THE USE OF INQUIRY-BASED LEARNING METHOD IN TEACHING WRITING SKILL AT THE EIGHTH GRADE OF SMPN 1 ROPANG IN THE ACADEMIC YEAR 2020/2021

A THESIS
Presented as a Partial Fulfillment of the Requirement for the Bachelor Degree
in English Language Teaching

By

DEWI SUNARTI
116120005

MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
MATARAM
2021

APPROVAL SHEET

THE USE OF INQUIRY-BASED LEARNING METHOD IN TEACHING WRITING SKILL AT THE EIGHTH GRADE OF SMPN 1 ROPANG IN THE ACADEMIC YEAR 2020/2021

A Thesis by   : Dewi Sunarti

Students' Id   : 116120005

Approved on   : February 2021

By

First Consultant,

Hidayati, M.Hum.
NIDN. 0820047301

Second Consultant,

Irwandi, M.Pd.
NIDN. 0816038701

FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM

Head of English Department,

(Hidayati, M.Hum)
NIDN.0820047301

ACCEPTANCE

THE USE OF INQUIRY-BASED LEARNING METHOD IN TEACHING WRITING SKILL AT THE EIGHTH GRADE OF SMPN 1 ROPANG IN THE ACADEMIC YEAR 2020/2021

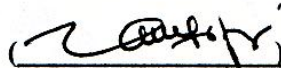|		
A Thesis by	: Dewi Sunarti
Students' Id	: 1161200105
Approved On	: February 2021

This is certify that the thesis has been approved by the Board of Examiners as the requirements of the degree of S.Pd in English Education Program

By

The Board of Examiners Committee,

1. **Muhammad Hudri, M.Pd**   (Chairman)   (_____)
   NIDN.0810058301

2. **Ilham, M.Pd. BI**   (Member)   (_____)
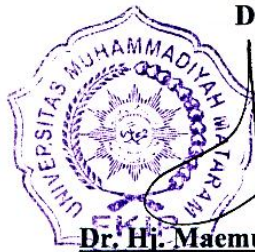   **NIDN.082104861**

3. **Irwandi, M.Pd**   (Member)   (_____)
   NIDN. 0816038701

MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION

Dean,

Dr. Hj. Maemunah, S.Pd., M.H
NIDN.0802056801

DECLARATION

The autographed below, the researcher as a student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name   : Dewi Sunarti

NIM   : 116120005

Addres   : Sumbawa

The researcher certifies that thesis entitled "The Use of Inquiry-Based Learning Method in Teaching Writing Skill at the Eighth Grade of SMPN 1 Ropang in the Academic Year 2020/2021" presented as a fulfillment for the requirement in bachelor degree is my work. Except where otherwise acknowledged, and this thesis has not been submitted for the other higher degree Institution or University.

Mataram,   February 2020
The Researcher

Dewi Sunarti
116120005

iv

UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN
Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906
Website : http://www.lib.ummat.ac.id E-mail : upt.perpusummat@gmail.com

SURAT PERNYATAAN BEBAS
PLAGIARISME

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : Dewi Sunarti
NIM : 116120005
Tempat/Tgl Lahir : Lebangkar, 01 Januari 1996
Program Studi : Pendidikan Bahasa Inggris
Fakultas : FKIP
No. Hp/Email : 0878 0580 122f / dewyahemg6@gmail.com
Judul Penelitian : -

The use of inquiry-based learning method in teaching writing skill at the eighth-grade of SMPN 1 Ropang in academic year 2020/2021.

Bebas dari Plagiarisme dan bukan hasil karya orang lain. 58% 53% 48%

Apabila dikemudian hari ditemukan seluruh atau sebagian dari karya ilmiah dari hasil penelitian tersebut terdapat indikasi plagiarisme, saya *bersedia menerima sanksi* sesuai dengan peraturan yang berlaku di Universitas Muhammadiyah Mataram.

Demikain surat pernyataan ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun dan untuk dipergunakan sebagai mana mestinya.

Dibuat di : Mataram
Pada tanggal : 1f Februari 2021

Penulis

Mengetahui,
Kepala UPT. Perpustakaan UMMAT

Dewi Sunarti
NIM 116120005

Iskandar, S.Sos.,M.A.
NIDN. 0802048904

v

UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN

JI. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906
Website : http://www.lib.ummat.ac.id E-mail : upt.perpusummat@gmail.com

SURAT PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : Dewi Sunari
NIM : 11612000S
Tempat/Tgl Lahir : Lebangkar, 01 Januari 1996
Program Studi : Pendidikan Bahasa Inggris
Fakultas : FKIP
No. Hp/Email : 0878 0580 1227 / dewyahem96@gmail.com
Jenis Penelitian : ☒Skripsi ☐KTI ☐...............

Menyatakan bahwa demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Muhammadiyah Mataram   hak menyimpan, mengalih-media/format, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di Repository atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama *tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta* atas karya ilmiah saya berjudul:

The Use of Inquiry - Based Learning Method In Teaching & Writing Skill at the Eighth-Grade of SMPN 1 Ropang in Academic Year 2020/2021

Segala tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa ada unsur paksaan dari pihak manapun.

Dibuat di   : Mataram
Pada tanggal : 18 Februari 2021

Penulis

Mengetahui,
Kepala UPT. Perpustakaan UMMAT

Dewi Sunari
NIM. 11612000S
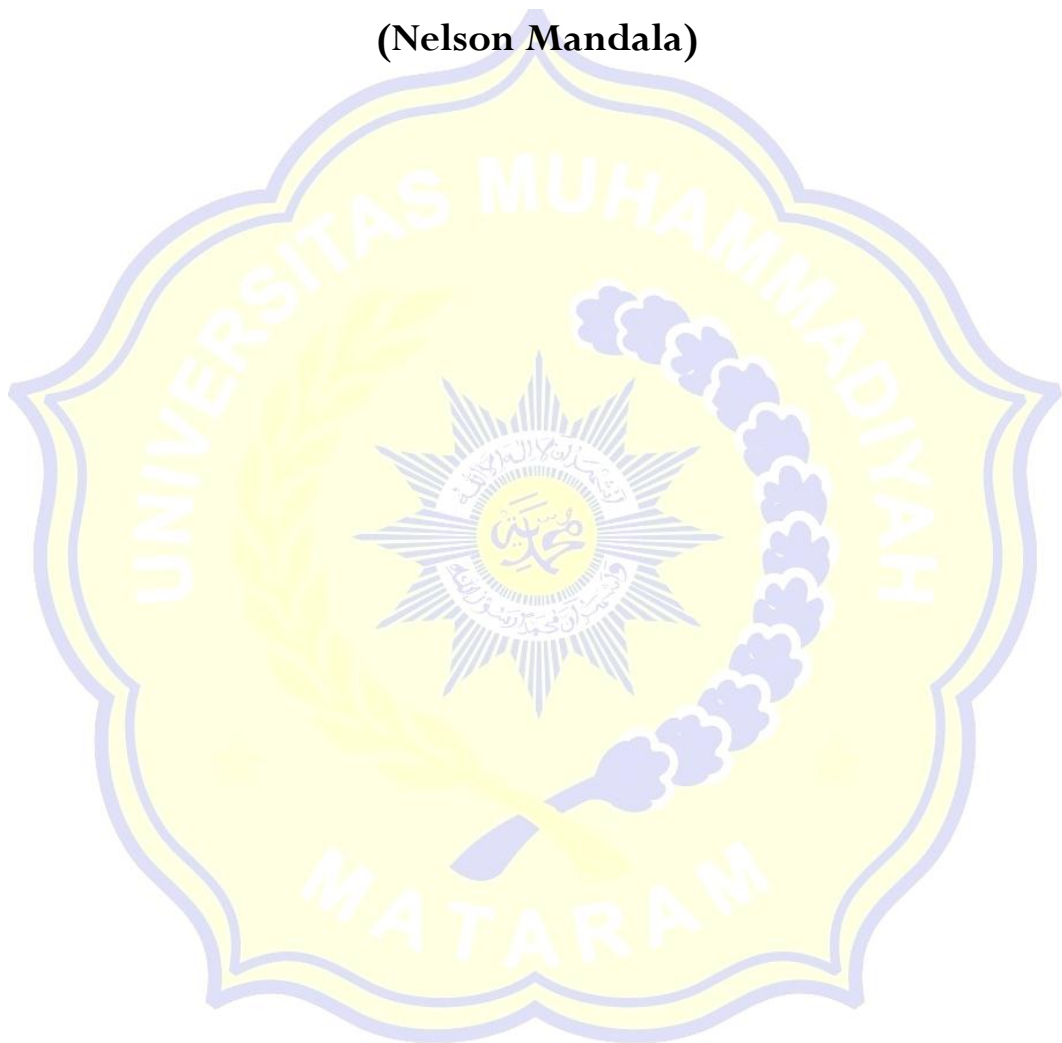
Iskandar, S.Sos.,M.A.
NIDN. 0802048904

MOTTO

"Education is the most powerful weapon you can use to

change the world"

(Nelson Mandala)

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Alhamdulillah, the researcher would like to praise to Allah SWT for blessing, health, chance, and inspiration give to the researcher during the writing this thesis. Shalawat and salam to the prophet Muhammad S.A.W who has brought us from the darkness to the brightness.
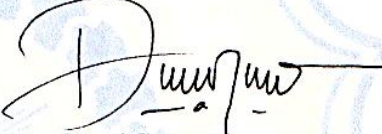
In this occasion, with great humility the researcher would like to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcher would like to thanks to:

1. Drs. H. Arsyad Abdul Gani, M.Pd. As the Rector of Muhammadiyah University of Mataram.

2. Dr. Hj. Maemunah, S.Pd, M.H, as the Dean of Faculty of Teacher Training and Education.

3. Hidayati, M.Hum as the Head of English Department for the advices.

4. Hidayati, M.Hum as the first consultant and Irwandi, M.Pd. as my second consultant for the encouragement and important advice for the completion of this thesis.

5. All of the lectures of the English Department of Muhammadiyah University of Mataram, who have transferred the knowledge for guidance, institution and their help during the researcher study at the University.

6. The headmaster, the English teacher and staff at SMP Negeri 1 Ropang, who helped the researcher doing the process of conducting this research.

7. The researcher also would like to express her gratitude and appreciation on my beloved parents, all my beloved families and friends for their conational support and help in providing literatures and giving some valuables for the sake this thesis completeness. May Allah bless all of them. Aamiin

Finally, the researcher realizes this thesis is far from being perfect therefore, any criticism and suggestion for better of this thesis. The reseracher prays that all who helped get blessing and rewards from Allah the almighty.

Mataram,   February 2020
The Researcher

Dewi Sunarti
116120005

DEDICATION

I Dedicate This Thesis Special to

My beloved parents, (Sukiman and Agustini) thanks a lot for the love, pray, advice, motivation and supports. Thanks for everything. I love you so much. All my big family, thank you for your affection. And also myself thanks for stay stronger until now.

ABSTRAK

Sunarti, Dewi. 2020. Skripsi: *"Penggunaan Metode Pembelajaran Berbasis Inkuiri dalam Mengajar Keterampilan Menulis di Kelas VIII Smpn 1 Ropang Tahun Ajaran 2020/2021":* Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mataram .

Pembelajaran berbasis inkuiri merupakan salah satu metode dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui apakah pembelajaran berbasis inkuiri berpengaruh atau tidak dalam pembelajaran menulis dan mengetahui perbedaan yang signifikan antara siswa yang diajar dengan menggunakan metode pembelajaran berbasis inkuiri dan tanpa menggunakan metode pembelajaran berbasis inkuiri dalam mengajar menuulis pada kelas VIII SMPN 1 Ropang tahun ajaran 2020/2021. Peneliti menggunakan desain eksperimen semu dengan populasi 36 siswa, yang dibagi menjadi 18 siswa di kelas A sebagai eksperimen dan 18 siswa di kelas B sebagai kelas kontrol. Untuk menganalisis data, peneliti menggunakan program SPSS 17.0. Hasil analisis data menunjukkan bahwa skor rata-rata kelas eksperimen adalah 59,06, dan skor rata-rata kelas kontrol adalah 48,06. Hal tersebut dapat dilihat pada tabel statistik kelompok uji sampel independen. Dapat disimpulkan bahwa terdapat perbedaan yang signifikan rata-rata hasil belajar siswa antara siswa yang diajar dengan metode pembelajaran berbasis inkuiri dan siswa yang tidak menggunakan metode pembelajaran berbasis inkuiri. Oleh karena itu, metode pembelajaran berbasis inkuiri mempengaruhi, atau Ha diterima dalam pembelajaran menulis pada siswa kelas VIII SMPN 1 Ropang tahun ajaran 2020/2021.

Kata Kunci: *Metode, Pembelajaran Berbasis Inkuiri, Menulis.*

ABSTRACT

Sunarti, Dewi. 2020**.** A Thesis: *"The Use of Inquiry-Based Learning Method in Teaching Writing Skill at the Eighth Grade of Smpn 1 Ropang in the Academic Year 2020/2021":* English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The inquiry-based learning is one of method in teaching-learning. This research aims to determine whether the inquiry-based learning has effect or not in learning writing and find out the significant differences between students who are taught using the inquiry-based learning method and without using inquiry-based learning method in writing at the eighth grade of SMPN 1 Ropang in the academic year 2020/2021. The researcher used quasi-experimental design with 36 students as the population. It was divided into 18 students in class A as experimental and 18 students in class B as control group. To analyze the data, the researcher used SPSS 17.0 program. The data analysis result showed that the experimental class average score was 59.06, and the control class average score was 48, 06. It can be seen in statistical table of the independent sample test group. It can be concluded that there is a significant difference in the average students learning outcomes between students who are taught with the inquiry-based learning method and the students whodo not using inquiry-based learning method. Therefore, the inquiry-based learning method affects, or Ha is accepted in teaching writing at the eighth grade students of SMPN 1 Ropang in the academic year 2020/2021.
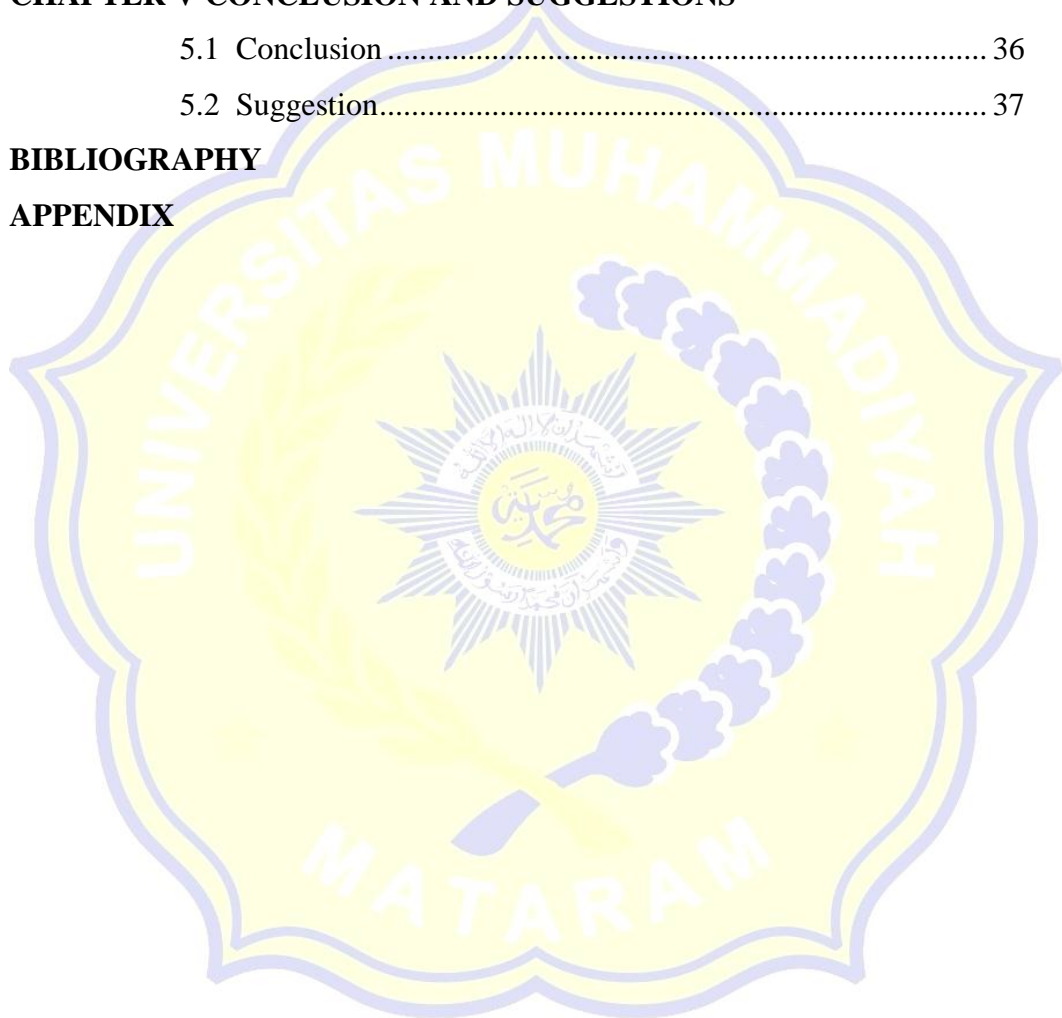
KeyWords: Inquiry-Based Learning,Method, Writing

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, research question, purpose of the study, the significance of the study, the scope of the study, the hypothesis of the study, and the definition of key terms.

1.1. Background of the study

As an important means of communication, writing can help us socialize properly, express our thoughts, feelings and opinions, so that we can interact with society well. We can see the importance of writing in everyday life and in social life (for example in education and business), when we write essays or cover letters. Apart from being a means of communication, writing can also create jobs, such as being a journalist, novelist, or screenwriter.

Although, writing is very important, it is difficult subject especially for the student. The reason is because writing is a mixture of idea, vocabulary and also grammar, according to Heaton in his book "Writing English Language Test" (1998: 135); writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and theoretical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem.

The main objective is to make the writing become easier to learn for the students.

When researcher made observations at SMPN 1 Ropang, researcher found that students easily get bored because they are still in the growth stage and are always curious. Another reason is that when the teacher is doing the writing assignment, students are still confused about arranging each word into a sentence, are confused about finding the best meaning of each word, lack of vocabulary and grammar. Each method used by the teacher must make students satisfied with the material taught in class so that it is easy to understand. The teacher uses tedious and inappropriate methods in the teaching and learning process, which makes it difficult for students to write.

To resolve that problem, a teacher should discover out how to make the students' are able to make good writing. One of the solutions is through using inquiry-based learning. Sanjaya (2010: 196) says that Inquiry-Based Learning is a learning activities based on critical and analytical thinking to look for and find the answer to the issue. By using Inquiry-Based Learning, students can understand the process of writing. They can learn how to generate ideas and make a good organization by finding the answer to the teacher or students' questions. It also can develop their critical thinking in writing.

The researcher would be explore writing skill of students, that is recount, using inquiry-based learning method at the eighth-grade students' of SMPN 1 Ropang in the academic year 2020/2021 so that their skill more better than before and they are not feel fear to share their idea, opinion, and message from writing. The researcher is interested in conducting the researcher entitles "The Use

of Inquiry-Based   Learning Method   in   Teaching   Writing   Skill (An experimental study at the eighth grade of SMPN 1 Ropang in the Academic Year 2020/2021).

1.2.   Research Questions

The research questions are :

1. Does the use of Inquiry-Based Learning Method has an effect in teaching writing skill at the eighth-grade students of SMPN 1 Ropang in the Academic Year 2020/2021?

2. Is there any significant differences between the students who are taught using Inquiry-Based Learning Method and without using Inquiry-Based Learning Method?

1.3.   Purpose of the study

The specific purpose of the research is based on the research question stated as follows :

1. To investigate whether the use of the Inquiry-Based Learning Method has an effect or not in Teaching Writing Skill at the eighth grade of SMPN 1 Ropang in the Academic Year 2020/2021.

2. To analyze the significant differences between the students who are taught using the Inquiry-Based Learning Method and without using the Inquiry-

Based Learning Method at the eighth grade of SMPN 1 Ropang in the Academic Year 2020/2021.

1.4. Significance of the study

The result of the research, hopefully, can give a contribution to English teaching and learning, such as :

1. Theoretically

   The researcher hopes that the results of this study can contribute to learning English to improve students' writing skills, especially in the Recount text through the Inquiry-Based Learning Method.

2. Practically

   The use of inquiry-based learning method in teaching writing skills hopefully can help teachers in teaching increase student's writing skill, and the result of this research can give benefit as a reference for English teachers in SMPN 1 Ropang.

1.5. Scope of the study

This is focused on recount text in the book "When English Rings a Bell" by Kemendikbud. The material would be taught to make recount text by paying attention to social functions, structure text, grammar, correctly and in context through teacher instruction and respond collaboratively that use at the eighth

grade of SMPN 1 Ropang in the academic year 2020/2021, (Wachidah, et al. l. 2016).

1.6. The hypothesis of the study

In this study, the researcher has stated the hypothesis as follow :

1. The Alternative Hypothesis (Ha)

Using Inquiry-Based Learning Method has an effect in teaching writing skills at the eighth-grade students of SMPN 1 Ropang in the Academic Year 2020/2021.

There is any significant differences between the studentswho are taught using Inquiry-Based Learning method and the students who are not using Inquiry-Based learning Method in teaching writing skills at the eighth-grade students of SMPN 1 Ropang in the Academic Year 2020/2021.

2. The null hypothesis (Ho)

Using Inquiry-Based Learning Method does not have an effect in teaching writing skills at the eighth-grade students of SMPN 1 Ropang in the Academic Year 2020/2021.

There is no significant differences between the studentswho are taught using Inquiry-Based Learning method and the students who are not

6

using Inquiry-Based learning Method in teaching writing skills at the eighth-grade students of SMPN 1 Ropang in the Academic Year 2020/2021.

1.7. Definition of Key Terms

To avoid misconception and misunderstanding of the study, the researcher would be like to explain some key terms, as follow :

1. Writing

   Brookes and Grundy (2000: 7) defines writing as an activity that includes several processes, such as thinking what to write and ordering it into sentence and paragraph.

2. Inquiry-Based Learning Method

   Gulo in Trianto (2011: 166) states that Inquiry-Based Learning is teaching and learning process which involves all students' ability to search and investigate systematically, critically, logically and analyticall

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing Skill

2.1.1 Definition of Writing

Writing is one of the four skills in language learning-LSRW (listening, speaking, reading, and writing). It is a system of written symbols representing the sounds, syllables or words of a language, with different mechanisms - capitalization, spelling and punctuation, word form and function.

Writing is an idea, opinions, thoughts, or feelings of someone who is poured into the writing. Therefore, Brown also mentioned written products are the result of thinking to draft and revising procedures, specialized skills are required in written language, and that not every speaker develops naturally (Brown, 2001:335).

Based on the statement above, writing is a skill that needs to be trained and fostered so that students can pour the results of their thoughts into good and correct writing. The indicator of writing skills in this research is exploring the ideas and making them into good recount text.

Therefore, teachers have to motivate them to have good writing skills by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice.

2.1.2   The Writing Process

There are four elements of the writing process by Harmer, J (2004: 4/5) they are:

1. Planning

When planning, writers have to think about main issues. The first, they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce but also the language they use and the information they choose to include. Secondly, writers have to consider the content structure of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

In this section the writer must pay attention to the planning part in order to compile a good writing even though there is assumption that it will amended later. As the writing process proceeds into editing, some drafts may be produced on the way to the final version.

3. **Editing (Reflecting and Revising)**

Once writers have produced a draft, they then, usually, read through what they have written to see perhaps the order of the information is not exact, maybe the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. **Final version**

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Base on the definition above, the result of writing would be better if the students follow that process. Therefore, in teaching writing, the teacher can try any methods with attractive activities and media to improve students' writing

skills. Researchers tried to apply the inquiry-based learning method in this study, expecting to give advantages to the students in their writing skills.

2.2 Teaching Method

2.2.1 Definition of Teaching Method

An important method to support the success of language teaching. In learning something, this method plays an important role, enabling students to understand their learning abilities. Therefore, teachers need to choose a method that is suitable for students.

A method is a generalized set of classroom specifications accomplishing linguistic objects. A method is related to the nature of the content of a subject to be taught. Method refers to the procedure within an approach. (Brown, 2001:51)

Based on the definition above, it can be concluded that the learning method is a teaching and learning process that can make it easier for students to understand a learning material because the teacher can use a variety of interesting methods so that students can be interested and enjoy the learning process using a variety of methods.

2.2.2 Kinds of Teaching Method

Fair teaching-learning process should use various kinds of the teaching method. Each method has strongest and weakness, so here the teacher has a task to choose a method that is suitable in the teaching-learning process.

This is some teaching method in global:

1. Project Method

    The project method is a way to present the lesson that has as a starting point from a problem, then discussed from the various aspect that has relation so the solution on the whole and meaningful.

2. Experiment Method

    The experiment method is a way to present the lesson where the students do experiment with experiencing and prove by them self something that learned. In teaching-learning use this method, students gave a special chance to do by themselves, follow a process, observe an object, analyze, prove, and concluding by self about an item, situation, or process.

3. Discussion Method

    The discussion method is a way to present a lesson where the students are faced with a problem, can be an expression or question that problematically to discuss and solve together. In the discussion, the teaching-learning process happens, where interaction between two people or more, exchange the experience each other, information, solve the problem, all of them active, no one passive as the listener.

4. Study Tour Method

Study Tour method is a way to present the lesson by inviting the students to a place or specific object outside the school to learn/do research, such as like museum, shoe factory, auto repair shop, breeding or plantation, etc.

5. Question Answer Method

The question-answer method is a way to present the lesson by giving questions that must be answered, especially from teacher to students, but it also can be from students to the teacher.

6. Training Method

The training method is a method that is good to invest in a specific habit. Besides, this method also can be used to get an adroitness, accuracy, opportunity, and skill.

2.3 Inquiry-Based Learning

2.2.1 Definition of Inquiry-Based Learning

Inquiry-based learning is a learning activity that allows students to participate optimally so that they can gain knowledge and skills from their discoveries. Although this approach is student-centered, the teacher plays an important role in making the learning process fruitful.

According to Alberta (2004:1), Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely, and

then build new understandings, meanings, and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution, or to support a position or point of view.

Based on the definition above, inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely, and then build new understandings, meanings, and knowledge. So, in this method, students are required to think.

2.2.2 The Benefits of Inquiry-Based Learning

By using inquiry-based learning methods, the researcher hopes students can be creative, confident, and gain new experiences. The benefits of inquiry-based learning for students as follow:

a) Learning becomes more lively and can make students active.

b) Can form and develop basic concepts to students.

c) Encourage students to think and work on their own initiative.

d) Avoiding traditional learning methods, namely teachers who control the class.

e) Allows students to learn by making use of various types of learning resources.

2.2.3 Characteristics of Classrooms Using The Inquiry-Based Learning

Classrooms that are taught using inquiry-based learning have the following characteristics, Alberta (2004:4) :

a) The inquiry capitalizes on student curiosity.

b) Data and information are actively used, interpreted, refined, digested, and discussed.

c) Teachers, students, and teacher-librarian collaborate.

d) The teacher uses the language of inquiry on an ongoing basis.

e) The teacher facilitates the process of gathering and presenting the information.

f) The teacher and students use technology to advance the inquiry.

g) The teacher embraces inquiry as both content and pedagogy.

h) The teacher and students interact more frequently and more actively than during traditional teaching.

2.4 Recount Text

2.3.1 Definition of Recount Text

Recount text is a type of text in English that tells about a story, action, or activity. Usually, recount text tells about someone's experience. The purpose of recount text is to entertain the reader so that there is no conflict in this text. Besides, this text also aims to provide information to readers.

2.3.2 Recount Text Features

a) Using Past Tense sentences, such as went, departed, would be, woke up, and so on.

b) Using adverbs and adverbial phrases to express time, place, and way, such as last September, Pari Island, on the second day, and so on.

c) I am using conjunctions and time connectives to sort events, such as: and, before, then, after that, and so on.

2.3.3 Generic Structure Text Recount

a) Orientation

Tells about the background information about who, where, when the incident or event occurred.

b) Events

It tells a series of events that occurred in chronological order.

c) Re-orientation

It is the closing or conclusion of the story. To close a story, we can give our opinion about the story.

https://www.studiobelajar.com/recount-text/access on October 15,2020

2.5 Previous Studies

Some previous studies are relevant to this research. The first relevant study was done by Yuniati Ulfah Milatasari (2017) entitled Improving Students' Ability In Writing Through Inquiry Based Learning. The differences between the previous studies are the previous research used classroom action research. While in this research, the researcher used experimental, and the location of the study's place is different. In the previous study the previous research applied in SMA Negeri 3 Sukoharjo, while the

researcher implemented the inquiry-based learning method in SMP Negeri 1 Ropang.

The second researcher is Hidayatul Isra (2018). This present study investigated the use of inquiry-based learning strategy in teaching writing skills for the eighth-grade students of MTs. NW Dames in the school year 2016-2017. The difference between the previous studies is the previous research used a pre-experimental study, while in this research, the researcher used a quasi-experimental study. Grade and the location of the study's place are different. In previous research, they taught inquiry-based learning strategy, which is applied in the eighth grade of SMP Babussalam Selayar, while the researcher implemented the inquiry-based learning method in the eighth grade of SMP Negeri 1 Ropang.
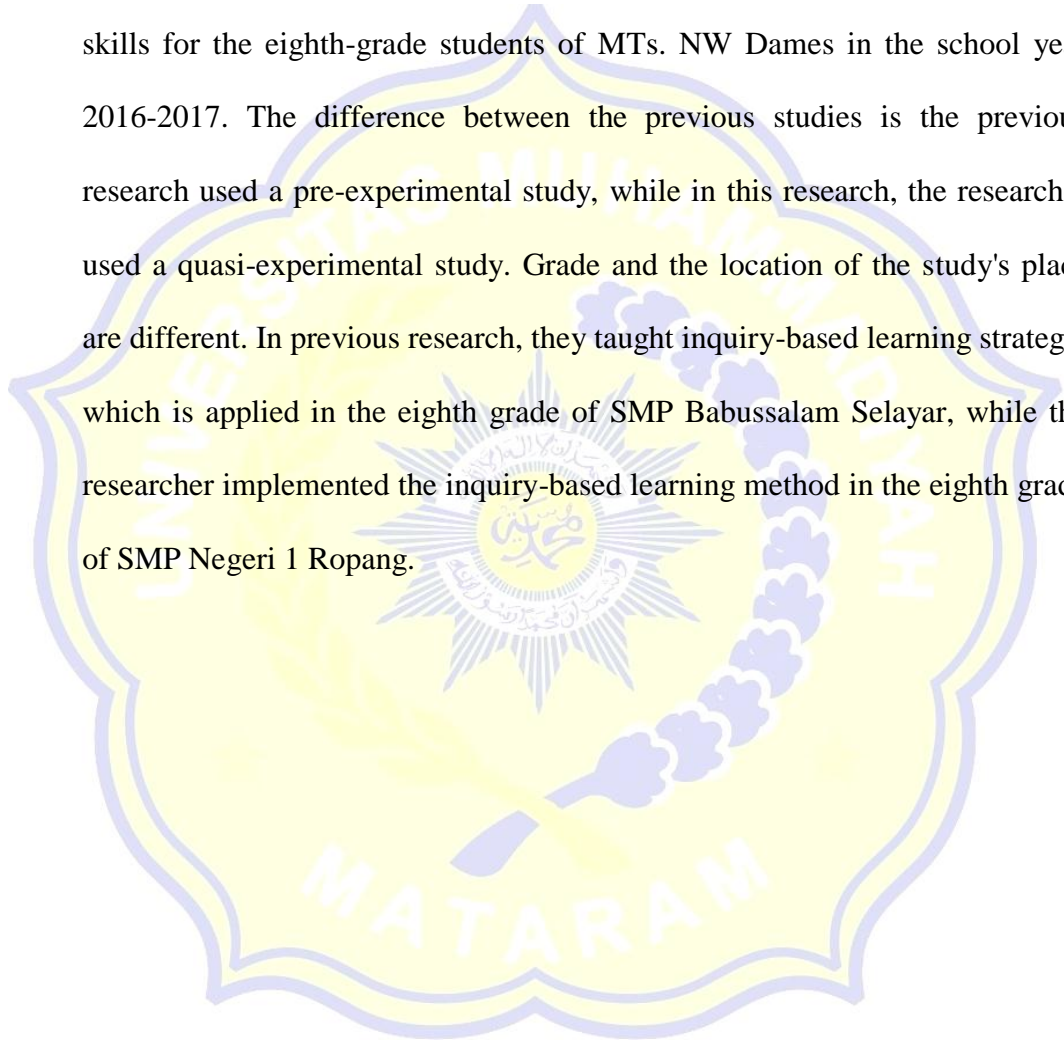
CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher used a quasi-experimental design. According to Nunan (1991), quasi-experimental is giving pre-test and post-test using a control group, and there is no determination of subject randomly. It is because the researcher believed that quasi-experimental would be help the researcher to investigate does the inquiry-based learning method has an effect in teaching writing recount text at the eighth grade of SMPN 1 Ropang. Some procedures would be use in this research as the researcher divided the group into two groups. The first group, the experimental group, would be treat by using the inqu iry-based learning method, while the second group, the control group, would not be use the inquiry-based learning method.

3.2 Population and Sample

3.2.1 Population

According to Sugiyono (2016:215), the population is the general area that consists of an object/subject which has particular quality and characteristics which is chosen by the researcher to be studied and then take a conclusion. In this research, the population in this research is the eighth-grade

students of SMPN 1 Ropang, in the academic year 2020-2021 with

the total number of the population are 36 students, which consists of 2 classes.

Table 3.1 Total number of population

No	Class	Population
1.	VIIIA	18 Students
2.	VIIIB	18 Students
Total		36 Students

(SMP Negeri 1 Ropang)

3.2.2 Sample

The sample is the part of the quantity and characteristic that has by

the population (Sugiyono, 2016: 118). The population of this research is two

classes, the researcher has taken two classes as the sample of the eighth-grade

students of SMPN 1 Ropang in Academic Year 2020/2021.

3.3 The Instrument

In this study, the researcher used a text as an instrument. In this

study, the researcher have been taught the students can implement the social

function, structure text, grammar to make recount text relate to their

experiences. After that, the researcher gave the students some duty to make

recount text related to their experiences using the inquiry-based learning

method. The test in the form that is covered with the indicator of writing

consists of; content, organization, vocabulary, language use, and mechanics.

The source of the instrument taken from the English rings a bell.

Furthermore, the researcher used the scoring rubric by Jacobs, et al (1981) to get student grades in writing as follows:

Table 3.2 Scoring Rubric for Writing

Aspect	Level	Criteria
Content	30 – 27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 – 22	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of thesis lacks of detail, mostly relevant the topic.
	21 – 18	FAIR TO POOR: limited knowledge, little substances, in adequate development of thesis.
	16 – 13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent.
Organization	20 – 18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17 – 14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13 – 10	FAIR TO POOR: non-fluent, ideas confused or disconnected lacks of logical sequencing and development.
	9 – 7	VERY POOR: does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured.
	13-10	FAIR TO POOR: limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured

	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	FAIR TO POOR: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR: mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

Table 3.3 Score and Classification

Score	Classification
80-100	Excellent
65-79	Very Good

56-64	Good
46-55	Fairly Good
0-45	Poor

Hughes, (2003)

3.4 The Techniques of Data Collection

In collecting data from the sample, the researcher applies the following steps:

3.4.1 Pre-test

The researcher gave the pre-test to both groups as the sample of the research. The pre-test aims to know the student's ability before use the inquiry-based learning method of treatment. In the pre-test the researcher asks the students to make's recount text relate to their experiences by paying attention to a social function, structure text, and grammar. It is ordered to know the students before the researcher teaching using inquiry-based learning method in teaching writing skill.

3.4.2 Treatment

In this study, the researcher take two groups called the experimental group and the control group. The researcher taught writing skill in the rest of 40 minutes in every meeting. The researcher gave a set of treatment to students, while the control class without using Inquiry-Based Learning method in teaching writing skill.

3.4.3 Post-test

In this part, the students were treated by using an inquiry-based learning method for the experimental group and without teaching by inquiry-based learning method for the control group. The researcher gave a test of post-test to all students as the sample, both the experimental group and control group. In the post-test the researcher asked the students some duty to make recount text related to their experiences using inquiry-based learning method by paying attention to social functions, structure text, grammar, correctly and in context through teacher instruction, and respond collaboratively.

3.5 The technique of Data Analysis

To analyze the data, the researcher would be use SPSS 17.00, the data collecting from pre-test and post-test. To analyze the effect of writing skills, the researcher would be use the Normality Test. If the data is Normally, the researcher would be use Paired Test, while the data is not. Normally, the researcher would be use the Wilcoxon test. To investigate the significant difference between the student who is taught by using writing skill than without using writing skill, the researcher would be use Homogeneity Test if the data is Homogeny, the researcher would be use Independent test, while the information is not Homogeny the researcher would be use Mann Whitney Test :

3.5.1 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, and others.

3.5.2 Normality Test

a. A normality test is done to find out whether the research data is normally distributed or not.

b. Normal data is an absolute requirement before we do parametric statistical analysis.

c. In parametric statistics, two types of normality tests are often used, namely the Kolmogorov-Smirnov test and the Sharpio-Wil test.

If the significance (Sig) score is more > (great) than 0.05, then the data is normally distributed, while if the significance (Sig) score is more < than 0,05, then the data is not normally distributed.

3.5.3 Paired Test

a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs.

b. Requirements in the paired sample t-test are normal distribution data.

c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

d. The paired sample t-test in this research is used to answer the problem statement.

e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

3.5.4 Wilcoxon Test

a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs.

b. The research data used in the Wilcoxon test is ideally ordinal or interval data.

c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test, there is not needed for research data that are normally distributed.

d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.5.5 Homogeneity Test

a. The homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous.

b. Homogeneous data is one of the requirements in the independent sample t-test.

c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If the significance (Sig) score is based on

mean $> 0,05$, then the data variant is HOMOGEN, while if the significance

(Sig) score is based on mean $< 0,05$, then the data variant is NOT homogenous.

3.5.6 Independent Test

a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

c. The independent sample t-test in this research is used to answer the problem formulation.

d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.5.7 Mann Whitney Test

a. Mann Whitney test aims to determine whether there are differences in the average of two unpaired samples.

b. The number of samples used does not have to be the same.

c. Mann Whitney test is part of non-parametric statistics, so in the Mann Whitney test, there is not needed for research data that is normally distributed and homogenous.

d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.