THE EFFECT OF APPLYING INQUIRY METHOD ON THE STUDENTS' ACHIEVEMENT IN WRITING EXPOSITORY TEXT

SKRIPSI

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ABSTRACT

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This study deals with the effect of applying inquiry method on the students' achievement in writing expository text. The objective of the study are to investigate the effect of applying inquiry method on the students' achievement in writing expository text and to describe the students' achievement after taught by using this method. Descriptive quantitative method was applied in this research by using experimental research design. This research was conducted at SMA Pembangunan Nasional, Sukamandi Hilir, Deli Serdang on February 2017. The population of this research was the   grade students which consist of four classes with 154 students. By using cluster random sampling, eighty students from XI IPA 1 and XI IPA II was choosen as the sample. The inquiry method was applied on the experimental group (XI IPA I), and lecturing method was applied on the control group (XI IPA II). In obtaining the data, written test was giving to the students. The finding showed that t-observed was higher than t-table 5.12>1.66, at α = 0.0, and df = 78. It means Ha is accepted and Ho is rejected, applying inquiry method gives a significant effect on the students' achievement in writing expository text. The effect was 81% and 19% was influenced by others factors. The students' achievement after applying inquiry method was showing positive improvement which was proven from the increasing of the students' total score around 1.147 and all the students were categorized able in writing expository text.

Keyword : inquiry method, expository text, students' achievement, experimental research.

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CHAPTER I

INTRODUCTION

A.   The Background of the Study

In learning English, students are taught of four basic skills of English language they are reading, listening, speaking, and writing. These skills were categorized into receptive skill and productive skill. However in practice, Suherman (2012) observes that writing skill got less portion in the syllabus from the other skills. It is due to in *Kurikulum Tingkat Satuan Pendidikan (KTSP),* English has tendency called Text-based Learning Curriculum so that the teachers assume that writing is less important and students should get more portion on the other skills.

However, learning how to write in English is so important for students as language learners. Writing will help them mastering the other skills and of course to mastering the language completely. Unfortunately, there are many problems found by students regarding the writing process. The problems can be seen from the academic achievement students got.

Based on research experience during conductional teaching practice process (PPL), the students has low and many difficulties in Writing there were some problems in field when giving materials to the students, especially the expository text. There were many errors in social function, generic structure, and language feature. The students has low motivation are not interested in doing the task since

the writing activities were not interesting. The students felt so bored if they were asked to given full attention when they were studying writing in the class usually, the students were asked to write sentences without being given some clue so that it is difficult for them to express their ideas on the piece paper. They stated that the learning process forced them 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. Students are forced to remember and fill their brains with all information without demanded to comprehend all the information they remember to relate to their daily life.

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 Method.

In this research, the researcher is interested to apply Inquiry Method to overcome thus problems. Learning inquiry method can create the situation in which students act as scientist so that they will really study. Students must observe and question about a phenomenon then they try to explain the phenomenon and make the summary.

Sanjaya (2011) states that inquiry method is the most recommend method because it has many strengths, such as: (1) 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.

The beneficial aspects of the Inquiry Method have been found by a number of researchers. Lee (2014) conducted a research and found that inquiry affective and meaningful experience. A questionnaire was administered to asses students' feedback on the effectiveness and preference of this method. Students expressed enthusiasm on inquiry and indicated that this method reinforced their learning.

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.

Realizing the problems on the failure of most teachers using appropriate method and knowing such effectiveness of applying the Inquiry Method in writing

expository, the researcher decides to conduct a research in write the tittle "The Effect of Inquiry Method on Students' Achievement in Writing Expository Text" in order to develop and evaluate whether this method can improve the students achievement in writing expository text.

B. The Identification of the Problem

Based on the background of the study, the problem of the study were identified as follows:

1. The students have low ability especially in writing expository text

2. The students have less motivation and uninterested in learning expository text

3. The students make many mistakes in developing expository text especially in generic structure and language feature

C. The Scope and Limitation

The scope of this research was focused on writing skill and this research was limited on the inquiry method, especially in writing expository text on analytical exposition.

D. The Formulation of the Problem

The problem of the study were formulated as follows :

1. Is there any significant effect of applying inquiry method on students' achievement in writing expository text ?

2. How is the students' achievement in writing expository text after applying inquiry method ?

E.   The Objectives of the Study

1. to find out the significant effect of Inquiry Method on students'
   achievement in writing expository text

2. to describe the students' achievement in writing expository text after
   applying inquiry method

F.   The Significant of the Study

The result of this study were expected to be useful :

1. Theoretically :

The finding can enrich theory of writing and become reference for further
studies.

2. Practically :

   1. The teachers, the teachers of English to create the teaching process
      especially about writing.

   2. The students' they could solve their problem in writing who have
      lack of vocabulary and aslo motivats the students to be better in
      writing.

   3. Readers at UMSU library, to enrich readers' knowledge about
      teaching method and writing expository text.

   4. Other researchers, it helps the next research get prior information
      who are interested in forming study in order fields of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study focuses on the effect of applying Inquiry Method on students' achievement in writing Expository text. There are many terms that take from various theories in the area of writing. The terms use in this particular context 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 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 that 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 simplex or complex – just about our daily life.

Writing is about how to get an to explore the ideas, imaginations, experiences and feelings we have then 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 suprising insights into ourselves. Being a writer helps 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. Write 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 ways 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 readers or audiences read is the writing product. Writing as process 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) Outling

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.

1.2 Academic Writing

Academic writing is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at conferences. A very broad definition of academic writing could include any writing assignment given in an academic setting.

1.3   Characteristics of Academic Writing

a) Planning - There is a certain amount of planning before you start writing the paper; so, it will be analytical and organized

b) Outline - A proper outline is a must for academic writing. An outline will not only help you formulate your thoughts, but will sometimes make you aware of certain relationships between topics. It will help you determine the pertinent information to be included in your paper

c) Tone - A formal tone is used. You do not use slang words, jargon, abbreviations, or many clichés

d) Language - The language in your paper needs to be clear and words need to be chosen for their precision. A thesaurus is a good tool to help you pick just the right words to explain the issues

e) Point-of-view - The point of view in the third person, as the focus of academic writing is to educate on the facts, not support an opinion

f) Approach - Deductive reasoning is a big part of academic writing as your readers have to follow the path that brought you to your conclusion.

1.4   Academic Writing Structure

An academic paper has three distinct sections - the introduction, body and conclusion.

a. Introduction

In the introduction, you must grab the writer's attention and identify the thesis of the paper. You can do this by starting with:

1. Several questions

2. A quote from a famous work or person

3. Some interesting facts or information

4. A definition of an important term related to the work

b. Body

This is the main part of the work and the paragraphs must be clearly written and be arranged in a logical order, like chronologically or in order of importance. Each initial sentence links the preceding paragraph and the whole section flows smoothly.

c. Conclusion

In the conclusion, you re-emphasize the thesis and summarize all the main points. The conclusion consists of one paragraph which shows the final conclusion to the reader.

2. 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.

2.1 Types of Text

There are five major texts types: expository, recount, procedure, descriptive, and news item.

2.2 Expository Text

Expository text is the vast majority of what is read in school, work and life. For this reason, it is critical that students understand how to read, analyze, distinguish, synthesize, create, and extend ideas present in expository text. Expository texts include essays, speeches, workplace and government documents, newspaper and magazine articles, instructions and directions.

Expository text differs greatly from narrative text in tone, style, structure, and features. First, expository texts purvey a tone of authority, since the authors possess authentic and accurate information on the subjects they write about

(Fisher & Frey, 2008). Second, these texts follow a style that is distinctly different from that of narrative text. Expository text uses clear, focus language and moves form facts that are general to specific and abstract to consecrate. While expository text shares certain characteristics with the other types of text, exposition makes its own demands on the reader through the unique use of structure, devices, features and conventions, teachers need to teach students how to read expository texts and how to read them successfully.

There are two kinds of expository text or exposition text:

a) Analytical exposition text

Analytical exposition is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around. The social function of this text is to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic. It is a text that elaborates the writer's idea about the phenomenon surrounding. It is social function is to persuade the reader that the idea is important matter.

Purposes :

1. To persuade the readers that idea is important matter.

2. To persuade the readers or listeners that there is something that, certainly, needs to get attention

3. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments

The generic structure of analytical exposition text are:

1. Thesis : In section thesis, the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition

2. Argument 1 : The topic discussed by the author is a very important topic or need attention. In this section this section the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical exposition have more than two arguments. The more arguments appear, the more confident the reader.

3. Reiteration : This section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

Language features :

1. Using relational process : Relationships between and among leaders, workers, followers, partners, co-workers, etc. people knowing and caring about people.

2. Using external conjunctions = Enhancing by linking to real world events (Holocaust, the Final Solution, death trains)

3. Using internal conjunction = Elaborating and itemizing steps in an argument (Firstly, secondly, next, finally)

4. Using causal conjunction = the cause of an event, because

5. Using contrastive conjunction = but, nevertheless

6. Using simple present tense = Bruno _is_ quiet boy

7. Focusing on generic human and non-human participants, e.g.: car, pollution, leaded petrol car

8. Using abstract noun, e.g.: policy, government

9. Using relational processes, e.g.: It is important

10. Using modal verbs, e.g.: We must preserve

11. Using modal adverbs, e.g.: Certainly we.

12. Using passive sentence

Examples and structures of the text

Is Smoking Good for Us?	
Thesis	Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.
Arguments	Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes. |

Reiteration	Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.

Notes on the generic structure:

From the generic structure, what make big different is that analytical exposition ends with paragraph to strengthen the thesis while hortatory makes a recommendation for readers.

Thesis   : This pre-conclusive paragraph states the writer's point of view about the topic discussed. Writer has show himself in clear position of the discussed topic. Paragraph 1 is the thesis of this analytical exposition text. It states the fact of the very fatal impact of the smoking habit. Clearly the writer wants to say that smoking is not a good habit.

Arguments   : Presenting arguments in analytical exposition text is as important as giving conflict plot in narrative text. The series of argument will strengthen the thesis stated before. In this example of analytical exposition text, paragraph 2 and 3 are the detail arguments presented in a reporting fact to support that smoking is not good even for smokers themselves. Furthermore, people who do not smoke but they are in smoky area have the bad effect too from the smoking habit.

Reiteration   : This end paragraph actually is restating the thesis. It is something like conclusive paragraph from the previous arguments. The last paragraph of this example of analytical exposition points again that smoking is not good for smokers and people around smokers. However smoking is very good for Cigarette Companies.

b) Hortatory exposition text

It is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

Purpose:

1. To persuade the readers that something should or should not be the case or be done.

The generic structures of hortatory exposition text are:

1. Thesis   : Statement or announcement of issue concern

2. Argument   : Reason for concern that will lead to

   recommendation

3. Recommendation   : Statement of what should or should not happen or

   be done on the give arguments

Language features:

1. Using simple present tense

2. Using modals

3. Using action verbs

4. Using thinking verbs

5. Using adverbs

6. Using adjective

7. Using technical terms

8. Using general and abstract noun

9. Using connectives/transition

The examples of Hortatory Exposition:

Watching TV	
Thesis	Is it important to know what your kids are watching? Of course it is. Television can expose your children to things that you have tried to protect them from, especially violence, drug abuse, etc.
Arguments	One study demonstrated that watching too much TV during the day or at bedtime often causes bedtime resistance, sleep onset delay and anxiety around sleep, followed by shortened sleep duration. Another study found a significant association between the amount of time spent watching television during adolescence and early adulthood, and the like hood of subsequent aggressive acts against others. Meanwhile, many studies have found an association between kids watching a lot of TV, being inactive and overweight.
Recommendation	Considering some facts above, protect your children with some following tips: 1. Limit television viewing to 1-2 hours each day. 2. Do not allow your children to have a TV set in their bedrooms. 3. Review the ratings of TV shows that your children watch. 4. Watch television with your children and discuss what is happening during the show.

2.3 Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. It has generic structure: (1) orientation, in which the writer introduces the partipants, place, and time; (2) events, in which is a series of event that happen in the past is describe; (3) reorientation, in which the writer states his/her own personal comment to the story.

2.4 Procedure text

Procedure text is a text that is design to describe how something is achieve through a sequence of actions and steps. It explains how people perform different process in a sequence of steps. The generic structure of this text are; goal/aim, materials, and steps.

2.5 Descriptive text

Descriptive text is a text which is describes what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has generic structure: (1) identifications, in which the writer identifies the phenomenon to be describe; and (2) Description, in which the writer describes the phenomenon in parts, qualities and/or characteristics.

2.6 News Item

News item is a text which informs readers about event of the day. The events are considered newsworthy or important. In the generic structure, news item just has the main event, the elaboration, and the resource of information.

3.   Inquiry Method

Inquiry method is learning the art of manipulating situations such that students can act as a scientist. Students are encouraged to be able to have the initiative to observe and inquire natural phenomena, propose explanations about what they see, designing and testing to support or oppose to their theories, to analyze data, draw conclusions from experimental data, designing and building models.

The main technical inquiry learning activity is maximal student involvement in the process of learning, and to optimally activities in the learning process and students can develop an attitude of confidence about what is find in the inquiry process. This model refers to the social aspects in the classroom and open atmosphere that invites students discussed so focused looking for the hypothesis by using facts as evidence of or information. In the process of implementation, teachers give stimulation to make students active and passionate thinking, and points the way out if students have difficulty. Teachers act as administrator, is responsible for all activities of the class.

3.1   The Advantage and Disadvantage of Applying Inquiry 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 follows :

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

3.2 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 a 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 hypotheses, and this process can be together with the teacher, if students find difficulty

B.   Previous Research

Some research which deal with the using of Inquiry Method were as follow :

1. Brittan Hallar (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 coourse 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 tittle 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. Ali Abdi (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 instructes through inquiry method whereas he 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 administreted 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 were achieved higher score than the ones which were instructed through the traditional method.

3. Pinar Simsek, Filiz Kabapinar (2010) "The Effect of Inquiry Method on Elementary Students' Conceptual Understanding of Matter, Scientific Process Skills and Science Attitudes"

The present study aimed to investigate the effect of Inquiry Method, on students' conceptual understanding of matter, scientific process skills and attitudes towards science. A teaching intervention was designed on the basis of Inquiry Method principle, which was put into practice in a grade science class. Instruction lasted 8 weeks in total as provided by normal science curriculum. The success of teaching intervention was tested via concept test, scientific process skills test and attitude scale. The findings indicated that Inquiry Method had a positive impact on students' conceptual understanding and scientific process skills, but did not make any difference on their attitudes towards science.

So, in this research the researcher is interested to apply inquiry method has significant effects on the students' achievement in writing expository text.

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 especially in expository text 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 expository writing 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 expository 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-centred learning approach which can help the teacher for teaching expository writing 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 expository 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 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 informations 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 expository 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 a questions, and involve their through processes that change experience to bits of knowledge. Therefore, the inquiry method is more effective because the students are involve in the process of learning.

D. Hypothesis

The hypothesis of this research are drawn as follow :

Ha : There is a significant effect of inquiry method on students' achievement in writing expository text

Ho : There is no a significant effect of inquiry method on students' achievement in writing expository text

CHAPTER III

METHOD OF RESEARCH

A. **Location**

This research was conducted of SMA Pembangunan Nasional at Jalan Inpres Desa Sukamandi Hilir, Kec. Pagar Merbau, Kab. Deli Serdang, Lubuk Pakam. The location was chosen because the researcher found problems in writing expository text faced by the students.

B. **Population and Sample**

1. **Population**

The population of this research were the   grade students of SMA Pembangunan Nasional of the academic year 2016/2017, which consist of four classes and two departments, first is science department class (IPA) and second is social class (IPS). They are XI IPA I, XI IPA II, XI IPS I, and XI IPS II with the total students 154.

2. **Sample**

By using cluster random sampling technique, two classes were choosen as the sample. They are XI IPA I and XI IPA II, each class consists of 40 students. It can be seen in the following table :

Table 3.1
Population and Sample

No.	Class	Population	Sample
1	XI IPA I	40	40

2	XI IPA II	40	40
3	XI IPS I	38	-
4	XI IPS II	36	-
Total students		154	80

C. Research Design

Use experimental research, design was applied in this method. The experimental group was taught by using Inquiry Method. The control group was taught by using Lecturing Method. The design of this research could be show below.

Table 3.2
Research Design

Group	Pre- Test	Treatment	Post- Test
A Experimental Group	✓	Inquiry Method	✓
B Control Group	✓	Lecturing Method	✓

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

1. Pre-test

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

2. Treatment

   The experimental and control group was taught with the same material, that is writing expository text. The experimental group was taught by applying Inquiry Method, while the control group by using

Lecturing Method. The steps of treatment in the experimental and control

group are shown as follows :

a. Teaching Presentation in the experimental group

Table 3.3
Experimental Group Activity

Teacher's Activities	Students' Activities
1. Teacher explains expository text to the students.	1. Students pay attention toward teacher's explanation
2. Teachers gives example of expository text to the students	2. Students pay attention to the teacher
3. Teacher explains about the generic structure and language feature of expository text	3. Students pay attention to the teacher and ask questions related to the generic structure and language feature
4. Teacher asks students to find out the generic structure and language feature in the text given	4. Students find out the generic structure and language feature of expository text given by the teacher
5. Teacher explains about inquiry method, the procedure of inquiry method from the beginning until the final step of the method	5. Students pay attention to the teacher explanation
6. Teacher asks the students to decide a topic which students have high curiosity	6. Students involve in the planning phase, to decide a topic which they are interested in
7. Teacher asks the students to determine what questions will be investigated in the topic they are interested in.	7. Students involve in determining what questions will be investigated right after they find the topic they're interested in
8. Teacher guides the students in identifying the information they have and the information they have and the information they want related to their topic	8. Students actively search for information related to their topic
9. Teacher monitors the students in the exploration of students about topic area that	9. Students find the topic area that they decide to investigate.

they're interested in.	
10. Teacher guides the students in organizing the information that the students gather in the exploration process	10. Students organize the information they have gathered in the exploration
11. Teacher asks students to write a expository text based on the information that has been organized by the students	11. Students write all informations that they have organized into a expository text
12. Teacher collects the students' work	12. Students collect their work to the students
13. Teacher asks the students to make a summary based on the investigation they have made	13. Students make summary based on the investigation they have made

b. Teaching presentation in the control group

Table 3.4
Control Group Activity

Teacher's Activities	Students' Activities
1. Teacher explains about expository text to the students	1. Students listen to the teacher's explanation about expository text
2. Teacher gives chance to the students to asks about the expository text	2. Students ask some questions
3. Teacher gives the sample of expository text and gives some explanation about the sample	3. Students listen to the teacher's explanation
4. Teacher asks some question based on the sample of expository text	4. Students answer the teacher's question
5. Teacher reviews about the expository	5. Students listen to the teacher's review
6. Teacher asks the students to write a expository text based on the topic given	6. Students write a expository text based on the topic given
7. Teacher collect the students' work	7. Students collect their work to the teacher

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

D.   The Instrument of Research

Written test about Expository Text used as the instrument of the research. The instrument of the research make a text which suit to the level of the second year students learning program in curriculum. The instrument for collecting data is written test, in which students wrote individually before showing their topic in front of the class. The scoring of students' performance in writing expository text, some criteria will used. Heaton (1998:146) stated that there are five scoring components scales namely content, organization, vocabulary, language use, and mechanism. The specific is describe in detail in following stages:

1.   Content

The score of content depends on the students' ability to write ideas, information in the from of logical sentence.

The criteria of scoring were as follows:

20-30	Excellent to very good : knowledge able substantive through development of topic sentence relevant to assigned topic.
22-26	Good to average : some knowledge able of subject adequate range-limited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor : limited knowledge of subject little substance in adequate development of topic.
13-16	Very poor : does not show knowledge of subject – not substantive not pertinent or not enough to evaluate.

2. Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences were clearly stated.

The criteria of giving the some use as follow :

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, prefix, suffixes, exactly.

The criteria of scoring vocabulary used are :

18-12	Very good : exact word, effective word choice and usage, word from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of words, choice but meaning not obscured.
10-13	Fair to poor : limited range, frequent error words, choice usage, meaning confused or obscured.
7-9	Very poor : essentially translation, knowledge of English vocabulary, word from not enough to evaluate.

4. Language Use

The criteria of scoring languages use as follows :

22-25	Excellent to very good : effective complex construction few error argument, test, word other / function, articles, pronouns, preposition.
18-21	Good average : effective but simple, construction minor problem to complex construction several errors of agreement, tense, number word order / function, article, pronoun, preposition but meaning seldom obscured.

11-17	Fair to poor : major problem in simple / complex construction frequent of errors of agreement, tense, number word order / function, articles, pronouns, preposition but meaning confused on obscured.
5-11	Very poor : virtually no mastery of sentence construction rules dominated by errors does not communicative or not enough to evaluate.

5. Mechanism

The criteria of scoring mechanism are gives below :

5	Excellent to very good : demonstrative mastery of conversation few errors spelling, punctuation, and capitalization, writing sentence.
4	Good to average : occasional errors of spelling, punctuation, capitalization writing sentence.
3	Fair to poor : frequent errors of spelling, function, capitalization writing sentences poor hand writing sentence poor hand writing meaning confused or obscured.
2	Very poor : no mastery of convention dominated by error of spelling, punctuation, and capitalization paragraph – hand writing not enough to evaluate.

Based on these indicators, then the students ability in writing their daily activity using chronological order was classified in quantitative and qualitative systems. The scales are as follows:

Table 3.5
The Scales of Qualitative and Quantitative

Skills	
Qualitative Form	**Quantitative Form**
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

E.   **Technique of Analyzing Data**

After collecting the data from the test, the data will be analyzed by using the following procedures :

1. Scoring the students' answer

2. Listing their scores in two tables, first for the experimental group scores and second for the control group scores

3. Calculating the total score post-test in experimental group and control group

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data Collection

The data were collection by using five indicators that refer to the rules of writing and the following tables are the calculating and the result of the data collected. Both of the experimental and control group were given a test in the form of the writing expository text. The result of the pre-test and the post-test were presented in the following tables.

Table 4.1
The Students' Score
in Pre-Test and Post-Test in Control Group and Experimental Group

Score	Control Group		Score	Experimental Group	
	Pre-Test	Post-Test		Pre-Test	Post-Test
34	1	-	34	2	-
35	1	-	35	1	-
39	1	-	36	3	-
41	1	-	37	2	-
42	1	-	38	5	-
43	1	-	39	1	-
44	2	-	41	4	-
45	1	-	42	3	-
46	3	-	43	2	-
47	2	-	45	4	-
48	5	-	46	2	-
49	7	-	47	1	-
50	2	-	51	1	-
51	4	-	54	3	-
52	4	-	55	2	-
56	1	-	57	1	-
57	1	-	58	1	-
62	1	-	59	1	-
64	1	-	71	1	-
68	-	1	73	-	1

71	-	1	74	-	2
72	-	2	75	-	1
73	-	4	76	-	1
74	-	2	77	-	1
75	-	3	78	-	2
76	-	2	79	-	2
77	-	7	80	-	1
78	-	3	81	-	4
79	-	4	82	-	5
80	-	6	83	-	8
81	-	2	84	-	4
82	-	1	85	-	1
83	-	1	86	-	2
84	-	1	87	-	1
-	-	-	88	-	1
-	-	-	89	-	3
Total	**40**	**40**	**Total**	**40**	**40**

Completing test was given to the students to obtain data. The data was collected by giving the students written test. The data showed that in experimental group, the total score of pre-test is 1.867 and post-test is 3.276 while in control group, the total score of pre-test is 1.933 and post-test is 3.080. In experimental group the result of the pre-test showed that the highest score was 71 and the lowest was 34, in post-test the highest score was 89 and the lowest was 73 while in control group the result of the pre-test showed that the highest score was 64 and the lowest was 34, in post-test the highest score was 84 and the lowest was 68 (for detail, see Appendix V and VI). Based on the data above, it proves that there are different scores between pre-test and post-test.

Table 4.2
The Students' Achievement Score
in Pre-Test and Post-Test in Experimental Group

Statistical Calculation	Pre-Test	Post-Test
Highest	71	89

Lowest	34	73
Sum	1.867	3.276
N	40	40

Table 4.3
The Students' Achievement Score
in Pre-Test and Post-Test in Control Group

Statistical Calculation	Pre-Test	Post-Test
Highest	64	84
Lowest	34	68
Sum	1.933	3.080
N	40	40

Based on the data above, it proves that there are different scores between pre-test and post-test. After administering the treatment, the students' score in post-test is higher than pre-test scores.

Table 4.4
The Students' Achievement in Minimum Completeness Criteria

Quantitative Ability	Students	Qualitative Ability	Predicate
73	1	Good to Average	Unable
74	2	Good to Average	Unable
75	1	Good to Average	Able
76	1	Good to Average	Able
77	1	Good to Average	Able
78	2	Good to Average	Able
79	2	Good to Average	Able
80	1	Good to Average	Able
81	4	Good to Average	Able
82	5	Good to Average	Able
83	8	Good to Average	Able
84	4	Good to Average	Able
85	1	Good to Average	Able
86	2	Good to Average	Able
87	1	Good to Average	Able

88	1	Good to Average	Able
89	3	Good to Average	Able

Based on the data above, the minimum completeness criteria in school was 75. It proves that three students unable in writing expository text. After applying inquiry method, the students' score in inquiry method is higher than lecturing method, and all the students were able in writing expository text.

B.   The Data Analysis

1.   The Effect of Applying Inquiry Method on the Students' Achievement in Writing Expository Text

The analysis of data were conducted to providing the hypothesis of the research. Each of these is presented as follows :

Table 4.5
Providing the Hypothesis

Correlation Product Moment	T-test	Linear Regression	Significant Effect
= 0.9	t = 5.12	$\alpha = 14.8$ b = 0.76 $Y = 14.8 + 0.76\,X$	D = 81%

After calculating the correlation of product moment showed that   = 0.9 (see appendix VII for more detailed). Based on the calculating first the calculation of db/df (degree of freedom) which we could obtain as follows :

Db = (+   2) = 40 + 40 – 2 = 72

After measuring the data t-test formula, it showed that t observe value is 4, then after seeking the table of distribution of t-critical as basis of counting critical in a certain db. The calculation showed t-test = 5.12 and db = 72 by having the db

= 80 and consult the t-test ( ) on significant level in t-table or 5.12 > 1.66. it means that is higher than t-table.

It means that the effect of applying Inquiry Method was 81% and 19% was influenced by others factors.

2. The Students' Achievement in Writing Expository Text after applying Inquiry Method

After calculating the result of the data collected it proves that there are different score between experimental group and control group. The experimental group is higher than control group, so the data showed that students' achievement in writing expository text after applying Inquiry Method.

C. Testing Hypothesis

After the data above were calculated by using t-test formula, it was found the result that the observed was 5.12. Then after seeking the table of distribution of t-observed as the basic of counting critical in certain of the degree of freedom (df), the calculation showed that df were 78 (N1 + N2 − 2) or (40 + 40 − 2 = 78), with the significant rate α = 0.05. it was taken from the table of distribution was gotten pride t-table, for 0.05 (=   =   is 1.66. The fact showed that the t-observed>t-table, 5.12> 1.66.

D. Research Findings

The effect of applying inquiry method gave a significant effect in writing ability. It means that the students who were taught by using inquiry method got higher score that those without using inquiry method. It was proved from the result of the test, in which the score of   was higher than   . So, by this study it

was hoped that using inquiry method could bring better result that without it, in order to improve students' achievement in writing analytical exposition text by using inquiry method enabled the students' to apply knowledge in their context real-life and not just to memorize it. Could be said thought students developed their ideas by connecting academic subject with the context of daily life. It was expected that by teaching with this strategy, students were able to express their easily.

So, the writer concluded the alternative hypothesis in accepted that "there was a significant Effect of Applying Inquiry Method on the Students' Achievement in Writing Expository Text". In other words, the students who were taught by Inquiry Method got better than those who were taught by Lecturing Method in writing analytical exposition text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis some conclusion can be draw the following :

1. There is significant effect of Writing analytical text. It was showed the final hypothesis was (to=5.12) and the number of the t value on the (=1.66). So, found that is higher than that is 5.12 > 1.66. there were a significant effect toward the students' ability of inquiry method.

2. The students' achievement after applying inquiry method was showing positive improvement which was proven from the increasing of the students' total score around 1.147 and all the students were categorized able in writing expository text.

B. Suggestions

From the conclusion above, the suggestion were staged as the following :

1. The students' in SMA Pembangunan Nasional can add their knowledge and to make a good writing about what they got in their real life through Inquiry Method and the students should study harder to improve their ability in mastering writing consider apply Inquiry Method seriously to increase their interest and enthusiasm to write analytical exposition text.

2. It is advisable for English teachers to apply Inquiry Method on the students' achievement in writing expository text/analytical exposition

text because it helps the students to develop ideas through sequence of interested learning form and make the writing process become easier to do. It is also suggested for English teacher to guide their students in writing analytical exposition text by applying Inquiry Method because this Method provides a fun way to create a analytical exposition text, so the writing process will not be bored and hard the principal was to increase the ability of school principals in order to improve teacher performance.

3. Other researchers can explore this study to get the improvement of this Method. Or the researchers can boost up the use this Method.

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LESSON PLAN

EXPERIMENTAL CLASS

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Educational Level **NASIONAL**	: SMA PEMBANGUNAN
Topic / Lesson	: English / Expository Text on Analytical Exposition
Grade / Semester	: XI / 2
Time Allocation	: 8 x 45 minute
Skill	: Writing

1. CORE COMPETENCE

K1 1 : To appreciate and to apply their religion that they already believe.

K2 2 : To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.

K3 3 : To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.

K4 4 : Trying processing and presenting in concreate form (using, composing, modifying, and creating) and in accordance with the abstract domain are studied in schools and other sources in the same with view point of theory.

2. BASIC COMPETENCE

2.1. To appreciate the chance that had to learn English as an international language.

2.2. To appreciate the honesty, discipline, responsibility, caring in doing functional
communication.

2.3. Understanding the social function, text structure, and language features in written and
oral text in doing analytical exposition text.

2.4. Arranging own written and oral text in making a analytical exposition text related to the students' daily life and with a good language feature to the context.

3. INDICATOR

a. Cognitive

The students are to identify analytical exposition text to understand the social function, text structure and language feature in written and oral text in doing analytical exposition text related to student daily life.

b. Affective

The students are analyze the social function, generic structure, and language, to applt honest, discipline responsibility, carrying, polite and confident behaviors in doing functional communication consistenly.

c. Psychomotor

The students are to retell the social function, generic structure, and language feature, to create social function, generic structure, and language features.

4. LEARNING OBJECTIVE

a. The students identify analytical exposition.
b. The students are able to analyze analytical exposition.

5. LEARNING MATERIAL

a. Definition of Analytical Exposition

Analytical Exposition is a text that elaborates the writers' idea about the phenomenon surrounding. It is social function is to persuade the reader that the idea is important matter.

b. Purpose of Analytical Exposition

1. To persuade the reader or listener that there is something that, certainly, needs to get attention.
2. To analyze a topic and to peesuade the reader that this opinion is correct and supported by arguments.

c. Generic Structure of Analytical Exposition

Thesis : In section thesis, the author introduces the topic or main idea that will be discussed.
Thesis has always been in the first paragraph of analytical exposition.

Arguments : The topic discussed by the author is a very important topic or need attention. In this section this section the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical exposition have more than two arguments. The more arguments appear, the more confident the reader.

Reiteration : This section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

d. Language Feature

a. Focus on generic human and non human participants.
b. Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc.
c. Need material processes. It is used to state what happens, for example: has polluted, etc.
d. Use of simple present tense.
e. Use of relational processes.
f. Use of international conjunction to state argument.
g. Reasoning through casual conjunction or nominalization

e. Example of Analytical Exposition

Cars should be banned is the city

Thesis   Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Arguments   Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

                 Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

                 Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

Reiteration   In conclusion, cars should be banned from the city for the reasons listed.

6. LEARNING METHOD
- Inquiry Method

7. LEARNING ACTIVITY

➢ Activities Introduction (Exploration)
1. Students respond to a teacher's question in order to create a family atmosphere
2. Students respond to questions about the presence of teachers
3. Participate actively in the learning process

4. The teacher asked a question which relates to the material prior knowledge
5. Will be studied
6. Describe the purpose of learning or KD to be achieved
7. Delivering coverage and assessment materials
- Elaboration
    a. Teacher activities
        1. Teacher give explanation about analytical exposition
        2. Teacher give example about text with news that concerned with topic
        3. Teacher explains the text examples by mentioning its generic structure
    b. Students activities
        1. Students listened the explanation by teacher
        2. Students determined the topic
        3. Students found the generic structure about the topic
- Final activity (Confirmation)
    1. Students pay attention to the conclusions of things taught by teacher
    2. Students give reflections / comments about things and have understood and learned things of either pleasant or unpleasant
    3. Students are given the task of writing competence structured to analytical exposition text
    4. Students pay attention expectation and counsel who submitted the teacher
    5. Preparing the materials that will be discussed at the next meeting.

8. LEARNING SOURCE :
- English Grade XI *(Erlangga Center of Education Indonesia)*

9. ASSESSMENT :

- Technique   : Written test
- Instrument   : Analytical exposition text by using Inquiry Method

- Assessment Rubric   :

Aspect	Score
Content	30
Organization	20
Vocabulary	20
Use language	25
Mechanics	5
Total	**100**

Medan, February 2017

Knowing

| Headmaster | Teacher |

(ELDINA, S.Pd)   (MARWIYAH, S.Pd)

Researcher

(ANDINI SYAPUTRI)

Educational Level	**: SMA PEMBANGUNAN NASIONAL**
Topic / Lesson	**: English / Expository Text on Analytical Exposition**
Grade / Semester	**: XI / 2**
Time Allocation	**: 8 x 45 minute**
Skill	**: Writing**

1. CORE COMPETENCE

K1 1 : To appreciate and to apply their religion that they already believe.

K2 2 : To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.

K3 3 : To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.

K4 4 : Trying processing and presenting in concreate form (using, composing, modifying, and creating) and in accordance with the abstract domain are studied in schools and other sources in the same with view point of theory.

2. BASIC COMPETENCE

2.1. To appreciate the chance that had to learn English as an international language.

2.2. To appreciate the honesty, discipline, responsibility, caring in doing functional
communication.

2.3. Understanding the social function, text structure, and language features in written and
oral text in doing analytical exposition text.

2.4. Arranging own written and oral text in making a analytical exposition text related to the students' daily life and with a good language feature to the context.

3. INDICATOR

a. Cognitive

The students are to identify analytical exposition text to understand the social function, text structure and language feature in written and oral text in doing analytical exposition text related to student daily life.

b. Affective

The students are analyze the social function, generic structure, and language, to applt honest, discipline responsibility, carrying, polite and confident behaviors in doing functional communication consistenly.

c. Psychomotor

The students are to retell the social function, generic structure, and language feature, to create social function, generic structure, and language features.

4. LEARNING OBJECTIVE

a. The students identify analytical exposition.
b. The students are able to analyze analytical exposition.

5. LEARNING MATERIAL

a. Definition of Analytical Exposition

Analytical Exposition is a text that elaborates the writers' idea about the phenomenon surrounding. It is social function is to persuade the reader that the idea is important matter.

b. Purpose of Analytical Exposition

1. To persuade the reader or listener that there is something that, certainly, needs to get attention.
2. To analyze a topic and to peesuade the reader that this opinion is correct and supported by arguments.

c. Generic Structure of Analytical Exposition

Thesis : In section thesis, the author introduces the topic or main idea that will be discussed.
Thesis has always been in the first paragraph of analytical exposition.

Arguments : The topic discussed by the author is a very important topic or need attention. In this section this section the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical exposition have more than two arguments. The more arguments appear, the more confident the reader.

Reiteration : This section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

d. Language Feature

a. Focus on generic human and non human participants.
b. Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc.
c. Need material processes. It is used to state what happens, for example: has polluted, etc.
d. Use of simple present tense.
e. Use of relational processes.
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7. Delivering coverage and assessment materials
➢ Elaboration
   a. Teacher activities
      1. Teacher give explanation about analytical exposition
      2. Teacher give example about text with news that concerned with topic
      3. Teacher explains the text examples by mentioning its generic structure
   b. Students activities
      1. Students listened the explanation by teacher
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      3. Students found the generic structure about the topic
➢ Final activity (Confirmation)
   1. Students pay attention to the conclusions of things taught by teacher
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8. LEARNING SOURCE :
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9. ASSESSMENT :

- Technique   : Written test
- Instrument   : Analytical exposition text by using Inquiry Method

- Assessment Rubric   :

Aspect	Score
Content	30
Organization	20
Vocabulary	20
Use language	25
Mechanics	5
Total	**100**

Medan, February 2017

Knowing

Headmaster   Teacher

(ELDINA, S.Pd)   (MARWIYAH, S.Pd)

Researcher

(ANDINI SYAPUTRI)

Appendix II

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TEST ITEM

Pre-test and Post-test of Experimental Class and Control Class

</div>

Direction :

1. **Write down your name on your paper**
2. **Please make an analytical exposition text based on your experience that you have reflection in the class**

Appendix V

Table 4.1
The Score of Pre-Test of Experimental Group

No	Students' Initial Name	Score					
		C	O	V	LU	M	Total
1	WSP	13	7	7	5	3	38
2	MIR	13	11	8	8	2	42
3	YW	17	13	12	12	3	57
4	HS	14	13	12	12	3	54
5	APU	13	13	13	12	3	54
6	SW	13	7	7	5	2	34
7	SW	17	14	14	10	3	58
8	AA	13	7	7	8	2	37
9	KY	17	13	13	13	3	59
10	MS	14	14	12	12	3	55
11	AW	18	10	13	11	3	55
12	BBS	9	8	8	10	3	38
13	G	13	8	9	8	3	41
14	SWDAY	10	9	8	8	3	38
15	WHS	15	9	8	10	3	45
16	FA	9	8	8	10	3	38
17	DD	15	11	9	8	3	46
18	JA	22	14	14	17	4	71
19	MTA	11	10	10	8	3	42
20	SP	9	8	8	8	3	36
21	AP	13	7	7	6	2	35
22	TI	16	10	11	11	3	51
23	DP	13	7	7	7	3	37
24	NW	13	7	7	5	2	34
25	IY	10	8	8	8	2	36
26	UM	14	10	7	11	3	45
27	PDA	13	7	8	6	2	36
28	PP	12	8	8	12	2	42
29	NA	14	8	8	12	3	45
30	DPS	11	9	9	9	3	41
31	RFS	9	8	8	10	3	38
32	RRS	15	9	8	8	3	43
33	TM	13	9	7	9	3	41
34	AS	10	9	9	10	3	41
35	RY	9	9	8	10	3	39
36	DS	12	9	9	10	3	43
37	TP	15	10	10	10	2	47

No.		C	O	V	LU	M	Total
38	SS	15	13	12	11	3	54
39	SNA	13	10	10	10	3	46
40	DP	10	9	11	12	3	45
	SUM						1.867

Based on the table above, it showed that the highest score was 71 and the

lowest score was 34 of the samples score of pre-test of experimental group

Table 4.2
The Score of Post-Test of Experimental Group

No.	Students' Initial Name	Score					
		C	O	V	LU	M	Total
1	WSP	26	17	16	16	4	79
2	MIR	28	20	19	18	4	89
3	YW	23	17	18	19	4	81
4	HS	23	17	15	17	3	75
5	APU	27	17	18	17	3	82
6	SW	24	19	18	18	4	83
7	SW	25	18	19	17	4	83
8	AA	27	20	19	19	4	89
9	KY	25	18	16	16	4	79
10	MS	27	17	18	15	5	82
11	AW	27	19	18	18	4	86
12	BBS	23	17	15	15	3	73
13	G	25	18	19	17	4	83
14	SWDAY	26	20	18	16	4	84
15	WHS	26	16	16	16	4	78
16	FA	23	16	15	16	4	74
17	DD	25	19	19	17	4	84
18	JA	27	18	16	16	4	81
19	MTA	27	18	18	19	4	86
20	SP	26	17	17	19	4	83
21	AP	25	17	17	17	4	80
22	TI	25	18	18	17	4	82
23	DP	25	17	16	16	3	77
24	NW	27	19	18	17	3	84
25	IY	26	16	16	16	4	78
26	UM	23	20	19	18	4	84
27	PDA	26	17	17	19	4	83
28	PP	26	19	17	17	4	83
29	NA	26	20	19	19	4	88

30	DPS	27	15	18	17	4	81
31	RFS	28	19	18	18	4	87
32	RRS	25	18	16	19	4	82
33	TM	26	16	19	17	3	81
34	AS	28	19	18	20	4	89
35	RY	25	15	15	16	3	74
36	DS	25	18	18	18	3	82
37	TP	26	17	17	19	4	83
38	SS	26	18	17	18	4	83
39	SNA	27	18	18	18	4	85
40	DP	24	17	16	16	3	76
	SUM						3.276

Based on the table above, it showed that the highest score was 89 and the

lowest score was 73 of the samples score post-test of experimental group

Table 4.3
The Score of Pre-Test of Control Group

No.	Students' Initial Name	Score					
		C	O	V	LU	M	Total
1	EW	15	8	8	9	3	43
2	V	14	7	7	5	2	35
3	LM	16	8	11	10	3	48
4	DS	15	8	10	10	3	46
5	WL	16	10	11	12	3	52
6	RFS	13	12	12	11	3	51
7	BP	15	8	7	8	3	41
8	DA	15	12	7	10	3	47
9	NA	11	11	11	12	3	48
10	DAM	13	11	11	12	3	50
11	RR	15	10	10	10	3	48
12	AR	14	12	11	12	3	52
13	AW	16	11	11	10	3	51
14	DS	13	12	14	11	3	52
15	JP	13	8	8	10	3	42
16	H	15	10	10	11	3	49
17	MA	15	10	10	11	3	49
18	H	14	11	11	11	3	50
19	H	15	9	9	11	2	46
20	AP	12	12	11	10	3	48
21	S	14	7	10	11	2	44

22	MJ	15	10	10	11	3	49
23	AS	16	13	10	10	3	52
24	AAS	17	13	12	12	3	57
25	FA	15	13	11	8	2	49
26	GR	13	7	7	5	2	34
27	DZ	18	11	11	18	4	62
28	DZ	17	15	12	9	3	56
29	AIS	15	9	9	11	2	46
30	AP	13	13	12	11	2	51
31	FS	17	9	10	10	3	49
32	AP	15	10	11	10	3	49
33	AW	12	12	11	11	3	49
34	FH	17	9	9	10	2	47
35	MI	18	12	13	18	3	64
36	RP	15	9	9	10	2	45
37	ES	11	9	9	8	2	39
38	P	13	10	11	11	3	48
39	DW	13	8	10	10	3	44
40	AY	13	12	12	11	3	51
	SUM						**1.933**

Based on the table above, it showed that the highest score was 64 and the lowest score was 34 of the samples score of pre-test of control group

Table 4.4
The Score of Post-Test of Control Group

No.	Students' Initial Name	Score					
		C	O	V	LU	M	Total
1	EW	23	19	18	13	4	77
2	V	25	15	15	14	4	73
3	LM	23	15	17	15	3	73
4	DS	23	15	16	16	3	73
5	WL	24	16	18	16	3	77
6	RFS	24	19	19	19	3	84
7	BP	24	19	15	12	4	74
8	DA	27	15	18	17	4	81
9	NA	26	17	19	14	4	80
10	DAM	23	15	18	17	4	77
11	RR	21	17	19	13	3	73
12	AR	23	17	18	17	4	79
13	AW	23	16	16	18	4	77

14	DS	25	19	15	16	4	79
15	JP	24	19	17	18	4	82
16	H	26	17	17	17	3	80
17	MA	26	14	14	17	4	75
18	H	24	19	18	16	4	81
19	H	24	19	16	17	4	80
20	AP	23	19	17	18	3	80
21	S	23	19	18	17	3	80
22	MJ	19	20	17	19	3	78
23	AS	24	15	18	16	3	76
24	AAS	25	16	16	17	3	77
25	FA	26	14	14	17	4	75
26	GR	25	10	18	15	3	71
27	DZ	23	19	15	17	4	78
28	DZ	22	14	14	18	4	72
29	AIS	26	14	14	17	4	75
30	AP	19	19	17	16	3	74
31	FS	23	17	19	18	3	80
32	AP	25	19	14	17	4	79
33	AW	23	19	15	17	3	77
34	FH	21	16	13	14	4	68
35	MI	24	18	16	16	4	78
36	RP	24	16	13	15	4	72
37	ES	26	19	17	17	4	83
38	P	23	16	17	18	3	77
39	DW	20	20	15	18	3	76
40	AY	26	15	17	17	4	79
	SUM						3.080

Based on the table above, it showed that the highest score was 84 and the lowest score was 68 of the samples score of post-test of control group

Where :

        C   : Content

        O   : Organization

        V   : Vocabulary

        LU   : Language Use

        M   : Mechanism

Appendix VI

Table 4.5
The Differences Score of
Pre-Test and Post-Test of the Experimental Group

No	Students' Initial Name	Score		
		Pre-Test ( )	Post-Test ( )	X(-)
1	WSP	40	79	39
2	MIR	42	89	47
3	YW	57	81	24
4	HS	54	75	21
5	APU	54	82	28
6	SW	34	83	49
7	SW	58	83	25
8	AA	37	89	52
9	KY	59	79	20
10	MS	55	82	27
11	AW	55	86	31
12	BBS	38	73	35
13	G	41	83	42
14	SWDAY	41	84	43
15	WHS	45	78	33
16	FA	38	74	36
17	DD	61	84	23
18	JA	71	81	10
19	MTA	46	86	40
20	SP	36	83	47
21	AP	35	80	45
22	TI	51	82	31
23	DP	37	77	40
24	NW	34	84	50
25	IY	55	78	23
26	UM	45	84	39
27	PDA	36	83	47
28	PP	42	83	41
29	NA	45	88	43
30	DPS	50	81	31
31	RFS	38	87	49
32	RRS	50	82	32
33	TM	60	81	21
34	AS	41	89	48

35	RY	39	74	35
36	DS	55	82	27
37	TP	47	83	36
38	SS	54	83	29
39	SNA	46	85	39
40	DP	45	76	31
	Total	$\sum$ = 1.867	$\sum$ = 3.276	$\sum X$=1.409

Based on the table above, the mean score of experimental class was calculated as follows :

$$\overline{\quad} \quad \overline{\quad\quad}$$

$$\overline{\quad} \quad \overline{\quad\quad}$$

$$\overline{\quad} \quad \overline{\quad\quad}$$

It showed that observed value was 46,67 of pre-test and 81,9 of post-test. After measure the formula, it showed that observed value was 35,22

Table 4.6
The Differences Score of Pre-Test and Post-Test of the Control Group

No	Students' Initial Name	Score		
		Pre-Test ( )	Post-Test ( )	X(-)
1	EW	43	77	34
2	V	35	73	38
3	LM	48	73	25
4	DS	46	73	27
5	WL	52	77	25
6	RFS	51	84	33
7	BP	41	74	33
8	DA	47	81	34
9	NA	48	80	32
10	DAM	50	77	27
11	RR	48	73	25
12	AR	52	79	27
13	AW	51	77	26

14	DS	52	79	27
15	JP	42	82	40
16	H	49	80	31
17	MA	49	75	26
18	H	50	81	31
19	H	46	80	34
20	AP	48	80	32
21	S	44	80	36
22	MJ	49	78	29
23	AS	52	76	24
24	AAS	57	77	20
25	FA	49	75	26
26	GR	34	71	37
27	DZ	62	78	16
28	DZ	56	72	16
29	AIS	46	75	29
30	AP	51	74	23
31	FS	49	80	31
32	AP	49	79	30
33	AW	49	77	28
34	FH	47	68	21
35	MI	64	78	14
36	RP	45	72	27
37	ES	39	83	44
38	P	48	77	29
39	DW	44	76	32
40	AY	51	79	28
Total		$\sum$ = 1.933	$\sum$ = 3.080	$\sum X$= 1.147

Based on the table above, the mean score of control class was calculated as follows :

$$\overline{} \quad \overline{}$$

$$\overline{} \quad \overline{}$$

$$\overline{} \quad \overline{}$$

It showed that   observed value was 48.32 of pre-test and   77 of post-test. After measure   the formula, it showed that   observed value was 28.67

Table 4.7
The Calculating to find out   in Experimental Group

No	X	x= (X)	
1	39	3,78	14,28
2	47	11,78	138,7
3	24	-11,22	125,8
4	21	-14,22	202,2
5	28	-7,22	52,12
6	49	13,78	189,8
7	25	-10,22	104,4
8	52	16,78	281,5
9	20	-15,22	231,6
10	27	-8,22	67,57
11	31	-4,22	17,81
12	35	-0,22	0,55
13	42	6,78	45,97
14	43	7,78	60,53
15	33	-2,22	4,93
16	36	0,78	0,61
17	23	-12,22	149,3
18	10	-25,22	636,05
19	40	4,78	22,84
20	47	11,78	138,8
21	45	9,78	95,64
22	31	-4,22	17,81
23	40	4,78	22,84
24	50	14,78	218,4
25	23	-12,22	149,3
26	39	3,78	14,28
27	47	11,78	138,8
28	41	5,78	33,41
29	43	7,78	60,53
30	31	-4,22	17,81
31	49	13,78	189,8
32	32	-3,22	10,37
33	21	-14,22	202,2
34	48	12,78	163,3
35	35	-0,22	0,05
36	27	-8,22	67,57

No	X	0,78	0,61
37	36	0,78	0,61
38	29	-6,22	38,69
39	39	3,78	14,29
40	31	-4,22	17,81
N=40	$\sum X$= 1.409	$\sum X$= 0,2	$\sum$ =3958,37

Table 4.8
The Calculating to find out   in Control Group

No	Y	y= (Y)	
1	34	5,33	28,41
2	38	9,33	87,05
3	25	-3,67	13,47
4	27	-1,67	2,79
5	25	-3,67	13,47
6	33	4,33	18,75
7	33	4,33	18,75
8	34	5,33	28,41
9	32	3,33	11,09
10	27	-1,67	2,79
11	25	-3,67	13,47
12	27	-1,67	2,79
13	26	-2,67	7,13
14	27	-1,67	2,79
15	40	11,33	128,4
16	31	2,33	5,43
17	26	-2,67	7,13
18	31	2,33	5,43
19	34	5,33	28,41
20	32	3,33	11,09
21	36	7,33	53,73
22	29	0,33	0,11
23	24	-4,67	21,81
24	20	-8,67	75,17
25	26	-2,67	7,13
26	37	8,33	69,39
27	16	-12,67	160,5
28	16	-12,67	160,5
29	29	0,33	0,11
30	23	-5,67	32,15
31	31	2,33	5,43
32	30	1,33	1,77
33	28	-0,67	0,45

34	21	-7,67	58,83
35	14	-14,67	215,2
36	27	-1,67	2,79
37	44	15,33	235,1
38	29	0,33	0,11
39	32	3,33	11,09
40	28	-0,67	0,45
N=40	$\sum Y$= 1.147	$\sum Y$= 0,2	$\sum$ =1548,87

Note :

_____   _____

_____   _____

_____

_____

_____

$=$ 0,001

$= 3958.36$

_____

_____

_____

$= 1548.87 - 0,001$

$= 1548.86$

From the data above, then calculated by applying a test called t test as follow :

Then the next step is finding out the interpretation toward to by calculating first the calculation of db/df (degree of freedom) which we could obtain as follows :

Db = (+   2) = 40 + 40 − 2 = 72

After measuring the data t-test formula, it showed that t observe value is 4, then after seeking the table of distribution of t-critical as basis of counting critical in a certain db. The calculation showed t-test = 5.12 and db = 72 by having the db = 80 and consult the t-test ( ) on significant level in t-table or 5.12 > 1.66. it means that   is higher than t-table.

Appendix VII

<div align="center">

Table 4.9
Work Table of Calculating Percentage

</div>

No	X	Y			XY
1	79	77	6.241	5.929	6.083
2	89	73	7.921	5.329	6.497
3	81	73	6.561	5.329	5.913
4	75	73	5.625	5.329	5.475
5	82	77	6.724	5.929	6.314
6	83	84	6.889	7.056	6.972
7	83	74	6.889	5.476	6.142
8	89	81	7.921	6.561	7.209
9	79	80	6.241	6.400	6.320
10	82	77	6.724	5.929	6.314
11	86	73	7.396	5.329	6.278
12	73	79	5.329	6.241	5.767
13	83	77	6.889	5.929	6.391
14	84	79	6.889	6.241	6.636
15	78	82	6.084	6.724	6.396
16	74	80	5.476	6.400	5.920
17	84	75	6.889	5.625	6.300
18	81	81	6.561	6.561	6.561
19	86	80	7.396	6.400	6.880
20	83	80	6.889	6.400	6.640
21	80	80	6.400	6.400	6.400
22	82	78	6.724	6.084	6.396
23	77	76	5.929	5.776	5.852
24	84	77	7.056	5.929	6.468
25	78	75	6.084	5.625	5.850
26	84	71	7.056	5.041	5.964
27	83	78	6.889	6.084	6.474
28	83	72	6.889	5.184	5.976
29	88	75	7.744	5.625	6.600
30	81	74	6.561	5.476	5.994
31	87	80	7.569	6.400	6.960
32	82	79	6.724	6.241	6.478
33	81	77	6.561	5.928	6.237
34	89	68	7.921	4.624	6.052
35	74	78	5.476	6.084	5.772
36	82	72	6.724	5.184	5.904
37	83	83	6.889	6.889	6.889
38	83	77	6.889	5.928	6.391

39	85	76	7.225	5.776	6.460
40	76	79	5.225	6.241	6.004

$$D = \qquad x\ 100\%$$

Notes :

N = 40

Based on the table 4.3 previously, the correlation of product moment was calculated as follows :

_____

_____

_____

= 0.9

Testing Linear Regression

Y = α + b where a and b is getting by :

_____

_____

$b = 0.76$

$\alpha = 77 - 0{,}76 \text{ x } 81{,}9$

$\alpha = 77 - 62{,}2$

$\alpha = 14.8$

$Y = 14.8 + 0.76X$

Significant effect

D = (x 100%

D = (0.9   x 100%

D = 0.81 x 100%

D = 81%

It means that the effect of applying Inquiry Method was 81% and 19% was influenced by others factors.

CURRICULUM VITAE

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Medan,   April 2017

Andini Syaputri

DOCUMENTATION

Picture 1 : The researcher gives the students Pre-Test before doing Treatment

Picture 2 : The researcher explain about Expository Text/Analytical Exposition

Picture 3 : The researcher give example about text with news that concerned with topic

Picture 4 : The researcher explains the text examples by mentioning its generic structure

Picture 5 : Students listened the explanation by researcher

Picture 6 : Students determined the topic

Picture 7 : Students found the generic structure about the topic

Picture 8 : Students pay attention to the conclusions of things taught by researcher

Picture 9 : Students give reflections / comments about things and have understood and learned things of either pleasant or unpleasant

Picture 10 : The researcher gives the students Post-Test after doing Treatment

Picture 11, 12 : The researcher collects the students work