

**THE EFFECT OF USING INQUIRY BASED LEARNING METHOD ON
THE STUDENTS' ACHIEVEMENT IN WRITING**

SKRIPSI

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

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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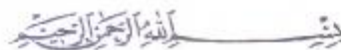
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ABSTRACT

HARAHAP, AMIR SYARIFUDDIN, 1402050237. “The Effect of using Inquiry Based Learning Method on the students’ achievement in writing”: Skripsi, English Department Faculty of Teacher’s Training and Education, University of Muhammdiyah Sumatera Utara, Medan. 2018

This study deals with the effect of using inquiry based learning method on the students’ achievement in writing. The objective of the study are to investigate the effect of using inquiry based learning method on the students’ achievement in writing. The subject was students of eight grade SMP Swasta Ali Imron Medan. The population was 53 students. Two classes were taken by total sampling which divided into two groups. 26 students in VIII A as Experimental Group and 27 students in VIII B as Control Group. It was an experimental research. The instrument used in this research was written test. The analysis were showed that the scores of the students in the experimental group were significantly higher than scores of the students in the control group at the level of significance $\mu = 0.05$ with the degree of freedom (df) 51, t-test > t-table $5.72 > 2.01$. It means inquiry based learning method has a significant effect on the students’ achievement in writing.

Keywords: *Writing, Inquiry Based Learning Method*

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The aim of writing this study is to fulfillment of requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program.

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CHAPTER I

INTRODUCTION

A. The background of the study

Language is the use by humans of a system of a sounds and words to communicate. Language is a sound symbol system which is arbitrary use by society group member to cooperate, communicate, and self identification. In Indonesia, English to be a foreign language because it is learned only in the academic school, like in kindergarten until university and not used for communication in their daily lives. So, the students have to improve their language in the classroom because by mastering those four skills they able to use it as a meant of communication in spoken or written language. Those four skills are listening, speaking, reading. Listening, and writing. Those skills are used to build students' language strategic competence and also to enhance their motivation to learn English. One of the these four skills which are very important and most acquired in academic field in writing.

Writing itself is one of four skills which is used to communication indirectly, without face to face interaction. There are so many teaching learning methods that can be used by the teacher but in here, the teacher has to give the teaching learning process which is effective to the students especially in writing course. The conventional method which is felt not effective will make the teaching learning process be useless because the teachers just speech in the front of the class and the students just listen it.

Based on researcher's experience during conductional teaching practice process (PPL), the researcher found the problems in writing skill in English subject. The students are lack of vocabulary, lack of knowledge about writing, and the using of teaching method is still conventional method. The learning process forced to memorize the information without knowing what to do with the information. The learning process in classroom tends to the ability of students memorizing the knowledge.

In order to face such problems that students got, teacher may use many solutions including using the attractive media, using the most appropriate materials, and also applying the most appropriate teaching method. There are many teaching methods that most teachers use to facilitate their students in the learning process. As the alternative methods, teacher may use the methods most teachers use such as Problem-Based Learning, Project-Based Learning, Discovery Learning, Case-Based Teaching, and also Inquiry-Based Learning.

Inquiry-Based Learning method is a way of delivering teaching materials by giving the opportunity to students to learn to develop their intellectual potential in their own set of activities to find something as a convincing answer to the problems faced to him through the process of tracking data and information and logical, critical and systematic thinking(Slamento,. 1993:116)

Sanjaya (2011) states that Inquiry-based learning method is the most recommended method because it has many strengths, such as: (1) it is the method requires the development of students' skills in cognitive, affective, and psychomotor so that the learning process will be much more meaningful; (2) this

method gives them chance to express themselves through their own learning style; (3) this method is considered appropriate to the development of modern learning psychology which assumes learning is the process of changing the attitude through experiences; (4) this method can serve the students' need who have the ability above average.

Furthermore, Friesen (2010) find that engaging students in disciplinary based inquiry had a significant positive impact on students' achievement on standardized provincial examinations. Design and implemented by 26 elementary and secondary schools with 12,800 students in a school district in Alberta, he specifically find that the aggregate achievement scores of students in school design as *high inquiry schools* significantly exceeded provincial achievement tests.

So, Inquiry-Based Learning Method is as one of component of Contextual Teaching and Learning Method. Inquiry Based Learning Method is a form of active learning that starts by posing question, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator. Inquirers will identify and research issues and question to develop their knowledge or solutions. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as research. The inquiry-based instruction is principally very closely related to the development and practice of thinking skills

Therefore, the researcher was interested to conduct the study with title **“the effect of Using Inquiry-Based Learning Method On Students’**

Achievement In Writing”. In purposing to increase the knowledge and also the technique which was related in the education and teaching English, especially for the readers and the researcher and increased the researchers” future reference.

B. The Identification of the problems

The problems of this study were identified as follows:

1. The students were still lack of vocabulary.
2. The students were low to expressing their ideas in writing.

C. The Scope and Limitation

The scope in this study was focused using Inquiry Based Learning Method. The limitation was about writing.

D. The Formulation of the Problems

The problem of the study was formulated as the following:

Was there any significant effect of using Inquiry –Based Learning method on the students’ achievement in writing.

E. The Objective of the study

Considering to what was formulated previously, the objective of the study was as follows:

To find out the significant effect of using Inquiry-based Learning method on the students’ achievement in writing.

F. The Significance of the Study

Theoretically

This research was gave information about Inquiry Based Learning Method, to improve students' achievement in writing through Inquiry Based Learning method

Practically

1. As the teachers' method to be applied in their learning class in order to growing up the students spirit.
2. As a Students' motivation, in order to be better in learning and able to minimize the difficulties of students faced in learning English especially for writing.
3. To increase researcher's insight or perception and knowledge which concern with Inquiry-Based Learning method on the students' achievement on writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study focuses on the effect of Inquiry Based Learning Method on students' achievement in writing text. There are many terms that take from various theories in the area of writing. The terms use in these particular contexts are aimed at giving a clear concept of what will be done to reach goals of research. Some of the terms need to clarify and concept so that the readers and writer may have same perception on them.

1. Writing

Writing is one of the four language skills besides listening, speaking and reading. Among the four skill, writing the most difficult to learned. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. As Harmer (2004:4) "Writing process is the stage writer goes through in order to produce something in its final form" According to Weigle (2002:1) "Writing has also become more important as tenets of Communicative Language Teaching that is teaching language as a system of communication rather than as an object of study which have taken hold in both second and foreign language setting".

As one of skills require in English language as communication tool, writing has already and will continue to be an important part of human daily life. The writing we do can be as simple as jotting down a phone message or

writing ourselves a quick reminder or as complex as developing a research paper on a historical event or preparing a task report. We probably do some forms of writing –either simple or complex – just about our daily life.

Writing is about how to get an to explore the ideas, imagination. Experiences and feelings we have them to transfer them into a paper. It is appropriate with the statement of Harmer (2001:79) that writing is a form of communication to deliver thoughts or to express feelings through written form. Furthermore, Carol (2001:3) says that writing can help us expressing and sharing our feelings and also bring us surprising insights into ourselves. Being a writer help us responding to the words. In order to be a good writer, we have to know some important things in writing (Carol:2001). These are some things to do in order to increase our ability in writing :

1. Writing in different forms for different purposes and audiences;
2. Write coherently about a wide range of topics, issues, ideas. Incidents, etc, organize different kinds of text in which helps the reader;
3. Craft writing is significantly different from speech, show a developing control of grammatical structure and of a differentiate vocabulary;
4. Write in a style which is appropriate with the purpose, audience, and subject matter;
5. Know when and how to plan, draft, redraft, revise, and proof-read our works;
6. Understand the nature and functions of write language.

Based on the explanation above, we can say that writing is mainly about the ability to transfer what is inside our mind which is abstract to the form of write text which is concrete.

1.1 Writing Process

Creating a good writing is not as easy as we can see. It needs a set of steps that writers take in the process of creating a finished piece of work. It is appropriate with the statement of Nunan(2003) that the writing is physical and mental act. It is about discovering ideas, thinking about how to communicate and develop them into statements and paragraphs that will be comprehensible to a reader. Writing is a product and also a process. What the reader or audiences reads the writing product. Writing as product is the action of the writers themselves in creating, planning, writing process do not exist in a linear way. Writers sometimes go back and forth among the steps.

According to Grenville (2001), even the experience writers do a lot of steps in their head, so fast they often aren't aware they're doing them. In her book, she describes the six-steps of writing process:

1) Getting Ideas

Getting ideas isn't usually a matter of having one giant brainstorm. More often, it's a matter of gradually accumulating a little idea here, another little idea there. Eventually they all add up. In order to get some words down on that blank page, students can get the ideas through making a list (or 'brainstorming' or 'think-thanking'); making a cluster diagram; researching or independent investigation; and free writing.

2) Choosing Ideas

Choosing ideas means that students have to look at all the ideas they have got and assess them. This is where they start to discriminate between the ideas they definitely can't use, and ones that have some potential. To do that, they need to remind themselves what their writing job is trying to do. For example: if the purpose of their writing is to 'entertaining'? The answer will be yes if the idea could engage the readers' feelings, let the readers see or hear something, or make readers want to know what happen next.

3) Outline

In order to make a good writing, we can make the outline which is a working plan for a piece of writing. It is such kind of list of all the ideas that students get which are going to be in the piece in the order they should go. Once students have get the outline plan, they can stop worrying about the structure and just concentrate on getting each sentence right.

4) Drafting

Because we can't get our writing right for the first time, we can do as many drafts as we need to get it right. It's natural if the students make their drafts quite a number. Even the experience writers, do need to make as many drafts as they need. Although the first draft can be bad, students don't need to be afraid of their writing. Students can see it as a freedom because their first draft can be as rough and 'wrong' as they like.

5) Revising

After the students have get a piece of writing instead of a blank page and a sinking feeling in their mind, they can do such kind of revising then. Literally, revising means 're-seeing'. The students need to fix the bigger, structural grammar problem and, if necessary, 're-seeing' the whole shape of their writing. The students need to find the places where they need to cut something out, places where they should add something, and places where they need to move or rearrange something.

6) Editing

Basically 'editing' means making our piece of writing as a reader-friendly as possible by making the sentences flow in a clear, easy-to-read way. By editing, students bring their piece of writing into line with accepted way of using English: Using the appropriate grammar for the purposes of their writing, appropriate punctuation and spelling, and appropriate paragraphing.

Another expert, Spivey (2006) states that there are seven steps of writing process. They are:

1) Prewriting

The first stage is prewriting in which the students brainstorm to generate ideas of writing. They can use charts, story webs, and graphic organizers to help them developing a word list for writing, deciding the type of writing and audiences, and determining the purpose of writing.

2) Rought Draft

Having the ideas of writing, the students can put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. The purpose of rough draft is for the students to focus on their ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure

3) Peer Editing

In this stage, the students can share their rough drafts to their classmates and make suggestions to each other for improvement. They help each other to understand the story by asking who, where, when, what, why, and how questions. They look for better words to express their ideas and discuss among themselves how to make their writing clearer.

4) Revising

After the students have got the suggestions, they can use the suggestions they have got from their classmates to make additions or clarify details. They try to improve their writing on their own. The teacher steps in at this stages and gives feedback.

5) Editing

In this stage, the students need for their teacher's help to correct all their mistakes in grammar and spelling.

6) Final Draft

When they have finish editing their writing, students can produce a copy of their writing with all corrections made from the editing stage and then discuss

this final draft with the teacher. The teacher may offer the last suggestions for improvement at this point.

7) Publishing

The writing process is finally at its end. Students publish their writing by making a copy in their neatest handwriting or using a word processor. This is the time for students to celebrate, they may share their writing with the class during the story time, make a class book or a personal portfolio, or send their work to the local newspaper and magazines for publications.

2. Definition of Text, Paragraph, and Sentence

2.1 Text

Language is always produce, exchange or receive as text, that is language as a system of communication is organize as cohesive units we call text. Stevenson (2004:479) states that a text is any complete act of communication such as a greeting between friends in the street, a television advertisement, a novel or film soon. As far as speech and writing are consternate, a text stands alone as an act of communication.

According to Pardiyono (2007:8) “Text is defined as a term of meaning realization shape an information, message, or ideas in a series of sentence arrange theoretically in an exact genre grammatically”.

Doris M. Cook (2004:12) stated that text is any print material that contains meaning. It commonly include basal readers, subject area textbooks, fiction and nonfiction trade books and paperbacks, and articles from newspaper and

magazines. There are, of course, other forms of print matter, which teachers may wish to use, including personal correspondence and message on television, signs, and bulletin boards. Texts differ widely in content, structure, style, and the writer's intent, which may be to inform, persuade, or entertain, or some combination of there.

2.2 Paragraph

Paragraph is a unit of text that develops one idea or topic in specific detail. A paragraph has beginning, middle and an end. The beginning, or the topic sentence, forecast what the paragraph is going to about. The middle develops the idea in detail by giving specific support for it. The last, the conclusion emphasizes the insight you have arrived (Utami, 2010:25)

Paragraph can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristic. One of the most important of these is a topic sentence.

2.3 The Sentence

A sentence is group of words that express meaning. In English, every sentence has two essential parts, a subjects and a predicate. Oshima and Hogue

(1983) states that a sentence is a complete, independent unit of thought and consist of two main parts; first, a subject; and second, a predicate. First, the subject is the word or words that names the person, thing, or place that sentence is about. The subject contains the noun, pronoun, or group of words acting as a noun, plus their modifiers that tells who or what the sentence about. Second, the predicate makes a statement about the subject. It consists of a verb and its modifiers or complements. The verb is the most important part of predicate. While a complement is a word or words used to complete of the verb.

There are four basic sentence structures,

a.) Simple Sentence

A simple sentence is a sentence with only one independent clause. Though a simple sentence doesn't contain any subordinate clauses, it isn't always short. A simple sentence often contains modifiers. Simple sentence contains a subject and a predicate. Simple sentence may be a statement, question, command and, request, or exclamation (Utami 2010).

Examples:

He fought

She ate an apple.

They are working

I bought a car

b) Compound sentence

Compound sentence consist of two or more independent clauses joined by coordinators or sentence connector. can make writing rich and colorful..

c) Complex sentence

A complex sentence consists of one independent clause and at least one dependent clause joined by subordinating conjunction (because, although, since, when, unless etc) or relative pronoun (that, who, which etc).

d) Complex-compound

A complex-compound sentence consists of at least two independents and one or more dependent clauses. It is also sometimes called compound-complex Sentence.

3. Description of Approach, Strategy, Method

In teaching English, teachers talk about approach, strategy, method, procedure and technique, all of which go into the practice of English teaching.

3.1 Approach

Richard and Rogers (1985: 266) stated that Theories about nature of language and language learning that serve as the source of practice and principle in language teaching. An approach describes how people acquire their knowledge of that language and makes statements about the condition which will promote successful language learning.

An approach describes how language is used and how it is constituent parts interlock in order words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful in language learning.

3.2 Strategy

According to Kemp that delivery by Rusman (2010: 132) is a learning activity that must be done so that the teacher and students learning objectives can be achieved effectively and efficiently. Dick and Carey explain in Rusman (2010: 132) stated that the strategy is a set of learning materials and procedures that are used together to induce learning outcomes on the learners or students. Effort to implement lesson plan that have been prepared in real activity. So that the goals can be achieved optimally prepared, we need some way that is used to realize a predetermined strategy. The strategy suggest a plan to achieve something.

3.3 Method

Richards and Rodgers (1986: 56) stated that method is a practical realization of an approach. The originators of a method have arrived at decision about type of activities, roles of the teachers and learners, the kinds of material which helpful, and some model of syllabus organization.

Method includes various procedures and techniques as part of their standard fare.

According FaturrahmanPupuh (2007, in Ngalimun 2017) method literally means way. In general use the method is defined as a means or procedure is used to achieve a particular goal. The relation with learning, method is defined as ways of presenting learning materials to learners for the achievement of predetermined objectives.

Then from the above explanation, it can be determined that a teaching strategy applied by the teacher will depend on the approach used, while how to run the strategy can be determined various methods of learning. So, it can be determined that a learning method can be used to achieve efficient and effective learning, and can apply the strategy to be used.

4. Inquiry Based Learning Method

Inquiry-Based Learning method is a way of delivering teaching materials by giving the opportunity to students to learn to develop their intellectual potential in their own set of activities to find something as a data and information and logical, critical and systematic thinking (Slamento, 1993:116)

Sanjaya (2011) states that Inquiry-based learning method is the most recommended method because it has many strengths, such as: (1) it is the method requires the development of students' skills in cognitive, affective, and psychomotor so that the learning process will be much more meaningful; (2) this method gives them chance to express themselves through their own learning style;

(3) this method is considered appropriate to the development of modern learning psychology which assumes learning is the process of changing the attitude through experiences; (4) this method can serve the students' need who have the ability above average.

So, Inquiry-Based Learning Method is as one of component of Contextual Teaching and Learning Method. Inquiry Based Learning Method is a form of active learning that starts by posing question, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator. Inquirers will identify and research issues and question to develop their knowledge or solutions. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as research. The inquiry-based instruction is principally very closely related to the development and practice of thinking skills.

4.1 The Advantages and Disadvantage of Inquiry Based Learning Method

a) The advantage of Inquiry Method can be list as follows :

1. Inquiry method is a learning strategy that emphasizes the development of cognitive, affective, and psychomotor a balanced way, so that learning through this strategy is considered more meaningful.
2. Inquiry method can provide a space for students to learn according to their learning style.
3. Inquiry method is a strategy that is considered to be in accordance with the development of modern psychology that consider learning is a process Interchange ability.

4. Inquiry method can serve the needs of students who have above average ability.

Its mean students who have good study skills will not be hampered by weak students in learning.

b) The disadvantage of Inquiry Method can be list as follow:

1. Inquiry method is used as a learning strategy, it will be difficult to control the activities and student success.
2. It is difficult to plan due to hit in learning by students in the learning habit.
3. Allows to happen a long learning process that will be constrained by time.
4. During the provision of learning success is determined by the student's ability to master the subject matter, the inquiry learning model will be difficult to be implemented by each teacher.

4.2 Technical Learning of Inquiry Method

There are six phases of inquiry method, namely :

1. Do Orientation

The first step that must be done is the teacher explains the learning objectives. And she made sure to create conducive learning environment. And the things done in the orientation phase are:

a). Provides an understanding of the topic, objectives and learning outcomes expected to be achieved by students.

b). Provide insight to students about the main points to be taken by students to achieve the goal. At this stage the inquiry described the steps as well as the purpose of each step, from the steps to formulate the problem up to formulate conclusions.

c). Provide an explanation of the importance of the topic and learning activities. This is done in order to give students motivation.

2. Learn Formulating the Problem

This step in order to take students on a subject that contains puzzles. The issue presented is a question that challenges students to solve the puzzle.

3. Formulate Hypothesis

The hypothesis is a temporary answer of a problem being studied. As a temporary answer, hypotheses need to be tested truth. And the thing to do is to ask the students' opinions on the subject, until later they find their own conclusions should be.

4. Collecting Data

Of the existing problems, students are invited to find data that support the solution of the problems that exist, and the data will be processed and discussed with friends or individual.

5. Testing Hypothesis

This concept is taken to determine the answers that are considered acceptable in accordance with the data or information obtained based on the data obtained. That is, the answer will come not merely a personal opinion only, but must be supported by the data found and accountable.

6. Drawing Conclusions

Formulating its conclusions by looking hypothesis, and this process can be together with the teacher, if students find difficulty.

B. Relevant Study

This study relevant

1. Hallar, Britan (2009) “Effect of Inquiry Method on Students’ Science Literacy Skills and Confidence”

Calls for reform in university education have prompted a movement from teacher to student-centered course design, and include developments such as peer-teaching, problem and inquiry method. In the sciences, inquiry method has been widely promoted to increase literacy and skill development, but there has been little comparison to more traditional curricula. In this study, we demonstrated greater improvements in students’ science literacy and research skills using inquiry lab instruction. We also found that inquiry students gained self-confidence in scientific abilities, but traditional students’ gain was greater-likely indicating that the traditional curriculum promoted over-confidence. Inquiry lab students valued more authentic science exposure but acknowledge that experiencing the complexity and frustrations faced by practicing scientists was challenging, and may explain the widespread reported student resistance to inquiry curricula.

2. Abdi, Ali (2014) “The Effect of Inquiry Method on Students’ Academic Achievement in Science Course”

The purpose of this study was to investigate the effect of inquiry method on students’ academic achievement in sciences lesson. A total of 40 fifth grade students from two different classes were involved in the study. They were

selected through purposive sampling method. The group was instructed through inquiry method whereas the other group was traditionally instructed. This experimental study lasted eight weeks. To determine the effectiveness of inquiry method over traditional instruction, an achievement test about sciences which consisted of 30 items was administered as pre-test and post-test to students both in the experimental and control group. For the statistical analysis, Analysis of Covariance (ANCOVA) was used. The result showed that students who were instructed through inquiry method achieved higher scores than the ones which were instructed through the traditional method.

C. Conceptual Framework

Since the English subject has been a compulsory subject in school, students need to master the subject in order to accomplish the students' achievement. Writing has become an essential skill in learning English since it determines the students' academic success. Without some ability to express themselves in their writing, students do not pass the subject. Students write in order to succeed in mastering the subject matter.

This study deals with the writing ability by applying inquiry method. Writing is seen as the most difficult skill among the four skills since students have to master not only the grammar and vocabulary but also the aspect of writing itself. The students find that it is difficult to write the text because they feel hard to find ideas to organize in a text and they don't know how to arrange a text by using generic structure and language features in the writing. To increase the

students' ability in writing also to increase their enthusiasm and to make them feel comfortable in learning situation in order to make them enjoy learning writing.

Furthermore, teacher can use several methods of teaching in order to overcome this problem. One of them is through inquiry method. Inquiry method of students centre learning approach which can help the teacher for teaching how to write the text to the students. Because inquiry is the way students learn when they're left alone, the students feel free to explore the knowledge. The essence of inquiry is that inquiry requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. It is such kind of method to teaching and learning process that places students' questions, ideas, and observations at the centre of the learning experience. For example, when students are ask to write a simple text, students are guide to choose a simple topic to be write down we can say the topic is sad story. Then, the students are to encourage to do some exploration in order to gather the factual data about the topic. The students can determine what question will be investigate, how to organize the data, and how to select the information to write. Right after that, the students can share their investigation and give evaluation among the students until they can finally write the text.

Teaching and learning process by applying inquiry method will have a significant effect on students' achievement in writing simple texts since they put their own ideas into the blank paper.

By applying inquiry methods, students have more chances to express themselves to explore, investigate, formulate questions, and involve their through

processes that change experience to bits of knowledge. Therefore, the inquiry method is more effective because the students are involved in the process of learning.

D. Hypothesis

The hypothesis of this research are drawn as follow :

Ha: $t_{\text{test}} > t_{\text{table}}$ There is a significant effect of inquiry based learning method on students' achievement in writing text

Ho: $t_{\text{test}} < t_{\text{table}}$ There is no a significant effect of inquiry based learning method on students' achievement in writing text

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Swasta Ali Imran, JL. Bersama No.21, Kelurahan Bandar Selamat, Kecamatan Medan Tembung, Medan. The location was chosen because the researcher found problems in writing text faced by the students, and the researcher found that the English teacher seldom used the new method to teach writing skill.

B. Population and Sample

The population of this research was taken from the eighth grade class of SMP Swasta Ali Imran Medan at the academic year 2017/2018. There was 2 classes, they were VIII A, VIII B with the total students 53 students. It could be seen in the table 3.1.

Table 3.1
Population and Sample

No	Class	Population	Sample
1.	VIII A	26	26
2.	VIII B	27	27
TOTAL		53	53

C. Research Design

Use experimental research, design was applied in this method. The experimental group was taught by using Inquiry Based Learning Method. The

control group was taught by using conventional method. The design of this research could be show below.

Table 3.2
Research Design

Group	Pre- Test	Treatment	Post-Test
A Experimental Group	ü	ü	ü
B Control Group	ü	–	ü

There are three steps namely pre-test, treatment, and post-test done in this part:

1. Pre-test

Both groups, the experimental and control group were given pre-test before the treatment. The function of pre-testis was to know the students achievement.

2. Treatment

The experimental and control group was taught with the same material, that was writing the text. The experimental group was taught by using Inquiry Based Learning Method, while the control group by using conventional method

3. Post –test

After treatment, the post-test was given to the students. The test instrument was same as the pre-test. The post-test in the final test was

used to measure whether the treatment was significant or not to the students' writing achievement..

D. The Instrument of Research

Written test about simple text used as the instrument of the research. The instrument of the research made a text which suit to the level of the second. Year students in learning program in curriculum. The instrument for collecting data was written test, in which students wrote individually before showing their topic in front of the class.

E. Technique of Collecting Data

In collecting the data, some steps was applied as follows :

1. Giving pre-test to both of the groups.
2. Giving treatment.
3. Giving post-test to both of the group.

F. Technique of Data Analysis

In this research, some steps was applied in analyzing the data, they were:

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer
4. Listing the score into two tables; first was for the experimental group scores and second was for the control group scores.

5. Calculating the total score of pre-test and post-test in experimental group and control group
6. Finding the mean score of pre-test and post-test in experimental group and control group (Sudijono, 2009)
7. Finding the standard of deviation (Sudijono, 2009)
8. Testing hypothesis by applying T-test (Sudijono, 2009)

The Formulas used in analyzing data as follows:

1. Formula to find the mean score of pre-test and post-test in experimental group and control group:

- a. Mean of variable X (variable 1)

$$Mx = \frac{\sum x}{N}$$

- b. Mean of variable Y (variable 2)

$$My = \frac{\sum y}{N}$$

2. Formula to find the standard of deviation by using formula:

- a. Standard Deviation (SD) for variable X (variable 1)

$$SD = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2009})$$

- b. Standard Deviation (SD) for variable Y (variable 2)

$$SD = \sqrt{\frac{\sum y^2}{N}} \quad (\text{Sudijono, 2009})$$

- c. Standard Error of mean of variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N^1-1}} \quad (\text{Sudijono, 2009})$$

d. Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2-1}} \quad (\text{Sudijono, 2009})$$

3. Testing hypothesis by applying T-test

$$t = \frac{M_1 - M_2}{SEM_1 - SEM_2} \quad (\text{Sudijono, 2009})$$

2009)

Notes :

M_x	= mean for variable 1 or X
M_y	= mean for variable 2 or Y
ΣX	= total of students' score
ΣY	= total of students' score
N_1	= number of cases for variable 1
N_2	= number of cases for variable 2
SD_x	= standard deviation for variable x
SD_y	= standard deviation for variable y
ΣX^2	= the square of total students' score
ΣY^2	= the square of total students' score
t	= t observed

CHAPTER IV

DATA ANALYSIS

A. The Data

The data of this study were the result of writing. The data were divided into two groups, namely experimental group and control group. This study was conducted in three meeting for each group either control or experimental group. Both of groups were given the same test form in writing in pre test ad post test. Data collection used five indicators that refer to the rule of writing, that were:

C : Content

O : Organization

V : Vocabulary

Lu : Language Use

M : Mechanism

The following data were the students' score on the pre- test and post-test of the experimental and control group. It can be seen in table below:

Table 4.1
The score of Pre-Test of the Experimental Group

No.	Student's initial	Indicators					Score
		C	O	V	LU	M	
1	AF	15	11	6	10	3	45
2	AA	15	7	7	8	3	40
3	AK	18	11	11	15	4	59
4	AAB	22	13	13	12	4	64
5	CKG	20	14	13	13	2	62
6	DPI	16	14	11	10	2	53
7	DM	23	13	14	14	4	68
8	EA	16	15	13	11	2	57
9	FS	21	11	11	11	3	57

10	FRN	15	11	6	10	3	45
11	IRD	21	11	12	18	3	65
12	JS	18	9	7	9	4	47
13	LSL	17	8	9	12	4	50
14	MIG	16	15	13	11	2	57
15	MHL	15	7	7	8	3	40
16	MIEL	19	15	12	12	2	60
17	MRH	17	10	13	10	3	53
18	MYH	19	8	7	9	4	47
19	NSN	18	13	11	12	2	56
20	PMSM	18	11	11	15	4	59
21	RSS	21	11	12	18	3	65
22	RAN	23	17	15	12	3	70
23	SN	17	8	9	12	4	50
24	SKL	18	9	13	10	3	53
25	YZ	15	13	13	11	3	55
26	DN	16	14	11	10	2	53
SUM							1430
MEAN							55

From the table above, the students' score in pre-test was 1430 and the score of mean in students' writing was 55. It can be seen by using formula below:

$$\frac{\sum x}{n}$$

—

Table 4.2
The Score of Post-Test of the Experimental Group

No.	Student's initial	Indicators					Score
		C	O	V	Lu	M	
1	AF	21	17	16	15	3	72
2	AA	22	17	18	15	3	75
3	AK	23	18	15	21	3	80
4	AAB	22	16	16	19	4	77
5	CKG	24	18	18	17	3	80
6	DPI	26	17	17	20	5	85
7	DM	26	17	18	18	3	82
8	EA	24	19	19	12	4	78
9	FS	20	14	16	16	3	69
10	FRN	24	18	16	16	3	77
11	IRD	25	19	19	20	4	87
12	JS	23	17	15	21	3	79
13	LSL	25	20	17	21	4	87
14	MIG	26	17	18	18	3	82
15	MHL	24	17	16	17	3	77
16	MIEL	25	17	18	21	4	85
17	MRH	24	17	17	21	4	83
18	MYH	23	16	15	21	3	78
19	NSN	25	17	18	21	4	85
20	PMSM	25	18	16	17	4	80
21	RSS	26	17	20	21	4	88
22	RAN	24	16	17	18	5	80
23	SN	24	17	17	18	4	80
24	SKL	26	17	16	21	4	84
25	YZ	24	18	17	18	4	81
26	DN	25	18	17	18	4	82

SUM	2093
MEAN	80.5

And the students' score in post-test was 2093 and the students' mean in writing was 80.5. To know mean of a students' score in post-test by using formula below:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{2093}{26}$$

$$Mx = 80.5$$

From analysis above, it concluded that students' score in post-test after using Inquiry Based Learning Method in experimental group was higher than students' score in pre-test in writing. The result of students' score were taken from higher was 2093 and mean of students' score was 80.5. For make it clear, it can be seen in chart below:

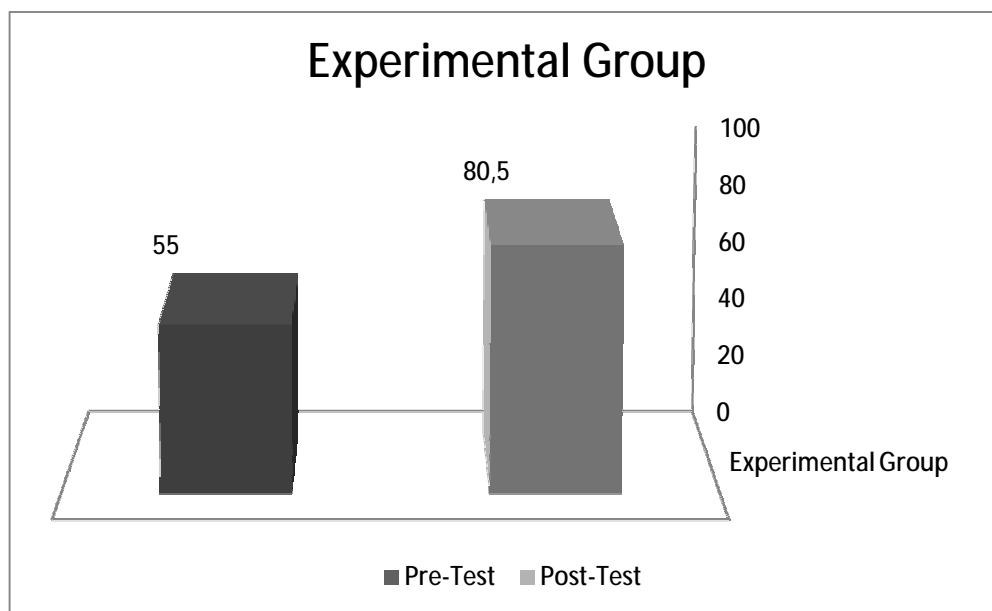


Chart 1: The result students' score of Experimental Group

Table 4.3
The Score of Pre-test of the Control Group

No.	Student's initial	Indicators					Score
		C	O	V	LU	M	
1	AAL	13	8	7	9	3	40
2	AS	18	11	8	18	4	59
3	AW	14	8	8	18	4	52
4	AY	17	14	12	15	5	63
5	BS	18	9	7	9	4	47
6	DN	14	8	8	18	4	52
7	FY	15	8	7	10	4	44
8	FAS	17	8	9	12	4	50
9	FS	21	16	15	16	3	71
10	IY	15	11	6	10	3	45
11	KA	21	11	11	11	3	57
12	KS	16	15	13	11	2	57
13	KR	15	7	7	8	3	40
14	MDA	15	11	6	10	3	45
15	MRL	16	9	11	13	4	53
16	NBL	13	7	7	12	4	43
17	NAR	21	14	14	14	3	66
18	NH	16	9	11	13	4	53
19	RS	18	11	8	18	4	59
20	RR	17	14	12	15	5	63
21	RH	15	8	7	10	4	44
22	RA	14	8	8	18	4	52
23	SWN	16	8	7	8	4	43
24	TSU	17	14	12	15	5	63
25	UR	18	9	7	9	4	47
26	JBR	20	13	16	12	3	64
27	WE	17	8	9	12	4	50
SUM							1422
MEAN							52.67

From the table above, the students' score in pre-test was 1422 and the score of mean in the students' writing was 52.67. It can be seen by using formula below:

$$\pi = \frac{\sum X}{n}$$

$$\pi = \frac{1422}{27}$$

$$\pi = 52.67$$

Table 4.4
The Score of Post-Test of Control Group

No.	Student's initial	Indicators					Score
		C	O	V	Lu	M	
1	AAL	20	13	16	12	3	64
2	AS	21	16	15	15	3	70
3	AW	18	13	17	12	3	63
4	AY	20	14	16	16	3	69
5	BS	16	13	9	11	4	53
6	DN	21	14	14	14	3	66
7	FY	16	15	13	11	2	57
8	FAS	19	15	12	12	2	60
9	FS	23	18	18	22	4	85
10	IY	18	11	11	15	4	59
11	KA	20	14	13	13	2	62
12	KS	23	17	15	12	3	70
13	KR	17	10	13	10	3	53
14	MDA	19	15	12	12	2	60
15	MRL	22	11	12	18	3	66
16	NBL	18	11	11	15	4	59
17	NAR	21	16	15	15	3	70
18	NH	17	12	9	13	4	55
19	RS	22	14	14	18	3	71
20	RR	23	18	14	18	3	76
21	RH	21	13	14	17	3	68
22	RA	20	14	13	13	2	62

23	SWN	20	13	16	12	3	64
24	TSU	23	16	16	22	3	80
25	UR	21	15	16	16	3	71
26	JBR	22	14	12	15	3	66
27	WE	17	14	12	15	5	63
SUM							1762
MEAN							65.26

And the students' score in post-test was 1762 and the students' mean in writing was 65.26. To know mean of a students' score in post-test by using formula below:

$$\pi = \frac{\sum x}{n}$$

$$\pi = \frac{1762}{27}$$

$$\pi = 65.26$$

From the analysis above, it concluded that students' score in post-test was higher than students' score in pre-test on writing. However, the students' score in experimental group was higher than control group. It concluded that Inquiry Based Learning method significant effect students' writing. For show the result of students' score in control group, it can be seen in chart below:

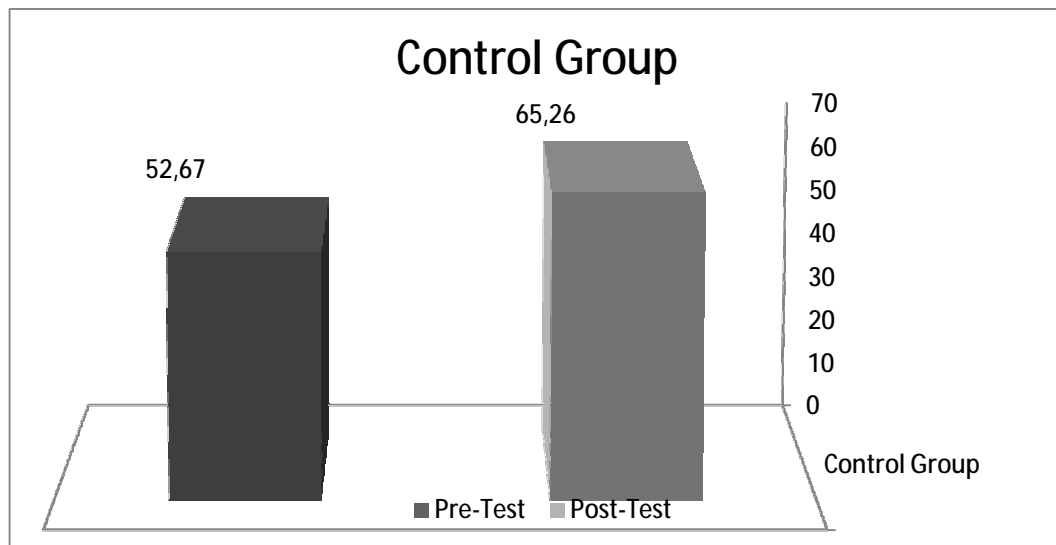


Chart 2 : The result students' score of Control Group

B. Data Analysis

The data were collected by asking the students to write as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre-test and post-test were from experimental and control group. The analysis is intended to earn the significance different between experimental group which teachings by using Inquiry based learning method on the students' achievement in writing.

1. Analyzing the Data by Using SD and SEM

The data of pre-test and post-test from two groups are computed by using mean, Standard Deviation (SD), Standard Error of Mean (SEM), and t-test formula. Some of students' score as representation in experimental group are analyzed taken from the highest, the middle and the lowest score. It could be seen in the tables below:

Table 4.5
Standard Deviation in Experimental Group

No.	Students' Initial	Score		X	X ²
		Pre-Test	Post-Test		
1	AF	45	72	27	729
2	AA	40	75	35	1225
3	AK	59	80	21	441
4	AAB	64	77	13	169
5	CKG	62	80	18	324
6	DPI	53	85	32	1024
7	DM	68	82	14	196
8	EA	57	78	21	441
9	FS	57	69	12	144
10	FRN	45	77	32	1024
11	IRD	65	87	32	1024
12	JS	47	79	32	1024
13	LSL	50	87	37	1369
14	MIG	57	82	25	625
15	MHL	40	77	37	1369
16	MIEL	60	85	25	625
17	MRH	53	83	30	900
18	MYH	47	78	31	961
19	NSN	56	85	29	841
20	PMSM	59	80	21	441
21	RSS	65	88	23	529
22	RAN	70	80	10	100
23	SN	50	80	30	900
24	SKL	53	84	31	961
25	YZ	55	81	26	676

26	DN	53	82	29	841
27SUM				673	18903
MEAN				25.88	727.03

To measure Standard Deviation (SD) in experimental group by using formula below:

$$SD = \sqrt{\frac{\sum y^2}{n} - \frac{(\sum y)^2}{n^2}}$$

$$SD = \frac{\sum y^2}{n} - \frac{(\sum y)^2}{n^2}$$

$$SD = \sqrt{\frac{18903}{27} - \frac{673^2}{27^2}}$$

$$SD = 26.96$$

After analyzing Standard Deviation (SD), then the researcher analyzed Standard Error of Mean (SEM) in Experimental Group to know correlation between both variable by using formula below:

$$SEM = \frac{SD}{\sqrt{n}}$$

$$SEM = \frac{26.96}{\sqrt{27}}$$

$$SEM = 5.39$$

$$SEM = 5.39$$

After analyzing, it concluded that Standard Deviation (SD) in experimental group was 26.96 and Standard Error of Mean (SEM) in Experimental Group was 5.39. To know SD and SEM in control group, it can be seen in analyzing below:

Table 4.6
Standard Deviation in Control Group

No.	Students' Initial	Score		Y	Y ²
		Pre-Test	Post-Test		
1	AAL	40	64	24	576
2	AS	59	70	11	121
3	AW	52	63	11	121
4	AY	63	69	6	36
5	BS	47	53	6	36
6	DN	52	66	14	196
7	FY	44	57	13	169
8	FAS	50	60	10	100
9	FS	71	85	14	196
10	IY	45	59	14	196
11	KA	57	62	5	25
12	KS	57	70	13	169
13	KR	40	53	13	169
14	MDA	45	60	15	225
15	MRL	53	66	13	169
16	NBL	43	59	16	256
17	NAR	66	70	4	16
18	NH	53	55	2	4
19	RS	59	71	12	144
20	RR	63	76	13	169
21	RH	44	68	24	576
22	RA	52	62	10	100
23	SWN	43	64	21	441
24	TSU	63	80	17	289
25	UR	47	71	24	576

26	JBR	64	66	2	4
27	WE	50	63	13	169
SUM				340	5248
MEAN				12.59	194.37

To measure Standard Deviation (SD) in control group by using formula below:

$$SD = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

$$SD = \frac{\sum (x_i - \bar{x})^2}{n}$$

$$SD = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

$$SD = 13.94$$

After analyzing Standard Deviation (SD), then the researcher analyzed Standard Error of Mean (SEM) in Control Group to know correlation between both variable by using below:

$$SEM = \frac{s}{\sqrt{n}}$$

$$SEM = \frac{s}{\sqrt{n}}$$

$$SEM = \frac{s}{\sqrt{n}}$$

$$SEM = \frac{s}{\sqrt{n}}$$

$$SEM = 2.73$$

Thus, the value can be used to find the result of applying t-test formula, can be seen in the following:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{SEM}$$

$$t = \frac{\bar{y} - \bar{y}_0}{\frac{s}{\sqrt{n}}}$$

$$t = \frac{\bar{y} - \bar{y}_0}{\frac{s}{\sqrt{n}}}$$

$$t = 5.72$$

The result of analyzing showed that the t-test was **5.72** and t-table was 2.01. The t-test showed that the t-test was higher than t-table ($5.72 > 2.01$). It conclude that Inquiry based learning method a significant effect on the students' achievement in writing.

2. Testing Hypothesis

In analyzing the hypothesis, it referred to t-table at the level significant of 0.05 in degree of freedom ($df = n-2$ was $53-2 = 51$). It means that the level significant of 0.05 was 2.01. The testing criterion used for the hypothesis result is if $t\text{-test} > t\text{-table}$, it means that the research was accepted (H_a), and if $t\text{-test} < t\text{-table}$, it means that the research was rejected (H_o). Based on the result from the data analysis, it show that $t\text{-test} > t\text{-table}$ ($5.72 > 2.01$). It means that the result of this research was accepted (H_a). So, Inquiry Based Learning Method significant affect students' achievement in writing and can be improve at eight grade of SMP Swasta Ali Imron Medan.

C. Research Finding

From the result was found that there was different between experimental group and control group especially in teaching writing. Experimental group was taught by using Inquiry Based Learning Method meanwhile, control group was

taught by using conventional method. From the result which showed that $t\text{-test} > t\text{-table}$, namely $(5.72 > 2.01)$, it means that inquiry based learning method significant affect on students' achievement in writing than conventional method and inquiry based learning method can be improve in teaching writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, conclusion are drawn as the following:

- 1) There was effect of using inquiry based learning method on the students' achievement in writing that could be find easier to express their ideas and thoughts to write paragraph. There were effect of apply inquiry based learning method in writing. It showed the final result was $t\text{-test} > t\text{-table}$ ($5.72 > 2.01$). It means that there was significant effect towards the students' achievement in writing.
- 2) The second, students were not followed in writing because method used in teaching their school only with conventional method made them very low interested and had some difficulties in writing. Inquiry based learning method solved difficulties by indicating the effect was 50.29 % it was called moderate.

B. Suggestions

In relation to be conclusion:

- 1) For the students, it will make the easier to make a good paragraph.

- 2) Text give students invaluable benefit because it help them to make writing more fun and make them comfort in writing.
- 3) The English teacher should apply inquiry based learning method as one alternative way of teaching writing of paragraph beside that the teachers have to do more active to give them assignment to make them get used to write and also more creative to make the learning situation comfort because it will influence to the students' motivation in writing.
- 4) The headmaster, to can increase awareness of teacher and the headmaster performance to improve professionalism.
- 5) The readers at UMSU library, to enrich readers' knowledge about teaching method and writing.
- 6) The researcher, to can knowledge about teaching media and help improving in the school.

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