of controlled group

1. The Statistical Hypothesis

After obtaining the t-test, then compared t-test and t-table. Testing hypothesis used criteria with a significant degree of 5% or 0.05. The conclusion was obtained as follows:

- $H\alpha$ is accepted if $t_o > t_{table}$ or if the sig. (2-tailed) < 0.05 .
- H_o is accepted if $t_o < t_{table}$ or if the Sig. (2-tailed) > 0.05 .

The hypothesis of this research were :

- a. Alternative Hypothesis ($H\alpha$): "There is a significant difference in students' ability in persuasive writing between students who taught by used Inquiry-Based Learning and students who taught without used Inquiry-Based Learning".
- b. Null Hypothesis (H_o): "There is no significant difference in students' ability in persuasive writing between students who taught by used Inquiry-Based Learning and students who taught without used Inquiry-Based Learning".

2. Validity

The validity of a test refers to the degree to which what is measured what intended. There were several aspects of the validity of a measure that should be checked. To find out the validity of the test we can use product-moment correlation by Pearson:

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

N = Number of samples

$\sum X^2$ = Score item

$\sum Y$ = Total scores

r_{xy} = Correlation coefficient

To interprets the test validity price, consult the price at the criticism price of r at product-moment, $\alpha = 0.05$. If $r_{count} > r_{table}$, so the item is valid.

3. Reliability

To find out the reliability of the test, we can use the Kuder Richardson-21 formula. The formula can be seen as follows:

$$r_{11} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

Where :

K = The number of test items

M = Mean of the score

S = Standard deviation of the score

4. Normality Test

Normality test is done to know whether the data that got from the sample have a normal distribution or not. In this research, the normality test will be done by using *Lilifors* test. After getting L_o , it is compared to $L_t\alpha - 0.05$ the characteristics of *Lilifors* test is:

- If $L_o < L_t$ = data is normal
- If $L_o > L_t$ = data is not normal

5. Homogeneity Test

Homogeneity test was done to know whether the sample was homogeneous or not. A homogeneity test was done in this research is *the Levene* test. After getting the F_o , it will be compared to $F_t\alpha - 0.05$ the characteristics of *Levene* test:

- If $F_o < F_t$ = data is homogenous
- If $F_o > F_t$ = data is heterogeneous

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

In this section, describe the results of research using statistical descriptions. Provide tests because tests were primary data that must be collected to be used to collect data. Two of the classes, namely the control class and the experimental class were obtained. Test results from both classes consisted of pre-test given at the beginning to the students and post-test given at the end of the study.

The following were the results of descriptive statistics from the tests conducted in each class.

1. Students' Score of Pre-Test and Post-Test in Experimental Class.

In this study took an experimental class was Class X-Boga2 at the SMK Pariwisata Imelda Medan, which consists of 30 students in pleasure. The pre-test was done to find out how to understand the students' work on an essay by writing on a paper by the instructions given before used the Inquiry-Based Learning strategy. Based on the pre-test the mean score obtained by the students was 59.00 and the lowest score obtained by the students was 28, while the highest score obtained by the students was 84. After obtained the pre-test data, obtained treatment for the experimental class done used the Inquiry-Based Learning strategy.

After the strategy was done well, that can finally do a post-test to the students. Post-test conducted showed different results from the results before applied the Inquiry-Based Learning strategy, the difference was seen after

compared the pre-test results with the post-test results. In the experimental class, the mean score increased to 84.57 with the lowest score of 65, while the highest score obtained by students was 100. After the pre-test and post-test data obtained could describe the mean range from pre-test to post-test was 25.57. The results of the pre-test and post-test have done can be seen as follows:

Table 4.1
The score of Pre-Test and Post-Test in Experimental Class

Students	Pre-Test	Post-Test
AJ	28	65
AJH	52	80
AH	72	75
AFH	68	80
CER	40	85
DD	56	80
DNW	52	75
DDY	56	100
DA	52	80
FN	56	80
GA	60	85
IA	64	100
JHS	56	95
MRL	76	100
NHP	60	70
NA	72	95
NI	60	80
RA	44	75
SA	80	85
SN	68	85
SJ	52	80

SR	52	85
SM	60	100
SWR	84	100
TA	48	80
TAA	52	75
YAW	48	80
YD	84	100
Total Score	1652	2370
Mean Score	59.00	84.57

Based on the results seen from the pre-test and post-test above, it can be concluded that the Inquiry-Based Learning strategy affects improving students' writing skills.

a. The Result of Pre-Test in Experimental Class

Additional results from pre-test in class X-Boga2 as the experimental class could be seen in the table below.

Table 4.2
Table of Data Statistics of the Pre-Test Result in Experimental Class

N	Valid	28
	Missing	0
Mean		59.00
Median		56.00
Mode		52
Std. Deviation		13.092
Variance		171.407
Range		56
Minimum		28
Maximum		84
Sum		1652

From the table above, we can see the number of students in the experimental class was 28 students. The mean score obtained was the total of the scores of all students and divided by the total number of students, the result was 59,00. The median obtained by was the value that was separated from the highest score and the lowest score, from the pre-test median score, was 56.00. Mode was a score that often appears and the researcher gets the result of mode was 52. The standard deviation of the obtained data was 13.092. Variations in student scores from the pre-test were 171.407. To find out the range of data calculated from the highest score data to the lowest score, the maximum score of the pre-test was 84, while the minimum score was 28. Based on table 4.2 above, that can make a frequency table. Distribution scores from student scores can be seen as follows:

Table 4.3
Table of Frequency Distribution of the Pre-Test Result in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
28	1	3.6	3.6	3.6
40	1	3.6	3.6	7.1
44	1	3.6	3.6	10.7
48	2	7.1	7.1	17.9
52	6	21.4	21.4	39.3
56	4	14.3	14.3	53.6
60	4	14.3	14.3	67.9
64	1	3.6	3.6	71.4
68	2	7.1	7.1	78.6
72	2	7.1	7.1	85.7
76	1	3.6	3.6	89.3
80	1	3.6	3.6	92.9
84	2	7.1	7.1	100.0
Total	28	100.0	100.0	

Based on the above table, the table illustrates the frequency, percentage of each student's score, a valid percentage of the score, and also the cumulative percentage of each score. It was known from the table that there were variations in scores ranging from the lowest was 28 to the highest was 84.

b. The Result of Post-Test in Experimental Class

Additional results from pre-test in class X-Boga2 as the experimental class could be seen in the table below:

Table 4.4
Table of Data Statistics of the Post-Test Result in Experimental Class

N	Valid	28
	Missing	0
Mean		84.57
Median		84.00
Mode		84
Std. Deviation		9.841
Variance		96.847
Range		32
Minimum		68
Maximum		100
Sum		2368

From the table above, we can see the number of students in the experimental class was 28 students. The mean score obtained was the total of the scores of all students and divided by the total number of students, the result was 84.57. The median obtained was the value that was separated from the highest score and the lowest score, from the pre-test median score, was 84.00. Mode was a score that often appears and gets the result of mode was 84. The standard deviation of the obtained data was 9.841. Variance in student scores from the pre-test was 96.847.

To find out the range of data calculated from the highest score data to the lowest score; the maximum score of the pre-test was 100, while the minimum score was 68. Based on table 4.4 above, that can make a frequency table. Distribution scores from student scores can be seen as follows:

Table 4.5
Table of Frequency Distribution of the Post-Test Result in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
68	2	7.1	7.1	7.1
72	1	3.6	3.6	10.7
76	5	17.9	17.9	28.6
80	4	14.3	14.3	42.9
84	6	21.4	21.4	64.3
88	2	7.1	7.1	71.4
92	2	7.1	7.1	78.6
96	1	3.6	3.6	82.1
100	5	17.9	17.9	100.0
Total	28	100.0	100.0	

Based on the above table, the table illustrates where the frequency, percentage of each student's score, a valid percentage of the score, and also the cumulative percentage of each score. It was known from the table that there were variations in scores ranging from the lowest was 68 to the highest was 100. Two students got 68 as the lowest score, then there were five students also who got the highest score. The highest score of post-test was 100.

2. Students' Score of Pre-Test and Post-Test in Control Class

In this study, the control class which consisted of 30 students was Class X-Boga1. Pre-test was given to determine students' thinking ability in writing persuasive an essay. Based on the post-test results, it was shown that the mean score that has been obtained by students in the pre-test was 59.20. After conducting the pre-test, the teaching and learning process provided did not use the Inquiry-Based Learning strategy or only used conventional methods. Then after the teaching and learning process was finished, the researcher has conducted a post-test to the students in the class. The mean post-test score was 78.40. After obtained data from pre-test and post-test, it was found that the range from pre-test to post-test was 19.2. The results of the pre-test and post-test have obtained can be seen as follows:

Table 4.6
The score of Pre-Test and Post-Test in Control Class

Students	Pre-Test	Post-Test
ASP	60	84
AP	52	64
ASA	76	88
AS	44	64
DIB	48	92
AIA	72	80
DI	68	96
DAA	56	84
DAN	52	60
EMN	64	96
FD	56	76
IS	60	92

INL	76	76
MAP	52	84
NNA	40	72
NZ	48	76
NS	84	88
PSH	52	72
PN	68	80
RS	72	72
RP	56	80
RN	72	60
SPK	52	76
SC	52	76
SA	60	68
SP	72	72
SPI	48	76
SEW	44	80
SRM	48	68
TR	72	100
Total Score	1776	2352
Mean Score	59.20	78.40

Based on table 4.6, in the pre-test obtained there was one student who gets the lowest score of 40, it means students have difficulty in writing an essay that prioritizes writing skills. And the scores most often obtained in the pre-test were 48 and 52, eight students get the score. Meanwhile, the highest score obtained at the time of the pre-test was 84, and even then only one student received the score.

In the post-test results conducted, there was one student who gets the lowest score of 60. And the score most often obtained by students was 76, six students

get the score. Meanwhile, the highest score obtained by students in the post-test results was 100 and only one student received that score.

a. The Result of Pre-Test in Control Class

Additional results from pre-test in class X-Bogal as the control class could be seen in the table below:

Table 4.7
Table of Data Statistics of the Pre-Test Result in Control Class

N	Valid	30
	Missing	0
Mean		59.20
Median		56.00
Mode		52
Std. Deviation		11.526
Variance		132.855
Range		44
Minimum		40
Maximum		84
Sum		1776

From the table above, we can see the number of students in the experimental class was 30 students. The mean score obtained was the total of the scores of all students and divided by the total number of students, the result was 59.20. The median obtained was the value that was separated from the highest score and the lowest score, from the pre-test median score, was 56.00. Mode was a score that often appears and gets the result of mode was 52. The standard deviation of the obtained data was 11.526. Variance in student scores from the pre-test were 132.855. To find out the range of data researchers calculate from the highest score data to the lowest score, the maximum score of the pre-test was 84, while the

minimum score was 40. Based on table 4.7 above, researchers can make a frequency table. Distribution scores from student scores can be seen as follows:

Table 4.8
Table of Frequency Distribution of the Pre-Test Result in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
40	1	3.3	3.3	3.3
44	2	6.7	6.7	10.0
48	4	13.3	13.3	23.3
52	6	20.0	20.0	43.3
56	3	10.0	10.0	53.3
60	3	10.0	10.0	63.3
64	1	3.3	3.3	66.7
68	2	6.7	6.7	73.3
72	5	16.7	16.7	90.0
76	2	6.7	6.7	96.7
84	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the above table, the table illustrates where the frequency, percentage of each student's score, a valid percentage of the score, and also the cumulative percentage of each score. It was known from the table that there were variations in scores ranging from the lowest was 40 to the highest was 84.

b. The Result of Post-Test in Control Class

The additional result from the post-test in class X-Boga1 as the control class could be seen as follows:

Table 4.9
Table of Data Statistics of the Post-Test Result in Control Class

N	Valid	30
	Missing	0
Mean		78.40
Median		76.00
Mode		76
Std. Deviation		10.588
Variance		112.110
Range		40
Minimum		60
Maximum		100
Sum		2352

From the table above, we can see the number of students in the experimental class was 30 students. The mean score obtained was the total of the scores of all students and divided by the total number of students, the result was 78.40. The median obtained by was the value that separated from the highest score and the lowest score, from the pre-test median score, was 76.00. Mode was a score that often appears and gets the result of mode was 76. The standard deviation of the obtained data was 10,588. Variance in student scores from the pre-test were 112.110. To find out the range of data calculated from the highest score data to the lowest score, the maximum score of the pre-test was 100, while the minimum score was 60. Based on table 4.9 above, that can make a frequency table. Distribution scores from student scores can be seen as follows:

Table 4.10
Table of Frequency Distribution of the Post-Test Result in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
60	2	6.7	6.7	6.7
64	2	6.7	6.7	13.3
68	2	6.7	6.7	20.0
72	4	13.3	13.3	33.3
76	6	20.0	20.0	53.3
80	4	13.3	13.3	66.7
84	3	10.0	10.0	76.7
88	2	6.7	6.7	83.3
92	2	6.7	6.7	90.0
96	2	6.7	6.7	96.7
100	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the above table, the table illustrates where the frequency, percentage of each student's score, a valid percentage of the score, and also the cumulative percentage of each score. It was known from the table that there are variations in scores ranging from the lowest was 60 to the highest was 100.

B. Data Analysis

1. Validity of Test

Finding validity used SPSS V 21, that should get the result of $r_{\text{count}} > r_{\text{table}}$ if the question was valid and vice versa. It could be seen as follows:

Table 4.11
Validity of Test

	Item1	Item2	Item3	Item4	Item5	Total	Status	
Item1	Pearson Correlation	.336	-.146	-.128	-.146	.376 [*]	Valid	
	Sig. (2-tailed)	.074	.451	.507	.451	.044		
	N	29	29	29	29	29		
Item2	Pearson Correlation	.336	1	-.063	.155	-.063	.474 ^{**}	Valid
	Sig. (2-tailed)	.074	.744	.423	.744	.009		
	N	29	29	29	29	29		
Item3	Pearson Correlation	-.146	-.063	1	.457 [*]	1.000 ^{**}	.738 ^{**}	Valid
	Sig. (2-tailed)	.451	.744	.013	.000	.000		
	N	29	29	29	29	29		
Item4	Pearson Correlation	-.128	.155	.457 [*]	1	.457 [*]	.619 ^{**}	Valid
	Sig. (2-tailed)	.507	.423	.013	.013	.000		
	N	29	29	29	29	29		
Item5	Pearson Correlation	-.146	-.063	1.000 ^{**}	.457 [*]	1	.738 ^{**}	Valid
	Sig. (2-tailed)	.451	.744	.000	.013	.000		
	N	29	29	29	29	29		
Total	Pearson Correlation	.376 [*]	.474 ^{**}	.738 ^{**}	.619 ^{**}	.738 ^{**}	1	
	Sig. (2-tailed)	.044	.009	.000	.000	.000		
	N	29	29	29	29	29		

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it showed the test was valid. The table showed that r_{count} is higher than r_{table} . So, the test can be used to measure the students' perception toward the using of Inquiry-Based Learning.

2. Reliability of Test

Finding reliability used SPSS V 21, the researcher got the result of reliability level was high category because $r_{\text{count}} > r_{\text{table}}$ ($0.503 > 0.367$) with N (Total of students) was 29 students. Significance level $\alpha = 0.05$. It means that the test is reliable. It could be seen as follows:

Table 4.12
Reliability Statistics

Cronbach's Alpha	N of Items
.503	5

3. Normality Test

a. Pre-Test Normality Test

The normality test was conducted used the SPSS V 21 application program. *Kolmogorov-Smirnov* and *Shapiro-Wilk* table was used for this test. To reach a normal value, a significant score must be more than 0.05. If the significant score does not reach 0.05, it can mean that the data was not normal. Based on the pre-test scores that have been conducted in this research, the normality test can be seen as follows:

Table 4.13
Test of Normality from the Pre-Test Result both of Experimental and Control Class

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Experiment	.148	28	.119	.962	28	.390
	Control	.167	30	.132*	.942	30	.106

*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

Based on table 4.13, it can be seen that the significant score of normality in the pre-test experimental class in *Kolmogorov-Smirnov* was 0.119. On the other hand, the significant score of normality test in the pre-test in the control class was 0.132. Also, the significance of the *Shapiro-Wilk* pre-test normality in the experimental class was 0.390 and the significance of the pre-test normality in the control class was 0.106.

Based on the explanation of the normality test, the data can be claimed to be normally distributed, if the significant score was greater than 0.05. The significant score in the experimental class in *Kolmogorov-Smirnov* was $0.119 > 0.05$ and the significance in the control class was $0.132 > 0.05$. And so on, in the *Shapiro-Wilk* section in the experimental class was 0.390 and the normality of normal pre-test in the control class was 0.106. Therefore, the researcher concluded that the pre-test data in the experimental class and the control class were normally distributed.

b. Post-Test Normality Test

Based on the pre-test scores that have been conducted by researchers, the normality test can be seen as follows.

Table 4.14
Test of Normality from the Post-Test Result both of Experimental and Control Class

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	experiment	.166	28	.057	.927	28	.052
	Control	.123	30	.200*	.971	30	.555

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 4.14. It can be seen that the significant score of normality in the post-test experimental class in *Kolmogorov-Smirnov* was 0.057. On the other hand, the significant score of normality in the post-test in the control class was 0.200. Besides, the significance of the *Shapiro-Wilk* pre-test normality in the experimental class was 0.052 and the significance of the post-test normality in the control class was 0.555.

Based on the explanation of the normality test, the data can be claimed to be normally distributed, if the significant score was greater than 0.05. The significant score in the experimental class in *Kolmogorov-Smirnov* was $0.057 > 0.05$ and the significance in the control class was $0.200 > 0.05$. And so on, in the *Shapiro-Wilk* section in the experimental class was 0.052 and the normality of normal post-test in the control class was 0.555. Therefore, that concluded that the post-test data in the experimental class and the control class were normally distributed.

4. Homogeneity Test

Homogeneity test conducted used the SPSS V 21 application program. Homogeneity test with SPSS V 21 application used the *Levene* method. To make the data homogeneous, a significant score in the *Levene* method must be higher than 0.05.

a. Pre-Test Homogeneity Test

The result of homogeneity test in the pre-test could be seen as follows:

Table 4.15
Homogeneity Pre-Test Result both Experimental and Control Class

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
.020	1	56	.889

Based on table 4.15 above. Show that the significant homogeneity of the pre-test of the experimental class and the control class was 0.889. Therefore, the researcher concludes that the pre-test distribution data in the experimental and control classes were similar because the value was significantly higher. If the significant value was $0.889 > 0.05$, it means that the pre-test results from the experimental and control class were homogeny.

b. Post-Test Homogeneity Test

The result of homogeneity test in the post-test could be seen as follows:

Table 4.16
Homogeneity Post-Test Result both Experimental and Control Class

Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
.122	1	56	.728

Based on table 4.16 above. Show that the significant homogeneity of the post-test of the experimental class and the control class was 0.728. Therefore, concludes that the post-test distribution data in the experimental and control classes were similar because the value was significantly higher. If the significant value was $0.878 > 0.05$, it means that the post-test results from the experimental and control class were homogeny.

5. Test of Hypothesis

After the researchers conducted tests of normality and homogeneity, the researchers calculated the data using the SPSS V 21 application by using the t-test to find out significant differences in writing skills in students' writing skills in the experimental and control classes. Hypothesis test was done to find out whether or not there were significant differences in post-test in experimental class after treatment used Inquiry-Based Learning strategy. The inputted data was the mean score of students in the experimental and control class. And the significant value that must be achieved was 0.05.

The hypothesis test states that if the sig.2 value is tailed (p) value $> \alpha$ (alpha) if H_a was rejected and H_0 was accepted, it can be said that the result does not affect in increasing students' ability to write through the Inquiry-Based Learning strategy applied. In other words, if sig.2 tailed (p) value $< \alpha$, H_a was accepted and H_0 was rejected, it can be said that the result affects in increasing student achievement in writing skills through the Inquiry-Based Learning strategy. The results of hypothesis testing conducted used the application SPSS V 21 can be seen as follows:

Table 4.17
The Result of T-Test Calculation

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Experiment	28	84.57	9.841	1.860
	Control	30	78.40	10.588	1.933

Based on table 4.17 above regarding the results of the post-test in the experimental and control classes. Each class has different students, as in the experimental class consists of 28 students while in the control class consists of 30 students. Tests conducted to determine differences in student achievement in improving the ability to compose in students' writing skills used the Inquiry-Based Learning strategy with those who do not use the following strategy. Based on the table shows that the mean score obtained by students in the experimental class was 84.57. While the mean score obtained by students in the control class was 78.40. It can be calculated that the mean score obtained by students between the experimental and control classes has a score difference of 6.17. That proves that

the mean score in the experimental class was higher than the mean score of the control class.

Table 4.18
The Result of Independence Sample Tests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.112	.728	2.295	56	.026	6.171	2.689	.784	11.559
	Equal variances not assumed			2.301	56.000	.025	6.171	2.683	.798	11.545

Table 4.18 showed the result of statistical hypothesis. In the table, the value of t_{count} is "t" which was 2.295. While Df (Degree of Freedom) was calculated from the total number of students minus 2, therefore the was 56 since all the students in both experimental and control classes were 58. Sig.tailed (p) value was 0.026. It was explained that H_a would be rejected if $p > \alpha$. Based on the result that was written in the table, $p < \alpha$, which was $0.026 < 0.05$. It proved that H_0 was rejected and H_a was accepted. Therefore, it could be concluded that there was an

effect of strategy Inquiry-Based Learning towards students' achievement write
essay in writing skill.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research that has been conducted at SMK Pariwisata Imelda Medan, especially in class X-Boga2 as an experimental class and X-Boga1 as a control class. This research was conducted to find out the influence of Inquiry-Based Learning strategies on student achievement in improving writing skills by writing an essay. After the research is completed, obtained the data that is pre-test and post-test in the experimental and control class.

The Inquiry-Based Learning strategy has been able to give a good effect on the students' skills in telling their essays. Students are more interested in making essays with the Inquiry-Based Learning strategy because it helps open their thinking, and they also feel they can be free in opinion after this strategy was applied by researchers in their classrooms.

Statistical data can be seen from chapter VI which states the differences in values obtained by students using the Inquiry-Based Learning strategy than the values obtained by students used conventional strategies. From the results of the pre-test and post-test also showed differences in the values of each class. It showed that alpha (α) was 0.05, H_a (Alternative Hypothesis) would be accepted and H_o (Null Hypothesis) would be rejected because the sig.2 tailed was lower than alpha. That shows that there was an effect of using Inquiry-Based Learning strategies in improving students' writing skills by writing an essay. Besides the mean score obtained by students in the experimental class was higher than that

obtained by students in the control class. The mean post-test score in the experimental class was 84.57, while the mean post-test score in the control class was 78.40. In conclusion from all chapters, the Inquiry-Based Learning strategy has shown a significant effect in improving writing skills. Especially for class X in SMK Pariwisata Imelda Medan.

B. Suggestions

Based on the conclusion that has been written, there are some suggestions proposed. Choosing a learning strategy in the classroom greatly affects student learning interests. Varied learning strategies can be used to make students more easily understand their lessons and make them more interested in the material taught by the teacher. The students also have motivation in learning English. Therefore, the teacher must have a suitable strategy to make students easier and more motivated in the material they will learn.

Inquiry-Based Learning Strategy was a student-centered teaching and learning strategy, so students were better able to overcome their problems by trying to find those problems and answer them themselves with the help of guidance by the teacher. The researcher hopes that this research will be used as a reference for similar studies in different ways in other studies. There are still many interesting strategies that can be applied in improving students' writing skills and making students able to express their opinions and can be applied in teaching as well.

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Appendix I

DOCUMENTATIONS



Picture 1.1
The researcher began to introduce the Inquiry based Learning strategy



Picture 1.2
The researcher lures students to give their opinions



Picture 1.3
The students learned by conventional technique



Picture 1.4
The students wrote the essay every meeting

Appendix II

SOAL PRE-TEST, POST-TEST AND VALIDITY

Make an essay

- If you want to open your own business (example: cup ice), how do you promote it in an interesting language so that your sales are in demand?



Appendix III

RENCANA PELAKSANAAN PEMBELAJARAN (EXPERIMENTAL CLASS)

Sekolah : SMK Pariwisata Imelda Medan
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Alokasi Waktu : 6 x 45 Menit (3 Pertemuan)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 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
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.

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

B. Kompetensi Dasar dan Indikator

No	Kompetendi Dasar	Indikator
3	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks iklan barang, jasa, dan kegiatan (<i>event</i>) di media massa sesuai dengan konteks penggunaannya.	Menganalisa perbedaan antara iklan lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.
4	4.6 Menangkap makna dalam iklan barang, jasa, dan peristiwa (<i>event</i>) dari media massa. 4.7 Menyusun teks tulis iklan barang, jasa, dan peristiwa (<i>event</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Menyusun iklan tertulis (poster) Memperagakan iklan melalui kegiatan role play

C. Materi Pembelajaran

Materi Pokok	Teks lisan dan tulis untuk a) meminta perhatian, b) mengecek pemahaman, c) menghargai kinerja yang baik dan d) meminta/mengungkapkan pendapat serta Responnya
Fungsi Sosial	Menjaga hubungan interpersonal dengan guru dan teman
Unsur Kebahasaan	Kosa kata: kata benda dan kerja sederhana

D. Metode Pembelajaran

Pendekatan : Scientific (Observing, questioning, experiment, associating, networking)

Metode : Inquiry Based Learning

E. Alat dan Sumber Pembelajaran

1. Alat : Spidol dan Papan Tulis
2. Sumber Belajar : *Pathway to English* for Senior High School

F. Langkah-Langkah Pembelajaran

1) Pertemuan Pertama

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ol style="list-style-type: none">1. Guru mengucapkan salam dan memulai pembelajaran2. Guru mengecek kehadiran siswa3. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari	10 Menit
Kegiatan Inti	Mengamati	<ol style="list-style-type: none">1. Guru meminta siswa membuat iklan berdasarkan gambar yang diberikan.2. Guru meminta siswa untuk berdiskusi, mengamati, dan membagikan ide-ide mereka berdasarkan seri gambar dengan teman sebangku.3. Guru membimbing siswa untuk mulai menulis dengan	60 Menit

		memberikan petunjuk di setiap gambar	
	Menanya	<ol style="list-style-type: none"> 1. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut 2. Guru meminta siswa untuk mengulang kembali apa yang disebutkan oleh guru. 	
Penutup	Kesimpulan	<ol style="list-style-type: none"> 1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya 3. Guru mengucapkan salam penutup 	10 Menit

2) Pertemuan Kedua

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan memulai pembelajaran 2. Guru mengecek kehadiran siswa 3. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari 	10 Menit
Kegiatan Inti	Mengeksplorasi	<ol style="list-style-type: none"> 1. Guru memberikan pertanyaan mengenai persuasive writing 2. Guru mengajak siswa untuk mengeluarkan ide mereka dari pertanyaan yang disajikan. 	20 Menit
	Mengasosiasi	Guru mengajak siswa untuk menyelesaikan essay	30 menit

		yang ada di siapkan guru	
	Mengkomunikasikan	Siswa kemudian membuat sebuah paragraf mengenai kemampuan dan kemauan melakukan suatu tindakan dari gambar yang diberikan guru	10 menit
Penutup	Kesimpulan	<ol style="list-style-type: none"> 1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya 3. Guru mengucapkan salam penutup 	10 Menit

3) Pertemuan Ketiga

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan memulai pembelajaran 2. Guru mengecek kehadiran siswa 3. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari 	5 menit
Kegiatan Inti	Mengamati	<ol style="list-style-type: none"> 1. Guru meminta siswa membuat iklan berdasarkan gambar. 2. Guru meminta siswa untuk berdiskusi, mengamati, dan membagikan ide-ide mereka berdasarkan seri gambar dengan teman sebangku mereka. 	35 menit

		<ol style="list-style-type: none"> 3. Guru membimbing siswa untuk mulai menulis dengan memberikan petunjuk di setiap gambar. 4. Guru meminta siswa untuk membaca ulang dan meninjau kembali draft mereka. 5. Guru meminta siswa untuk menukar draf mereka dengan teman sebangku dan meminta mereka untuk memberikan komentar dan saran 6. Guru meminta siswa untuk merevisi dan mengedit draft mereka pada konten, organisasi dan penggunaan bahasa (tata bahasa) 7. Guru meminta siswa untuk menulis draf akhir 8. Guru meminta siswa untuk menyerahkan produk tulisan mereka 	
	Menanya	<ol style="list-style-type: none"> 1. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut. 2. Guru meminta siswa untuk membaca ulang dan meninjau kembali draft mereka. 	5 menit
	Mengeksplorasi	Guru membimbing siswa membuat iklan tertulis.	5 menit
	Mengasosiasi	Guru meminta siswa untuk menukar draf mereka dengan teman sebangku dan meminta mereka untuk memberikan komentar dan saran.	5 menit
	Mengkomunikasikan	Guru mengawasi kegiatan siswa	5 menit

Penutup	Kesimpulan	<ol style="list-style-type: none"> 1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya 3. Guru mengucapkan salam penutup 	10 Menit
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G. Penilaian

1. Penilaian Pengetahuan

a. Teknik Penilaian : Test (Pre-test dan Post-test)

b. Bentuk Instrument : Essay Test

2. Rubrik Penilaian

$$\text{Nilai} = \frac{\text{Jawaban benar}}{\text{Jumlah soal}} \times 100$$

Medan, Juli 2019

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Peneliti

Adwina Gusyanti Butarbutar, S.Pd

Nurul Cholijah Harahap

RENCANA PELAKSANAAN PEMBELAJARAN
(CONTROLLED CLASS)

Sekolah : SMK Pariwisata Imelda Medan
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Alokasi Waktu : 6 x 45 Menit (3 Pertemuan)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 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
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya 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.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No	Kompetendi Dasar	Indikator
3	3.6 Menganalisis fungsi sosial,	Menganalisa perbedaan antara iklan

	struktur teks, dan unsur kebahasaan dari teks iklan barang, jasa, dan kegiatan (<i>event</i>) di media massa sesuai dengan konteks penggunaannya.	lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.
4	<p>4.6 Menangkap makna dalam iklan barang, jasa, dan peristiwa (<i>event</i>) dari media massa.</p> <p>4.7 Menyusun teks tulis iklan barang, jasa, dan peristiwa (<i>event</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Menyusun iklan tertulis (poster)</p> <p>Memperagakan iklan melalui kegiatan role play</p>

C. Materi Pembelajaran

Materi Pokok	Teks lisan dan tulis untuk a) meminta perhatian, b) mengecek pemahaman, c) menghargai kinerja yang baik dan d) meminta/mengungkapkan pendapat serta Responnya
Fungsi Sosial	Menjaga hubungan interpersonal dengan guru dan teman
Unsur Kebahasaan	Kosa kata: kata benda dan kerja sederhana

D. Metode Pembelajaran

Pendekatan : Scientific (Observing, questioning, experiment, associating, networking)

Metode : Conventional Method

E. Alat dan Sumber Pembelajaran

3. Alat : Spidol dan Papan Tulis
4. Sumber Belajar : *Pathway to English for Senior High School*

F. Langkah-Langkah Pembelajaran

1) Pertemuan Pertama

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ol style="list-style-type: none">1. Guru mengucapkan salam dan memulai pembelajaran2. Guru mengecek kehadiran siswa3. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari	10 Menit
Kegiatan Inti	Mengamati	<ol style="list-style-type: none">1. Guru meminta siswa membuat iklan berdasarkan gambar yang diberikan.2. Guru meminta siswa untuk berdiskusi, mengamati, dan membagikan ide-ide mereka berdasarkan seri gambar dengan teman sebangku.3. Guru membimbing siswa untuk mulai menulis dengan memberikan petunjuk di setiap gambar	60 Menit
	Menanya	<ol style="list-style-type: none">1. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut	

		2. Guru meminta siswa untuk mengulang kembali apa yang disebutkan oleh guru.	
Penutup	Kesimpulan	<ol style="list-style-type: none"> 1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya 3. Guru mengucapkan salam penutup 	10 Menit

2) Pertemuan Kedua

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan memulai pembelajaran 2. Guru mengecek kehadiran siswa 3. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari 	10 Menit
	Mengeksplorasi	<ol style="list-style-type: none"> 1. Guru memberikan pertanyaan mengenai persuasive writing 2. Guru mengajak siswa untuk mengeluarkan ide mereka dari pertanyaan yang disajikan. 	20 Menit
	Mengasosiasi	Guru mengajak siswa untuk menyelesaikan essay yang ada di siapkan guru	30 menit

Kegiatan Inti	Mengkomunikasikan	Siswa kemudian membuat sebuah paragraf mengenai kemampuan dan kemauan melakukan suatu tindakan dari gambar yang diberikan guru	10 menit
Penutup	Kesimpulan	<ol style="list-style-type: none"> 1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya 3. Guru mengucapkan salam penutup 	10 Menit

3) Pertemuan Ketiga

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan memulai pembelajaran 2. Guru mengecek kehadiran siswa 3. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari 	5 menit
Kegiatan	Mengamati	<ol style="list-style-type: none"> 1. Guru meminta siswa membuat iklan berdasarkan gambar. 2. Guru meminta siswa 	35 menit

Inti		3. Guru meminta siswa untuk menyerahkan produk tulisan mereka	
	Menanya	<ol style="list-style-type: none"> 1. Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut. 2. Guru meminta siswa untuk membaca ulang dan meninjau kembali draft mereka. 	5 menit
	Mengeksplorasi	Guru membimbing siswa membuat iklan tertulis.	5 menit
	Mengasosiasi	Guru meminta siswa untuk menukar draf mereka dengan teman sebangku dan meminta mereka untuk memberikan komentar dan saran.	5 menit
	Mengkomunikasikan	Guru mengawasi kegiatan siswa	5 menit
Penutup	Kesimpulan	<ol style="list-style-type: none"> 1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya 3. Guru mengucapkan salam penutup 	10 Menit

G. Penilaian

1. Penilaian Pengetahuan

c. Teknik Penilaian : Test (Pre-test dan Post-test)

d. Bentuk Instrument : Essay Test

2. Rubrik Penilaian

$$\text{Nilai} = \frac{\text{Jawaban benar}}{\text{Jumlah soal}} \times 100$$

**Mengetahui,
Guru Mata Pelajaran Bahasa Inggris**

Adwina Gusyanti Butarbutar, S.Pd

Medan, Juli 2019

Peneliti

Nurul Cholijah Harahap

Appendix IV

ATTENDANCE LIST (EXPERIMENTAL CLASS)

No	Students' Initial	Meeting 1 (Pre-Test)	Meeting 2 (Treatment)	Meeting 3 (Post-Test)
1	AJ	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2	AJH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3	AH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4	AFH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5	CER	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6	DD	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7	DNW	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8	DDY	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
9	DA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
10	FN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
11	GA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
12	IA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
13	JHS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
14	MRL	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15	NHP	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16	NA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
17	NI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
18	PAM	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
19	SA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
20	SN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
21	SJ	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
22	SR	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
23	SM	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
24	SWR	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
25	TA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
26	TAA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
27	YAW	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
28	YD	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>

Mengetahui,

Medan, Agustus 2019



Guru Mata Pelajaran Bahasa Inggris

[Signature]
Adwina Gusyanti Butarbutar., S.Pd

Peneliti


[Signature]
Nurul Chayyah Harahap

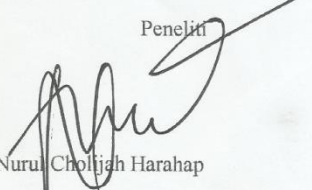
**ATTENDANCE LIST
(CONTROL CLASS)**

No	Students' Initial	Meeting 1 (Pre-Test)	Meeting 2 (Treatment)	Meeting 3 (Post-Test)
1	ASP	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2	AP	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3	ASA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4	AS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5	DIB	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6	AIA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7	DI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8	DAA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
9	DAN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
10	EMN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
11	FD	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
12	IS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
13	INL	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
14	MAP	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15	NNA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16	NZ	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
17	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
18	PSH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
19	PN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
20	RS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
21	RP	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
22	RN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
23	SPK	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
24	SC	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
25	SA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
26	SP	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
27	SPI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
28	SEW	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
29	SRM	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
30	TR	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>

Mengetahui,

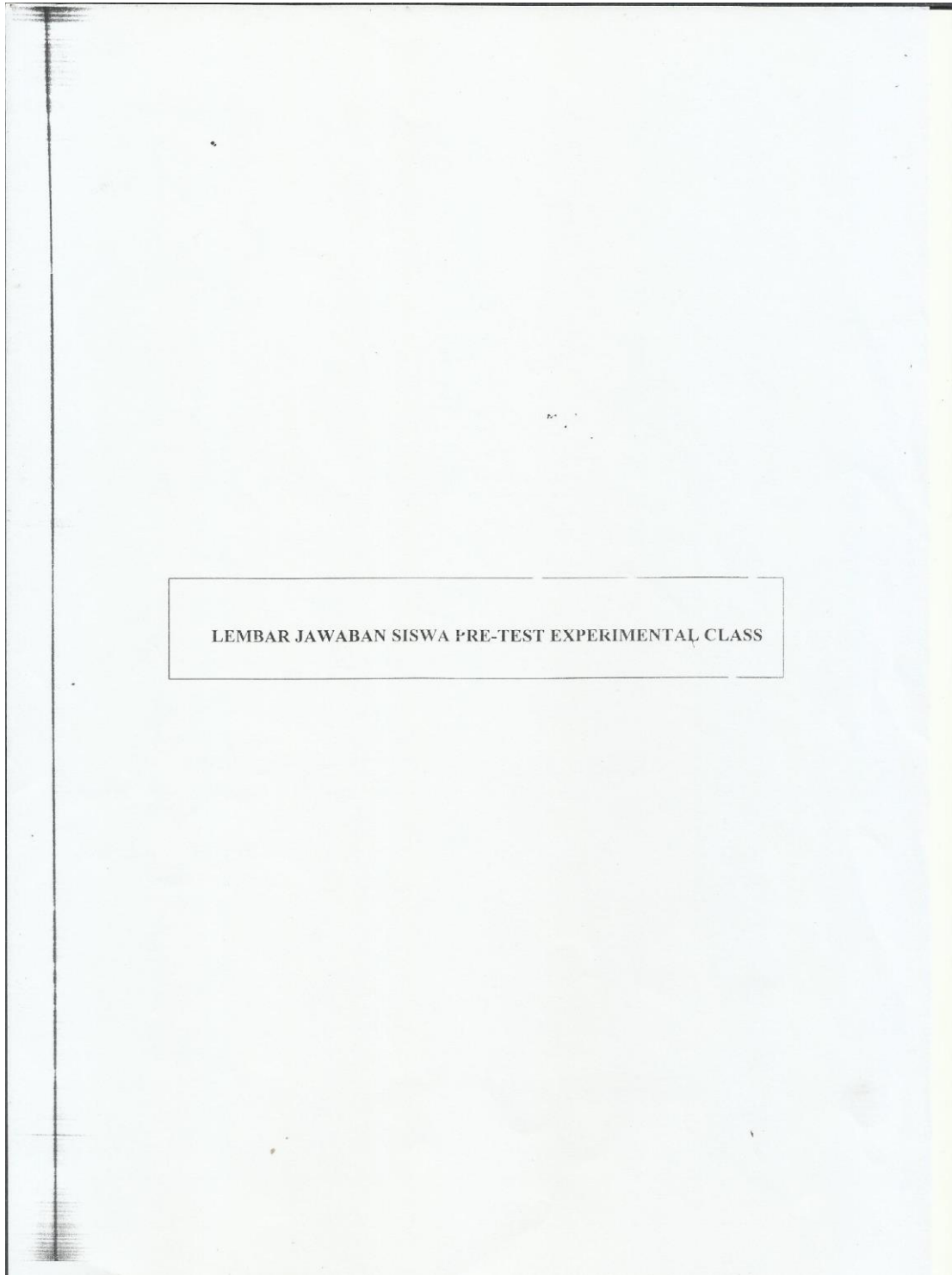
Medan, Agustus 2019

Guru Mata Pelajaran Bahasa Inggris

 Adwina Gusyanti Butarbutar., S.Pd

Peneliti

 Nurul Cholijah Harahap



Appendix V



LEMBAR JAWABAN SISWA PRE-TEST EXPERIMENTAL CLASS

No. _____

Date: _____

Nama : Juni Hevanti Sormin
Kelas : X Boga II

1

a. Drinks : "Sharetea"

1. Cheap Price
2. Fresh and Halal drinks
3. Contains lots of vitamins
4. efficacious for the body
5. weekly promotions for customers

2

b. aims to attract the attention of buyers and increase buyers.

56

No.

Date.

Nama = Siti Muthiah
Kelas : X Boga 2

Jwb:

- a. - This drink is Very delicious and refreshes the body
- This drink Contains Vitamin needed by the body
- This drink Contains Many benefits
- This drink is guaranteed to be Clean and Sterile
- And this drink is a trend today

- b. - to get Customer attention
- So that there are many buyers



No.:

Date: 29/07-2019.

Nama: Nadiyah Hardika Putri

kelas: X Boga 2

1. Bubble ice coffe

60

a deliciour drink with a bubble that is chewy and
 refreshing, can be drunk whenever and wherever,
 drinks that will only obtained at a price of 8k/glass

• Minuman nikmat dengan bubble yang kenyal dan
 menyegarkan, dapat diminum saat kapanpun dan dimana
 pun, minuman yang hanya akan didapatkan dengan
 harga delapan ribu rupiah per gelas

2. : to attract buyers to be interested in buying
 bubble ice coffe drinks at a fairly cheap price.

• Untuk menarik pembeli agar berminat membeli
 minuman ice coffe dengan harga yang cukup
 murah.

We present several choices of bubble drinks such
 as matcha ice drinks and several other drinks
 with many choices according to the tastes
 of the buyers.

• Kami menyajikan beberapa pilihan minuman bubble
 seperti matcha dan beberapa minuman lainnya
 dengan banyak pilihan sesuai dengan selera para
 pembeli.

LEMBAR JAWARAN SISWA POST-TEST EXPERIMENTAL CLASS

Nama : Siti Muthiah
Kelas : X Boga 2

No. _____
Date. _____

"Oreo Milkshake"

Come quickly enjoy the latest drinks in our store here we provide a new menu that is trending, which will make you all addicted. This delicious drink that really makes your tongue sway, I present a super delicious drink today, very guaranteed enjoyment, this drink is oreo milkshake. It tastes so good and makes all of you so excited. This price is affordable, and really makes you addicted again and again.

I myself chose to open this business, because I have experienced learning to make this drink in my school and I want to promote this drink, because I want to try to make myself a businessman.
Thank you.... ☺

100/R

No.:

Date: 5/10-2019

Nama: Nadyah Hardika Putri

Kelas: X Boga 2

Goodday Cappuccino

coffee drinks are fresh and delicious to
 drink anytime and anywhere, in addition to
 a variety of flavors, This drink is packaged
 with a form that is easy to carry anywhere,
 many flavors of this drink are original, latte,
 mocha and caramel with a price of 6k rupiah
 while for the taste of lowfat chocolate and
 avocado for 8k rupiah.

Hopefully with my explanation can
 attract buyers to be satisfied with my
 product.

70

LEMBAR JAWABAN SISWA PRE-TEST CONTROL CLASS

No. _____

Date: _____

Nama : Eka Mutya Naswa

Kls : X Boga 1

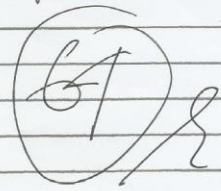
a. How does the seller persuade the consumers?

b. What is the purpose of the advertisement?

lemon tea jawaban

i. with a cheap price you can buy a glass of refreshing drink and of course it's delicious to drink anywhere anytime. Served cold is more delicious with fresh lemon, without preservatives and other harmful ingredients, affordable prices at a price of 10 thousand.

2. We offer fantastic prices with prices ten (10) thousand affordable quality so that buyers get satisfaction from the product.



No. _____

Date. _____

Mayang Anandra Putri Sihotang
 X Bosa 1

I want to promote an item that I sell which is a healthy, fresh and inexpensive drink, namely Chatime. Once can of the price is quite cheap, namely 10,000 Rp.

Come on, friend, please buy this drink. The price may be five-star but still five star taste, when I sell drinks with a variety of flavors such as, vanilla chocolate, strawberry mint, and so on. With attractive packaging and captivating buyers with unique packaging.

~~Why I choose this idea to sell because I already have the basic or provision that I learned at my school I am confident with the cheap of finding princess and guaranteed, good, and fresh taste.~~
 why did I choose this idea to sell because I already have the basic or provision that I learned at my school I am confident with the cheap of finding princess and guaranteed, good, and fresh taste.

52

No 29 - 7 - 2019

Date Senin

Nama : Amanda Suci ALYA

Kls : X bogor I

A. how does the seller persuade the consumers?

The drink delicious

to convince our consumers to promote the taste

quality that is so delicious that it attracts consumers

to buy our product drinks. Then provide evidence to consumers

by including testimonies from other consumers who have bene-

fited from the product and eroded the drink on Friday.

B. what is the purpose of the advertisement?

jawab: the purpose of the ad is to provide information to the public
about a product



LEMBAR JAWABAN SISWA POST-TEST CONTROL CLASS

No.

Date:

Ella mutya Naswa
X boga I

Lemon tea

I sell products at cheap prices, you can buy a glass of refreshing drink and of course delicious to drink anywhere at any time. + Served cold and more delicious with fresh lemons, without preservatives and other harmful ingredients. Affordable price with the price of 10 thousand benefits of lemon can cleanse the body and can help disappear the symptoms of natural antiseptic flu, anti-cancer appearance is very attractive its cup picture" attracts a lot of likes and tastes sweet many people like".

Why did I choose this business because I learned it at school and I feel confident about my own business

96/9

No. Senin

Date: 26 Juli 2019.

Nama : Mayang Anandra Putrisinotang.

kelas : X Boga 1

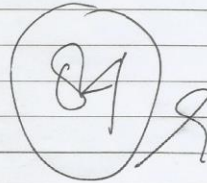
a. How does the seller persuade the consumer?

"Ice Blends goyang"

Ice blend is a type of beverage that is very popular among teenagers, the taste very sweet and refreshing, which is loved by everyone. Therefore, it is not surprising that many people are willing to spend their money, instead of spending ~~their money~~ a lot of money to buy coffee shops, they should buy ice blends in my shop. which is guaranteed fresh and healthy, and many variations of taste, such as chocolate, strawberries, mangoes, and others. And various toppings are provided such as vanilla ice cream, chocochip, bubbles and others. And the price is very cheap, one cup IDR Rp 18.000 (with a choice of topping as you like).

b.) What is the purpose of the advertisement?

To persuade buyers or encourage other to be interested in buying the products we sell.



Date 6-08-2019

Nama : Amanda Suci Alya

Kls : X Boga I

ICE COFFI blend

Promoting is offering Products that we are selling so that our products sell well and the way to promote these products is that we have to pay attention to the appearance of the products we want to sell continuously, we also have to have a variety of flavors and the price is only 5000, the benefits are that it can cool the body during the weather. especially when you drink it using ice cubes. on Friday the drink is gerabs.

by choosing this business because I want to be independent from my parents and want to apply the lessons that I got from school. and I want to open my own business because I want this business to run smoothly, so let's friends hunt for ice coffee blend.



Appendix VI



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 : Nurul Cholijah Harahap
 NPM : 1502050252
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 154 SKS

IPK= 3,64

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan
01/03/2019	Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing Skill
	Teaching Vocabulary Using Scavenger Hunt to the First of Students'
	An Analysis of Derivational Morphology of Creation from Album "Continuum" John Mayer



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

Medan, 01 Maret 2019
 Hormat Pemohon,

Nurul Cholijah Harahap

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 : Nurul Cholijah Harahap
NPM : 1502050252
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing Skill	11-03-19

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

Disetujui oleh
Dosen Pembimbing

Rini Ekayati, SS, MA

Medan, 01 Maret 2019
Hormat Pemohon,

Nurul Cholijah Harahap

Appendix VII



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 : Nurul Cholijah Harahap
NPM : 1502050252
Prog. Studi : Pendidikan Bahasa Inggris

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

Inquiry based Learning (IBL) on Students' Ability
in Persuasive Writing Skill

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Rini Ekayati, SS, MA

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 April 2019
Hormat Pemohon,

Nurul Cholijah Harahap

Keterangan

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

Appendix VIII



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

Nomor : *864* /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

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 : Nurul Cholijah Harahap
N P M : 1502050252
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing Skill.

Pembimbing : Rini Ekayati, SS, MA

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 : 15 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



[Signature]
Dr. H. Ehrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

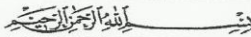
Dibuat rangkap 4 (empat) :

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

Appendix IX



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



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Nurul Cholijah Harahap
 N.P.M : 1502050252
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
05/04/2019	Revise : Cover Revise : Table of Content	
12/04/2019	Chapter I - Background - Identification of Problems - Formulation of the Problems	
18/04/2019	Chapter II - Check your references	
23/04/2019	Chapter III - Population - Research Design	
09/04/2019	Final Check, All	

Diketahui oleh:
Ketua Prodi

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

Medan, Mei 2019

Dosen Pembimbing

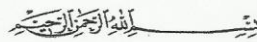
(Rini Ekawati, SS, MA.)

Appendix X



**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 PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nurul Cholijah Harahap
N.P.M : 1502050252
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing

Sudah layak diseminarkan.

Medan, Mei 2019

Dijetujui oleh
Pembimbing

Rini Ekayati, SS, MA

Appendix XI

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Nurul Cholijah Harahap
N.P.M : 1502050252
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing

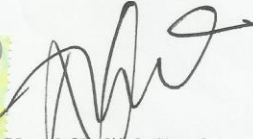
Dengan ini saya menyatakan bahwa:

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, Juli 2019
Hormat saya
Yang membuat pernyataan,




Nurul Cholijah Harahap

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum

Appendix XII



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

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 13 Bulan Mei Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Nurul Cholija Harahap
 N.P.M : 1502050252
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing

No	Masukan dan Saran
Judul	The effect of ^{applied} inquiry based learning ...
Bab I	- Mention of external & internal
Bab II	- Mention of writing process
Bab III	- Validity of test
Lainnya	- technique of written.
Kesimpulan	[] Disetujui [] Ditolak [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

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

Dosen Pembimbing

(Rini Ekayati, SS, MA.)

Panitia Pelaksana

Ketua

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

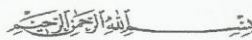
Sekretaris

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

Appendix XIII



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 : Nurul Cholijah Harahap
N.P.M : 1502050252
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Inquiry Based Learning (IBL) on
Students' Ability in Persuasive Writing

Pada hari Senin tanggal 13 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

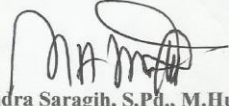
Dosen Pembahas


Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing


Rini Ekayati, SS, MA

Diketahui oleh
Ketua Program Studi,


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

Appendix XIV



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

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

Nama Lengkap : Nurul Cholijah Harahap
N.P.M : 1502050252
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 13, Bulan Mei, 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, Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

Appendix XV



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

Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 661905 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Nurul Cholijah Harahap
N.P.M : 1502050252
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing

Menjadi:

The Effect of Applying Inquiry Based Learning (IBL) on Students' Ability
in Persuasive Writing

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

Medan, Mei 2019

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Hormat Pemohon

Nurul Cholijah Harahap

Diketahui Oleh :

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Rini Ekayati, S.S., M.A

Appendix XVI



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 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 873 /III.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Observasi

Medan, 10 Sya'ban 1440 H
15 April 2019 M

Kepada : Yth, Bapak/Ibu Kepala
SMK Pariwisata Imelda Medan
di
Tempat

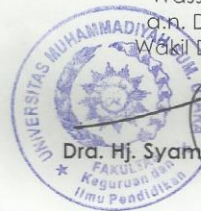
Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan Kurikulum SN-DIKTI Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dan untuk melatih serta menambah wawasan mahasiswa dalam penyusunan skripsi kami mohon bantuan Bapak/Ibu untuk memberikan izin melaksanakan Observasi di Sekolah yang Bapak/Ibu pimpin adapun mahasiswa tersebut adalah :

Nama : Nurul Cholijah Harahap
N P M : 1502050252
Program Studi : Pendidikan Bahasa Inggris

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam
a.n. Dekan
Wakil Dekan I



Dr. Hj. Syamsuyurnita, M.Pd

**** Pertinggal****

Appendix XVII



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

Medan, 07 Dzulqaidah 1440 H
10 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK Pariwisata Imelda Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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 : Nurul Cholijah Harahap
N P M : 1502050252
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertinggal **

Appendix XVIII



YAYASAN PENDIDIKAN IMELDA MEDAN SMK PARIWISATA IMELDA

Jl. Bilal No.52 Pulo Brayan Darat I, Kec. Medan Timur, Medan - Sumatera Utara, Kode Pos 20239
Telp. (061) 6610072 - 6631380 - 6630196, Fax. (061) 6618457

Nomor : 1008/SMK-PAR/IX/2019
Lampiran : -
Perihal : Izin Riset

Kepada Yth :

Bapak/Ibu Dekan Fakultas Umsu Medan

Di

Tempat

Dengan Hormat,

Assalamu'alaikum Wr.Wb

Sehubungan dengan surat Bapak/Ibu Nomor : 455/II.3/UMSU-02/F/2019 Tertanggal 7 September 2019 tentang mohon izin Riset/Penelitian, maka dengan ini kami memberikan izin Riset kepada Mahasiswa Bapak/Ibu sebagai berikut :

Nama : Nurul Cholijah Harahap
NPM : 1502050252
Program Studi : Pendidikan Bahasa Inggris

Dengan ini juga kami menyatakan bahwa Mahasiswa tersebut diatas melakukan Riset/Penelitian pada :

Hari/Tanggal : Juli-Agustus 2019
Waktu : 07.30 s/d 10.10 Wib
Kelas : X Boga 1 dan X Boga 2 SMK Pariwisata Imelda Medan

Jl. Bilal No.52 Medan

Demikian surat ini kami perbuat. Atas perhatian dan kerjasama yang baik diucapkan terima kasih

Medan, 16 September 2019

Kepala SMK Pariwisata Imelda Medan


Saudin Elson Sitorus, S.Pd



Appendix XIX



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Nurul Cholijah Harahap
N.P.M : 1502050252
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Inquiry Based Learning (IBL) on Students' Ability in Persuasive Writing

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
28/08/2019	Abstract : follow the format Acknowledgement : revise		
31/08/2019	Chapter I : Revise Chapter II : check your references Chapter III : Technique of Data Analysis		
04/09/2019	Chapter IV : Data Data Analysis } Revise		
07/09/2019	Chapter IV : - Use the formula in chapter III - Display your raw data in appendix		
10/09/2019	Chapter V : - Revise the grammar in your conclusion - Final check		
13/09/2019			

Unggul | Cerdas | Terpercaya

Diketahui oleh :
Ketua Program Studi

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

Medan, September 2019

Dosen Pembimbing

Rini Ekayati, SS., MA

Appendix XX



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Nurul Cholijah Harahap

N.P.M : 1502050252

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Applying Inquiry Based Learning (IBL) on
Students' Ability in Persuasive Writing

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Dosen Pembimbing


Rini Ekavati, SS., MA

Diketahui oleh:



Dekan


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

Ketua Program Studi,


Mandra Saragih, S.Pd, M.Hum

Unggul | Cerdas | Terpercaya

Appendix XXI

CURRICULUM VITAE



Personal Information

Name : Nurul Cholijah Harahap
Place / Date of Birth : Langgapayung / 01 December 1996
Sex : Female
Religion : Islam
Address : Jalan Lintas Sumatera, Kec. Sungai Kanan,
Langgapayung Lingkungan Seberang,
Labuhanbatu Selatan

Parents

Father's Name : Muhammad Syukur Harahap
Mother's Name : Zubaydah Nasution S.Pd
Address : Jalan Lintas Sumatera, Kec. Sungai Kanan,
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Education

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Elementary School (2003-2009) : SDN 114363 Langgapayung, Sungai Kanan
Junior High School (2009-2012) : SMP Negeri 1 Langgapayung, Sungai Kanan
Senior High School (2012-2015) : Madrasah Aliyah Swasta Darul Falah
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University (2015-2019) : English Department of University of
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