

**THE EFFECTIVENESS OF INQUIRY LEARNING METHOD
(ILM) TOWARD THE STUDENTS' WRITING DESCRIPTIVE
TEXT ACHIEVEMENT AT THE FIRST GRADE OF SMPN 01
NGANTRU**

THESIS



**By
RIADHOTUL KUSNAH
NIM. 2813123129**

**ENGLISH EDUCATION DEPARTMENT FACULTY OF
TARBIYAH AND TEACHER TRAINING STATE ISLAMIC
INSTITUTE (IAIN) OF TULUNGAGUNG
2016**



**THE EFFECTIVENESS OF INQUIRY LEARNING METHOD
(ILM) TOWARD THE STUDENTS' WRITING DESCRIPTIVE
TEXT ACHIEVEMENT AT THE FIRST GRADE OF SMPN 01
NGANTRU**

THESIS

Presented to

State Islamic Institute of Tulungagung in partial fulfillment of the
requirements for the degree of Sarjana Pendidikan Islam in English
Education



By
RIADHOTUL KUSNAH
NIM. 2813123129

**ENGLISH EDUCATION DEPARTMENT FACULTY OF
TARBIYAH AND TEACHER TRAINING STATE ISLAMIC
INSTITUTE (IAIN) OF TULUNGAGUNG
JULY 2016**

ADVISOR'S APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Riadhotul Kusnah has been approved by the thesis advisor for further approval by the board of examiners.

Tulungagung, June 30th 2016

Advisor,

Dr. Arina Shofiya, M.Pd

NIP. 19770523 2003 12 2 002

Approved by

The Head of English Education Department

Dr. Arina Shofiya, M.Pd

NIP. 19770523 2003 12 2 002

BOARD OF THESIS EXAMINERS' APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Riadhutul Kusnah has been approved by the board of examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education.

Board of Thesis Examiners

Chair,

Secretary,

Dr. Nurul Chojimah, M.Pd.
NIP. 19690629 200901 2 001

Dr. Arina Shofiva, M.Pd
NIP. 19770523 2003 12 2 002

Main Examiner,

Dr. Erna Iftanti, M.Pd.
NIP. 19720307 200901 2 002

Approved by
The Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. ABD. AZIZ, M.Pd.I
NIP. 19720601 200003 1 002

MOTTO

Do the Best and Pray. God Will Take Care Of
the Rest

DEDICATIONS

This thesis is proudly dedicated to:

My beloved parents, Mr. Suyanto and Mrs. Maskuriah who always give me all love, pray, motivation, attention and support in my life. For my beloved brother Aris, thanks you. I couldn't my thesis well without your support, thanks a lot for everything, I love you so much.

DECLARATION OF AUTHORSHIP

The undersigned below,

Name : Riadhotul Kusnah
Place, date of birth : Tulungagung, May, 29th 1994
Address : Ds. Batokan, Kec. Ngantru, Kab. Tulungagung
Faculty : Faculty of Islamic Education and Teacher Training
Department : English Education Department

Declare that,

States that the thesis entitled “*The effectiveness of inquiry learning method (ILM) Toward Students’ Writing Descriptive text Achievement at the first year of SMPN 01 Ngantru*” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism I am willing to accept any legal consequences that may be imposed to me.

Tulungagung, _____2016

Riadhotul Kusnah
NIM. 2813123129

ABSTRACT

Kusnah, Riadhotul. Student Registered Number. 2813123129. 2016. *The Effectiveness of Using Inquiry Learning Method in Teaching Writing Descriptive Text Toward Students' Writing Achievement at The First Grade of SMPN 01 Ngantru*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) Tuluangagung. Advisor : Dr. Arina Shofiya, M.Pd.

Keywords : Effectiveness, Inquiry Learning Method, Writing, Descriptive text

Inquiry Learning Method is one of Contextual Teaching and Learning methods. In Inquiry learning method, the students learn how to make writing descriptive text well and correctly by self-learning. Inquiry is a learning method which has the meaning question, identification, observation in English. Teachers use the model of Inquiry Learning Method in SMPN 01 Ngantru. Students have given Inquiry Learning Method in other material not in writing class. Students have given about the writing descriptive text material but they still feel difficult to understand how to make the cohesion and coherent of the text. Because the way or method of convey the information or explaining about topic is not effective. The researcher formulated the research problems was: "Is there any significant difference of students' achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method ?"

Based on the research problems above, objective of the study was : to find out whether there is any significant difference of students' achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method at first year student of SMPN 01 NGANTRU.

Research Method : 1) the research design in this study was pre-experimental design with one group pre and post test from quantitative approach. 2) the population of this study was all first year students at SMPN 01 Ngantru which the total of VII class are 294 students, 3) the sample was taken from one class from the first students of SMPN 01 Ngantru, in X C, there are 32 students consist of 18 males and 14 females, 4) the research instrument was test, 5) the data analysis uses t test (statistic application SPSS 20.)

The result showed that the students mean pretest score was 63.3, and the means posttest score was 76.3. After analyzed by using *paired sample t-test*, it showed that *T-count* was 6.60, whereas *T-table* with significant level 5% and *df* = 31 was 2.021. So, *T-count* was greater than *T-table*. This means that H_a which states that There is a significant difference of students' achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method at SMPN 01 Ngantru was accepted.

Whereas, H_0 which states There is no significant different of students' achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method at SMPN 01 Ngantru was rejected.

Based on the result of this study, Inquiry method can be used as an alternative strategy to teach writing especially in descriptive text for students at SMP level. The result of this research also proved that Inquiry Learning Method was effective to increase students' achievement in writing descriptive text. The effect of Inquiry Learning Method was also could be seen from the quantity of the words which significantly increased in post-test. Thus, it concluded that using Inquiry Learning Method was effective towards students' writing achievement and it suggested to be used in teaching writing descriptive text, especially in the seventh grade of SMPN 01 Ngantru.

The researcher suggests for students to manage their study time so they can more understand what the content of material and expected can help the students more understand the material by self discovery. Second, for the teachers to apply Inquiry Learning Method for teaching English.

ABSTRAK

Kusnah, Riadhotul. Student Registered Number. 2813123129. 2016. *The Effectiveness of Using Inquiry Learning Method in Teaching Writing Descriptive Text Toward Students' Writing Achievement for The First Year Of SMPN 01 Ngantru*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) Tuluangagung. Advisor : Dr. Arina Shofiya, M.Pd.

Kata Kunci : Keefektifan, Metode Inquiry, Menulis, Teks Deskripsi

Metode pembelajaran Inkuiri adalah salah satu metode pembelajaran yang ada dalam Contextual Teaching and Learning. Didalam pembelajaran Inkuiri, siswa mempelajari bagaimana membuat tulisan teks deskripsi yang baik dan benar melalui penemuannya sendiri. Inquiry adalah metode mengajar yang mempunyai arti menanya, mengenali, mengamati. Guru di SMPN 01 Ngantru menggunakan metode mengajar Inquiry. Murid diberikan metode Inquiry dalam materi lain, bukan di kelas menulis. Murid diberikan tentang materi menulis teks deskripsi tapi mereka tetap mengalami kesulitan untuk memahami bagaimana membuat teks yang padu dan masuk akal. Karena cara atau metode penyampaian informasi/penjelasan tidak efektif. Peneliti memformulasikan masalah penelitian adalah 1) Apakah ada perbedaan yang signifikan pada kemampuan siswa dalam menulis teks deskripsi sebelum menggunakan metode *Inquiry* dan sesudah menggunakan Metode *Inquiry*?

Menurut permasalahan diatas, penelitian ini bertujuan 1) untuk mengetahui apakah ada perbedaan yang signifikan pada kemampuan siswa dalam menulis teks deskripsi sebelum menggunakan metode *Inquiry* dan sesudah menggunakan Metode *Inquiry*, pada kelas pertama di SMPN 01 Ngantru.

Methodology penelitian: 1) desain penelitian yang digunakan adalah penelitian pre-experimental dengan satu kelompok pretest dan posttest dengan pendekatan kuantitatif, 2) populasinya adalah semua siswa kelas tujuh dengan jumlah siswa 294. 3) sample penelitian diambil satu kelas yaitu kelas tujuh C yang terdiri dari 32 siswa. 4) instrument penelitian adalah tes. 5) analisis data menggunakan t test (aplikasi SPSS 20).

Hasilnya menunjukkan bahwa rata-rata nilai pretest siswa adalah 63.3, dan rata-rata nilai posttest adalah 76.3. Setelah dianalisis menggunakan *paired sample t-test*, ini menunjukkan bahwa *t-count* adalah 6.60, sedangkan *t-table* dengan level signifikan 5% dan *df* 31 adalah 2021. Jadi, *T-count* lebih besar daripada *T-table*. Ini berarti bahwa H_a yang menyatakan bahwa ada perbedaan nilai siswa yang signifikan dalam menulis teks deskripsi sebelum menggunakan metode *Inquiry* dan sesudah menggunakan Metode *Inquiry*, pada kelas pertama di SMPN 01

Ngantru telah diterima. Sedangkan, H_0 yang menyatakan bahwa tidak ada perbedaan nilai siswa yang signifikan dalam menulis teks deskripsi sebelum menggunakan metode *Inquiry* dan sesudah menggunakan Metode *Inquiry*, pada kelas pertama di SMPN 01 Ngantru telah ditolak.

Berdasarkan hasil dalam penelitian ini, *metode Inquiry* dapat digunakan sebagai salah satu strategi alternative dalam mengajar menulis terutama materi teks deskripsi di tingkat SMP. Hasil dari penelitian juga membuktikan bahwa Metode *Inquiry* efektif untuk meningkatkan nilai siswa pada menulis teks deskripsi. Pengaruh dari Metode *Inquiry* juga dapat dilihat dari banyaknya pernyataan yang signifikan pada *post-test*. Demikian, disimpulkan bahwa metode *Inquiry* efektif kearah nilai menulis siswa dan itu disarankan untuk digunakan dalam mengajar menulis teks deskripsi, khususnya di kelas tujuh SMPN 1 Ngantru.

Peneliti menganjurkan kepada peserta didik untuk mengatur waktu belajar mereka, agar mereka dapat lebih paham apa isi dari materi berdasarkan pemahaman sendiri. Kedua, kepada guru untuk menggunakan metode mengajar *Inquiry*.

ACKNOWLEDGEMENT

In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all blesses so that the writer can accomplish this thesis. In Addition, may Peace and Salutation be given to the prophet Muhammad (pbuh) who has taken all human being from the Darkness to the Lightness.

The writer would like to express her genuine gratitude to:

1. Dr. H. Abd. Aziz, M.Pd.I., the Dean of Faculty of Tarbiyah and Teacher training of IAIN Tulungagung for his permission to write this thesis.
2. Dr. Arina Shofiya, M.Pd., the Head of English Department and the writer's thesis advisor who has given some insight so the writer can accomplish this thesis, for her invaluable guidance, suggestion, and feedback during the completion of this thesis.
3. Drs. H. Noerdaryanto, M.Pd., the headmaster of SMPN 01 Ngantru who has given the writer permission to conduct a research at this school.
4. The English teacher of SMPN 01 Ngantru Tulungagung, Hartoyo who has supplied some information so I can accomplish the research well.
5. The seventh grade of SMPN 01 Ngantru, especially X C in the academic years 2015/2016 for the cooperation as sample of this research.
6. My beloved parents, Mr. Suyanto and Mrs. Maskuriah who always give me all love, pray, motivation, attention and support in my life. I couldn't my

thesis well without your support, thanks a lot for everything, I love you so much.

7. My beloved brother, Moh. ArisKurnianto who always accompany and helps when I need. Thanks for that, you always amuses me and makes my life more meaningful.
8. My best friends (Wulan, Renylka, Onisia) thanks for your motivation, let's always keep our friendship. My beloved friends TBI D 2012 thanks a lot for your support, motivation, attention and love that make my life more colorful, meaningful and teach me the sense of friendship and togetherness.
9. All my lecturers who have given me suggestion. Thanks for your advices. Thanks a lot for my almamater IAIN Tulungagung.
10. SMPN 01 Ngantru that becomes a place and help finished for my research.
11. All of my family who gave me prayer and support in finishing this thesis.

Finally, the writer realizes that this thesis is still far from being perfect. Therefore any constructive critic and suggestion will be gladly accepted to improve this thesis.

Tulungagung, July 2016

The Writer

TABLE OF CONTENTS

Cover	i
Advisor's Approval Sheet	iv
The Board of Examiners' Approval Sheet	v
Motto	vi
Dedication	vii
Declaration of Authorship	viii
Abstract	ix
Abstrak	xi
Acknowledgement	xiii
Table of Contents	xv
List of Tables	xvii
List of Appendices	xviii

CHAPTER I INTRODUCTION

A. Background of The Study	1
B. Formulation of Research Question	4
C. Objectives of The Study	4
D. Significance of The Study	4
E. Scope and Limitation of The Study	5
F. Formulation of The Study	6
G. Definition of Key Terms	6
H. Organization of The Study	7

CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching Writing	9
1. Writing Problem	10
2. Writing Process	12
3. Good Writing	17
B. Types of Writing in Junior High School	17

C. Genre of The Text	21
D. Descriptive Text	23
E. Inquiry Learning Method	24
1. Learning Strategy	25
2. Definition of Inquiry Learning Method.....	26
3. Suchman’s Inquiry Learning Method.....	27
4. Process of Inquiry Learning Method.....	28
F. Review of Previous Studies	30
CHAPTER III RESEARCH METHOD	
A. Research Design.....	33
B. Population and Sample of Study.....	34
1. Population.....	34
2. Sample	35
C. Research Instrument.....	36
D. Validity and Reliability Testing.....	37
1. Validity	37
2. Reliability	39
E. Variable	42
F. Normality	43
G. Data Collecting Method	44
H. Procedures of Treatments.....	45
I. Data Analysis	46
CHAPTER IV FINDING AND DISCUSSION	
A. The Finding	47
B. Hypothesis Testing.....	55
C. Discussion	56
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	60
B. Suggestion.....	62
References	64
Appendixes	

LIST OF TABLES

Table 2.1	Standard Competence and Basic Competence of Junior High School
Table 3.1	The Try-out's Result of Pre-test
Table 3.2	The Statistical Correlation of Pearson Product-Moment from IBM SPSS Statistics 20 (try-out pretest)
Table 3.3	The Try-out's Result of Pre-test
Table 3.4	The Statistical Correlation of Pearson Product-Moment from IBM SPSS Statistics 20 (try-out posttest)
Table 3.5	The Result of Pretest and Posttest in Normality Testing
Table 4.1	The result of students' achievement in writing descriptive text before being taught by using Inquiry Learning Method
Table 4.2	The result of students' achievement in writing descriptive text after being taught by using Inquiry Learning Method
Table 4.3	Frequency of score in Pretest
Table 4.4	Frequency of score in Posttest
Table 4.5	Descriptive Statistics for Pre-test and Post-test
Table 4.6	Paired Sample Test

LIST OF APPENDIXES

Appendix 1	The result of pre-test
Appendix 2	The result of posttest
Appendix 3	Rencana Pelaksanaan Pembelajaran (RPP)
Appendix 4	Validation
Appendix 5	T-table
Appendix 6	Surat Penelitian
Appendix 7	Surat Keterangan Penelitian Sekolah
Appendix 9	Kartu Bimbingan