CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is devoted to draw some conclusions and suggestions based on the research findings and discussion presented in the previous chapter.

A. Conclusion

This study investigated the effect of Inquiry Learning Method at the first graders' skill in writing descriptive text at SMPN 01 Ngantru. Using Inquiry Learning Method facilitates students in submitting their works, sharing knowledge, trying to be actively participate in teaching and learning process, interacting with each other and so on. The findings revealed that after using Inquiry Learning Method in post-test, the students' score were significantly better. The students were interested to share their ideas and creative in writing class and their score become well. Therefore, consequently, after doing some statistical test indicating that Inquiry Learning Method was effective, the researcher concluded that Inquiry Learning Method is a useful way of increasing students' writing skill and can play an important role in teaching writing to the first graders of SMPN 01 Ngantru.

Some conclusion that could be drawn from the explanation in the previous chapter, those are:

1. The student's achievement in writing descriptive text before being taught by using Inquiry Learning Method generally low. It could be seen from the score obtained by the student before being taught by using Inquiry Learning Method that from 32 students there were nine students obtain score upper 70 and 23 students obtain score less than 70. It means that 23 students did not pass. The means of pretest's score was 63.25.

2. The student's achievement in writing descriptive text after being taught by using Inquiry Learning Method was better than before. It showed from the score obtained by the student after being taught by using Inquiry Learning Method that from 32 students there were 29 students past the test (upper 70) and only 3 students did not pass. The means of posttest's score was 76.13.

3. The result of the analysis showed that *t-count* was 6.60 and *t-table* at 5% level of significant was 2.021. The value of *t-test* was higher than the *t-table* (*t-count* 6.60 > *t-table* 2.021) with the degree of freedom (*df*) =31 and significance level 5%. It means that there was any significant difference on the students' writing achievement in descriptive text before and after being taught by using Inquiry Learning Method at the first grade of SMPN 01 Ngantru.

   Finally, related with the explanation above, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. From the result implied which Inquiry Learning Method in teaching writing descriptive text at the first grade level of SMPN 01 Ngantru was effective.

B. Suggestion

Considering the result of this research, the researcher would like to give some suggestion. The first for the student, it is considering that teaching writing descriptive text by using Inquiry Learning Method was effective especially to help student in describe something or someone. The writer suggests them 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.

For the teacher, it is suggested that the English teacher, especially in junior high school to apply Inquiry Learning Method. It can as the learning strategy that can will be used in the teaching learning activity so the teachers can select what the appropriate learning method to be used is and the result of this study can be included as the input in the teaching learning in the school. In addition, teacher must make teaching and learning process become more interesting, fun, and enjoyable, so the student will not get bored and they are easy to understand in writing class. Inquiry Learning Method is one of the ways to develop the student's achievement in the writing descriptive text.

For the next researcher, the result of this study is expected can give information about the using of Inquiry Learning Method and deep knowledge also the way of learning well, especially by using this learning method in English course. As this research is not perfect yet, it is suggested to conduct further research on similar area by improving the methodology or to use it as a reference to conduct a further research related to use matching game in

different area of teaching. The next researcher should find the weakness and the strength of this research so that they can conduct the better research and gain valid result.