THE EFFECT OF INQUIRY METHOD ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE XI SMAN 7 PADANGSIDIMPUAN

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement of the requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

CHAIRANI AGUSTINA PANE
Reg. Number. 13 340 0043

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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CHAIRANI AGUSTINA PANE
Reg. Number. 13 340 0043

Advisor I

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Advisor II

Sojuangon Rambe,S.S.,M.Pd
NIP.19790815 200604 1 003

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

Term : Munaqasyah
a.n. Chairani Agustina Pane
Item : 7 (seven) examplers

Padangsidimpuan, 2017
To:
Dean Tarbiyah and
Teacher Training Faculty
In- -
Padangsidimpuan

Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belong to **Chairani Agustina Pane,** entitled ***"the effect of inquiry method on students' ability in writing descriptive text at grade XI SMAN 7 Padangsidimpuan"***, we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Education (S.Pd), in English Educational Department of Tarbiyah and Teacher Traininng Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

Advisor I

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Advisor II

Sojuangon Rambe, S.S., M.Pd
NIP.19700815 200604 1 003

Know By
The Leader of English Educational Department

Reyendriani Fahmei Lubis, M.Ag
NIP.19710510 200003 2 001

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : CHAIRANI AGUSTINA PANE

Registration Number : 13 340 0043

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2

Kind : Thesis

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Reg. No. 13 340 0043

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Name : CHAIRANI AGUSTINA PANE

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Padangsidimpuan, November 2017

CHAIRANI AGUSTINA PANE
Reg. No. 13 340 0043

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name : CHAIRANI AGUSTINA PANE
Reg. no : 13 340 0043
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education Department
Thesis : **THE EFFECT OF INQUIRY METHOD ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE XI SMA N 7 PADANGSIDIMPUAN**

Chief,

Dr. Lelya Hilda, M.Si
NIP.19720920 200003 2 002

Secretary,

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Members,

Dr. Lelya Hilda, M.Si
NIP.19720920 200003 2 002

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Sojuangon Rambe, S.s., M.Pd
NIP.19790815 200604 1 003

Yusni Sinaga, M.Hum
NIP. 19700715 200501 2 010

Proposed
Place : Padangsidimpuan
Date : November, 30th 2017
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RELIGION MINISTRY INDONESIA REPUBLIC
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis	**:THEEFFECT OF INQUIRY METHOD ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE XI SMA N 7 PADANGSIDIMPUAN**
Written By	**: *CHAIRANI AGUSTINA PANE***
Reg. No	**: 13 340 0043**
Faculty/Department	**: TARBIYAH AND TEACHER TRAINING FACULTY /TBI-2**

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Islamic Education(S.Pd)

Padangsidimpuan, November 2017
a.n. Dean

Dr. LELYA HILDA, M.Si.
NIP. 19720920 200003 2 002

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Padangsidimpuan, 27 November 2017

Researcher

CHAIRANI AGUSTINA PANE
Reg.Number. 13 340 0043

Name : **Chairani Agustina Pane**
Reg. No : **13 340 0043**
Faculty : **Tarbiyah and Teacher Training**
Department : **English Education (TBI-2)**
Title of Thesis :**The Effect of Inquiry Method on Student's Ability in Writing Descriptive Text at XI Grade of SMAN 7 Padangsidimpuan**

ABSTRACT

This research examined the The Effect of Inquiry Method on Students' Ability in Writing Descriptive Text at XI Grade of SMAN 7 Padangsidimpuan. The students' problems in writing were: 1) Students were difficult to organize the text ; 2) Student did not know how to write well based on structureand grammar; 3)students were lack vocabulary.Beside the students' problem, teacher's strategy also became a problem in learning writing descriptive text. The teacher still used the conventional method in teaching writing descriptive text. The purpose of this research was to examine whether there was significant effect of using inquiry method on students' writing ability at XI grade in SMAN 7Padangsidimpuan..

The method used in this research was experimental research. Two classes were chosen as the sample. They were XI IPA 1 as the experimental class that consisted of 30 students and XI IPA 2 as the control class that consisted of 30 students. It was taken after conducting normality and homogeneity test. The data are derived from pre-test and post-test. To measure the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class in pre-test was 53 and post-test was 85.9. Meanwhile, the mean score of control class in pre-test was 49.7 and in post-test was 61.18. So, the reseacher found that the mean score of experimental class after using Inquiry Method was higher than control class. Besides it, the score of t_{count} was higher than t_{table}(7.33>1.67155). It meant that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant effect of inquiry method on students' ability in writing descriptive text at XI grade in SMAN 7 Padangsidimpuan.

Key Words: Inquiry Method, Students, Ability, Writing, Descriptive Text

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is one of the four basic skills that very important in teaching and learning English. It is an important language skill because without this skill people cannot show their idea through writing textbooks, novels, newspaper, magazine, and any information. Therefore, writing skill needs to be teach to the students or human being. In fact, almost every aspect of everyday life for common people carried out orally but all should be supported by written form.

Writing is the one language skills that students should know when learning language. Writing is also considered as one of the skills which often exercised by them in a plenty of time. Writing is not a skill which can be mastered by everyone instantly.

First in education, one learn writing skill in school and college. Writing is primary basis upon which your work, learning, and intellect will be judget in college, in the work place, and in the community. The skills of expressing one's thought and communicating ideas and views to others is developed here. Exams are a significant opportunity to demonstrate one's writing skills. This will stand in good stead in any choosen avenues of life.

Second in bussiness communication. It is not possible to conduct all transactions by speech alone. If here exists a bussiness project of opportunity

one needs to send written proposals, the document must have clarity. Poor writing skills will convey the wrong message and result in possible rejection of the proposal. Likewise, appointment letters and memos reflect on the reputation of the organization.

In addition, writing is a process of expressing thing, the meaning of thing can be idea, opinion, experience and information. The writing ability can be define as the ability in expressing idea, opinion, experience and information in the written form. It is the solution and arrangement and development of ideas and their espression in appropriate written. Thus, to a large extent the writing program in senior high school is conditioned by what has been and being done about writing experiences and the encouragement that is given to children to explore their environment and to expand. Then, writing ability can helps people to express their teach and feelings from writing text people receive messages from others.

Furthermore, recently there are many new informations which is transfered using discourse or article from the internet. It is become a fact that writing skill has crusial role. Writing is one of the four language skill that can be measurements of literacy development in a country. It is taught at least partly for educational, rather than sorely linguistics reason.[1] The learner is exercising his powers of expression, persuasion, imagination. Rhetoric, and

[1] Peter Stevens, *New Orientation in the Teaching of English*, (Great Britian: Oxford University Press, 1997), p.64

using correct English as a vehicle for these achievements rather than as an end in itself.

Writing in English is a simple matter because when someone writes something, he or she demonstrates not only their competence in grammar of English, but also their knowledge in the acceptable English rhetoric and the communicative aspect of writing in English. The students will be difficult when write because they are require to write on their own without any interaction or feedback.

In writing process the students have to compose their writing by using their own choice of sentence structure and organize their own ideas in such a way that the reader can understand them. Writing is necersary for students and everyone in variety of purpose and need. Nevertheless, in XI grade studentss of SMA N 7 Padangsidimpuan there were some problem in writing. Writing is problematic for them. There are some problems in teaching learning process when the teacher giving writing materials to the students, especially to write a text.

The first problem comes from the student. students are difficult to organize the text. They spend considerable time to correct their compositions only to find the effective way to make a good writing. They are also seldom to get writing practice in the process of learning. So that, students of SMA N 7 Padangsidimpuan feel that writing is difficult because they cannot construct good writing.

The second, students are lack of vocabulary. They spend much time to open dictionary in the process of writing. Moreover, sometimes when they did not bring dictionary, they spend time to ask their friends about the vocabulary. Students only use simple vocabulary that they know and use it redundantly on their writing.

The third problem based on interview result with Mrs. Arnisa as an English teacher of SMA N 7 Padangsidimpuan mentions that problem in English teaching of the eleventh grade Senior High School of the students do not know how to write well based on structure and grammar. We can see from the criteria of minimum learning mastery (KKM) conducted 75 score, but most of them still achieve substandard goal, that is 60-70 score.[2] So, the ability of students in English learning, we can analysis based on the results of the students.

The last problem is from the teacher itself in teaching Englsih. Teacher usually uses conventional method to teach English subject. [3]Conventional method is monotonous and make them boring in teaching learning process.

Based on the problem above, the researcher expect that it needs to be solved. The teacher must use English Teaching method to solve this problem.

---

[2]Arnisa,S.Pd, English Teacher,*Private Interview*, on Mei, 12. 2017, At 10.00 am., in SMA N 7 Padangsidimpuan.

[3]*Observation*, on Mei, 12. 2017, at 10.45 am, in SMA N 7 Padangsidimpuan.

Such as Picture Word Inductive Model (PWIM), Listing, Inquiry method and others.

Jiang and Perkins explain that intent of PWIM strategy is to capitalize on students' ability to think inductively and generalize that basis structural and phonetic analysis. They also add that the purpose of this strategy to develop vocabulary word concepts and paragraph and sentences structures.[4]Picture word inductive model strategy is designed to teach reading, writing and the language system. Because of that, this strategy is predicted can help students to solve their problem in writing, especially in writing descrotive text. This strategy leads the students to identify each object in a picture that they will describe. Through this strategy, the students will be easier to develop their decsriptive writing based a piture.

The other method can be used by the teachers in teaching writing in listing. Nordquist state that listing is the simplest prewriting strategy. It is usually the first method writers use to generate ideas. Listing means exactly what the name implies listing the writer's ideas and experiences. The writers usually write down as many ideas as they can without stopping to analyzed any of them.[5] Listing is a discovery (or prewriting) in which the writer develops a list of words and phrases, images and ideas. The list may be

[4]Xuang Jiang and K.Perkins, "Conceptual Paper on the Application of the picture word indictive model using Bruner's constructivist view of learning and the cognitive load theory," Inderdisciplinary jouirnal of teaching and learning, Volume 3, No. 1. Spring 2013, p9, retrieved from *http://files.eric.ed.pdf*accessed at May, 13,2017 on 02 pm.

[5]Nordquist, Richard, "Prewriting and Discovery Stategies: Listing"*http://grammar.about.com* accessed at May, 13, 2017 on 03.30 pm.

ordered or unordered. After the writer has generated a list of words or topics, review the list and pick one item that the writer might like to write about.

The last method can be used is inquiry method or inquiry-based learnig. It means that sudents who involve in learning process will influence their understanding about materials. Inquiry method is a learning process where students are involved their learning, formulate questions, investigate widely, and then build new undestandings, meanings and knowledge.That knowlegde 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. The knowledge is usually presented to others and may result in some sort of action.[6]In inquiry method, the method enable build new understanding, find a new knowledge by itself and can stimulate curiosity about something.

Further, inquiry based learning is a student centered approach that encourages partisipants to draw on prior knowledge and experience to exploring their inquires. This is the learning method which can stimulate students to think scientifically like, developing creativity in solving the problem.

Based on the three strategies above, the researcher chooses to apply inquiry method. The reason is the process of inquiry includes gathering information and data applaying the human senses: seeing, hearing, touching, tasting and smelling. Inquiry also is a process to answer the questions,a

[6]Alberta, *Focus on Inquiry Contents Alberta Learning* (Canada : 2004), *ebook*.

process to writing and try to solve it in a logical way or the fact and using research. Based on the statements above, it can be concluded that inquiry method can help students to writing.

Based on the background above, the researcher conducted a experimental research for the students at grade XI SMA N 7 Padangsidimpuan. The reseacher believes that this method can motivate students to write and to improve their writing.

B. Identification of the Problem

Based on the background of problem above, there are some problems in students concerning writing descriptive text at the eleventh grade of SMA N 7 Padangsidimpuan are: 1) Students are difficult to organize text 2) the students did not know how to write well based on structure and grammar. 3) Students have lack vocabulary. 4) the last problem is the teachers' problem in teaching English, teacher used conventional method to teach English.

C. Limitation of the Problem

Based on the identification of problem above, the researcher focused the problem on the students' weakness in writing descriptive text by using inquiry method to solve the problems in learning process. This research had been conducted by experimental research.

D. Formulation of the Problem

To make the problem clearer in this research, the researcher formulates it the problem as follows :

1. How is students' writing ability at the eleventh grade students of SMA N 7 Padangsidimpuan before using inquiry method?
2. How is students' writing ability at the eleventh grade students of SMA N 7 Padangsidimpuan after using inquiry method ?
3. Is there any significant effect of using inquiry method on students' writing ability at the eleventh grade students of SMA N 7 Padangsidimpuan ?

E. Purposes of the Research

From the formulation of the problem above, the purposes of this research are :

1. To describe students' ability in writing descriptive text before using inquiry at the eleventh grade students of SMA N 7 Padangsidimpuan.
2. To describe students' ability in writing descriptive text after using inquiry at the eleventh grade students of SMA N 7 Padangsidimpuan.
3. To describe wether there is or there is not any significances effect of using inquiry method on students' ability in writing descriptive text at the eleventh grade students of SMA N 7 Padangsidimpuan.

F. The significances of the Research

This research is expected to be useful at least in three domains, they are for the science of education, for teachers and for the future researchers.

The following illustration describes the significance for these parties :

1. As an input for the Headmaster in guilding his English teacher.

2. As an input for the teacher, teaching learning process, especially in learning teaching of the writing descriptive text by using inquiry method.
3. As input for the teacher especially the English learners that this research is expected to able to improve their knowledge in learning about writing an college for institute islamic studies Padangsidimpuan

G. Definition of the Operation Variables

1. Inquiry method (Variable X)

   Inquiry method is a learning process where students are involved in their learning, formulate questions, investigate widely, and then build new understandings, meanings and knowledge.

2. Ability writing descriptive text (Variable Y)

   Ability writing descriptive text is a process to collect ideas, information in describing an object, such as concrete object like people, things and animals and abstract object like feeling, sadness, and happiness in writing form.

H. The Outline of the Thesis

The systematic of this research is devided into five chapters. Each chapter consist of many sub chapters with detail as follow :

Chapter I, it consist of background of the problem, identification of the problem, formulation of problems, limitation of the problems, purpose of the research, siginificances of the research, definition of operational variables and the outline of the thesis.

Chapter II, it consist of the theoritical description which explain about writing, descriptive text, inquiry method. Then review of related findings, conceptual framework, and hypothesis.

Chapter III, it consist of research methodology which explain about research design, place and time of the research, population and sample, instruments of collecting the data, technique of collecting the data and the last is the technique of analyzing the data.

Chapter IV, it consist of the result of the research which consist of description of the data, hypothesis testing, discussion of the research and threats of the research.

Chapter V is the last chapter consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoritical Description

1. Inquiry Method

a. Definition of Inquiry Method

There are so many definition of Inquiry. Inquiry is a process to answer the questions and try to solve the problems based on the logic testing or facts and observe.

Inquiry method is a learning process where students are involved in their learning, formulate questions, investigate widely, and then build new understandings, meanings and knowledge. That knowlegde 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. The knowledge is usually presented to others and may result in some sort of action.[1] In inquiry method, students build their new understanding, meanings, knowledge and try to find a solution of the problem.

According to Trianto, Inquiry is the nuclear part of basic contextual learning. Knowledge and skill are got to the students, it is not hoped the thought of the result of a set the facts and this result is their own discovery. The writer must make plans which

[1]Alberta, *Focus on Inquiry Contents Alberta Learning* (Canada : 2004), *ebook*.

make reference to find activity.[2]Students must find find their own discovery from the result of the set facts.

Inquiry is learning process in order to recite and explain some special phenomenon. The aim of Inquiry in here is to help students to evolve the discipline and intellectual skill that needed to submit the questions and find the answers based on their anxious.

Inquiry is the part of discovery, discovery is part of Inquiry or inquiry is the expansion of the process of discovery which used more. In English inquiry is a question, investigation, research. Inquiry is a general process that is done by human to search or understand the information.

Gulo declares that inquiry strategy is a learning activity connecting structure which is engaging all of the students' ability to search and systematic investigation, critical, logic, analytic, so they can formulate by their selves in their discovery with believe in themselves.[3] Inquiry-based teaching is apedagogical approach that invites students to explore academic content byposing, investigating, and answering questions. Also known as problem-basedteaching or simply as 'inquiry', this approach puts students' questions at thecenter of the curriculum, and places just as much

[2]Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik* (Jakarta : Prestasi Pustaka, 2007), p. 109

[3]Peter Westwood, *What Teachers Need to Know About Teaching Method*, (Australia: Acer Press, 2008), p.12

value on the componentskills of research as it does on knowledge and understanding of content.

Miller. R. G, Inquiry is a multifaceted activity that involvesmaking observations, posing questions, examining books and other sources ofinformation to see what is already known planning, investigations, reviewing. What is already known in light of experimental evidence; using tools to gather, analyze, and interpret data: proposing answers, explanations, predictions andcommunicating the results. Inquiry requires identification of assumptions, use ofcritical and logical thinking, and consideration of alternative explanations.[4]Inquiry is a process investigation, reviewing, proposing answers, explanations, predictions and communicating the results.

According to Postman and Weingartner, Inquiry method ismotivate and recognize the students to be good learners and sound reasonerscenter their attention and activity on the dynamic process of inquiry itself, notmerely on the end product of static knowledge. Inquiry is a learning process through questions generated from the interests, curiosities, and perspective/experience of the learner. One important element in this strategy is the teacher modeling or thinking out loud about how to figure out the meaning of the word. This can be done by

[4]Miller. R. G (2006) *Unlocking Reading Comprehension With Key Science Inquiry*.

sharing the associations that come to mind when using structural analysis. Inquiry can be considered a philosophical approach to teaching an number of subjects, not just science or can be considered a mere method.

Alberta defines Inquiry-based learning provides opportunities for students as follows:

a. Develop skills they will need all their lives
b. Learn to scope with problems that may not have clear solutions
c. Deel with changes and challenges to understandings
d. Shope their search for solutions, now and in the future.[5]

A systematic approach to the development of these skills is essential to prepare students for problem solving and lifelong learning. A systematic approach ensures that students have the opportunity to engage in inquiry, to learn an overall process and to understand that this general inquiry process can be transferred to other inquiry situations.

b. Step of Inquiry Method

According to Hollywood Academy of Art And Science defines the step of inquiry lessons are:

1) Purpose
   The teacher tells the students what they will be learning about and tells them of the interesting implications of the lesson.
2) Hypothesis
   In those activities where there will be a hypothesis, the students should always be expected to

[5]Alberta, *Learning Cataloguing in Publication Data,Focus on inquiry: a teacher's guide to implementing inquiry-based learning* (Canada : 2004), *ebook*.

make their own hypotheses. This should be done in small groups (pairs), then in whole class discussion. Students should state their hypotheses in terms of the effect of one variable on another, and you must encourage them to justify their hypotheses.

3) Procedure

Once students have a clear idea of the purpose of the experiment or study, they should have some idea of how to find the answer. Often, the discussion of different hypothesis will give those ideas for how to test their ownhypothesis. Just because they have shown that their hypothesis might be truedoes not mean they have proved it! The alternative might still be a possibility.They have to rule on the other hypothesis as well as showing that theirhypothesis works.

4) Materials

Once students know what they plan to do, they can make a list of the materials they will need. Sometimes it helps to tell them what materials are available before they design their procedure (one small way you can retaincontrol). However, often the materials they need can be brought from home. If students are testing different kinds of food for starch and fat, you would encourage them to bring some from home.

5) Data

Before students begin the experiment, remind them of all safety precautions.If they are working with chemicals, they should be wearing safety glasses. Ifthey are working with Bunsen burners, they should have their hair tied back.Etc. Then they are to carry out their experiment. Since they designed theprocedure, they should know what data to collect. They should have a plan torecord their data.

6) Analysis

Students should know what they are trying to find. They might needassistance in steering away from their affirmation bias, however. The studentsneed to be reminded that they should start with more than one of each beanplant, just in case one of them is a dud. And, it might turn out that vinegar isgood for germination of bean seeds.

7) Conclusion

When your students have finished their study or experiment, they must discuss their results with one another. They must find out who had the sameresults,

> which had different results, why the results might have been different.They must interpret the results according to their original question. What dothe results mean? The results will almost certainly lead to another question,and the process begins again. Notice that the class discussion of theconclusion is the brief of the lesson. This is when the meaning of the lessoncan be put into the context of the unit as a whole. A big advantage of inquirywhere students have most of the control over the activity is that students ofdifferent cultural backgrounds have different principles of inquiry.[6]

Inquiry method have the step of inquiry lessons to help students in learning proces by using inquiry method. There are purpose, hypothesis, procedure, materials, data, analisis and conclusion.

c. The Procedure of Inquiry Method

A systematic approach to the development of these skills is essential toprepare students for problem solving and lifelong learning. A systematic approach ensures that students have the opportunity to engage in inquiry, to learnan overall process and to understand that this general inquiry process can be transferred to other inquiry situations. The procedure of inquiry method :

1) Stimulation. Teacher teach to students about descriptive text and ask students to listened.
2) Problem statement. Listeners given the opportunity by the teacher to identify how to write descriptive text.

[6]Hollywood Academy of Art And Science, *Middle School Science Inquiry Fair Project 6 Science Fair Project* (2006), *ebook.*

3) Data collection. After that, the teacher asked students to determine a topics and collect the relevant source to the content of the text.
4) Data processing. Student are asked to pour their idea based on the topic in thd statement of clasification.
5) Verification. The teacher analyzed the text from the facets of rating grammar, vocabulary. Mechanic. Fluency and form.
6) Generalization. The next stage based on the analysis, students do revision of writing as the final.[7]

So, procedure in inquiry method are 6, there are stimulation, problem statement, data collection, data processing, verification and generalization.

2. Writing

a. Definition of Writing

Writing is one of language skills and productiveskills that will be learnt by students in Junior High School and University. Students will be able to express their ideas and feeling by English writing. Learning writing as a foreign language is not easy as learning native language, they will meet all of learning problems dealing vocabularies, sound system, and grammar or structure. Writing is also creative process and creatively means making

[7]Ahmad Sabri, *Strategi Belajar Mengajar Micro Teaching*,(Ciputat : Quantum Teaching, 2005), p.27

something out of nothing. When students write composition, for example, they are being creative. Writing for students is a process that students not only improve their language ability but also stimulate thinking, and thus develop their cognitive ability.

There are so many definitons of writing, accroding to Smith, " writing is a nonlinear, recursive and generative process that involves several steps or stages, which are prewriting, composing and rewriting steps or stage that complete with each other for the writer's attention.[8]

Writing is the way of to expressing the ideas. According to Horby "writing is a group of piece writing, especially by a particular person or on a particular subject".[9] Beside it, writing is an action. There are some steps in writing process of discovering and organizing the idea they are, writing or putting them on paper, reshaping and revise the writing.[10] Before writing, create the ideas first. Then organizine the ideas, and writing them on the paper.

According to A. Harry Greene and friend: writing is one means for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and

[8]Smith, *Improving Writing in California School (*California: California State Department of Education, 1983), p.13.

[9]A.S. Hornby*, Advance Learner's Dictionary, (*New York: Oxford University Press, 2004), p.1561.

[10]Alan Meyers, *Gateways Academis Writing, Effective Sentence, Paragraph and Essays (*Longman: 2005),p.2

experience of the individual.[11]According to David Nunan, "writing is the mental work of inventing of ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader.[12] Then, writing is the way of to be a good writer and reader.

Writing is lowering or drawing the symbols graphic that describe a language that is understood by person, so that other can read the symbol of the grapic if they understand the language and graphic picture. Writing is a representation of language expression.[13] Next, Kathleen T. Mc Whorter states that :

> Writing is an excellent means of monitoring and improving your comprehension a relation, it is also effective learning stategy. In fact many successful almost always read with a pen in had ready to underline, mark, annote, or paraphrases ideas. Then, after reading some students use writing to study and review the materials. The theory outlines to organize information, write summarize to condense ideas or draw to show relationship.[14]

Writing is not only a process but also a product. Therefore, the writing products can be understood well by readers.

So, based on those explanations, the researcher concludes writing is a process where a writer needs his/her ability in transforms what his/her thought into verbal symbols and activity to

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[11]A Harry Greene And Friends, *Developing Language Skill In The Elementary School,* (Boston, London, Sydney), p.284

[12]David Nunan, *Practical English Language Teaching*, (America, The Mc Grow Hill Companies), p.88

[13]HR. Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa,* (Bandung: Angkala, 1986), p.12.

[14]Kathleen T. Mc Whorter, *Efficient and Flexible Reading,* (USA. The Lehigh Press, 1992), p. 289.

transfer the ideas and expressing thought by experience in draft of the paper.

b. Process of writing

There are three stages of writing process, they are : prewriting, writing, and post writing.

1) Prewriting
   In prewriting stage, students might use graphic organizers as an aid to clarify the concepts they will use in writing.
2) Writing
   Which takes places in classroom or at home so students can rely on both teacherss and other students feedback and support.
3) Postwriting
   In which students share their writing with others, read aloud what they have written, or exchange writing with other students.[15]

Writing is never a one stage. The process of writing has roughly three stages. In the first stage, use graphic organizers and make a concept we will use in writing. In the second stage, organize and write the ideas. In the last stages, share our writing with other.

c. Purpose of writing

As the guide line there are three purpose of writing, they are: informative, narrative and persuasive.

1) Informative writing, it means that the purpose are to give information, directions, or ideas.
2) Narrative writing, it gives purpose a personal or imaginative expression in which the writer procedures stories or essays.

[15]J. Michael O'Marlley et al. *Authentic Assesment for English Language Learners,* (US: Addison Wesley publishing Company),p. 138

3) Persuasive writing, it mean that writers attempt to influence other and imitiate action or change.[16]

Purpose of writing not only to give information or ideas to the reader, but also gives purpose a personal or imaginative expressions in which the writer's tell in the written and try to influence other and imitiate action or change.

d. Writing Assessment

Writing is the skill that has result in the end process. To know the result that get students writing there must be asses. According to David Nunan. There are five criteria of writing assessment. They are :

1) Grammar, is the part of study of language which deals with forms and structure of words.
2) Vocabulary is defined as an interrelated group of non-verbal system symbols, sign, and gesture.
3) Mechanics, this criteria is talk about pronounciation and spelling of the writing.
4) Fluency, in fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate.
5) Form, is one of the main assessments in writing ability. This criterion is identified introduction, body, conclusion of writing task. :[17]

The assesment criteria of writing ability is needed to recognize the criteria of writing assesment in the reserach study. There are some criteria of writing assessment: grammar, vocabulary, mechanics, fluency, and form (organization).

[16]*Ibid.* p. 139

[17]David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill:2003),p.88

3. Descriptive Text

a. Definition of Descriptive Text

Description is verbal picture of a person, place,or object. Thus, a descriptive text is the one that describes a person, place, orobject. To describe someone or something, do it as vivid and real as possible. It can be done by observing and recording specific details of the person, place, orobject that attract to the readers' senses.

Descriptive text is a text which describes person, place, mood and etc. According to Schater said " descriptive writing describes a person, place, or thing in a way that enables the reader to visualize.[18] Meanwhile according to Alice Oshima and Ann Hogue describe "descriptive writing appleas to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. A good description is a word picture; the reader can imaginethe object, place, or person in his or her mind.[19]Text descriptive makes students to image in their text, so it makes reader get positive suggestions in object of descriptive text.

Descriptive text is a text containing two components, identification and description by which a writer describes a person, or an animal, or a tree or a house or camping as his topic.Descriptive text is kinds of genre in writing text. Descriptive

[18]John Schacter, *The Master Teacher Series Descriptive Writing*, (New York:2007), p.4.
[19]Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 2007), p.61

text is for describe and give information about object or topic is given. Students can make descriptive text in classroom or not. This text has one key for describe thing as how is form of object (thing) that will be described.

Based on Anderson and Anderson state descriptive text is describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinios.[20]So, when we read descriptive text, we can imagine the text describe about what. Descriptive text not only to describe somtehing but also give information to the reader.

From those explanation about definition of descriptive text, it can be concluded that descriptive text is a text for describing the object to another. It can be everything like a person, an animal, a place. That describe feature of subject itself.

b. Function of Descriptive Text

The function of descriptive text , according to George E. Wishon, Julia M. Burks, "description function to give a picture or impression of person, place, or thing but unlike the photograph or the painter who has only word to use".[21] Meanwhile according to Gerrot and Wignell. "social function of description is to describe a

[20]Mark Anderson and kathy Anderson, *Text type in English 1,* (South Yara: Macmilan 1997),p.2.

[21]George E. Wishon, Julia M Buks, *Lets Write English: Revised edition,* (New York: Litton Educational Publishing Intl., 1980). p.128.

particular person, place or thing".[22] So it can be concluded that, the function of descriptive text is to describe person, place or thing.

c. Generic Structure of Descriptive Text

Description is text containing two components:

1) Identification: is to identify the object to describe.
2) Description: describes parts, qualities, and characteristics of the parts of the object.[23]

In identification, we introduce the object that will be described generally. Then in the part of description we give detail information or characteristic of the object described. It may involve qualities, characteristics, daily life or physical appearance and others.

d. Language Elements of Descriptive Text

The language elements used in descriptive text are:

1) Focus on spesific participants.
2) Use of attributive and identifying process.
3) Frequent use of epithets and classifiers in nominal groups.
4) Use of simple present tense.[24]

So, the language elements in descriptive test consist of focus on spesific participants, use of attributive and identifiying process,

[22]Gerot and Wignell, *The Genre Function Grammar*, (New York: Oxford University Press, 2001),p. 186

[23]Sanggam Siahaan, and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: GrahaIlmu, 2008), p. 89

[24]*Ibid.* p. *92*

Frequent use of epithets and classifiers in nominal groups, and use simple presents tense.

e. Example of Descriptive Text

My Best Friend

I have many friends at school. But, my best friend is Vitun. His full name is Vitun Zaujien. He is smart and has a great sense of humor. I like him very much.

Zaujien was born on June 1st from an ordinary family. He has one brother and one sister. His father is a carpenter and his mother is a house wife. His father is a wise man. His father never forgets teaching him to have a good manner to everybody and always asks him to be dilligent in studying, and must be the best at school. His parents have a dream that one day Vitun Zaujien can be a teacher of a university, a director of his own businesses and a great book writer. Zaujien is a generous boy. At school, he likes to help his classmates. He doesn't mind to help friends do their homework. He likes lending or giving things to his friends. When a friend has not eaten breakfast, he takes him to canteen to have it. He often gives home rides to friends.

What I like most about him is that he is smart and he has a great sense of humor. He makes the class warm with his humor and

pleasant person alities. In addition, he never comes late and always does his school tasks on time.[25]

In summary, descriptive text is kinds of genre in writing text. The function of descriptive text nit only to describe but also to give information to the reader. Decriptive text have generic structure and the language elements.

B. Review of Related Findings

There are some related findings to this research. The first, a script of Wildhan Burhanuddin.[26] It was proved by the mean score of experimental class in post-test was 77.42 and control class was 68.57 with t_{count} higher that t_{table} (6.77>2.00). So, the impilcation of Inquiry method was get better achievement in teaching writing than conventional method. It meant that the hypothesis was accepted.

The second, a script of Sri Sunarni.[27]The mean scores of experimental class in post-test was 78 and control class was 63.70 with t_{count} higher that t_{table} (4.62>2.00). The result of the research shows that inquiry method of writing skill is able to help them to improve their writing skill.

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[25]Pardiyono, Genre: *Mastering English Through Context* (C.V Andi Affset Yogyakarta:2016), p.23

[26]Wirdhan Burhanuddin, The Effect of Using Inquiry Method to Improve Students' Ability in Writing Descriptive Text at the First Semester Students of English Department Muhammadiyah University of Makassar)", (Script English Department Muhammadiyah University of Makassar, 2012). Recieved from *https://www.academia.edu/21862192/*, Accessed on July 19th at 10.03 pm.

[27]Sri Sunarni, The Effectiveness of Inquiry Method to Improve Students' Writing Skills of Second Grade of SMK Muhammadiyah Salatiga in the Academic year 2012,(Script English and Education Department State Institute for Islamics Studies (STAIN) Salatiga, 2012). Recieved from*http://perpus.iainsalatiga.ac.id/docfiles/fulltext/ec05a07f94acfa62.pdf*,accessed on July 19th at 10.03 pm.

The third, a script of nur'aini.[28] It can be concluded that there was significant effect, the mean score of pre-test of the experimental group was 71 and the mean score of post-test was 76. For the cotrol group, the mean score of pre-test 70 and the mean score of post-test was 73.5.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%.

In summary, from the explanation above, the researcher concluded that strategy or methods can increase the students' ability in writing text.

C. Conceptual Framework

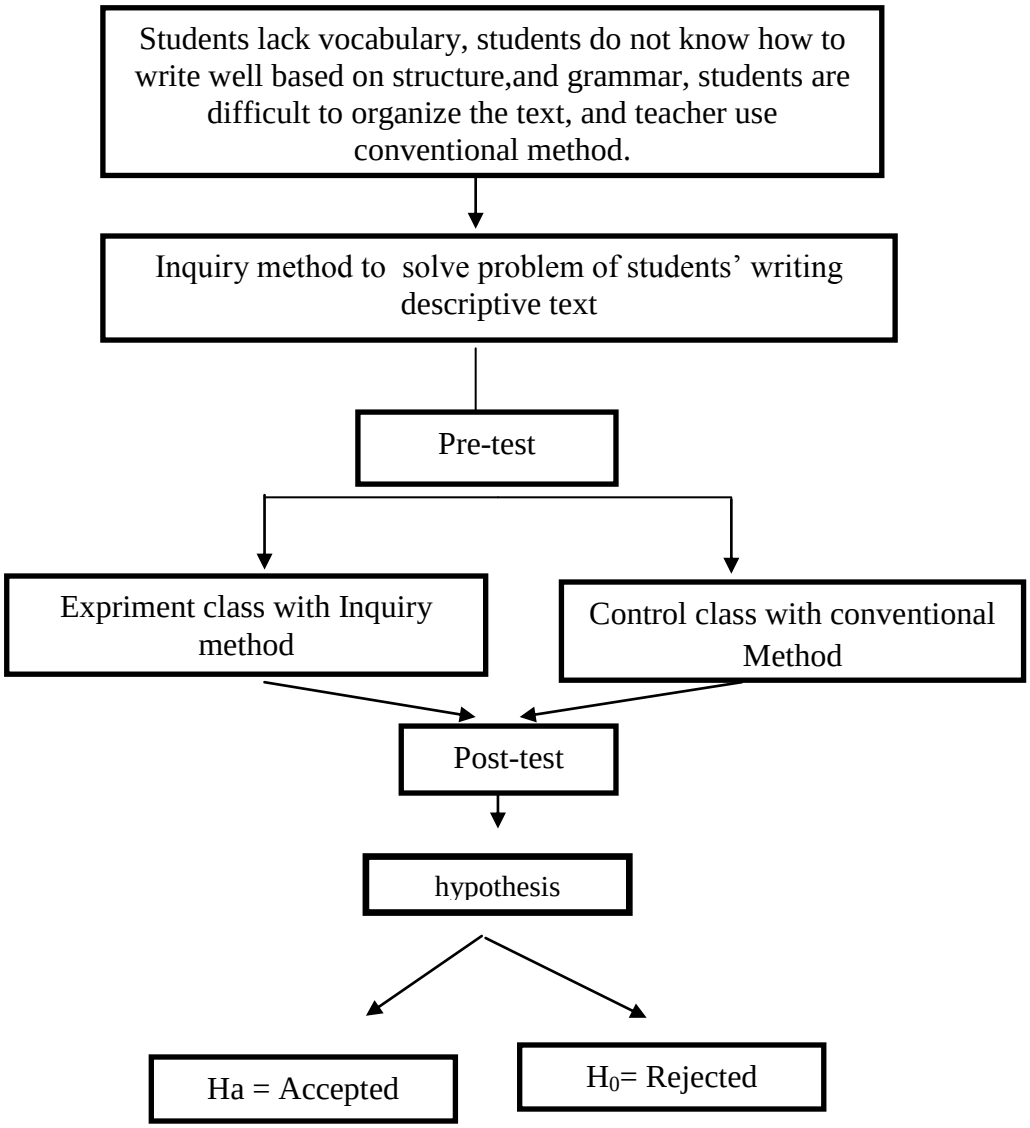
Conceptual framework is necessary used to show a certain assumption about research topic in order to arrage or organize the research problems, resolution, and tis evidence criteria. Writing ability in decriptive text problems that have been focus on this research come from 1) Students lack vocabulary 2) the students do not know how to wirte well based on structure and grammar 3) students are difficult to organize the text 4) the teachers' problem in teaching English, teacher used conventional method to teach English.

The successful of writing skill depend on many factors. One of them how the teachers teach writing to the students. The teacher must choose the suitable strategies or method for the students to easier them in

[28]Nur'aini, The Effectiveness of Inquiry Learning Method (ILM) Toward The Students' Writing Descriptive Text Achievement at the First Grade of SMPN 01 Ngantru , (script Department of English Education Faculty of Tarbiyah and Teachers' Training IAIN Tulungagung,2015). Recieved from *http://repo.iain-tulungagung.ac.id/4265/*,accessed on July 19th at 10.03 pm.

practicing writing. The students will be more enthusiasm writing and it will make them easy in composing or organizing the text.

Conceptual framework that will do is as below :



D. Hypothesis

The hypothesis of this research are :

1. There is the significant effect of Using Inquiry Method to students' ability in writing descriptive text at grade XI SMA N 7 Padangsidimpuan (H_a). $\mu_1 > \mu_2$
2. There is no significant effect of using inquiry method to students' ability in writing descriptive text at grade XI SMA N 7 Padangsidimpuan (H_0). $\mu_1 = \mu_2$

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research has been done at SMA N 7 Padangsidimpuan. It is located at Jl..Jend. Abdul Haris Nasution Kec. Padangsidimpuan Batunadua.The subjcet of this research was the XI grade of SMA N 7 Padangsidimpuan. Then, this research is done from October 2016 up to November 2017.

B. Research Design

The kind of this research is quantitative method with experimental method.Experimental method is a research with a purpose to find the effect of one or more variables to the other variable. It is a research that can test hypothesis based on cause and effect relationship between one variable to the other variable.The experimental research was a kind of research which has the aim to know casual effect relationship between one variable and more to other variables.

In an experimental study, the researcher manipulates at least one independent variable, controls other relevant variables and observers the effect on one or more dependent variables. The independent variable, also called the experimental variable, cause, or treatment, is that process or activity believed to make a difference in performance. The dependent variable, also called the criterion variable, effect, or posttest, is the outcome of the study, the

measure of the change or difference resulting from manipulation of the independent variable. When conducted well, experimental studies produce the soundest evidence concerning hypothesized cause-effect relations.[1]In experimental research, the researcher manipulate dependent and independet variable.

It meant that to collect the data, two classes are used. They are experiment and control class. The experiment class is the class that taught with Inquiry method, while the control class is the class that taught with conventional method. The design can figure as follow :

Table.1

TABLE OF RESEARCH DESIGN

Class	Pre- test	Treatment	Post-test
Expriment Class	√	√	√
Control Class	√	X	√

C. Population and Sample

1. Population

The population is the group at interest to the research, the group to which she or he would like the result of the study to be generalization.[2] Meanwile, Suharsimi Arikunto said. "a population is a set (or collection)

[1] Bungin Burhan, *Metodologi Penelitian Kuantitatif,* (Surabaya: Prenada Media, 2005), p.147

[2] L.R.Gay and Peter Airasain, *educatinal research Competencies for Analysis and Application,* (New Jersey: Prentice-Hill, Inc, 1992), p.122.

of all elements possesing one or more attributes of interest.[3]Gay and Airasian stated that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.[4]The last, Ary said that population is all members of well defined class of people, events, or objects.[5] Populations can be said participants of research.

Based on the explanation above, the population of the research was all the students of SMA N 7 Padangsidimpuan at XI grade. The population of reserach consist of 5 classes with 130 students. It can be seen from the table follow :

Table.2

Population of Research

No.	Class	Students
1	XI IPA-1	30
2	XI IPA -2	30
3	XI IPA -3	24
4	XI IS– 1	23
5	XI IS– 2	23
Total		130

Source: School Administration Data of SMAN 7 Padangsidimpuan.

2. Sample

To get the sample, the researcher usedrandom sampling to take the sample. Random sampling is the process of selecting a sample in such a

[3] Suharsimi Arikunto, *prosedur penelitian suatu pendekatan praktik*, (Jakarta: PT. Rineka Cipta, 2006), , p. 130.

[4] L. R. Gay and Peter Airasian, *educational research*.....,p. 122.

[5] Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara, 2003), p. 53.

way that all individuals in the defined population have an equal and independent chance of being selected for the sample. [6] it means random sampling is suitable will use to get in this research.

In this research, the reseacher chose two classes as a sample. The classes were XI IPA 1 as experimental class and XI IPA 2 as control class. For XI IPA 1 class as experimental class, they had been taught by using inquiry method and XI IPA 2 class as control class had been taught by using conventional method.

Before using random sampling, first the researcher used normality and homogeneity test.

a. Normality test. Normality test is use to know whether the data of research is normal or not. Here, to know the normality, the researcher used Chi-Quadrate formula, as follow[7] :

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where :

x^2= Chi-Quadrate

f_o= Frequency is get from the sample/ resultof observation (questioner).

[6] L.R. Gay and Peter Airasian, *Educational Research: Competences for Analysis and Application,* Sixth Edition, (USA: Prentice Hall, Inc,. 2000),p.123

[7] Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada,2005), p. 298.

f_h= Frequency is get from the sample as image

from frequency is hope from the population.

To calculate the result of Chi-Quadrate use significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$. So, it can be concluded that data is distributed by normal.

b. Homogeneity test. Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both clasess are same, it can be called homogenous. Homogeneity is the similarity of variance of the group will be compared. So, to find the homogeneity the researcher usedHarley test. The formula as follow[8]:

$$F = \frac{The biggest \text{ var} iant}{The smallest \text{ var} iant}$$

Where :

n_1 = Total of the data bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $F \leq F(n_1.1)$ (1= n_2-1), while if $F_{count} > F_{table}$ hypothesis is accept . It determine with significant level 5% (0.05) and dk numerator is (n_1-1), while dk detominators is (n_2-1).

[8] Agus Irianto, Statistik Konsep Dasar dan Aplikasinya. (Padang: P2LPTK Departemen Pendidikan Nasional, 2003), p. 276

D. Instrument of Research

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. The instrument for collecting data is test. Test is a used to measuring a person's ability, knowledge, or performance in a given domain. The researcher used writing test type essay test, appropriate with the instrument of this research, the researcher wants to know the students' writing ability in descriptive text. Essay test is attest that demand a tester to give some answer in essay form or the sentences that arranged by his word.

The indicator of the test as follow :

Table.3
Rubric Score of writing

Indicator	**Score**			
	1	**2**	**3**	**4**
Grammar	**20**	**15**	**10**	**5**
Vocabulary	**20**	**15**	**10**	**5**
Mechanic	**20**	**15**	**10**	**5**
Fluency	**20**	**15**	**10**	**5**
Form (organization)	**20**	**15**	**10**	**5**

The researcher made the procedure of the test indicator according to Arthur Hughes, they are grammar, vocabulary, mechanic, fluency and form (organization).[9]

[9] Arthur Hughes, *Testing for Language Teachers*, (New York: Cambridge University Press, 1990), p. 91-93.

Grammar

No	Indicator	Score
1	Few if any noticeable errors of grammar or word order	20
2	Some error of grammar or word which do not however, interfere with comprehension	15
3	Error of grammar or word order fairly frequent occasional rereading necessary for full comprehension	10
4	Error of grammar of word order frequent: efforts of interpretation sometimes required an reader's part	5

Vocabulary

No	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	20
2	Occasionally uses in appropriate terms or relies on circumlocution: expression or ideas hardly impaired	15
3	Uses writing or inappropriate word fairly frequently expression of ideas may be limited because of in adequate vocabulary	10
4	Limited vocabulary and frequent errors clearly hinder expression of ideas	5

Mechanic

No	Indicator	Score
1	Few if any noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15

3	Errors in punctuation or spelling fairly frequent occasional re-reading necessary for full comprehension	10
4	Frequent error in spelling or punctuation sometime to obscurity	5

Fluency

No	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
2	Occasional lack of consistently in choice of structures and vocabulary which does not	15
3	Patchy, with some structures or vocabulary items noticeable inappropriate to general style	10
4	Structure of vocabulary items sometimes not only in appropriate but also misused little sense of ease of communication	5

Form

No	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer	20
2	Material well organized linked could occasionally be clearly but communication not impaired	15
3	Some lack of organization re-reading requited for clarification of ideas	10
4	Little or no attempt at connectivity, through reader can deduce some organization.	5

E. Validity of Instrument

The result of research would be also valid and reliable. Validity and reliability instrument are a requirement for getting the result of the researcher validity and reliability. Researcher used construct validity to demand instrument is valid or not. Construct validity is a test validity based on the judgment of experts. In this case, expert would be given opinion about the instrument, what is the instrument can be used or still need improving, or may be the instrument is failed.

F. Procedures of the Research

To collect the data, the researcher used test to students. The test divided into two kind; pre-test and post-test.

The procedure as bellow :

1. Pre test

   It is a test that is given before doing the treatment to the students. It is needed to know the students' ability in experimental and control class before the researcher gives the treatment to experimental class. It is also used to find out the homogeneity and normality level of the sample. The researcher used some steps in giving pre-test. They were:

   a. The researcher prepared an instruction of essay written test.
   b. The researcher distributed the paper of the test to students of experimental class and control class.
   c. The researcher explained what students to did.

d. The reseacher gave the times to the students to do the instruction
e. The students did the instruction
f. The researcher collected their paper test to researcher.
g. The researcher checked the answer and counted the students' score.

2. Treatment

After giving the pre-test, the students were given treatment. The experimental class taught by using Inquiry method, while the control class taught by using conventional method. The researcher had some procedures in experimental class. They were :

a. The researcher opened learning activity with greeting. Then, asked students to take a pray. Next the researcher explained about the descriptive text.
b. The researcher explained the descriptive text by using Inquiry method.
c. The researcher gave the time to the students to identify how to write descriptive text.
d. The researcher asked students to determine a topic and write the descriptive text based on their topic.
e. The researcher asked students to made summary or conclusion about important information from the text and the lesson.
f. The researcher closed the class.

3. Post test

After giving treatment, the researcher conducted a post-test which the different test with the pre-test, and has not been conducted in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether is an effect or not Inquiry method. After conducting the post-test, the researcher analyzed the data. The researcher had some procedure. There are:

a. The researcher prepared an instruction of essay written test.
b. The researcher distributed the paper of the test to students of experimental class and control class.
c. The researcher explained what students to did.
d. The reseacher gave the times to the students to do the instruction
e. The students did the instruction
f. Collected their paper test to researcher.
g. The researcher checked the answer and counted the students' score.

G. Technique of Analyzing Data

Experimental design, the research pattern is being done toward experimental class and control class. After experimental process, two of classes were tested with using technique of data analysis as follow:

1. Requirement test

   a. Normality test.

      The researcher uses normality test with using *Chi – Quadrate* formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

      Where:

      x^2 = Chi-Quadrate

      f_o = Frequency is gotten from the sample/result of observation (questioner)

      f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

      To calculate the result of chi-quadrate, it use significant level 5% (0, 05)and degree of freedom as big as total of frequency is lessened 3 (dk = k-3),if result $x^2_{count} < x^2_{table}$ so it is could be concluded that the data is distributed by normal.

      After doing the research, researcher concluded that data of research was normal. The researcher used

b. The homogeneity of test

To find the homogeneity, the researcher used *Harley test*. The formula is as follow:

$$F = \frac{The biggest\ variant}{The smallest\ variant}$$

Where :

n_1 = Total of the data bigger variant

n_2 = Total of the data that smaller variant

Hypotheses is rejected is $F_{(count)} \geq F_{(table)}$ if $F \leq F\frac{1}{2}\ \alpha\ (n_1\text{-}1)\ (1= n_2\text{-}1)$, wile if $F_{(count)} > F_{(table)}$ hypothesis is accepted. It determined with significant level 5 % (0,05) and dk numerator was (n_1-1), while dk detominator was (1= n_2-1)

2. Hypothesis Test

The technique in analyzing the data is used by t-test, because it is aimed to examine the difference of two variables. Such examination performed both on pre-test and pos-test score from the experimental class and control class. There is a significant students ability writing descriptive text by using inquiry method ($\mu_{1>}\mu_2$) and there is no significant students ability writing descriptive text by using inquiry method ($\mu_{1=}\mu_2$)

From explanation above, to test hypothesis researcher uses formula as follows:[10]

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^{\,2} + \Sigma x_2^{\,2}}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

Tt : The value which the statistical significance

M_1 : The average score of the experimental class

M_2 : The average score of the control class

$X_1^{\,2}$: Deviation of the experimental class

$X_2^{\,2}$: Deviation of the control class

n_1 : Number of experimental

n_2 : Number of control

[10] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi II*, (Jakarta: Rinesska Cipta, 1993), p. 269.

CHAPTER IV

THE RESEARCH RESULT

To analyze the data, the researcher has collected data through pre test and post test in the both classes, experimental class and control class. To find out the effect of inquiry method on students ability in writing descriptive text, the researcher has calculated the data by using quantitative analysis. The researcher used the formulation of t-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. DescriptionData of Pre-test

a. Experimental Class

As the experimental class, the researcher took class XIIPA 1. Based on students' answers in pre-test the researcher has calculated the students' score in appendix 6 and 7. Then, the researcher draw the table sum in the following:

Table 4
The Score of Experimental Class in Pre-test

Total	1350
Highest score	75
Lowest score	30
Mean	53
Median	57.5
Modus	55.5
Range	45
Interval	8
Standard deviation	12.64
Variant	172.41

Based on the table above the total score of experimental class in pre-test was 1350, mean was 53, median was 57.5, modus was 55.5, range was 45, interval was 8, standard deviation was 12.64 and variant was 172.4. The researcher got the highest score was 75 and the lowest score was 30. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution as follow:

Table 5
Frequency Distribution of Experimental Class (Pre-test)

No	Interval	MidPoint	F	Percentages
1	30-37	33.5	10	15%
2	38 – 45	41.5	9	12.5%
3	46 – 53	49.5	4	12.5%
4	54 – 61	57.5	3	25%
5	62 – 69	65.5	1	17.5%
6	70 – 77	73.5	3	10%
i=8		-	30	100%

From the table above, it can be concluded that the most students are in interval 54 – 61 (10 students/25%). The least of students is 78 – 85(3 students/7.5%). Clear description of the data is presented in histogram on the following figure:

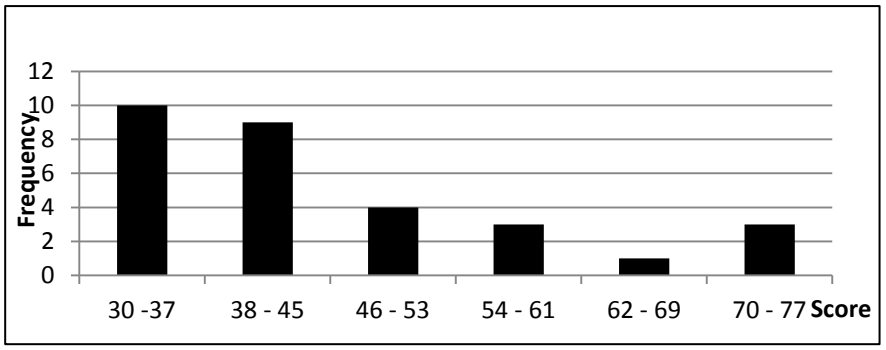


Figure 1. Histogram the Result Score of Students' Writing Descriptive Text InExperimental Class (Pre-Test)

Based on the figure above, the frequency of students' score from 30 up to 37 was 10; 38 up to 45was 9; 46 up to 53 was 4; 54 up to 61 was 3; 62 up to 69 was 1; 70 up to 77 was 3. The histogram shows that the highest interval (70-77) was 3 students, and the lowest interval (30-37) was 10 students.

b. Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering essay test. The score of pre-test control class can be seen in the following table:

Table 6
The Score of Control Class in Pre-Test

Total	1360
Highest score	80
Lowest score	25
Mean	49.7
Median	49.7
Modus	42.4
Range	55
Interval	9
Standard deviation	13.32
Variant	189.54

Based on the table above the total score of control class in pre-test was 1360, mean was 49.7, standard deviation was 13.32, variant was 189.54, range was 55, interval was 9, median was 49.7and modus was 42.4. The researcher got the highest score was 80 and the lowest score was 25. It can be seen on appendix 7. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 7
Frequency Distribution of Control Class (Pre-Test)

No	Interval	Mid Point	Frequency	Percentages
1	25-33	29	7	23.33%
2	34-42	38	8	26.66%
3	43-51	47	8	26.66%
4	52-60	56	4	13.33%
5	61-69	65	1	3.33%
6	70-78	74	1	3.33%
7	79-87	83	1	3.33%
$i = 9$		-	30	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

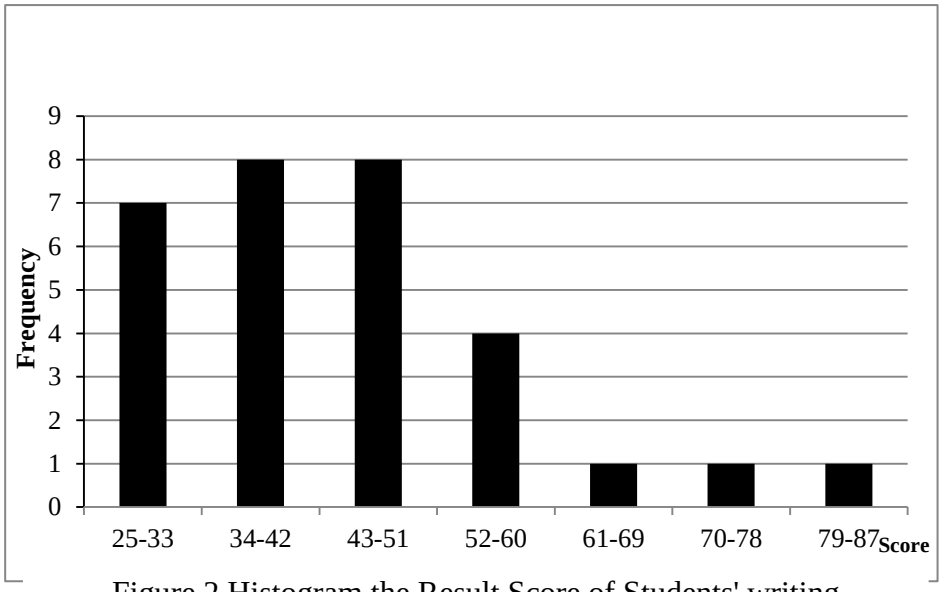


Figure 2.Histogram the Result Score of Students' writing descriptive text in Control Class (Pre-test)

Based on the figure above, the frequency of students' score from 25up to 33 was 7; 34 up to 42 was 8; 43 up to 51 was 8; 52 up to 60was 4; 61 up to 69 was 1; 70 up to 78 was 1; 79 up to 87 was 1.

2. Description Data of Post test

a. Experimental Class

The calculation of the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Inquiry Method in XI IPA 1 can be seen in the following table:

Table 8
The Score of Experimental Class in Post Test

Total	2280
Highest score	90
Lowest score	50
Mean	85.9
Median	79.81
Modus	82.16

Range	40
Interval	7
Standard deviation	11.13
Variant	133.44

Based on the above table the total score of experiment class in post-test was2280, mean was 85.9, standard deviation was 11.13, variant was 133.44, median was 79.81, range was 40, modus was82.16, and interval was 7. The students' highest score was 90 and the lowest score was 50. It can be seen on appendix 9. Then, the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	50-56	53	3	10%
2	57-63	60	2	6.66%
3	64-70	67	4	13.33%
4	71-77	74	2	6.66%
5	**78-84**	**81**	**12**	40%
6	85-91	88	7	23.33%
I = 7		-	30	100%

The researcher presented them in histogram as follow:

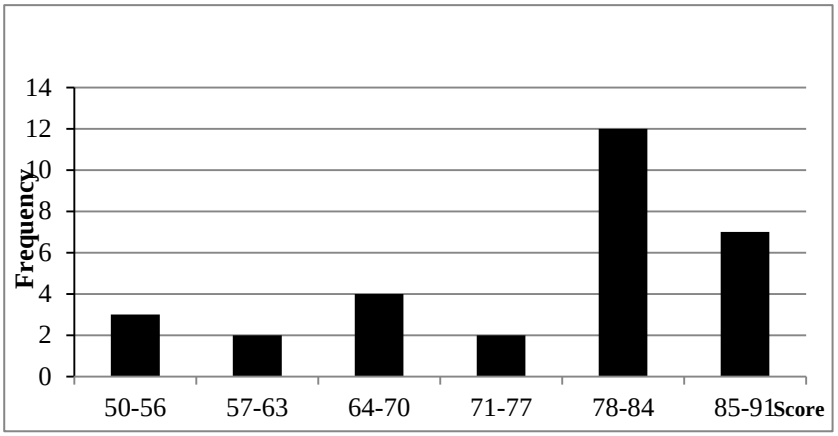


Figure 3. Histogram the Result Score of Students' writing descriptive text in Experimental Class (Post-test)

Based on the figure above, the frequency of students' score from 50up to 56 was 3; 57 up to 63 was 2; 64 up to 70 was 2; 71 up to 77 was 2; 78 up to 84 was 12; 85 up to 91 was 7.

b. Control Class

As the control class, the researcher took class XI IPA 2. The result that had been gotten by the students in answering the question (test) after the researcher taught the writing by using conventional technique can be seen in the following table:

Table 10
The Score of Control Class in Post-Test

Total	1620
Highest score	80
Lowest score	30
Mean	61.18
Median	54.5

Modus	56.78
Range	50
Interval	8
Standard deviation	14.88
Variant	219.65

Based on the above table the total score of control class in post-test was 1620, mean was 61.18 standard deviation was 14.88, varian was 219.65, median was 54.5, range was 50, modus was56.78, and interval was 8. The researcher got the highest score was 85 and the lowest score was 50. It can be seen on appendix 9 and 10. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	30-37	33.5	4	13.33%
2	38-45	41.5	7	23.33%
3	46-53	49.5	3	10%
4	54-61	57.5	8	26.55%
5	62-69	65.5	1	3.33%
6	70-77	73.5	5	16.66%
7	78-85	81.5	2	6.66%
i = 8		-	30	100%

From the table above, it can be concluded that the middle interval (54–61) had the biggest frequency (8students/26.55%).The highest interval (78–85) had 2 students and the lowest interval was(30 – 37) with 4 students.

For the clear description of the data, the researcher presents them in histogram on the following figure:

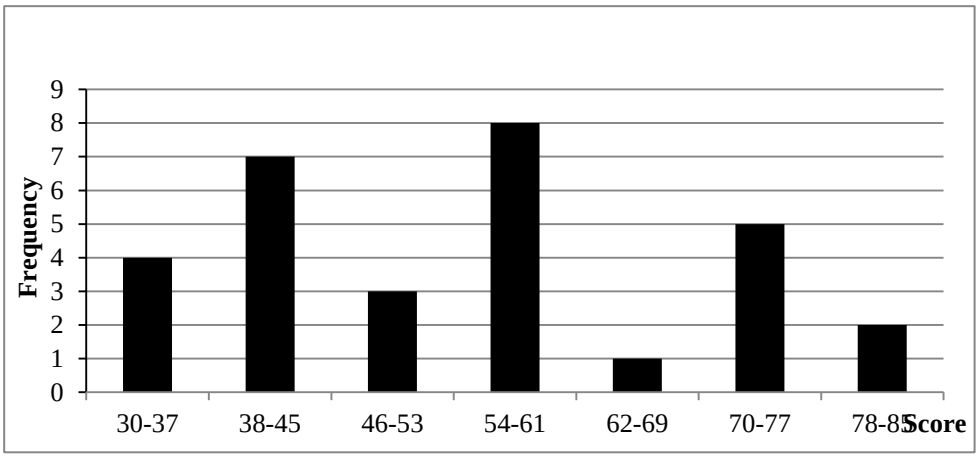


Figure 4.Histogram the Result Score of Students' writing descriptive text in Control Class (Post-test)

Based on the figure above, the frequency of students' score from 50 up to 55 was 4; 56 up to 61 was 6; 62 up to 67 was 7; 68 up to 73 was 10; 74 up to 79 was 8; 80 up to 85 was 5. Then, the interval which had highest frequency was 68 - 73 (10 students) and the interval which had lowest frequency was 50 – 55 (4 students).

3. Description of theData Comparison between Pre-Test and Post-Test of Experimental and Control Class

a. The Comparison Data between Pre-test and Post-test Experimental class

In pre test, the researcher did not apply treatment to experimental and control class. By giving pre test to both of classes, the researcher knew the students' ability in writing descriptive text before giving the treatment.

Based on the description data in pre test of experimental and control class, there was comparison score between pre-test experimental class before and after giving a treatment by using Inquiry Method . It can be seen in the following table:

Table 12
The Comparison Score of Students' Writing Descriptive Text in Pre-test and Post-test (Experimental Class)

XI IPA 1 (EXPERIMENTAL CLASS)			
No.	**The Initial Name of Students**	**Score**	
		Pre-test	**Post Test**
1	AM	30	50
2	ASH	55	85
3	AIP	30	60
4	AK	30	60
5	ALP	30	55
6	APS	50	80
7	ARH	35	65
8	AH	40	80
9	AR	40	80
10	AN	65	90

11	BP	35	70
12	CAP	40	80
13	DHP	50	80
14	DS	50	80
15	EDP	75	90
16	FA	35	70
17	FZ	30	50
18	HSN	55	90
19	MJH	45	80
20	MT	40	80
21	NS	35	70
22	RBL	75	90
23	RP	55	85
24	RMH	45	80
25	RMH	40	75
26	RH	70	90
27	SURH	35	75
28	SFH	50	80
29	SSH	45	80
30	WA	40	80
Total Score		**1350**	**2280**

From the table above, it can be concluded that the highest score in pre-test experimental class was 75 (2 student) and the lowest score was 30 (5student), meanwhile the highest score in post-test was 90 (5 students) and the lowest score was 50 (2 students).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

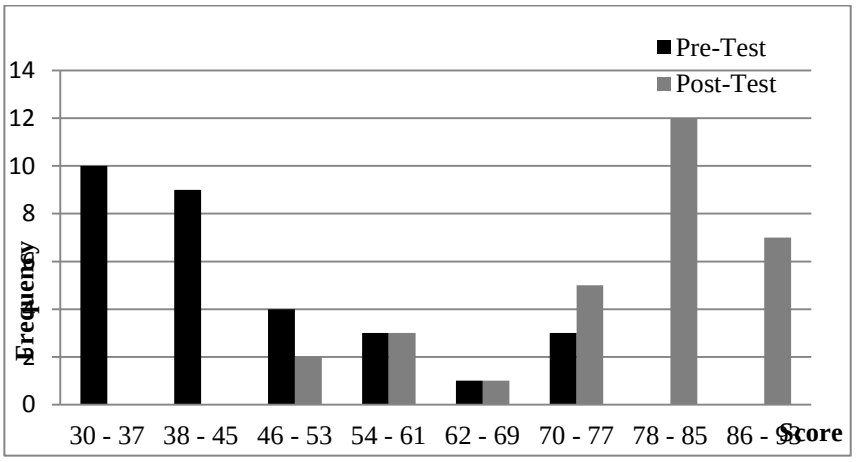


Figure 5.Histogram the Comparison Data of Students' Writing Descriptive text in Pre-test and Post-test (Experimental Class)

Based on the figure above, the frequency of students' score in pre test of experimental class from 30 up to 37 was 10; 38 up to 45 was 9; 46 up to 53 was 4; 54 up to 61 was 3; 62 up to 69 was 1; 70 up to 77 was 3. Meanwhile, the frequency of students' score in post test from 30 up to 37 was 0; 38 up to 45 was0; 46 up to 53 was 2; 54 up to 61 was 3; 62 up to 69 was 1; 70 up to 77 was 5; 78 - 85 was 12; 86 up to 93 was 7. Then, the interval which had highest frequency in pre test was 30 - 37 (10 students) and the interval which had lowest frequency was 62 - 69 (1 student). In post test of experimental class, the interval which had highest frequency was 78 - 85 (12 students) and the interval which had lowest frequency was 62 - 69 (1 student).

b. The Comparison Data between Pre-test and Post-test Control Class

Based on the description data in pre-test and post-test of control class, there was the comparison score between pre-test control class before and after gave a treatment by using Conventional technique. It can be seen in the following table:

Table 13
The Comparison Score of Students' Writing Descriptive Text in Pre-test and Post-test (Control Class)

		XI IPA 2 (CONTROL CLASS)	
No.	**The Initial Name of Students**	**Score**	
		Pre-test	**Post- test**
1	AAT	65	75
2	AZ	40	50
3	AP	60	70
4	AN	35	40
5	CHM	40	50
6	DCS	60	70
7	ES	25	35
8	EGC	25	35
9	FIS	45	55
10	GH	55	70
11	HH	45	60
12	HI	80	80
13	IN	40	50
14	ISS	35	45
15	JA	70	80
16	JL	50	60
17	KS	40	45
18	LH	40	45
19	MS	30	40
20	MT	30	40
21	MY	55	65
22	NA	25	30

23	PS	30	35
24	RA	35	40
25	RS	45	55
26	SL	45	55
27	TS	70	75
28	YR	45	55
29	YP	50	60
30	WR	50	60
Total Score		**1360**	**1620**

From the table above, it can be concluded that the highest score in pre-test control class was 80 (1 student) and the lowest score was 25 (3 student), meanwhile the highest score in post-test was 80 (2 students) and the lowest score was 30 (1 students).

For the clear description of the data, the researcher presents them in histogram on the following figure:

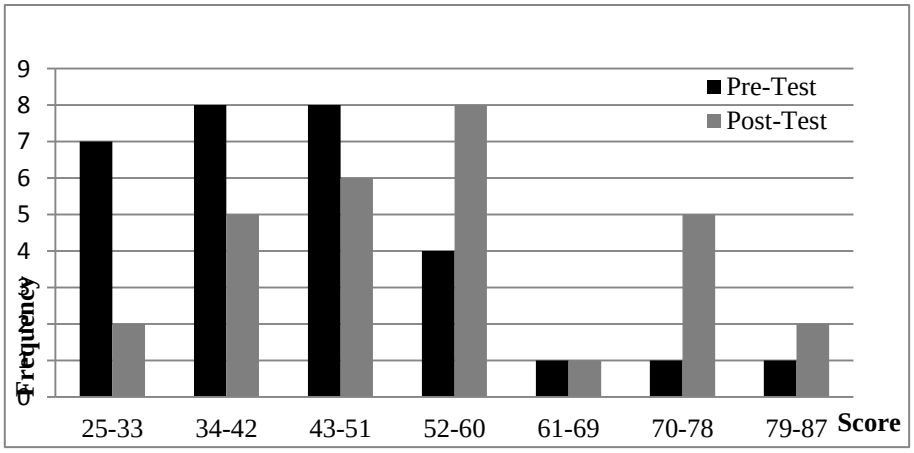


Figure 6.Histogram the Comparison Data of Students' Writing Descriptive Text in Pre-test and Post-test (Control Class)

Based on the figure above, the frequency of students' score of control class in pre-test from 25 up to 33was 7; 34 up to 42 was 8;

43up to 51 was 8; 52 up to 60was 4; 61 up to 69 was 1; 70 up to78 was 1; 79 – 87 was 1. Meanwhile, the frequency of students' score of control class in post-test from 25up to 33 was 2; 34 up to 42 was 5;43 up to 51 was6 ; 52 up to 60was 8 ; 61 up to 69 was 1; 70 up to 78 was 5; 79 up to 87 was 2.

c. The Comparison Data between Post-test Experimental Class and Control Class

By giving pre test to both of classes (XI IPA 1 as experimental class and XI IPA 2 as control class), the researcher knew the students' ability in writing descriptive text before givingthe treatment.In pre test, the researcher did not apply treatment to experimental and control class. After that, the researcher gave a treatment to both of classes, experimental class by using Inquiry Method and control class by using Conventional Method. The researcher got the comparison data between post-testscore in experimental and control class after giving the treatment.The comparison datacan be seen on the following table:

Table 14
The Comparison Score of Students' Writing Descriptive Text in Experimental and Control Class (Post-test)

XI IPA 1 (Experimental Class By Using Inquiry Method)			XI IPA 2 (Control Class By Using Conventional Technique)	
No.	**The Initial Name of Students**	**Score Post-Test**	**The Initial Name of Students**	**Score Post-Test**
1	AM	50	AAT	75

2	ASH	85	AZ	50
3	AIP	60	AP	70
4	AK	60	AN	40
5	ALP	55	CHM	50
6	APS	80	DCS	70
7	ARH	65	ES	35
8	AH	80	EGC	35
9	AR	80	FIS	55
10	AN	90	GH	70
11	BP	70	HH	60
12	CAP	80	HI	80
13	DHP	80	IN	50
14	DS	80	ISS	45
15	EDP	90	JA	80
16	FA	70	JL	60
17	FZ	50	KS	45
18	HSN	90	LH	45
19	MJH	80	MS	40
20	MT	80	MT	40
21	NS	70	MY	65
22	RBL	90	NA	30
23	RP	85	PS	35
24	RMH	80	RA	40
25	RMH	75	RS	55
26	RH	90	SL	55
27	SURH	75	TS	75
28	SFH	80	YR	55
29	SSH	80	YP	60
30	WA	80	WR	60
Total Score		**2280**	**Total Score**	**1620**

From the table above, it can be concluded that the highest score in post-test experimental class was 90 (5 student) and the lowest score was 50 (2 student), meanwhile the control class was 80 (2 student) and the lowest score was 30 (1 student). Then, the total score of experimental class was 2280, and the total score of control class was 1620.

For the clear description of the data is presented in the histogram comparison between description data post test of experimental and control class on the following figure:

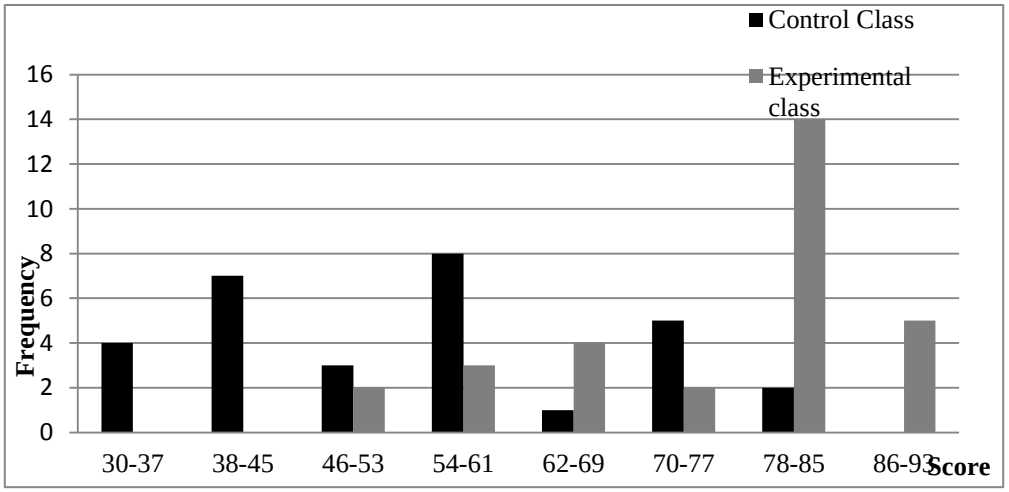


Figure 7.Histogram the Comparison between Description Data of Students' Writing Descriptive Text in Experimental and Control

Based on the figure above, the frequency of students' score of control class in post test from 30up to 37 was 4; 38 up to 45 was 7; 46 up to 53 was 3; 54 up to 61 was 8; 62 up to 69 was 1; 70 up to 77 was 5; 78 up to 85 was 2; 86-93 was 0. Meanwhile, the frequency of students' score of experimental class in post test from 30up to 37 was 0; 38 up to 45 was 0; 46 up to 53 was 2; 54 up to 61 was 3; 62 up to 69 was 4; 70 up to 77 was 2; 78 up to 85 was 14; 86-93 was 5. Then, the interval which had highest frequency of control class was 54 - 61 (8 students) and the interval which had lowest frequency was 86 –

93(0student). Meanwhile, the interval which had highest frequency of experimental class was 78 – 85(14 students) and the interval which had lowest frequency was 30 – 37(0 student).

From the description of comparison data above, it can be conluded that the students' scores of experimental class by using Inquiry Method was higher than the students' score of control class by using Inquiry Method.

B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity of Experimental and Control Class in Pre-Test

Table 16
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x^2_{count}	x^2_{table}	f_{count}	f_{table}
Experimental Class	2.21	11.070	1.09<1.88	
Control Class	1.12	12.592		

Based on the table above, the score of experiment class Lo = 2.21< Lt = 11.070 with n = 3 and control class Lo = 1.12< Lt = 12.592with n= 30, and real level α 0.05. Cause Lo< Lt in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 6.

The coefficient of F_{count}= 1.09was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = N-1 = 40-1= 39 and denominator dk N-1 = 30–1 = 29. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 1.88. It showed that F_{count}1.09 <F_{table} 1.88. It showed that both experimental and control class were homogeneous.The calculation can be seen on the appendix 7.

b. Normality and Homogeneity of Experimental and Control Class in Post-Test

Table 17
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	x^2_{count}	x^2_{table}	f_{count}	f_{table}
Experimental Class	4.24	11.070	1.64<1.85	
Control Class	0.13	12.592		

The previous table shows that the score of experimental class Lo = 4.24< Lt = 11.070 with n = 40 and control class Lo = 0.13 < Lt = 12.592 with n = 30, and real level α 0.05. Because Lo< Lt in the both class, it means H_a was accepted. It meant that experiment class and control class were distributed normal. The calculation can be seen in appendix 8.

The coefficient of F_{count}= 1.64 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk =

N-1 = 40-1 = 39 and denominator dk N-1 = 30-1 = 29. So, by using the list of critical value at F distribution is got $F_{0.05}$ =1.88. It showed that F_{count}1.01<F_{table} 1.64. So, the researcher concluded that the variant from the data of the writing descriptive text at XIgrade of SMA N 7 Padangsidimpuan in experimental and control class was homogenous. The calculation can be seen on the appendix 9.

2. Testing Hypothesis

After calculating the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was "Inquiry Method has significant effect on students' ability in writing descriptive text at XI grade of SMA N 7 Padangsidimpuan". The calculation can be seen on the appendix 11 and 12. The result of t-test was as follow:

Table 15
Result of T-test from the Both Averages

Pre-test		**Post-test**	
t_{count}	t_{table}	t_{count}	t_{table}
−0.08	1.67155	7.33	1.67155

The test hypothesis have two criteria. First, if t_{count}<t_{table}, H_0 is accepted. Second, t_{count}>$t_{table,}$ H_a is accepted. Based on researcher calculation in pre test, researcher found that t_{count}-0.08 while t_{table}1.67155 with opportunity (1 −α) = 1 - 5% = 95% and dk = n_1 + n_2 – 2 = 30 + 30 – 2 = 58. Cause

$t_{count} < t_{table}$(-0.08 <1.67155), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre test, the two classes were same. There is no difference in the both classes. But, in post test, researcher found that t_{count}7.33while t_{table} 1.67155 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. Cause $t_{count} > t_{table}$(7.33> 1.67155), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of inquiry method on students ability in writing descriptive text. In this case the mean score of experimental class by using Inquiry Method was 85.9 and mean score of control class by using conventional method was 61.18. The calculation can be seen on the appendix 12 and appendix 13.

C. Discussion

The researcher discussed the result of this research and compared with the related findings. It also discussed with the theory that has been stated by the reseacher. Related to the theory Alberta stated that Inquiry method is a learning process where students are involved in their learning, formulate questions, investigate widely, and then build new understandings, meanings and knowledge. That knowlegde 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. The knowledge is usually presented to others and may result in some sort of action.[1] In inquiry

[1]Alberta, *Focus on Inquiry Contents Alberta Learning*(Canada : 2004), *ebook*.

method, formulate the problems, collect data by observation, analyze and present the result in the form of written. So, it has proven that Inquiry method was subtaible to teach students' writing ability and has significant effect on students' ability in writing descriptive text.

Based on related finding, WildhanBurhanuddin said that Inquiry method suitable to teach writing ability. Inquiry method can increase students' ability in writing descriptive text because teaching learning process in the classroom aesier.[2] So. Ii was make the class more active study and the students to understand material easily.

Next, Sri Sunarni said that used inquiry method in teaching writing can be more effective way to increase students' writing skills. It can be seen that the students' skills in constructing text with well organization. So, the score students' writing after using inquiry method was higher than before using inquiry method.[3]It meant that inquiry method was suitable to teach students' writing skills.

Then, Nur'aini said that inquiry learning method suitable to teach writing ability. The students became easier in writing a text, relating among ideas.[4] So, the

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[2]WirdhanBurhanuddin, The Effect of Using Inquiry Method to Improve the Student's Ability in Writing descriptive text at the First Semester Students of English Department Muhammadiyah University of Makassar)", (Script English Department Muhammadiyah University of Makassar, 2012). Recieved from *https://www.academia.edu/21862192/.*, Accessed on July 19th at 10.03 pm.

[3] Sri Sunarni, The Effectiveness of Using Inquiry Method to Improve Students' Writing Skills of Second Grade of SMK MuhammadiyahSalatiga in the Academic year 2012, (A classroom Action Research),(Script English and Education Department State Institute for Islamics Studies (STAIN) Salatiga, 2012). Recieved from*http://perpus.iainsalatiga.ac.id/docfiles/fulltext/ec05a07f94acfa62.pdf*, accessed on July 19th at 10.03 pm.

[4]Nur'aini, The Effectiveness of Inquiry Learning Method (ILM) Toward The Students' Writing Descriptive Text Achievement at the First Grade of SMPN 01 Ngantru , (script Department of

implication inquiry learning method was suitable to teach students' writing ability and give a positive effcet on students' writing ability.

The research result and the theory has proven that this method is good where the students were so enthusiastic to follow the lesson. The students directly easy to wrute a text with well organization. It was a proud while looking them think hard, but still enthusiatic, to find create a text with well organization.

This proofs show that Inquiry method is suitable to be applied in teaching writing. So, Inquiry method has given the effect to the research that has been done by the researcher or the other reseacher who mentioned in realted findings.

D. Limitation of the Research

The research was limited in some situations. It was the problems in the class that appeared during doing the research, but the researcher couldn't hold or improve those things. The limitation of the research was as follow:

1. The researcher was not sure whether all of students in the experimental class and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.
2. The students were noisy while in learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Of course

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English Education Faculty of Tarbiyah and Teachers' Training IAIN Tulungagung,2015). Recieved from *http://repo.iain-tulungagung.ac.id/4265/, accessed on July 19th at 10.03 pm.*

it made them can not get the teacher's explanation well and gave the impact to the post-test answer.

3. It was also a possibility that some of students were not too serious in answering the pre-test and post-test. It may caused by the test, because they knew before that the test would not influence their score in the school. It made them answer the test without thinking hard and the answer of the test was not pure because they did not do it seriously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The scores of students' writing descriptive text before using Inquiry Method at grade XI SMA N 7 Padangsidimpuan was low, because in pre-test the mean score of experimental class was 53.
2. After using Inquiry method, the mean score of experimental class was higher. The mean score of post-test experimental class 85.9. There were increasing in students' score in the both classes if it was compared with the result of pre-test.
3. The result of research showed that the Inquiry method give good effect to students' writing ability. It is shown that $_{t0}$ was higher than $_{tt-.t0}$ was 7.33 and $_{tt}$ was 1.67155 (7.33> 1.67155). It means that there was a significant effect of using Inquiry method on students' ability in writing descriptive text at XI grade of SMA N 7 Padangsidimpuan. So, the hypothesis there is the significant effect of using Inquiry method on students' ability in writing descriptive text at grade XI SMA N 7 Padangsidimpuan was eccepted and there is no significant effect of Inquiry method on students' ability in writing descriptive text at grade XI SMA N 7 Padangsidimpuan was rejected.

B. Suggestion

After finishing the research, the reseracher got many informations in English teaching and learning. Therefore, from that experience, the researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. To principal of SMA N 7 Padangsidimpuan, to motivate the teacher, espesially English teachers to teach as well as possible by maximizing the using inquiry method in teaching English.
2. To English teacher, from the research result it can be seen that the students' score were unstatisfied. So, the reseacher suggest to English teacher of SMA N 7 Padangsidimpuan apply various innovative method or strategy in teaching English. It also can be supported by choosing right method or strategy and good class management. Besides it, it is also important for students to follow learning process seriously because the success of learning is in students' result.
3. To the readers, the researcher hopes that the others reseachers who want to conduct a research related to this research to find the others influence of these method deeply.

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INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733,
Telp (0634) 22080 Fax (0634) 24022

Nomor : 83 /In. 14/E.6a/PP.00.4/ 04 /2017
Sifat : Biasa
Lamp : -
Perihal : ***Pengesahan Judul dan Pembimbing Skripsi***

Padangsidimpuan, 03 April 2017

Kepada Yth:
Bapak/Ibu:
1. Eka Sustri Harida, M.Pd
2. Sojuangon Rambe,S.S.,M.Pd

Di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama	: **CHAIRANI AGUSTINA PANE**
Nim	: **13 340 0043**
Sem/Tahun Akademik	: **VII (Tujuh) 2014/2015**
Fak/Jurusan	: **FTIK / Tadris Bahasa Inggris²**
Judul Skripsi	: **The Effect of Inquiry Method on Student's Ability in Writing Descriptive Text at Grade XI SMAN 7 Padangsidimpuan**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Ravendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Sekretaris Jurusan Tadris Bahasa Inggris

Fitri Rovani Siregar, M.Hum
NIP. 19820731 200912 2 004

Wakil Dekan
Bidang Akademik

Dr. Lelya Hilda, M. Si
NIP.19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

BERSEDIA/~~TIDAK BERSEDIA~~
PEMBIMBING II

Sojuangon Rambe, S.S.,M.Pd
NIP. 19790815 200604 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1977 /In.14/E.4c/TL.00/11/2017 08 November 2017
Hal : **Izin Penelitian**
Penyelesaian Skripsi

Yth. Kepala SMA N 7 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Chairani Agustina Pane
NIM : 13 340 0043
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Pangurabaan Sipirok

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**The Effect of Inquiry Method on Students Ability in Writing Descriptive Text at Grade XI SMA N 7 Padangsidimpuan**". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 7
Jl. Jend. Abdul Haris Nasution, Kec. Padangsidimpuan Batunadua Kode Pos 22074
E-mail : sman7psp@gmail.com
KOTA PADANGSIDIMPUAN

SURAT KETERANGAN RISET
Nomor : 071 / 302 / SMA.07/2017

Yang bertanda tangan dibawah ini kepala SMA Negeri 7 Padangsidimpuan Kota Padangsidimpuan Provinsi Sumatera Utara menerangkan bahwa :

Nama	: **CHAIRANI AGUSTINA PANE**
NPM	: 13 340 0043
Prodi	: Tarbiyah dan Ilmu Keguruan/TBI
Alamat	: Pangurabaan Sipirok

Benar telah melakukan Penelitian di SMA Negeri 7 Padangsidimpuan dalam rangka penyelesaian Skripsi dengan Judul Penelitian.

"THE EFFECT OF INQUIRY METHOD ON STUDENT ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE XI SMA NEGERI 7 PADANGSIDIMPUAN ".

Demikian surat ini kami perbuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 13 November 2017
Kepala Sekolah

Ervin Aryadi, S.Pd, M.Pd
NIP. 19731218 200502 1 001

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS

Nama Sekolah : SMAN 7 Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI/Ganjil

Alokasi Waktu : 2 pertemuan (4x45 menit)

A. Standar Kompetensi

Memahami makna dalam esai pendek sederhana berbentuk descriptive text untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Memahami makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan ligkungan sekitar dalam teks descriptive.

C. Indikator

1. Mampu memahami dan menghasilkan teks deskriptif

D. Tujuan Pembelajaran

1. Siswa dapat menghasilkan teks berbentuk deskriptif pada akhir pembelajaran

E. Materi Ajar

- Descriptive Text

F. Metode Pembelajaran

- Inquiry Method

G. Media dan SumberBelajar

1. Media
   a. Boardmarker
   b. Whiteboard
   c. Student's worksheet
2. Sumber
   a. Buku yang relevan
   b. Kamus
   c. Internet

H. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan
   a. Salam pembuka
   b. Absensi
   c. Memberikan motivasi terhadap siswa untuk berperan serta dalam pembelajaran
2. Kegiatan Inti

   Prosedur Inquiry Method
   a. Simulation. Guru mengajarkan atau memberitahukan kepada siswa mengenai deskriptif teks dan meminta peserta didik untuk mendengarkannya.
   b. Problem Statement. Peserta didik diberi kesempatan oleh guru untuk mengidentifikasi bagaimana cara menulis teks deskriptif yang baik.

c. Data collection. Setelah itu, guru meminta/ menyuruh siswa untuk menentukan sebuah topik dan mengumpulkan sumber yang relevan untuk isi teks.
d. Data processing. Siswa diminta untuk menuangkan ide sesuai topik secara tertulis.
e. Verification. Tulisan deskriptif teks siswa, di analisis dari segi-segi penilaian grammar, vocabulary, mechanic, fluency, dan form.
f. Generalization. Tahap selanjutnya berdasarkan penilaian, siswa melakukan revisi tulisan sebagai kegiatan final.

3. Penutup
   a. Guru menanyakan kesulitan siswa selama pembelajaran
   b. Guru menyimpulkan pelajaran
   c. Salam penutup

Padangsidimpuan, 2017

Validator	**Researcher**
SOJUANGON RAMBE, S.S., M.Pd	**CHAIRANI AGUSTINA PANE**
NIP. 19790815 200604 1 003	**NIM. 13 340 0043**

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Nama Sekolah : SMAN 7 Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI/Ganjil

Alokasi Waktu : 2 pertemuan (4x45 menit)

I. Standar Kompetensi

Memahami makna dalam esai pendek sederhana berbentuk descriptive text untuk berinteraksi dengan lingkungan sekitar.

J. Kompetensi Dasar

Memahami makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan ligkungan sekitar dalam teks descriptive.

K. Indikator

2. Mampu memahami dan menghasilkan teks deskriptif

L. Tujuan Pembelajaran

2. Siswa dapat menghasilkan teks berbentuk deskriptif pada akhir pembelajaran

M. Materi Ajar

- Descriptive Text

N. Metode Pembelajaran

- Conventional Method

O. Media dan SumberBelajar

3. Media
    a. Boardmarker
    b. Whiteboard
    c. Student's worksheet
4. Sumber
    d. Buku yang relevan
    e. Kamus
    f. Internet

P. Langkah-langkah Kegiatan Pembelajaran

4. Pendahuluan
    a. Salam pembuka
    b. Absensi
    c. Memberikan motivasi terhadap siswa untuk berperan serta dalam pembelajaran
5. Kegiatan Inti
    a. Guru menyajikan pelajaran (descriptive teks)
    b. Guru mengenalkan langkah-langkah menulis teks deskriptif
    c. Guru membuat contoh (descriptive teks)
    d. Guru memberi waktu kepada siswa untuk latihan keterampilan (menulis descriptive teks)
6. Penutup
    d. Guru menanyakan kesulitan siswa selama pembelajaran
    e. Guru menyimpulkan pelajaran
    f. Salam penutup

Q. Instrument

1. Buatlah sebuah teks descriptive berdasarkan judul dibawah ini :

a. My favorite singer
b. My bedroom
c. My bestfriend

Padangsidimpuan, 2017

Validator **Researcher**

ARNISA, S.Pd **CHAIRANI AGUSTINA PANE**
NIP. **NIM. 13 340 0043**

Appendix 3

LEARNING MATERIAL

Descriptive Text

A. Definition of Descriptive text

Descriptive text is the text to describe about thing, person, animals, place and so on.

B. Generic Structure

a. Identification : identifiying the phenomenon to be described.

b. Description : describing the phenomenon in parts, qualities, and characteristics.

C. Language Elements of Descriptive Text

The language elements used in descriptive text are :

a. Focus on spesific participants.

b. Use of attributive and identifying process.

c. Frequent use of epithets and classifiers in nominal groups.

d. Use of simple present tense.

Appendix 4

INSTRUMENT FOR PRE TEST

1. **Pengantar**

   Tes ini bertujuan untuk menjaring data dari siswa/I mengenai student's ability in writing descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini

2. **Petunjuk**
   a. Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks descriptive berdasarkan pengetahuan anda.
   b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas
3. **Soal**

   Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks descriptive.
   a. My best friend
   b. My favorite singer
   c. Padangsidimpuan
   d. My Classroom

Validator	Researcher
SOJUANGON RAMBE, S.S., M.Pd	**CHAIRANI AGUSTINA PANE**
NIP.19790815 200604 1 003	**NIM. 13 340 0043**

Appendix 5

INSTRUMENT FOR POST TEST

1. **Pengantar**

   Tes ini bertujuan untuk menjaring data dari siswa/I mengenai student's ability in writing descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini

2. **Petunjuk**
   a. Buatlah sebuah teks descriptive berdasarkan judul yang tertera di dalam soal
   b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas
3. **Soal** :

   Buatlah sebuah teks descriptive berdasarkan judul dibawah ini.
   a. My bedroom
   b. Sibolga
   c. My mother
   d. My self

Validator	Researcher
SOJUANGON RAMBE, S.S., M.Pd	**CHAIRANI AGUSTINA PANE**
NIP.19790815 200604 1 003	**NIM.13 340 0043**

Appendix 6

Score of Experimental Class and Control Class

Pre Test

1. **Pre Test Score of Experimental Class (XI IPA 1)**

No	The Initial Name of Students (n)	Pre Test
1	AM	30
2	ASH	55
3	AIP	30
4	AK	30
5	ALP	30
6	APS	50
7	ARH	35
8	AH	40
9	AR	40
10	AN	65
11	BP	35
12	CAP	40
13	DHP	50
14	DS	50
15	EDP	75
16	FA	35
17	FZ	30
18	HSN	55
19	MJH	45
20	MT	40
21	NS	35
22	RBL	75
23	RP	55
24	RMH	45
25	RMH	40
26	RH	70
27	SURH	35
28	SFH	50
29	SSH	45
30	WA	40
Total Score		**1350**

2. Pre Test Score of Control Class (XI IPA 2)

No.	The Initial Name of Students (n)	Xi
1	AAT	65
2	AZ	40
3	AP	60
4	AN	35
5	CHM	40
6	DCS	60
7	ES	25
8	EGC	25
9	FIS	45
10	GH	55
11	HH	45
12	HI	80
13	IN	40
14	ISS	35
15	JA	70
16	JL	50
17	KS	40
18	LH	40
19	MS	30
20	MT	30
21	MY	55
22	NA	25
23	PS	30
24	RA	35
25	RS	45
26	SL	45
27	TS	70
28	YR	45
29	YP	50
30	WR	50
Total Score		**1360**

Appendix 7

RESULT OF NORMALITY TEST IN PRE TEST

A. Result Of The Normality Test Of XI IPA 1 in Pre-Test

1. The score of XI IPA 1 class in pre test from low score to high score:

30	30	30	30	30	35	35	35	35	35
40	40	40	40	40	40	45	45	45	50
50	50	50	55	55	55	65	70	75	75

2. High = 75

   Low = 30

   Range = High – Low

   = 75 - 30

   = 45

3. Total of Classes = 1 + 3,3 log (n)

   = 1 + 3,3 log (30)

   = 1 + 3,3 (1.47)

   = 1 + 4.85

   = 5.85

   = 6

4. Length of Classes = $\frac{range}{total\ of\ class}$ = $\frac{45}{6}$ = 7.5 = 8

5. Mean

Interval	F	X	X’	FX’	X’^{2}	FX’^{2}
30-37	10	33	+2	20	4	40
38-45	9	41	+1	9	1	9
46-53	**4**	**49**	**0**	**0**	**0**	**0**
54-61	3	57	-1	-3	1	3
62-69	1	65	-2	-2	4	4
70-78	3	74	-3	-9	9	27
I = 8	30	-	-	15	-	83

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 49 + 8\ (\frac{15}{30})$

$= 49 + 8\ (0.5)$

$= 49 + 4$

$= 53$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$$

$= 8\sqrt{\frac{83}{30} - \left(\frac{15}{30}\right)^2}$

$= 8\sqrt{2.766 - (0.5)^2}$

$= 8\sqrt{2.766 - 0.25}$

$= 8\sqrt{2.51}$

= 8 x 1.58

= 12.64

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
	78.5	2.01	0.4778				
70-78				0.07	2.1	3	0.42
	69.5	1.30	0.4032				
62-69				0.15	4.5	1	-0.77
	61.5	0.67	0.2486				
54-61				0.23	6.9	3	-0.56
	53.5	0.03	0.0120				
46-53				-0.26	-7.8	4	-1.51
	45.5	-0.59	0.27760				
38-45				0.16	4.8	9	0.87
	37.5	-1.22	0.11123				
30-37				0.07	2.1	10	3.76
	29.5	-1.85	0.03216				
						X^2	2.21

Based on the table above, the reseracher found that x^2_{count} = 2.21 while x^2_{table} = 11.070 cause $x^2_{count} < x^2_{table}$ (2.21 < 11.070) with degree of freedom (dk) = 6–1 = 5 and significant level α = 5%. So distribution of XI IPA 1 class (pre-test) is normal.

6. Median

No	Interval	F	FK
1	30-37	10	10
2	38-45	9	19
3	**46-53**	**4**	**23**
4	54-61	3	26
5	62-69	1	27
6	70-78	3	30

Position of Me in the interval of classes is number 3, that:

Bb = 45.5

F = 9

fm = 4

i = 8

n = 30

1/2n= 15

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$$= 45.5 + 8\left(\frac{15-9}{4}\right)$$

$$= 45.5 + 8\ (1.5)$$

$$= 45.5 + 12$$

$$= 57.5$$

7. Modus

No	Interval	F	FK
1	30-37	10	10

2	38-45	9	19
3	**46-53**	**4**	**23**
4	54-61	3	26
5	62-69	1	27
6	70-78	3	30

$M_o = L + \frac{d_1}{d_1 + d_2}\ i$

L = 45.5

d_1 = -5

d_2 = 1

i = 8

So,

$M_o = 45.5 + \frac{-5}{-5+1}\ 8$

= 45.5 + 1.25 (8)

= 45.5 + 10

= 55.5

B. Result of The Normality Test of XI IPA 2 in Pre-Test

1. The score of XI IPA 2 class in pre test from low score to high score:

25	25	25	30	30	30	30	35	35	35
40	40	40	40	40	45	45	45	45	45
50	50	50	55	55	60	60	65	70	80

2. High = 80

   Low = 25

   Range = High – Low

   = 80 - 25

   = 55

3. Total of Classes = 1 + 3,3 log (n)

   = 1 + 3,3 log (30)

   = 1 + 3,3 (1.47)

   = 1 + 4.85

= 5.8

= 6

4. Length of Classes $= \frac{range}{total\ of\ class} = \frac{55}{6} = 9.1 = 9$

5. Mean

Interval	F	X	X'	FX'	X'^{2}	FX'^{2}
25-33	7	29	+2	14	4	28
34-42	8	38	+1	8	1	8
43-51	**8**	**47**	**0**	**0**	**0**	**0**
52-60	4	56	-1	-4	1	4
61-69	1	65	-2	-2	4	4
70-78	1	74	-3	-3	9	9
79-87	1	83	-4	-4	16	16
I =9	30	-	-	9	-	69

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

= 47+ 9 ($\frac{9}{30}$)

= 47 + 9 (0.3)

= 49.7

$$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$= 9\sqrt{\frac{69}{30} - \left(\frac{9}{30}\right)^2}$

$= 9\sqrt{2.3 - (0.3)^2}$

$= 9\sqrt{2.3 - 0.09}$

$= 9\sqrt{2.21}$

= 13.32

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$

79-87	87.5	2.83	0.4977				
				0.01	0.3	1	2.33
70-78	78.5	2.16	0.4846				
				0.05	1.5	1	-0.33
61-69	69.5	1.48	0.4306				
				0.13	3.9	1	-0.74
52-60	60.5	0.81	0.2910				
				0.23	6.9	4	-0.42
43-51	51.5	0.13	0.0517				
				-0.24	-7.2	8	-2.11
34-42	42.5	-0.54	0.29460				
				0.18	5.4	8	0.48
25-33	33.5	-1.21	0.11314				
				0.08	2.4	7	1.91
	24.5	-1.89	0.02938				
						X^2	1.12

Based on the table above, the reseracher found that x^2_{count} = 1.12 while x^2_{table} = 12.592 cause $x^2_{count} < x^2_{table}$ (1.12 <12.592) with degree of freedom (dk) = 7–1 = 6 and significant level α = 5%. So distribution of XI IPA 2 class (pre-test) is normal.

6. Median

No	Interval	F	FK
1	25-33	7	7
2	34-42	8	15
3	**43-51**	**8**	**23**
4	52-60	4	27
5	61-69	1	28
6	70-78	1	29
7	79-87	1	30

Position of Me in the interval of classes is number 3, that:

Bb = 42.5

F = 8

fm = 8

i = 9

n = 30

1/2n= 15

So :

Me = Bb + i $\left(\frac{n/2 - F}{fm} \right)$

= 42.5 + 9 $\left(\frac{15-8}{8}\right)$

= 42.5 + 9 (0.8)

= 42.5 + 7.2

= 49.7

7. Modus

No	Interval	F	FK
1	25-33	7	7
2	34-42	8	15
3	**43-51**	**8**	**23**
4	52-60	4	27
5	61-69	1	28
6	70-78	1	29
7	79-87	1	30

$M_o = L + \frac{d_1}{d_1 + d_2} i$

L = 42.5

d_1 = 0

d_2 = 4

i = 9

So,

$M_o = 42.5 + \frac{0}{0+4} 9$

= 42.5 + 0 (9)

= 42.5 + 0

= 42.5

C. Result of The Normality Test of XI IPA 3 in Pre-Test

1. The score of XI IPA 3 class in pre test from low score to high score:

20	20	25	25		30	35	40	40	40
40	45	45	50	50	66	66	66	60	60
65	70	75	75						

2. High = 75

   Low = 20

   Range = High – Low

   = 75 - 20

= 55

3. Total of Classes = 1 + 3,3 log (n)

= 1 + 3,3 log (24)

= 1 + 3,3 (1.38)

= 1 + 4.55

= 5.55

= 6

4. Length of Classes = $\frac{range}{total\ of\ class}$ = $\frac{55}{6}$ = 9.1 = 9

5. Mean

Interval	F	X	X'	FX'	X'^{2}	FX'^{2}
20-28	5	24	+3	15	9	45
29-37	2	33	+2	4	4	8
38-46	6	42	+1	6	1	6
47-55	**5**	**51**	**0**	**0**	**0**	**0**
56-64	2	60	-1	-2	1	2
65-73	2	69	-2	-3	4	8
74-82	2	78	-3	-6	9	18
I = 9	24	-	-	14	-	87

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

= 51 + 9 ($\frac{14}{24}$)

= 51 + 9 (0.58)

= 56.22

$$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$= 9\sqrt{\frac{87}{24} - \left(\frac{14}{24}\right)^2}$

$= 9\sqrt{3.625 - (0.58)^2}$

$= 9\sqrt{3.625 - }0.336$

$= 9\sqrt{3.289}$

$= 16.32$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$

	82.5	1.61	0.4463				
74-82				0.093	2.23	2	-0.10
	73.5	1.05	0.3531				
65-73				0.161	3.86	2	-0.48
	64.5	0.50	0.1915				
56-64				-0.044	-1.05	2	-2.98
	55.5	-0.72	0.23576				
47-55				-0.041	-0.98	5	-6.10
	46.5	-0.59	0.27760				
38-46				0.150	3.6	6	0.66
	37.5	-1.14	0.12714				
29-37				0.081	1.94	2	0.03
	28.5	-1.69	0.04551				
20-28				0.033	0.79	5	5.32
	19.5	-2.25	0.01222				
						X^2	3.57

Based on the table above, the reseracher found that x^2_{count} = 3.57 while x^2_{table} = 12,592 cause $x^2_{count} < x^2_{table}$ (3.57 < 12,592) with degree of freedom (dk) = 7–1 = 6 and significant level α = 5%. So distribution of XI IPA 3 class (pre-test) is normal.

6. Median

Interval	F	FK
20-28	5	5
29-37	2	7
38-46	6	13
47-55	**5**	**18**
56-64	2	20
65-73	2	22
74-82	2	24

Position of Me in the interval of classes is number 4, that:

Bb = 46.5

F = 6

fm = 5

i =9

n = 24

1/2n= 12

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$= 46.5 + 9\left(\frac{12-6}{5}\right)$

$= 46.5 + 9\ (1.2)$

$= 46.5 + 10.8$

$= 57.3$

7. Modus

Interval	F	FK
20-28	5	5
29-37	2	7
38-46	6	13
47-55	**5**	**18**
56-64	2	20
65-73	2	22
74-82	2	24

$M_o = L + \frac{d_1}{d_1 + d_2}\, i$

L = 46.5

d_1 = -1

d_2 = 3

i = 9

So,

$M_o = 46.5 + \frac{-1}{-1+3}\, 9$

= 46.5 + (- 0.5) (9)

= 46.5 + (-4.5)

= 42

Appendix 8

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

H_0 : $\delta_1^2 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

a. Variant of XI IPA 1 Class is:

No.	Xi	Xi^2
1	30	900
2	30	900
3	30	900
4	30	900
5	30	900
6	35	1225
7	35	1225
8	35	1225
9	35	1225
10	35	1225
11	40	1600
12	40	1600
13	40	1600
14	40	1600
15	40	1600
16	40	1600
17	45	2025
18	45	2025
19	45	2025
20	50	2500
21	50	2500
22	50	2500
23	50	2500

24	55	3025
25	55	3025
26	55	3025
27	65	4225
28	70	4900
29	75	5625
30	75	5625
∑	**1350**	**65750**

n = 30

$\sum xi$ = 1350

$\sum_{xi} 2$ = 65750

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{30(65750) - (1350)^2}{30(30-1)}$$

$$= \frac{1972500 - 1822500}{30(29)}$$

$$= \frac{150000}{870}$$

$$= 172.41$$

b. Variant of IPA 2 class is:

No	**Xi**	**Xi^2**
1	25	625
2	25	625
3	25	625
4	30	900
5	30	900
6	30	900
7	35	1225
8	35	1225
9	35	1225
10	40	160
11	40	1600
12	40	1600

13	40	1600
14	40	1600
15	45	2025
16	45	2025
17	45	2025
18	45	2025
19	45	2025
20	50	2500
21	50	2500
22	50	2500
23	55	3025
24	55	3025
25	60	3600
26	60	3600
27	65	4225
28	70	4900
29	70	4900
30	80	6400
∑	**1360**	**67150**

n = 30

$\sum xi$ = 1360

$\sum_{xi} 2$ = 67150

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{30(67150) - (1360)^2}{30(30-1)}$$

$$= \frac{2014500 - 1849600}{30(29)}$$

$$= \frac{164900}{870}$$

$$= 189.54$$

c. Variant of XI IPA 3 class is:

No	**Xi**	**Xi^2**
1	20	400
2	20	400

3	25	625
4	25	625
5	30	900
6	35	1226
7	40	1600
8	40	1600
9	40	1600
10	40	1600
11	40	1600
12	45	2025
13	45	2025
14	50	2500
15	50	2500
16	55	3025
17	55	3025
18	55	3025
19	60	3600
20	60	3600
21	65	4225
22	70	4900
23	75	5625
24	75	5625
∑	**1100**	**56450**

n = 24

$\sum xi$ = 1100

$\sum_{xi} 2$ = 56450

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{24(56450) - (1100)^2}{24(24-1)}$$

$$= \frac{1354800 - 1210000}{24(23)}$$

$$= \frac{144800}{552}$$

= 262.31

The Formula used to test hypothesis was:

1. **XI IPA -1 and XI IPA -2 :**

   $F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$

   So:

   $F = \frac{189.54}{172.41}$

   = 1.09

   After doing the calculation, researcher found that F_{count} = 1.09 with α 5% and dk = 29 and 29 from the distribution list F, researcher found that F_{table} = 1.88, cause $F_{count} < F_{table}$ (1.09 < 1.88). So, there is no difference the variant between the XI IPA -1 class and XI IPA-2 class. It means that the variant is homogenous**.**

2. **XI IPA-1 and XI IPA-3 :**

   $F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$

   So:

   $F = \frac{262.31}{172.41}$

   = 1.52

   After doing the calculation, researcher found that F_{count} = 1.52 with α 5% and dk = 29 and 29 from the distribution list F, researcher found that F_{table} = 1.88, cause $F_{count} < F_{table}$ (1.52 < 1.88). So, there is no difference the variant between the XI IPA-1 class and XI IPA 3 class. It means that the variant is homogenous**.**

Appendix 9

Score of Experimental Class and Control Class

Post Test

1. Post Test Score of Experimental Class After Inquiry Method (XI IPA 1)

No	The Initial Name of Students (n)	Post Test
1	AM	50
2	ASH	85
3	AIP	60
4	AK	60
5	ALP	55
6	APS	80
7	ARH	65
8	AH	80
9	AR	80
10	AN	90
11	BP	70
12	CAP	80
13	DHP	80
14	DS	80
15	EDP	90
16	FA	70
17	FZ	50
18	HSN	90
19	MJH	80
20	MT	80
21	NS	70
22	RBL	90
23	RP	85
24	RMH	80
25	RMH	75

26	RH	90
27	SURH	75
28	SFH	80
29	SSH	80
30	WA	80
Total Score		**2280**

2. Post Test Score of Control Class (XI IPA 2)

No.	The Initial Name of Students (n)	Post Test
1	AAT	75
2	AZ	50
3	AP	70
4	AN	40
5	CHM	50
6	DCS	70
7	ES	35
8	EGC	35
9	FIS	55
10	GH	70
11	HH	60
12	HI	80
13	IN	50
14	ISS	45
15	JA	80
16	JL	60
17	KS	45
18	LH	45
19	MS	40
20	MT	40
21	MY	65
22	NA	25
23	PS	35
24	RA	40

25	RS	55
26	SL	55
27	TS	75
28	YR	55
29	YP	60
30	WR	60
Total Score		**1620**

Appendix 10

RESULT OF NORMALITY TEST IN POST TEST

a. Result Of The Normality Test Of XI IPA 1 in Post-Test

1. The score of X MIA 1 class in post test from low score to high score:

50	50	55	60	60	65	70	70	70	75
75	80	80	80	80	80	80	80	80	80
80	80	80	85	85	90	90	90	90	90

2. High = 90

   Low = 50

   Range = High – Low

   = 90 - 50

   = 40

3. Total of Classes = 1 + 3,3 log (n)

   = 1 + 3,3 log (30)

   = 1 + 3,3 (1.47)

= 1 + 4.85

= 5.85

= 6

4. Length of Classes $= \frac{range}{total\ of\ class} = \frac{40}{6} = 6.6 = 7$

5. Mean

Interval	F	X	X’	FX’	X’^{2}	FX’^{2}
50-56	3	53	+4	12	16	48
57-63	2	60	+3	6	9	18
64-70	4	67	+2	8	4	16
71-77	2	74	+1	2	1	2
78-84	**12**	**81**	**0**	**0**	**0**	**0**
85-91	7	88	-1	-7	1	7
I = 7	30	-	-	21	-	91

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 81 + 7\ (\frac{21}{30})$

$= 81 + 7\ (0.7)$

$= 85.9$

$$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 7\sqrt{\frac{91}{30} - \left(\frac{21}{30}\right)^2}$$

$= 7\sqrt{3.03 - (0.7)^2}$

$= 7\sqrt{3.03 - 0.49}$

$= 7\sqrt{2.54}$

$= 11.13$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
	91.5	0.50	0.1915				
85-91				0.06	1.8	7	2.88
	89.9	0.32	0.1255				
78-89				-0.10	-3	12	-5
	77.5	-0.75	0.22663				
71-77				0.14	4.2	2	-0.52
	70.5	-1.38	0.08379				
64-70				0.06	1.8	4	1.22
	63.5	-2.01	0.02222				
57-63				0.01	0.3	2	5.66
	56.5	-2.64	0.00415				
50-56				0.00	0	3	0
	49.5	-3.27	0.00054				

X^2	4.24

Based on the table above, the reseracher found that x^2_{count} = 4.24 while x^2_{table} = 11.070 cause $x^2_{count} < x^2_{table}$ (4.24 < 11.070) with degree of freedom (dk) = 6–1 = 5 and significant level α = 5%. So distribution of XI IPA 1 class (pre-test) is normal.

6. Median

Interval	F	FK
50-56	3	3
57-63	2	5
64-70	4	9
71-77	2	11
78-84	**12**	23
85-91	7	30

Position of Me in the interval of classes is number 4, that:

Bb = 77.5

F = 11

fm = 12

i = 7

n = 30

1/2n= 15

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$= 77.5 + 7 \left(\frac{15-11}{12}\right)$

$= 77.5 + 7\ (0.33)$

$= 77.5 + 2.31$

$= 79.81$

7. Modus

Interval	F	FK
50-56	3	3
57-63	2	5
64-70	4	9
71-77	2	11
78-84	**12**	23
85-91	7	30

$M_o = L + \frac{d_1}{d_1 + d_2}\ i$

L = 77.5

d_1 = 10

d_2 = 5

i = 7

So,

$M_o = 77.5 + \frac{10}{10+5}\ 7$

$= 77.5 + 0.66\ (7)$

$= 77.5 + 4.62$

$= 82.16$

D. Result of The Normality Test of XI-IPA 2 in Post-Test

1. The score of XI IPA 2 class in post test from low score to high score:

30	30	35	35	40	40	40	40	45	45
45	50	50	50	55	55	55	55	60	60
60	60	65	70	70	70	75	75	80	80

2. High = 80

   Low = 30

   Range = High – Low

   = 90 - 60

= 50

3. Total of Classes = 1 + 3,3 log (30)

= 1 + 3,3 log (30)

= 1 + 3,3 (1.47)

= 1 + 4.85

= 5.85

= 6

4. Length of Classes = $\frac{range}{total\ of\ class}$ = $\frac{50}{6}$ = 8.3 = 8

5. Mean

Interval	F	X	X'	FX'	X'^{2}	FX'^{2}
30-37	4	33.5	+3	12	9	36
38-45	7	41.5	+2	14	4	28
46-53	3	49.5	+1	3	1	3
54-61	**8**	**57.5**	**0**	**0**	**0**	**0**
62-69	1	65.5	-1	1	1	1
70-77	5	73.5	-2	-10	4	20
78-85	2	81.5	-3	-6	9	18
I = 8	30	-	-	14	-	106

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

= 57.5+ 8 ($\frac{14}{30}$)

= 57.5 + 8 (0.46)

= 57.5 + 3.68

= 61.18

$$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 8\sqrt{\frac{106}{30} - \left(\frac{14}{30}\right)^2}$$

$= 8\sqrt{3.53 - (0.4)^2}$

$= 8\sqrt{3.53 - 0.16}$

$= 8\sqrt{3.37}$

= 8 x 1.87

= 14.96

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$

	78.5	1.18	0.3810				
78-85				0.13	3.9	2	-0.48
	70.5	0.65	0.2422				
77-70				0.02	0.6	5	7.33
	69.5	0.58	0.2190				
62-69				0.19	5.7	1	-0.82
	61.5	0.05	0.0199				
54-61				-0.29	-8.7	8	-1.91
	53.5	-0.48	0.31561				
46-53				0.15	4.5	3	-0.33
	45.5	-1.01	0.15625				
38-45				0.09	2.7	7	1.59
	37.5	-1.55	0.06057				
30-37				0.04	1.2	4	2.33
	29.5	-2.08	0.01876				
						X^2	0.13

Based on the table above, the reseracher found that $x^2_{count} = 0.13$ while $x^2_{table} = 12.592$ cause $x^2_{count} < x^2_{table}$ $(0.13 < 12.592)$ with degree of freedom (dk) = 7–1 = 6 and significant level α = 5%. So distribution of XI IPA 2 class (pre-test) is normal.

6. Median

Interval	F	FK
30-37	4	4
38-45	7	11
46-53	3	14
54-61	**8**	22
62-69	1	23
70-77	5	28

78-85	2	30

Position of Me in the interval of classes is number 4, that:

Bb = 53.5

F = 14

fm = 8

i = 8

n = 30

1/2n= 15

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$$= 53.5 + 8\left(\frac{15-14}{8}\right)$$

$$= 53.5 + 8\ (0.125)$$

$$= 53.5 + 1$$

$$= 54.5$$

7. Modus

Interval	F	FK
30-37	4	4
38-45	7	11
46-53	3	14
54-61	**8**	22
62-69	1	23
70-77	5	28
78-85	2	30

$M_o = L + \frac{d_1}{d_1 + d_2}\, i$

L = 53.5

d_1 = 5

d_2 = 7

i = 8

So,

$M_o = 53.5 + \frac{5}{5+7}\, 8$

= 53.5 + 0.41 (8)

= 53.5 + 3.28

= 56.78

Appendix 11

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using inquiry method and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

H_0 : $\delta_1^2 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

a. Variant of XI IPA 1 class is:

No.	Xi	Xi^2
1	50	2500
2	50	2500
3	55	3025
4	60	3600
5	60	3600
6	65	4225
7	70	4900
8	70	4900
9	70	4900
10	75	5626
11	75	5625
12	80	6400
13	80	6400
14	80	6400
15	80	6400
16	80	6400
17	80	6400
18	80	6400
19	80	6400
20	80	6400
21	80	6400

22	80	6400
23	80	6400
24	85	7225
25	85	7225
26	90	8100
27	90	8100
28	90	8100
29	90	8100
30	90	8100
∑	**2280**	**177150**

n = 30

$\sum xi$ = 2280

$\sum_{xi} 2$ = 177150

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{30(177150) - (2280)^2}{30(30-1)}$$

$$= \frac{5314500 - 5198400}{30(29)}$$

$$= \frac{116100}{870}$$

= 133.44

b. Variant of XI IPA 2 class is:

NO	**Xi**	**Xi^2**
1	30	900
2	30	900
3	35	1225
4	35	1225
5	40	1600
6	40	1600
7	40	1600
8	40	1600
9	45	2025
10	45	2025

11	45	2025
12	50	2500
13	50	2500
14	50	2500
15	55	3025
16	55	3025
17	55	3025
18	55	3025
19	60	3600
20	60	3600
21	60	3600
22	60	3600
23	65	4225
24	70	4900
25	70	4900
26	70	4900
27	75	5625
28	75	5625
29	80	6400
30	80	6400
∑	**1620**	**93850**

n = 30

$\sum xi$ = 1620

$\sum_{xi} 2$ = 93850

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{30(93850) - (1620)^2}{30(30-1)}$$

$$= \frac{8636000 - 8526400}{30(29)}$$

$$= \frac{191100}{870}$$

$$= 219.65$$

1. XI IPA-1 and XI IPA-2 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$F = \frac{219.65}{133.44}$

$= 1.64$

After doing the calculation, researcher found that $F_{count} = 1.64$ with α 5% and dk = n-k-1 = 30 – 1 – 1 = 28 and 28 from the distribution list F, researcher found that $F_{table} = 1.88$, cause $F_{count} < F_{table}$ (1.64 < 1.88). So, there is no difference the variant between the XI IPA-1 class and XI IPA-2 class. It means that the variant is homogenous**.**

Appendix 12

T-test of the Both Averages in Pre-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$Tt = \frac{45 - 45.3}{\sqrt{\left(\frac{(30-1)172.41 + (30-1)189.54}{30+30-2}\right)\left(\frac{1}{30}+\frac{1}{30}\right)}}$$

$$Tt = \frac{-0.29}{\sqrt{\left(\frac{29(172.41) + 29(189.54)}{58}\right)(0.033+0.033)}}$$

$$Tt = \frac{-0.29}{\sqrt{\left(\frac{4999.8 + 5496.6}{58}\right)(0.066)}}$$

$$Tt = \frac{-0.29}{\sqrt{\left(\frac{10496.4}{58}\right)(0.066)}}$$

$$Tt = \frac{-0.29}{\sqrt{180.97(0.066)}}$$

$$Tt = \frac{-0.29}{\sqrt{11.94}}$$

$$Tt = \frac{-029}{3.45}$$

$$Tt = -0.08$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that t_{count} = -0.08 with opportunity (1-α) = 1 – 5% = 95% and dk = $n_1 + n_2 - 2 = 30 + 30 - 2 = 58$, t_{table} = 1.67155. So, $t_{count} < t_{table}$ (-0.08 < 1.67155) and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 13

T-test of the Both Averages in Post-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$Tt = \frac{76 - 54}{\sqrt{\left(\frac{(30-1)133.44 + (30-1)219.65}{30+30-2}\right)\left(\frac{1}{30}+\frac{1}{30}\right)}}$$

$$Tt = \frac{25}{\sqrt{\left(\frac{29(133.44) + 29(219.65)}{58}\right)(0.033+0.033)}}$$

$$Tt = \frac{25}{\sqrt{\left(\frac{3869.76 + 6369.85}{58}\right)(0.066)}}$$

$$Tt = \frac{25}{\sqrt{\left(\frac{10239.61}{58}\right)(0.066)}}$$

$$Tt = \frac{25}{\sqrt{11.65}}$$

$$Tt = \frac{25}{3.41}$$

$$Tt = 7.331$$

Based on calculation above, the result of homogeneity test of the both averages, researcher found that $t_{count} = 7.331$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$, researcher found that $t_{table} = 1.67155$, cause, $t_{count} > t_{table}$ $(7.331 > 1.67155)$ it means that H_a was accepted, it means there was the difference average between experimental class and conrol class in post test. It can be concluded that there was the significant effect of using inquiry method on students' ability in writing descriptive text at XI grade of SMA N 7 Padangsidimpuan.

Appendix 14

INDICATOR OF WRITING IN PRE-TEST AND POST TEST

A. Assessment Indicator of Writing in Pre-test of Experimental Class

Indicator of Writing							
No	**The Initial Name of Students (n)**	Grammar	Vocabulary	Mechanics	Fluency	Form	Score
1	AM	5	10	5	5	5	30
2	ASH	20	15	10	5	5	55
3	AIP	10	5	5	5	5	30
4	AK	5	10	5	5	5	30
5	ALP	5	5	5	5	10	30
6	APS	10	10	10	10	10	50
7	ARH	10	10	5	5	5	35
8	AH	5	5	10	10	10	40
9	AR	5	10	5	10	10	40
10	AN	15	15	10	10	15	65

11	BP	5	5	10	5	10	35
12	CAP	5	5	10	10	10	40
13	DHP	5	10	5	15	15	50
14	DS	10	5	15	15	5	50
15	EDP	15	15	15	15	15	75
16	FA	5	5	10	5	10	35
17	FZ	5	10	5	5	5	30
18	HSN	10	10	10	10	15	55
19	MJH	5	10	15	10	5	45
20	MT	10	5	15	5	5	40
21	NS	5	15	5	5	10	35
22	RBL	15	15	15	15	15	75
23	RP	10	15	10	10	10	55
24	RMH	5	5	10	10	15	45
25	RMH	5	5	10	10	10	40
26	RH	15	20	10	10	15	70
27	SURH	5	10	5	5	5	35
28	SFH	10	10	10	10	10	50
29	SSH	5	10	10	10	10	45
30	WA	5	5	10	10	10	40

B. Assessment Indicator of Writing in Post-test of Experimental Class

Indicator of Writing							
No	**The Initial Name of Students (n)**	Grammar	Vocabulary	Mechanics	Fluency	Form	Total
1	AM	10	10	10	10	10	50
2	ASH	20	20	15	15	15	85
3	AIP	10	20	10	10	10	60
4	AK	10	10	10	10	20	60
5	ALP	10	10	10	10	15	55
6	APS	20	20	10	10	20	80
7	ARH	15	10	10	10	20	65

8	AH	20	20	10	10	20	80
9	AR	10	20	10	20	20	80
10	AN	20	20	10	20	20	90
11	BP	15	15	10	15	15	70
12	CAP	20	20	20	10	10	80
13	DHP	20	10	10	20	20	80
14	DS	20	20	10	20	10	80
15	EDP	20	20	20	10	20	90
16	FA	20	20	10	10	10	70
17	FZ	10	10	10	10	10	50
18	HSN	20	20	10	20	20	90
19	MJH	20	10	20	10	20	80
20	MT	20	10	20	10	20	80
21	NS	15	15	10	15	15	70
22	RBL	20	15	15	20	20	90
23	RP	20	20	20	20	15	85
24	RMH	20	20	10	10	20	80
25	RMH	10	20	15	10	20	75
26	RH	20	20	10	20	20	90
27	SURH	10	20	15	10	10	75
28	SFH	20	10	20	20	10	80
29	SSH	20	20	20	10	10	80
30	WA	10	20	20	10	20	80

C. Assessment Indicator of Writing in Pre-test of Control Class

Indicator of Writing							
No.	**The Initial Name of Students (n)**	Grammar	Vocabulary	Mechanics	Fluency	Form	**Total**
1	AAT	15	15	10	10	10	65
2	AZ	5	10	10	10	5	40
3	AP	15	15	10	10	10	60
4	AN	5	10	5	10	5	35

5	CHM	5	10	10	10	5	40
6	DCS	10	10	15	10	15	60
7	ES	5	5	5	5	5	25
8	EGC	5	5	5	5	5	25
9	FIS	10	10	5	10	10	45
10	GH	15	15	10	10	5	55
11	HH	10	15	10	10	5	45
12	HI	20	20	10	15	15	80
13	IN	10	10	5	15	5	40
14	ISS	5	10	10	5	5	35
15	JA	20	20	10	10	10	70
16	JL	10	10	10	10	10	50
17	KS	10	10	15	5	10	40
18	LH	5	15	10	10	10	40
19	MS	5	10	5	5	5	30
20	MT	5	5	5	10	5	30
21	MY	10	10	10	10	15	55
22	NA	5	5	5	5	5	25
23	PS	5	5	10	5	5	30
24	RA	10	10	5	5	5	35
25	RS	10	10	10	10	5	45
26	SL	5	10	10	10	10	45
27	TS	15	15	10	15	15	70
28	YR	5	10	10	10	10	45
29	YP	10	10	10	10	10	50
30	WR	10	10	10	10	10	50

D. Essessement Indicator of Writing in Post-test of Control Class

Indicator of Writing							
No.	**The Initial Name of Students (n)**	Grammar	Vocabulary	Mechanics	Fluency	Form	Total
1	AAT	15	20	15	10	15	75

2	AZ	15	10	10	10	5	50
3	AP	15	10	15	15	15	70
4	AN	10	10	5	5	10	40
5	CHM	10	10	10	10	10	50
6	DCS	15	15	10	15	15	70
7	ES	10	10	5	5	5	35
8	EGC	5	5	10	10	5	35
9	FIS	10	15	15	10	5	55
10	GH	15	15	10	15	15	70
11	HH	10	15	10	15	10	60
12	HI	20	20	10	15	15	80
13	IN	10	10	10	10	10	50
14	ISS	5	10	10	10	10	45
15	JA	20	20	15	15	20	80
16	JL	15	15	10	10	10	60
17	KS	5	10	10	10	10	45
18	LH	5	10	10	10	10	45
19	MS	5	5	10	10	10	40
20	MT	5	5	10	10	10	40
21	MY	10	15	10	15	15	65
22	NA	5	5	5	5	5	25
23	PS	5	5	10	5	5	35
24	RA	5	5	10	10	10	40
25	RS	10	10	15	10	10	55
26	SL	10	15	10	10	10	55
27	TS	15	20	5	20	15	75
28	YR	10	15	10	10	10	55
29	YP	15	15	10	10	10	60
30	WR	10	15	10	10	15	60

Appendix 15

COMPARISON SCORE OF STUDENT'S WRITING ABILITY IN PRE-TEST AND POST-TEST

A. Comparison Score of Students' Writing Ability in Pre-test (Experimental and Control Class)

No	Name	Result Pre-test of Experimental Class	Name	Result of Pre-test of Control Class
1	AM	30	AAT	65

2	ASH	55	AZ	40
3	AIP	30	AP	60
4	AK	30	AN	35
5	ALP	30	CHM	40
6	APS	50	DCS	60
7	ARH	35	ES	25
8	AH	40	EGC	25
9	AR	40	FIS	45
10	AN	65	GH	55
11	BP	35	HH	45
12	CAP	40	HI	80
13	DHP	50	IN	40
14	DS	50	ISS	35
15	EDP	75	JA	70
16	FA	35	JL	50
17	FZ	30	KS	40
18	HSN	55	LH	40
19	MJH	45	MS	30
20	MT	40	MT	30
21	NS	35	MY	55
22	RBL	75	NA	25
23	RP	55	PS	30
24	RMH	45	RA	35
25	RMH	40	RS	45
26	RH	70	SL	45
27	SURH	35	TS	70
28	SFH	50	YR	45
29	SSH	45	YP	50
30	WA	40	WR	50

B. Comparison Score Students' Writing Ability in Post-test (Experimental and Control Class

No	Name	Result Post-test of Experimental Class	Name	Result of Post-test of Control Class
1	AM	50	AAT	75
2	ASH	85	AZ	50
3	AIP	60	AP	70
4	AK	60	AN	40
5	ALP	55	CHM	50

6	APS	80	DCS	70
7	ARH	65	ES	35
8	AH	80	EGC	35
9	AR	80	FIS	55
10	AN	90	GH	70
11	BP	70	HH	60
12	CAP	80	HI	80
13	DHP	80	IN	50
14	DS	80	ISS	45
15	EDP	90	JA	80
16	FA	70	JL	60
17	FZ	50	KS	45
18	HSN	90	LH	45
19	MJH	80	MS	40
20	MT	80	MT	40
21	NS	70	MY	65
22	RBL	90	NA	25
23	RP	85	PS	35
24	RMH	80	RA	40
25	RMH	75	RS	55
26	RH	90	SL	55
27	SURH	75	TS	75
28	SFH	80	YR	55
29	SSH	80	YP	60
30	WA	80	WR	60

Appendix 16

Chi-Square Table

Dk	**Significant level**					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086

6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 17

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017

-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Appendix 18

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.48 30	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964

2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Appendix 19

Percentage Points of the t Distribution

Two Tail Test						
	0,50	**0,20**	**0,10**	**0,05**	**0,02**	**0,01**
One Tail Test						
Dk	**0,25**	**0,10**	**0, 005**	**0,025**	**0,01**	**0,05**
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3.055
13	0,692	1,350	1,771	2,160	2,650	3.012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660

120 ∞	0,677 0,674	1,289 1,282	1,658 1,645	1,980 1,960	2,358 2,326	2,617 2,576

CURRICULUM VITAE

A. Identify

Name	: CHAIRANI AGUSTINA PANE
Registration Number	: 13 340 0043
Sex	: Female
Address	: Jln, Tarutung, Pangurabaan Kecamatan Sipirok Kabupaten Tapanuli Selatan
Religion	: Moslem
Place/Date of Birth	: Pangurabaan / Agust, 19th, 1995

B. Parents

Father's Name	: Akhmad Raja Pane
Mother's Name	: Syamsidar Ritonga

C. Educational background

1. Elementary School at SD Negeri 200220 Sipirok 2001-2007
2. Junior high school at SMPN 1 Sipirok 2007-2010
3. Senior high school at SMKN 1 Sipirok 2010-2013
4. Student of English Program at State Institute for Islamic Studies (IAIN) Padangsidimpuan 2013-2017