THE EFFECT OF USING PROGRESSIVE INQUIRY TOWARD STUDENTS' WRITING SKILL AT THE SECOND GRADE OF MTS AL-MA'ARIF BUKITTINGGI ACADEMIC YEAR 2017/2018

A Thesis

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ABSTRACT

Yenni. 2314.117. The Effect of Using Progressive Inquiry Toward Students' Writing Skill At The Second Grade of MTs Al-Ma'arif Bukittinggi. Thesis. IAIN Bukittinggi.

This research was due to discover the effect of using progressive inquiry toward students' writing skill. It has been done at Junior High School Al-Ma'arif Bukittinggi because most of the students of Junior High School still encounter problems in mastering English especialy writing skill. Most of the students were passive in the classroom; it could be seen from their ability in writing activity such as; they did not master grammar, then difficult to develop their ideas into a good paragraph. Next, they had limited vocabulary so, they were reluctant in writing.

The researcher used a quasi-experimental design by using the pretest-posttest control group design. The population of this research was the second grade students at Junior High School Al-Ma'arif. The sample was VIII A was treated as experimental class and taught by using progressive inquiry and VIII B was treated as control class and taught by using conventional method. To determine the sample, the researcher used total sampling technique. The data was gotten through pretest and posttest to experimental and control groups. To analyze the data, the researcher used the normality and homogeneity by using SPSS software and to test the Hypothesis the researcher used t-test formula and consulted the result into t- table with level of significance $\alpha = 0,05$.

From the result and calculating the pre-test and post-test scores of the experiment class, it was found that the t-obtained (2.91) was higher than the t-table (1.688) with degree of freedom (df) = 36 and (α) = 0,05. So, the alternative hypothesis (Ha) was accepted which means that there was significant effect of progressive inquiry toward students' writing skill. Then, the calculation of post-test both classes, experimental class and control class, it was obtained that the t-obtained was (1.802) which was less than the t-table (2.028). with degree of freedom (df) = 36 and (α)= 0,025 So, the alternative hypothesis (Ha) was rejected which means that there is no significant difference between using Progressive inquiry and conventional method. Then t-obtained both of classes is (1.85) which was less than t-table (2.028) with (α)= 0,025. So, the alternative hypothesis (Ha) was rejected which means that progressive inquiry is not better than conventional method in teaching writing skill. So, it can be concluded that the null hypothesis was accepted . It was proved that progressive inquiry can't help the students in improving their writing skill at Junior High School Al-Ma'arif Bukittinggi.

Key words : Writing Skill, Progressive Inquiry

ABSTRAK

Yenni. 2314.117. Pengaruh Penggunaan Progresif Inkuiri terhadap Kemampuan Pemahaman Menulis pada Siswa Kelas Dua MTs Al-Ma'arif Bukittinggi . Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi.

Penelitian ini bertujuan untuk menemukan pengaruh penggunaan metode progresif inkuiri terhadap pemahaman menulis siswa. Penelitian ini telah dilakukan di MTs Al-Ma'arif Bukittinggi karena tidak bisa dipungkiri bahwa masih banyak siswa di Sekolah Lanjutan Tingkat Menengah (MTs) menghadapi masalah - masalah dalam menguasai pelajaran Bahasa Inggris, khususnya untuk pemahaman menulis dalam Bahasa Inggris. Kebanyakan siswa pasif di dalam kelas; dapat dilihat dari kemampuan dalam aktifitas menulis seperti, mereka tidak memahami tata bahasa, lalu sulit untuk mengembangakan ide mereka menjadi sebuah paragraph. Selanjutnya, kosa kata merekan terbatas jadi, mereka enggan dalam menulis.

Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian Quasi eksperimen dengan menggunakan model pretest-post test. Populasi dari penelitian ini adalah siswa kelas (VIII) di MTs Al-Ma'arif. Untuk kelas VIII A diperlakukan sebagai kelas eksperimen yang diajar dengan menggunakanprogresif inkuiri. Sedangkan kelas VIII B yang diperlakukan sebagai kelas kontrol dan mereka diajar dengan menggunakan metode yang biasa digunakan oleh guru. Peneliti menggunakan total sampel untuk menentukan sampel penelitian ini. Data didapatkan dari uji awal dan uji akhir kepada kelas experiment dan kelas kontrol. Untuk menganalisis data, peneliti menggunakan tes normalitas dan menggunakan tes homogenitas dengan memakai aplikasi SPSS. Sedangkan untuk menguji hypothesis peneliti menggunakan uji-t dan mengkonsultasikan hasilnyadengan tabel derajat (α) = 0,05.

Dari hasil penelitian dan perhitungan tes awal dan akhir dari kelas eksperiment terdapat hasil uji t-hitung (2.91) lebih tinggi daripada t-table (1.688)dengan derajat kebebasan adalah df = 36 dengan (α)= 0,05. Jadi, hipotesis alternatif (Ha) diterima bahwa ada pengaruh yang signifikan dengan menggunakan progresif inkuiri. Kemudian, perhitungan akhir dari dua kelas, kelas eksperiment dan kelas kontrol di peroleh t-hitung (1.85) rendah dari t-table (2.028) dengan derajat kebebasan (df) = 36 dengan (α) = 0,025. Jadi, Ha ditolak bahwa tidak terdapat perbedaan yang signifikan antara penggunaan metode progresif inkuiri dan metode yang biasa digunakan oleh guru. Kemudian antara dua kelas diperoleh t-hitung (1.85) lebih rendah dari pada t-table (2.028) dengan (α)=0,025. jadi, hipotesis alternatif ditolak yang berarti bahwa penggunaan progresif inkuiri tidak lebih baik dari pada mengguanakan metode biasa. Hal ini dibuktikan bahwa menggunakan metode progresif inkuiri tidak bisa membantu siswa dalam meningkatkan pemahaman menulis mereka di Sekolah Menengah Pertama Al-Ma'arif Bukittinggi.

Kata Kunci: Kemampuan Menulis, Progresif Inkuiri

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Skripsi dengan judul "The Effect of Progressive Inquiry Toward Students' Writing Skill at the Second Grade of MTs Al-Ma'arif Bukittinggi " adalah murni gagasan, penilaian, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain, kecuali arahan dari Tim Pembimbing/Tim penguji dan belum pernah diajukan untuk mendapatkan gelar akademik baik di IAIN Bukittinggi maupun di perguruan tinggi lainnya.

2. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarang dan dicantumkan pada daftar pustaka.

3. Pernyataan ini dibuat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Bukittinggi, Februari 2018
yang membuat pernyataan

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CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE PROBLEM

In studying English there are four skills that must be learnt by foreign language students. They are listening, speaking, reading, and writing. Writing is one of skills that is very important to be taught to the students because by writing the students can discover, explore, organize their ideas. Discover above means the students collect their ideas in their mind, then the students explore their ideas to their paper, the last they organize their ideas to be a written form. By writing the students try to give their ideas to the readers and they can communicate with the readers.

Besides, writing is one of important skill in language that should be mastered by the students, because by writing the students can share their feeling or ideas. Their ideas become some good information and they can express their feeling in order to convince the readers. By writing, the students can give information and feeling to others through their sentences.

The students need to develop creativity in writing throughout their schooling. During their schooling the students need to develop some aspects of writing skills. First, the ability to write complete sentences. Second the ability to write meaningful sentences. Then, the ability to write coherent sentences. Next, the ability to use communicative language. And the last is the ability to use appropriate vocabulary.

Writing is not easy, because it needs intensive practice to develop idea in written text. Nunan states that there are two aspects in writing : physical and mental act. At the most basic level, writing is the the physical act committing word so the students need more practice about their writing and they can start to write from the small events beside them, the next is mental act because writing is mental work of inventing ideas , thinking about to express them, and organizing them into statements and paragraph that will be clear to the reader.[1] It means that the students need more practice in writing. Then, the students should be patient in writing process. And the students should be brave in writing to get good writing.

In learning writing the students can focus on the product or process of writing because when the students are focus to the product , they are only interested to the aim of the task and the end of that paragraph. However if the students focus on process they will pay attention to the material as the steps in writing.

In the classroom, the students took much time to write some sentences. The fact the students could not finish their writing task in classroom because writing deals with ideas, vocabularies, grammar and concept. For this reason the students got difficulty in writing because they did not understand to arrage the words. The students also got difficulties in developing functional language skills and used language in creative ways.

[1] David Nunan, Practical English Language Teaching, (McGraw-Hill Companies New York, 2003),p.98

However in the class the teacher had done it better to make the students enjoyed. For example the teacher used some strategies and used media for the students, the teacher hope the students can express their idea, opinion their feeling and they can arrage their ideas to sentenses become a good paragraph. But the students still got difficulties.

Writing is difficult for students. To help the students to be able to write, English teachers should give a kind of interaction or feedback for them. The teachers should be more creative to find out the appropriate strategy in teaching writing. There are some effective strategy in teaching writing such as dictate, dictate is a way to getting students creativelly. Music is a way to stimulate a writing activity and using progressive inqury activity is a strategy to teaching writing that the learners can observe immediately the object of learning.

Related to using progressive inquiry Graham and Perin states, "Inquiry activities engage the students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task. [2]It is a kind of teaching strategy that helps the students to develop their writing ability because the learners can observe immediately the object of learning. With progressive inquiry strategy will give some benefit in teaching writing are inquiry approach is flexible and works well for

[2] Graham, S., & Perin, D. Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools –A Report to Carnegie Corporation of New York.(Washington, DC: Alliance for excellent Education 2007), p.4

projects that range from the extensive to the bounded, from the research oriented to the creature. so they can guide students to suitable learning opportunities. The teacher will find that many students who have trouble on school because they do not respond well to teachers and memorization will blossom in an inquiry awaking their confidence, interested self esteem.

It can be concluded that progressive inquiry can be used as good strategy in teaching writing, it will be an interesting for the students. The students can share their ideas in writing by using progressive inquiry strategy. It can motivate the students in learning English writing. The students can arrage their words into sentences and become good paragraph.

Based on preliminary research conducted on July 23rd, 2018 the researcher observed the second grade students at MTs Al-Ma'arif Bukittinggi, indicate that in learning process there were some factors that influenced the writing activity in the classroom. Based on the interview with the students, the students said that they are afraid with grammatical error. Next, it was difficult for students to develop their ideas. Besides, based on interview with the English teacher, the English teacher said that the students have limited vocabulary. The last the researcher saw that the students were reluctant in writing.

The students are afraid with grammatical error and they are also difficult in arranging the words. Where in understanding grammar and

conventions can make it difficult for the students to learn the rule of writing in English. Capital letters, punctuations, and many other aspects may need to be learned in order for the writing to make sense and convey what the students are trying to say. The comma rules are good example of this problem because when a comma is placed in a sentence it can change the meaning.

During the writing session the students were difficult to develop their ideas to be a good paragraph. Sometime the students know all the thing related to the topic but the students can not give a proper meaning to it. The reason behind this problem is they do not know how to start the topic.

Besides, the English teacher said that, the students had limited vocabulary, this problem can make weak paragraph, essays and report because the students can not use the right word. So the teacher as the reader difficult to know the meaning and in learning process the students always ask the teacher to tell the meaning of the words. It means that they did not know what the meaning of the word. It showed how the students lack of vocabulary in writing.

Then, they felt reluctant to write in English, as the interview to the student they said that they felt reluctant to write, this is important to note because the students dislike writing, according to Murcia that these reluctant writer tend to dislike writing for a number of reason. Often times, it is an issue of “error avoidance” or a fear of making mistakes and feeling

like writing has to be perfect the first time around.[3] Another cause for some students' reluctance to write is simply a lack of ideas or a lack of being able and knowing how to gets ideas.

So all of the problems above can be solved with progressive inquiry strategy because according to Sanjaya that inquiry is a series of learning activities based on critical and analytical thingking to look for and find the answer of issue. By using inquiry based learning students can understand the process of writing. They can learn how to generate ideas and make a good organization by finding the answer of teacher students question. It also can develop their critical thinking in writing.[4]

Based on explanation above the researcher conducted a research under the title "The effect of using progressive inquiry toward students' writing skill at the second grade of MTs Al-Ma'arif Bukittinggi academic year 2017/2018''.

B. IDENTIFICATION OF THE PROBLEM

Based on the background of the problem described above, it can be identified several issues such as:

1. The students are not mastering grammar.
2. It is difficult for the students to develop their ideas into a good paragraph.

[3]Murcia, Celce, M. and Olshtain, E. Discourse and Context in Language Teaching. (Cambridge: University Press. 2000), p.205

[4]Wina Sanjaya, Strategi Pembelajaran orientasi Standar Proses Pendidikan. (Jakarta:Kencana.2008), p.201

3. The students had limited vocabulary.
4. The students are reluctant to write.

C. LIMITATION OF THE PROBLEM

Based on identification of the problem above, the researcher limits the problem to The Effect of Using Progressive Inquire Method Toward Students' Writing Skill at The Second Grade of MTs Al-Ma'arif Bukittinggi Academic Year 2017/2018.

D. FORMULATION OF THE PROBLEM

Base on limitation of problem above, this research is formulated as:

1. Was there any significant effect of using progressive inquiry toward students' writing skill at the second grade of MTs Al-Ma'arif Bukittinggi?
2. Were there any significant differences in English writing skill between the students who are teaching with using progressive inquiry and those who are teaching without progressive inquiry?
3. Was the writing skill use progressive inquiry give better result than using convensional method?

E. PURPOSE OF THE RESEARCH

The main purposes of this research were:

1. To know whether there is significant effect of using progressive inquiry toward the students' writing skill.
2. To know whether there is significant difference of the students' writing skill between the students who use progressive inquiry and the students who do not use progressive inquiry .
3. To know whether writing skill of the students who use progressive inquiry is better than the writing skill of the students who don't use progressive inquiry.

F. SIGNIFICANCE OF THE RESEARCH

The researcher hopes that this research will give some significances:

1. For the students, this research is expected to help students be more active in learning, help the students understand the material. The stdents can express their idea in writen form, and the students have motivation in learning.
2. For the teacher, expectantly the teacher can decide a suitable method of teaching for their students to make a good writing.

3. For the researcher, it can give more knowledge and experience through the research.

4. For the school, it can be the data for the school to qualify the method that can be used as teaching process.

G. DEFINITION OF THE KEY TERMS

To avoid misunderstanding about the tittle of the research, the researcher would explain about the term in the tittle :

1. Progressive Inquiry is a strategy for teaching language through discussion and emphasize the process of analysis to find out the answers of the qustions from a problem.

2. Writing skill is a way to present an idea that consist of event that happen one after the other.

3. The effect is a change that is a result or consequence of an action

CHAPTER II

REVIEW RELATED LITERATURE

A. REVIEW OF RELATED THEORY

1. The Nature of Writing

a. Definition of writing

Writing is one of several ways to communicate with other people besides speaking, reading dan listening. Writing is simple word and easy to understand by the students. But, in general students are difficult to express their idea, opinion, feeling etc become paragraph or essay in learning process because writing is a process to express the mind such as idea, opinion, feeling. According Harrell, writing is a process of expressing ideas or thought in words should be done at our leisure, writing can be enjoyable as long as we have idea an means to acheive it.[5]

Moreover, Perrin and Graham state that, writing also produced in differents form, such as sentences, list outlines, paragraph, essay, letter and books.[6] It means that , the writer should arrange the suitable words by using grammar correctly in writing. For this reason, writing has relation with other aspect of English such as grammar and vocabulary because in writing the

[5]Andrinnne L. Harrel, Fifty Strategies for teaching English Language Learner, (Prentice Hall, inc. California State University, Fresno, 2000),p.91

[6] Stave Graham and Dolores Perrin, Writing Next, Effective Strategies in Improve Writing of Adolescents in Midle and High School Education, 2007), p.22

writer has to be able to write a connected series of words and sentences which grammatically and logically linked.

In arranging the words to sentences or paragraphs which grammatically and logically linked it will meaningful. The sentences or the paragraphs are the result of someone's ideas and thought, their feeling and sometimes their opinion that they want to convey for the readers. It can be a message or medium for communication to other people. Byrne, Hedge and Tribble in Mc Donough and Shaw argue that writing is a process of putting message into words.[7] In foreign language learning, writing is a process where the foreign learners try to explore their ideas. Writing is also the way to check the foreign language learner whether they have mastered one of the skills of foreign language or not.

The definition above shows that writing is a productive language skill of thinking, drafting, and revising that consists of many constituent parts, content, organization, originality, style, fluency, accuracy or using appropriate rhetorical forms of discourse to communicate a message by making signs on a page.

[7] Byrne, Don, Teaching Skills,New Edition,(London: Longman,1988),p.161

b. The Purpose of Writing

There are purposes of writing according to James A Reinking and Andrew W. Hart.[8]

1. To inform. It means writing is for presenting information to the readers.
2. To persuade. It means to convince reader about a matter of an opinion. This also focuses on the reader point of view.
3. To express yourself. It means everything you write provides the opportunity to display your personality and mastery of words and to enliven your prose with vivid images and fresh turn of phrasse.
4. To entertain. It means by reading the reader can be entertained by the content of the text.

So , there are the purpose of writing are to inform, to persuade to express yourself, to entertain.

In other theory, according to Jhon Langan that the writer want to write because the writer want to communicate effectively, people must constantly adjust their speech to suit their purpose and audience. This same idea is true for writing. When you write for

[8] James A reinking and Andrew W. Hart, Strategies For Successful writing n(prentice clifs, New Jersey Hall, 1886),p.1-2

others, it is crucial to know both your purpose for writing and the audience who will be reading.[9]

Based on the statement above show that, the purpose of writing are to inform an information to the readers, the next to persuade the reader, to exrpress your self it means with writing the writer can express their feeling, opinion and the writer can introduce their-self to the readers etc. To entertain it means the writer can entertain the reader in their writing, to solve problem faced by the writer. And to communicate effectively. So in writing the writer should have a purpose of their written.

c. Process of Writing

Writing is a process, according to Hogue that a writing process is divided into some stages, there are :[10]

1. Pre-writing : getting ready to write; deciding on a topic; brainstroming; organizing ideas.

2. Drafting and writing: writing and refining paragraph; focussing on communication of meaning.

[9] Langan, College Essay Writing With Reading . (Library of Congress Cataloging-in-Publication Data,1994), p.15

[10] Ann Hongue, Writing Academic English, 3rd Edition (New Jarsey: Longman,1999), p.3

3. Sharing and responding: sharing work to gain feedback; peer editing; writing workshop.

4. Revising and editing: revising content ; proofreading for writing convensions; text organization.

5. Publishing: showcase finished product; building confidence in students as writers.

Besides, Harmer states that there are four stages in the writing process. The first stage is planning, experienced writers plan what they are going to write. It means before starting to write they have to decide what they are going to write. The second is drafting, it is the first time a writer attempts to write. In this stage the writer trying to make assumption that will be emended later. The third is editing (reflecting and revising). Reflecting and revising are often helped by other reader (or editor) who gives comment and make suggestions, some writers give a chance to the reader for reaction on a piece of writing, it helps the writers to make appropriate revision. The last is final version. In the last stage, the writers have to edit their draft, and then make the necessary changes for the final version.[11] Besides, Langan says that there are four processes of

[11] Harmer, How To Teach Writing (Harlow: Pearson Education Ltd,2007),p. 129

writing : prewriting, writing a first draft, revising, and outlining.[12] It means that in writing there are several things that the writers need. The first stage is prewriting to develop a topic and get words on a paper. The next stage is revising. It means rewriting a paper and building on what has already been done, in order to make it better. The last stage is outlining. It provides a quick check on whether the paper will be unified, be adequately supported and be well organized.

Based on some theories above, it can be summarized that writing is a process, there are pre-writing or think of ideas, drafting or writing; put your ideas into writing, revising or improve your rough draft. Editing or proofreading is re-read and revise as needed, publishing is prepare and type the final draft. it means that writing process are : planning is deciding what and how to write, draftling is getting it on paper once, revising is getting it on paper better, and editing are fixing spelling, grammar, typing. So, there are three important process in writing activities; pre-writing, whilst writing, and post writing.

[12] Langan, College Writing Skills with Reading (Sixth Edition) (New York: McGraw-Hill, 2005), p.16

d. The Characteristics of Good Writing

Before starting to write, a writer should know the characteristics in writing. There are some criteria of good writing from the expert. Adelstein and Pival state there are some charecteristics of good writing, those are :[13]

1. A good writing result shows the proud of the writer to his writing; the willingness to use a good punctuation, the correlation of the meaning.

2. A good writing result shows the abilities of the writer in arranging the materials to be a good structure.

3. A good writing result shows the abilities of the writer to write clearly, to use the sentences structure, language, example well.

4. A good writing result shows the ability of the writer to write surely, it can take the reader's interest to main ideas of the writing, it can describe the main idea clearly and lgically.

5. A good writing shows the abily of the writer to criticize his draft of writing and then revise it to get better one. The key of the

[13] Ummi, Kaerati.Information transfer technique in teaching writing.http://www.information transfer teqnique in teaching writing/publicationaccessed on march 2017

successfulness in writing is willingness and the abilities of the writer in revising his first draft.

Besides, Reinking and Andrew that there are characteristics of good writing , they are [14]:

1. Freshness : fresh writing either relates something new or handles old ideas in a new way.

2. Sense of style : readers do not except you to write stylistic flair Erma Bombeck.

3. Effective organization : a paper should have a beginning, middle and the end; it is, an introduction, body and conclusion.

Based on those criteria, that a good writing has many abilities to make good sentences, a good writer know how to write sentences or the characteristics of good writing is important for the writer because the writer should produce a good written for the readers, so the readers can image and feel what the writer writes and the readers understand with what the writer means.

[14]James.A reinking and Andrew W. Hart, Strategies For Successful writing(prentice clifs, New Jersey 07632, 1986),p.5

e. Categories for Writing Assessment

Writing is not only the action combining the word or sentence into a writen language but also arrage them into well organized. According David that, there are some aspects of writing which should be mastered by the learners[15]: the first, language use it mean the abilityof the writer to write correct and approriate sentences. Second, mechanical skills it isthe ability to use correctly those convention peculiar to the written language. Example; punctuation, spelling. Third, treatment of contents it mean the ability to think creatively and develop thoughts, excluding all irrelevant information. Fourth, stylistic skills it is the ability to manipulate sentences and paragraph, and use langguage effectivelly. The last, judgement skills it means the ability to write in approriate manner for particular purpose with a particular audience in mind, together with an ability to select, organize and in order relevant information.

Besides, Weigle state there are aspect of writing :[16]

1. Content : where the criteria of contents are excellent to very good, good to average, fair to poor, very poor, with level of score is start from 13 until 30.

[15]David P. Harris, Testing English as Second Language, New York : McGraw Hill 1969, P.13

[16]Weigle. Assesing Writing.(New York:University Press. 2009),p.76

2. Organization: : where the criteria of contents are excellent to very good, good to average, fair to poor, very poor, with level of score is start from 7 until 20.

3. Vocabulary : where the criteria of contents are excellent to very good, good to average, fair to poor, very poor, with level of score is start from 7 until 20.

4. Language Use : where the criteria of contents are excellent to very good, good to average, fair to poor, very poor, with level of score is start from 5 until 25.

5. Mechanics : where the criteria of contents are excellent to very good, good to average, fair to poor, very poor, with level of score is start from 2 until 5.

In addition the apect of writing that should be mastered by the students are fluency, content, convention, syntax, vocabulary. With comprehend the aspects above easier for students to produce a well and organized text.

f. Scoring

The researcher uses the analytic scoring devised by John Anderson as follow :[17]

Table 2.1: Analytic methods of scoring by John Anderson

Aspects of writing	Level	Criteria
Grammar	6	Few (if any) noticeable errors of grammar or word order.
	5	Some errors of grammaror word order which do not, however interfere with comprehention.
	4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehention.
	3	Error of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
	2	Errors of grammar or word order very frequent; reader often has rely on own

[17] Arthur, Hughes. Testing for language teacher, (Cambridge : Cambridge University Press),p.101-103

		interpretation.
	1	Errors of grammar or word order so serve as to make comprehension virtually impossible.

Aspects of writing	Level	Criteria
Vocabulary	6	Use of vocabulary and idioms rarely (if at all) distinguishable from that of educated native writer.
	5	Occasionally uses inapproriate terms or relies on circumlocutions; expression of ideas hardly impaired.
	4	Uses wrong or inapproriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
	2	Vocabulary so limited and so frequently misused that reader must often rely on

		own interpretation.
	1	Vocabulary limitations so extreme as to make comrehension virtually impossible.

Aspects of writing	Level	Criteria
Mechanics	6	Few (if any) noticeable lapses in punctuation or spelling.
	5	Occasional lapses in punctuations or selling which dot not, however interfere with comprehension.
	4	Errors in punctuation or spelling fairly frequent; occasional re-reading neccessary for full comprehension.
	3	Efrequent errors in spelling or punctuation; lead sometimes to obscurity.
	2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.

	1	Errors in spelling or punctuationso serve as to make comprehension virtually impossible.

Aspects of writing	Level	Criteria
Fluency	6	Choice of structures and vocabulary consistently approriate; like that of educated native writer.
	5	Occasional lack of consistency in choice of structures and vocabulary which does not, however impair overall easy of communication.
	4	'Patchy' with some structures or vocabulary items noticeably inapproriate to general style.
	3	Structures or vocabulary items sometimes not only inapproriate but also misused; little sense of ease of communication.
	2	Communication often impaired by completely inapproriate or misused

		structures or vocabulary items.
	1	A ‘hotch-potch’ of half-learned misused structures and vocabularies items rendering communication almost impossible.

Aspects of writing	Level	Criteria
Form (organisation)	6	Highly organized; clear progression of ideas well linked; like educated native writer.
	5	Material well organized; links could occasionally be clearer but communication not impaired.
	4	Some lack organization; re-reading required for clarification of ideas.
	3	Little or no attempt at connectivity, though reader can deduce some organization.
	2	Individuals ideas may be clear, but very difficult to deduce connection between

		them.
	1	Lack of organization so severe that communication is seriously impaired.

Score : grammar + voc +mech +fluency +form =……

The calulation method of writing mark :

$$\text{Score of writing test} = \frac{\text{achieving score}}{\text{maximum score}} \times 100$$

From the five points; grammar, vocabulary, mechanics, fluency and form to find the writing mark, the researcher devides the achieving scores to be maximum score of the students' writing test finally, it is multiplied to 100.

2. THE NATURE OF PROGRESSIVE INQUIRY

a. Definition of Progressive inqury

The meaning of inquiry in English dictionary is the process of asking a question.[18] It means the inquiry is a process of request or asking for information about something or someone. According to the an old adage states: "Tell me and I forget, show me and I

[18] http://dictionary.cambridge.org/dictionary/english/inquiry. accesed on Mei 11,2018

remember, involve me and I understand ” that the last part of this statement is the essence of inquiry-based learning. Inquiry implies involvement the leads to understanding. According to Paula, inquiry-based learning is a strategy to learning that involves a process of exploring the natural or material world, and that leads to asking questions, doing observation and discussing the result of the observation to get the final conclusion.[19] It provides students the opportunity to construct the understanding necessary to produce deeper learning. Inquiry-based learning strategy also serves as a stimulus for learning, thinking and questioning.

Similarly, Alberta argues that inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely, and then build new understanding, meaning and knowledge.[20] It means that knowledge is new to students and may be used to answer a question as a task, 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 short of action, the activities and assignment in an inquiry- based learning classroom can be designed such that students work individually or

[19]Paula.2006.What is Inquiry-Based Learning. accessed on March 2018.

[20] Alberta Education,Focus on Inquiry: ATeacher’sGuide to Implementing Inquiry-basedLearning,(Canada: Learning Resources Center, 2004),p.1

together to solve problems involving both in class work and field work.

According to Leung inquiry can be viewed as a process for answering questions and solving problems based on facts and observations. At the classroom level, inquiry is a teaching strategy designed to teach students how to dealwith questions and problems encountered in various important generic skill through a variety of learning experiences. Students need to be given appropriate guidance and feedback by teachers while and after the learning process.[21]

The definition above states that inquiry-based learning gives the teacher opportunity to help students learn the content and course concept by having them chance to explore a question, develop the information and research a hypothesis. Thus, giving students more opportunity to inflect on their own learning, gain a deeper understanding of the course concepts in an integrated fashion, and become better critical thinkers.

In addition, the progressive inquiry approach is more focused on using and learning as a mean to develop information-

[21] Leung, W.L. 2004. Inquiry Learning in Primary Classroom: The Project Approach. http://ijl.cgpublisher.com/product/pub.30/prpd.824, accessed on March 2018.

processing and problem-solving skills. The system is more students centered, with the teacher as facilitator of learning.

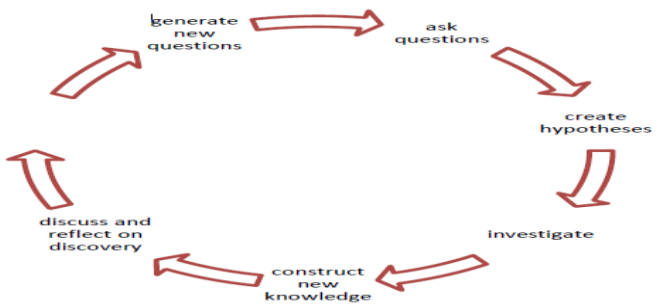
b. The Process of Progressive Inquiry

The progressive inquiry process is interactive, not linear. Students might refine or reject their original research question as they progress through the project and learn more about it. As Inquiry based-learning, discussion and reflection are vital part of the inquiry proces.

Discussion allows students to share the results of their investigation, compare their thoughts with comments from others, and share personal experiences in order to make sense of their ideas. Through reflection, students examine whether or not they have reached an adequate resolution to their question, what other conclusions could be made, and what questions result from the investigation.

On the other hand, Paula states that inquiry-based learning is a cyclical process :

Figure 1 : The Circle Process of Progressive Inquiry



Where is the first step is the learner asks question, it means these questions lead to the desire for answers to the question (or for solution to a problem) and result the beginning of exploration . Second hypotheses creation, it means these hypotheses lead to an investigation to test the hypothesis to find answer and solution to the question or problem, next the investigation it leads to the creation or construction of new knowledge based on investigating finds the learner discusses and reflects on this newly – acquired knowledge, which in turn leads to make questions and further investigation.

In the definition above, Paula states that there are some stages in inquiry process. Similar with Paula's statement, Inquiry Page Project has statement that the basic outline of the inquiry process includes five stages. They are as the following:[22]

(1) Ask: it begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences. A question or a problem comes into focus at this stage, and the learner begins to define or describe what it is.

(2) Investigate: at this stage the learner begins to gather information: researching resources, studying, crafting an experiment, observing, or interviewing, to name a few.

[22]Inquiry Page Project Process. http:// www.inquiry.uiuc.edu/downloaded on March 2018.

(3) Create: atthis stage the learner start to write their first draft based on their information from investigation result. The learner now under takes the creative task of shaping significant new thoughts, ideas, and theories outside of his/her prior experience.

(4) Discuss: at this point in the circle of inquiry, learners share their new ideas with others. The learner begins to ask others about their own experiences and investigations. Shared knowledge is a community-building process, and the meaning of their investigation begins to take on greater relevance in the context of the learner's society.

(5) Reflect: reflection is just that: taking the time to back at the question, the research path, and the conclusions made. The learner steps back, takes inventory, makes observations, and possibly makes new decisions. And so it begins again, thus the circle of inquiry.

In line with Wina Sanjaya that there are some stages in using PI are :[23]

(1) Orientation, foster the atmosphere of learning to be good situation.

(2) Formulated of the problem, bring the students in a matter of a riddle.

(3) Hypotheses, of the problem.

(4) Collected the data

(5) Test hypothesis, test the answer that will be accepted.

[23] Wina Sanjaya. Strategi pembelajaran.(jakarta: Kencana Prenada Media Grup. 2008),p201

(6) Summarize , a process to explanation.

According several theory above, the researcher will use the steps by Paula, where :

(1) Ask it means it begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences.

(2) Investigate it means at this stage the learner begins to gather information: researching resources, studying, crafting an experiment, observing, or interviewing, to name a few.

(3) Create it means at this stage the learner start to write their first draft based on their information from investigation result.

(4) Discuss it means at this point in the circle of inquiry, learners share their new ideas with others.

(5) Reflect It means taking the time to back at the question, the research path, and the conclusions made.

Besides, according to Sanjaya said that inquiry is a series of learning activities based on critical and analytical thingking to look for and find the answer of issue. By using inquiry based learning students can understand the process of writing. They can learn how to generate ideas and make a good organization by finding the answer of teacher students question. It also can develop their critical thinking in writing.[24]

[24] Wina Sanjaya, Strategi Pembelajaran orientasi Standar Proses Pendidikan.(Jakarta:Kencana.2008),p.201

From the statement above, progressive inquiry activities may be considered as one of the strategy to help students in learning to write and help the students to develop their critical thinking.

c. The advantages of progressive inquiry

The advantages of progressive inquiry according to Wina sanjaya, that teachers who adopt PI in learning approach help students identify and refine their "real" question into learning projects or opportunities. Inquiry is a particularly good approach for giving students an opportunity to learn with more freedom while reinforcing and imparting basic skill. It has some advantages as well:[25]

1. PI is a process of some aspect, first is kognitif, second is affective, the last is psikomotor in balanced.

2. PI give the students a freedom to choose their way in learning.

3. PI in accordance with the development of psychlogy.

4. PI helps the students more active.

[25] Wina Sanjaya, Strategi Pembelajaran orientasi Standar Proses Pendidikan.(Jakarta:Kencana.2008),p.208

In other theory Kuhlthau state that PI in learning has some benefits for students and teachers in teaching and learning. The benefits are: [26]

(1) they develop social, language, and reading skill.

(2) they constructtheir own meaning.

(3)They gain independence in research and learning.

(4) They have high level of motivation and engagement

(5) They learns strategies and skills transferable to other inquiry projects.

Then the benefits for teachers:

(1) They share responsibility in the instructional team.

(2) They share expertise of the team members.

(3) They teach content and information skills simultaneously.

(4) They make brainstorming and plan with more creativity.

(5) They can enhanceof content areas of the curriculum.

Based on the statement above, PI gives positive impact for the students. PI in learning, students become more positive and more independent. This is true for all students, including those with special

[26] Kuhlthau, C. C. Maniotes, L. K., & Caspari. A. K, Guided Inquiry: Learning in the 21st Century, (Santa Barbara, CA: Libraries Unlimited, 2007),p.56

needs who require more individual attention during the process. It also has some benefits for teacher and students.

d. The types of progressive inquiry

The development of progressive inquiry approach there are four models for progressive inquiry. According to Conole, are:[27]

1.Peer, collaborative inquiry learning: where the emphasis of the model is to facilitate and scaffold learners in dialog and discussion around the progressive inquiry process.

2. Hypothesis-driven inquiry learning: where the emphasi is on the inquiry process beginning with a hypothesis and designing the methods to prove it right or wrong

3. Multiple forms of representation: where the model helps guide the learner in seeing data in different forms of representation.

4. Modelling: where the model enables the learner to use modeling as part of the process of investigation. This fits with the 'adopting an evidence-based approach' characteristic.

In addition, the development of progressive are : peer, collaborative inquiry learning, which the students do collaborative in

[27] Conole, G.,Scanlon, E., Kerrawalla, L., Mulholland, Paul., Anastopulou, S., and Blake, C. 2008. From Design to Narrative: the Development of Inquiry-Based Learning Models. PI working paper: The Open University. Accessed March from http://oro.open.ac- uk/15267/2/38c07219.pdf/

learning, hypothesis-driven inquiry learning where the stdents begins with hypothesis, multiple forms of representation is a model to guide the students in learning, It can be conclud that in teaching writing, using inquiry with discussion as media tools can be categorized in peer or colaborative learning, where the students will understand with discuss in peer, besides discuss with their teacher. Then using the form right and wrong is a models for hypotesis driven-inquiry learning. Then using mind maping is a models to multiple form of presentation.

So the researcher used peer collaborative learning where it can facilitate the students in discussion around the inquiry process. Which begins with asking or question and finished with reflect. According to Conole that the model begins with a questions or problem being set, the students work individually and collaboratively to tackle the question, coming together to their findings and their reflect.[28]

B. REVIEW OF RELATED STUDIES

To suport this research , there are several research on writing which have been conducted by some researcher. One of the research studies was done Hendrias, his study about " The Effect Of Using Inquiry Toward Students' Speaking At The Second Grade of MTsN Kamang. He

[28] Conolo……..p,6

used quantitative research. The result of his research is inquiry can improve the students' speaking skill. [29]

In line with that one of research by Khusnul Khatimah about the implementation of inquiry-based learning in teaching English at the first grade of SMP N 2 Sawit Boyolalli in 2015-2016 her research study explains that inquiry-based learning strategy can improve the students' in study English. [30]

The last is the research of Umi Naina Ikhda. In her research she used the application question strategy to improve students' writing skill at the first grade of SMA N 1 Karangyar. The research design is action research. Her study show that the strategy can improve the students' writing.

In this researcher writes about the effect of using PI toward students writing skills' at MTs Al-Ma'arif Bukittinggi, the different of this research with the previous research before is, this research focus on students's writing according to some steps. But the previous reserach before show that the researcher use PI in teaching speaking. And the first researcher use the quantitative research in his study, Meanwhile the similarities of the research with the research before is same using experiment class and control class, same in using PI .Then, the different of this research with the second research is, the second research in her study

[29] Hendrias (2307. 004). IAIN Bukittinggi.

[30] Khusnul Khtimah, The Implementation Of Inquiry in Teaching English to the first grade of SMP N 2 Boyolalli. Universitas Muhammadiyah Surakarta.2012

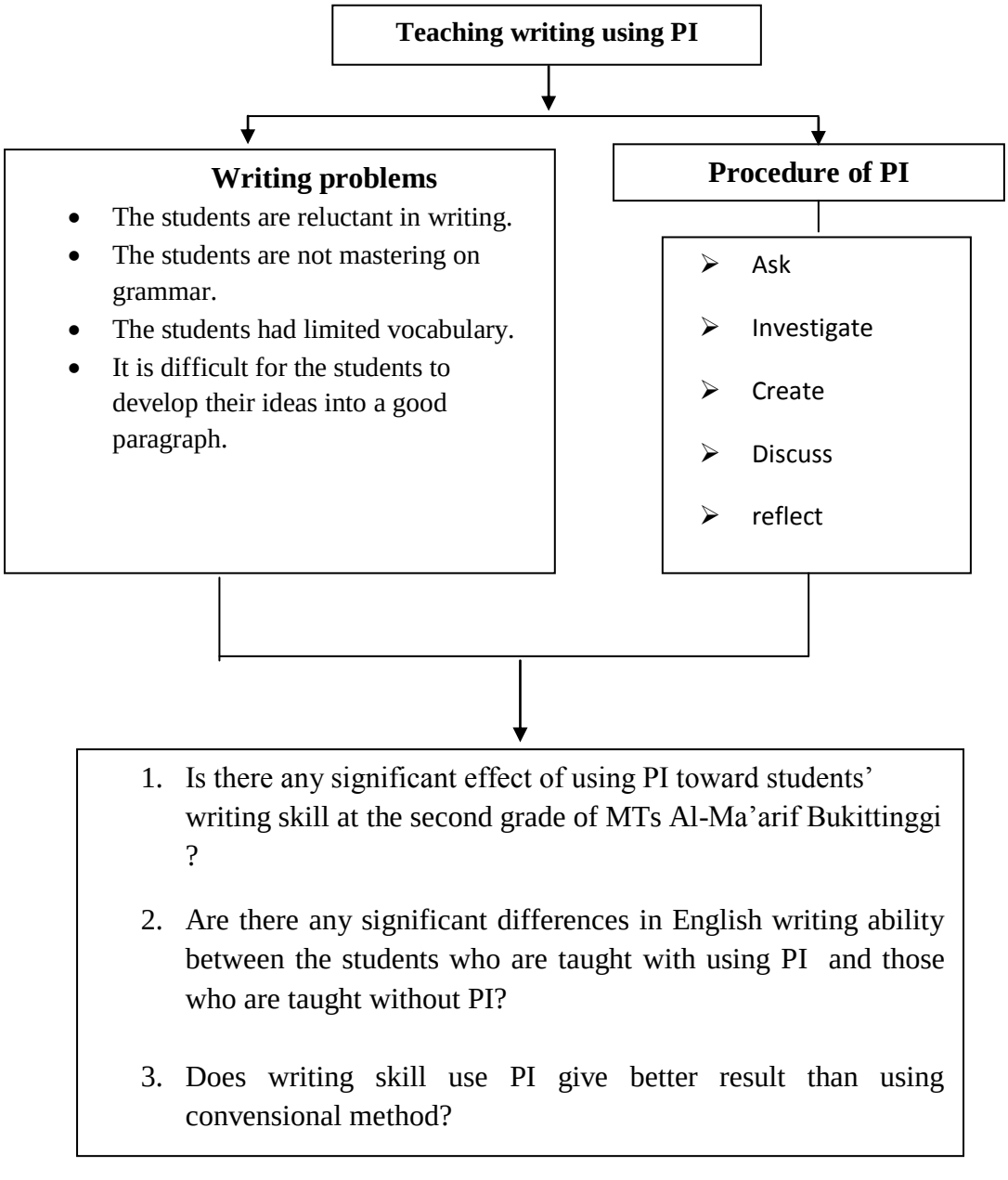
she use inquiry to see the implementation of inquiry-based learning in teaching English, but in this research the researcher use inquiry to see the effect of using progressive inquiry itself to the students' writing. The last, the different of this research with the third research are this research use progressive inquiry to the students' writing but the third research use question strategy in writing, and use action research but in this research use experimental quantitative research. And the similarity is same in writing skill.

The researcher would like to conduct the research about using progressive nquiry in teaching writing , which aim to know whether the progressive inquiry has the effect toward students' writing skill at the second class of MTs Al-Ma'arif Bukittinggi.

C. CONCEPTUAL FRAMEWORK

Concetual framwork below is a framework of theory problems that are taken by researcher, this concetual can be created as follow :

Figure 2 : Conceptual Framwork



According the conceptual framework above the relationship between two variables using in this research; students ability in writing

and PI strategy. Writing is a productive skill that produce a written form to express the ideas, feeling or the information to the readers. In this research the researcher found some writing problems of the students there are the students difficulties in writing, the students reluctant in writing, the students are not mastering on grammar, the students had limited vocabulary and the students difficulties to develop their ideas into a good paragraph.

The researcher wanted to improve students ability in writting skill, to improve the students writing skill the researcher used PI method, the steps or procedure to guide the students in writing using PI are, the first ask: it begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences. A question or a problem comes into focus at this stage, and the learner begins to define or describe what it is. Second, investigate: at this stage the learner begins to gather information: researching resources, studying, crafting an experiment, observing, or interviewing, to name a few. Third create: at this stage the learner start to write their first draft based on their information from investigation result. The learner now under takes the creative task of shaping significant new thoughts, ideas, and theories outside of his/her prior experience. Fourth, discuss: at this point in the circle of inquiry, learners share their new ideas with others. The learner begins to ask others about their own experiences and investigations. Shared knowledge is a community-building process, and the meaning of their investigation begins

to take on greater relevance in the context of the learner's society. Fifth, reflect: reflection is just that: taking the time to back at the question, the research path, and the conclusions made. The learner steps back, takes inventory, makes observations, and possibly makes new decisions. And so it begins again, thus the circle of inquiry.

Thus, this research indeed to know there any significant effect and significant difference by using PI toward students' writing skills at the second grade of MTs Al-Ma'arif.

CHAPTER III

RESEARCH METHOD

A. DESIGN OF THE RESEARCH

The design of this research is experimental quantitative research. According to Arikunto that experimental research is the research to know whether any causes or not from the treatment that is given to the subject.[31] It means, experimental research is the reseach that try to observe cause effect relationship. There were two classes used as experimental class and control class. The experimental class was given special treatment and the control class did not use the special treatment. The experimental research observe the possible of the cause effect relationship by giving treatment and to comparing the result of cotrol class. Beel says the principle of the experimental is that if two identical groups are selected, one of which (the experimental group) is given special treatment and the other (the control group) is not, then any differences between the two groups at the end of the experimental period may be attributed to the difference in treatment.[32]

In this research the researcher used a quasi experimental research, Gay says that quasi experimental design it is not just possible to randomly assign subjects two groups. In this research there were two groups, the first

[31]Suharsimi, Arikunto, Management Penelitian, (Jakarta:RinekaCipta, 2007), p.207
[32]Bell, J,Doing Your Research Project 3rdEdition.(Philadelpia: Open University Press. 1999), p.15

group was experimental group that gave a treatment, caricature, while the other group treated like usual such as the teacher just using handbook in teaching writing. As Gay states that the experiment group typically receive a new treatment, a treatment under the investigation, while the control group usually either receives a different treatment or is treated as usual.[33] This design involves at least two groups, both of which are formed by random assigment; both groups administered a pre test of dependent variable, one of group receive a new treatment and both groups are post tested. Post test scores are compared to determine the effectiveness of treatment. The pretest and post test control group design may also be expanded to include any number of experiment group or treatments group. The design of the research can be illustrated below :

Table 3.1: Design Pre And Post Test For The Research

	Pre- test	Treatment	Post-test
Experimental group	01	X	02
Control group	01	-	02

Describing :

01 : the first test (re test)

02 : the last test (Post test)

X : Treatment

[33] ibid p. 287

Based on the table above the researcher gave the new treatment to the experimental group (class). And both of that test are administrating to both of classes.

B. POPULATION AND SAMPLE

1. Population

The population of the data in this research was the second grade of MTs Al-Ma'arif Bukittinggi. Timothy said that population is an individual or group that represent all the members of a certain group or category of interest.[34] In line with that according to Encyclopedia of educational evaluation in Suharsimi Arikunto that population is a set or collection of all element prossessing one or more attributes of interest.[35] So population is one ore more students as the subject of research. The population of this research was the students of the second grade of MTs Al-Ma'arif Bukittinggi

Table 3.2 : The Total Number of The Second Grade

No	Class	Number of students
1	VIII A	19
2	VIII B	19

[34] Timothy C Urdan, Statistic in Plain, (London; Lauren Erlbaum Associates,2005),.1

[35] Arikunto, Prosedur Penelitian,(Jakarta; PT.Asdi Mahastya),p.130

Source: English Teacher of MTs Al-Ma'arif Bukittingggi

According the table above the population of this research was 38 students. There were 19 students in each class, so the total number of population was 38 students.

2. Sample

In the research, the researcher should determine the sample of the population to be researched. Furthermore, Gay stated sample is the process of selecting a number of individuals represent the large group which they were selected.[36] The researcher used total sampling in choosing the sample. Based on statment of Suharsimi Arikunto who noted that if the amout of population is less than hundred, so it's better to take all of the population as the sample of the research in order to make accurate generalization.[37] So, it was better to take all of the population as the sample of the research. Where, there were consist of class VIII A and VIII B, there were 19 students in each class as the sample. One of the classes became be the control group and the other one became the experimental group.

The researcher followed this steps to decide the experimental and control class :

[36] L..R Gay, *Educational Research: Competencies of Analysis and Application*,(Singapore: Merril, 1990), P.101

[37] Suharsimi Arikunto, *Prosedur Penelitian,* (Jakarta: Ribeka Cipta, 1998), P.107

1. Before doing experiment, the researcher collect the mark of the students' writing mid.

2. Test the normality of data. The purpose of testing the normality of data is to know whether the data speared out normally or not. The testing normality of the data was taken by using Normality test in SPSS software. The result was examined in these steps below:

   a. Measures the scores of pre-test and post-test in experimental and control classes by seeing sig.

   b. Take the conclusion, if sig >α (0.05), it can be concluded that the data is distributed normally.[38]

3. Test the Homogeneity of the Data.

   The purpose of this homogeneity is to know whether the population is homogeneous or not. F test is uses to test homogeneity of the data. F test in SPSS software. The result can be examined by taking conclusion, if the sig >α 0.05, it means the data is homogeneous.

4. After doing the normality and homogeneity of the data from the students' English Mid test, the researcher chose VIII A class as the Experimental Class and VIII B class as the control class, these classes were chosen directly because they were normal and

[38] Creswell, JhonW. Educational Research. Boston : 2012, p.187

homogeneous. It was shown by the result of normality test and F-test in Minitab 14. Total of sample was 38 students, where 19 students in each class.

C. INSTRUMENTATION

The instrumentation in this research was the writing test. There were two tests; pre-test and post-test. In constructing the test the writer consults the teacher and lecturer as the advisor. In order to make that test become valid and reliable, the researcher did validity and reliability test. As Suharsimi Arikunto state that, the main requirement of the test are validity and reliability, as explained below.[39]

1. Validity

   Validity concerns with a test that measure what is supposed to be measured and for whom it's aproriate. In other word, test is valid if it measures accurately what is intended to be measured. The type of the validity in this research was content validity. For instrumentation in test form, content validity used by comparing the instrument of the content with the material is done. Content validity is an instrument that has content approriateness to measure what is supposed to be measured.[40]

[39] Suharsimi, Arikunto, prosedur penelitian:suatu pendekatan praktek (Jakarta :Rineka cipta,2002), p.122

[40]Margono, metodologi penelitian pendidikan, (Jakarta:PT Rineka Cipta, 2007), P.187

In this case the researcher did validity of instrumentation to the experts were the lectures or English teacher .

2. Reliability

The test be reliable if it gives the constant result. Reliability is concerned with a test that consistenly measures whatever it measures. As Hughes said that, to make the test more reliable, they are first, the students should not given a choice and the range over which possible answer might vary should be restricted. Next, the test provided clear and explicit instruction. Next, the test is well laid out and perfectly legible. Next, the format and testing techniques are familiar for the students. The last is the identification students who do the test are only by number (students' attendence number) not their name.[41] So the reasearcher used analytic scoring, and as Hughes also states that a test which uses the analytic score will tend to make scoring more reliable.[42]

The analytic scoring was a method according to Arthur analytic scoring is a method of scoring which require a separate score for each of number of aspect of task. [43] So analytic

[41] Arthur, Hughes, Testing for Language Teachers ,(Camridge : Cambridge University press, 1990), p,91-93.

[42] Arthur, Hughes, ...p,91-93.

[43] Arthur, Hughes,……p. 171.

scoring was a evaluating written text that assigns individual scores, to separate aspects of writing quality, such as organization, ideas, structure, word choice and mechanics.

So, in this research the instrument was reliable, because in evaluated the students written text, the researcher used the analytic scoring by Jhon Anderson, it based on grammar, vocabulary, mechanic, form, and fluency. Where each aspects with the highest level was 6 and the lowest level was 1, for the students' score calculated with achieved score to be maximum score of the students' writing test finally, it was multiplied to a hundred, for the students score see appendix 6.

D. TEQNIQUE OF DATA COLLECTION

In line with the reseach design above, the data was taken from the students' writing test. The pre-test was given to the experimental at 2nd October 2018 and the control class before giving the treatment at 5th October 2018. Then the students given treatment to experiment class was done at 9th and 16th October 2018 and given conventional treatment to class control at 12th and 19th October 2018. The students were asked to write a paragraph as the writing test. The pre-test was used to know the students' writing skill at the beginning. The post-test was given to the experimental class at 30th October 2018 and

control class at 2th November 2018 after giving treatment to experimental class. The students were asked to make a paragraph from the topic was given.

The post-test was used to know the development of the students writing skill at the ending. The scores of the students on these were collected in order to be used as the data.

E. TECHNIQUE OF DATA ANALYSIS

In technique data analysis the researcher used the t-test in analyzing data. Suharsimi Arikunto said that, in the research there are control class and exerimental class, the researcher uses t-test to analyze data. [44]

Formula, $t = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$

Where : t : the score of t-calculated.

$\overline{X}$: mean of experimental class.

$\overline{X}$: mean of the control class

SS_1:sums of squares of exerimental class

[44] Suharsimi,Arikunto, Manajemen Penelitian.....p,392

SS_2: sums of squares of control class

n 1: number of Experimental class

n 2: number of control class

Pre-test and post-test was used same formula in scoring, to see whether there was no significance in improving writing skill between students who use treatment and usual treatment. In pre-test and post-test the researcher used the table to collect the data.

For the next, to answer the hypotesis it was compare between t-obtained to the value of t in the table at the degree of freedom α =0,05. To find out the whether value of t obtained indicated significant difference. The researcher was consult the t-test result into t-table by considering the requirements below :

$t\text{-}_{test} \geq t\text{-}_{tab}$, it means H_a is accepted and H_o is rejected.

$t\text{-}_{test} < t\text{-}_{tab}$, it means H_a is rejected and H_o is accepted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

This chapter describe about the analysis of the data collected to answer the research questions as follow :

1. Is there any significant effect of using progressive inquiry toward students' writing skill ?
2. Are there any significant differences in English writing ability between the students who are teaching with using progressive inquiry and those who are teaching without progressive inquiry?
3. Is the writing skill use progressive inquiry give better result than using convensional method?

1. Description of Data

The data of this research was taken from the scores of pre-test and post-test which were conducted to both of class; experimental and control class. The researcher analyzed by using the analytic method of scoring by Anderson. The scores were calculated from the five criteria of the standardization of measurement the writing test: grammar, vocabulary, mechanic, fluency and form.

There were 38 students involved in the pre-test and post-test: 19 students in control class and 19 students in experiment class.

a. Data from pre-test of experimental class and control class

Pre-test was the data analysis that had been given by the researcher at the first meeting before conducting the treatment for experiment class at 2nd October 2018.

The analysis of pre-test scores attained by the experimental class was as follows:

Table 4.1 :

Pre-Test Score of class VIII A (Experiment Class)

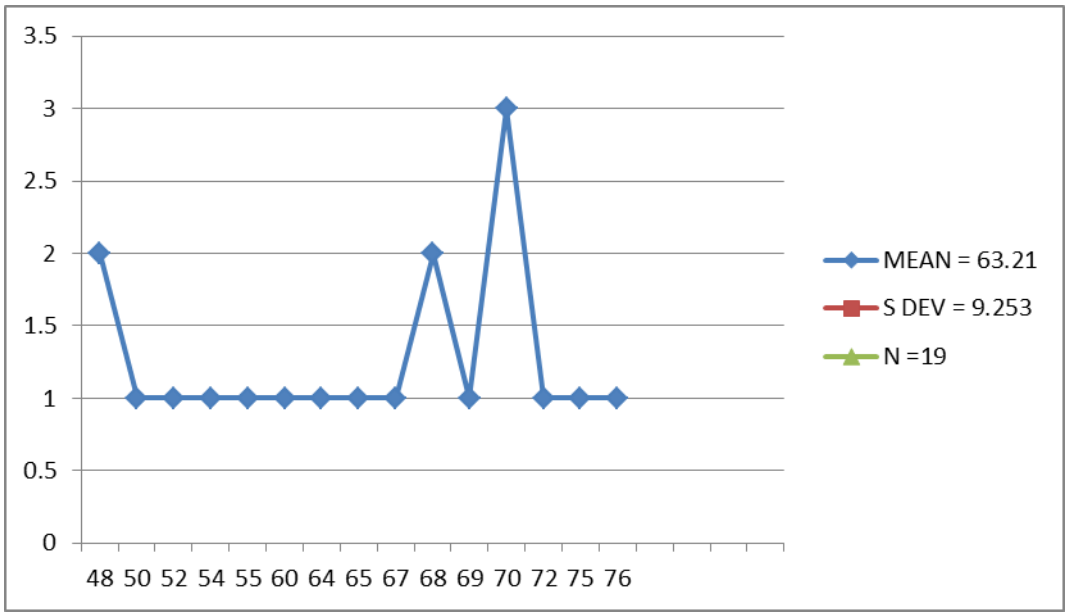
No.	CODE OF NAME	X1
1	AK	70
2	AFS	75
3	AI	64
4	CAN	55
5	DZ	52
6	EA	69
7	FA	72
8	LZ	67
9	LM	68
10	NH	60
11	NA	48
12	NR	54

13	PPS	50
14	RDP	70
15	RAP	68
16	SS	65
17	SDP	70
18	TDA	48
19	ZA	76

The information of table 4.1 can be simplified to this figure :

Figure 3 :

Pre-test Score of Experimental Class



The table and the figure above showed that the lowest score of pre-test gained by the experimental class is 48 and the highest score is 76. It was found

that there are only two student who got score more than 73 , than three students got 70, and the other students got under 70 . The mean score was 63.21, the standard deviation was 9. 253. Consequently, it indicated that most students still had less comprehension in writing.

The analysis of pre-test scores attained by the control class was as follow:

Table 4.2:

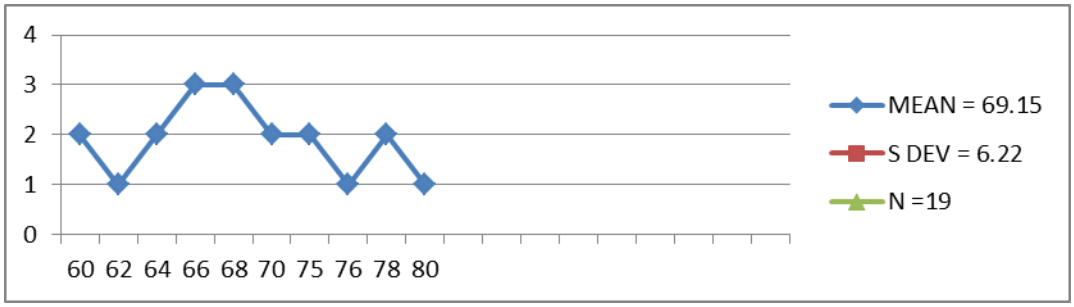
Pre-Test Score of class VIII B (Control Class)

No.	CODE OF NAME	X1
1	AC	64
2	A	66
3	AR	66
4	ARS	70
5	CAA	68
6	EAA	78
7	HP	68
8	IS	80
9	K	78
10	KHA	75
11	NCK	76
12	NLA	66
13	NA	70
14	NH	75
15	PS	68
16	SM	60
17	SE	62
18	TS	64
19	Z	60

The information of table 4.2 can be simplified to this figure :

Figure 4 :

Pre-test Score of Control Class



From the table and graphic above, it was found that the number of students was 19,then, the mean score was 69.15, next, the standard deviation was 6.22. For the students score there were 5 students got score more than 75 and the 14 students got less than 75, it indicated that most students still had less comprehension in writing. It was the same with the experimental class in which there were low score under averag

Table 4.3:

The Result of the Calculation of Scores Gained from the Pre-test

Class	n	Mean	S dev	The lowest score	The highest score
Experimental	19	63.21	9.25	48	76
Control	19	69.15	6.22	60	80

The table above showed that there were 19 students in each class that were involved in the pre- test which the lowest score of experiment class was 48 and the highest was 76 but in the control class the lowest score was 60 and the highest score was 80. The mean of the experimental class pre-test score is 63.21while the mean of the control class pre-test is 69.15 and the standard deviation was 9.25 for control class and 6.22 for control class.

b. Data from the Posttest of the Experimental and Control Group

The posttest was conducted at the end. The posttest was given to the experiment and control group after treated. Both group were given the same test material and time allocation. The data gained from the posttest score of the experimental group were as follow:

Table 4.4 :

Post-test Score of the Experiment Class

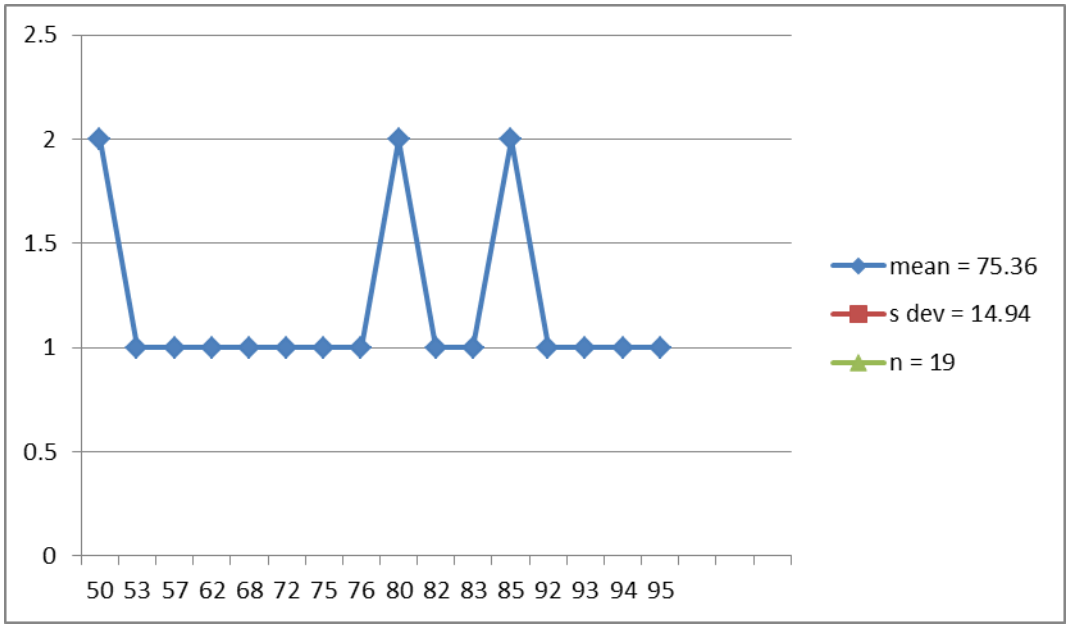
No.	CODE OF NAME	X1
1	AK	93
2	AFS	82
3	AI	50
4	CAN	53
5	DZ	62
6	EA	72
7	FA	68
8	LZ	80
9	LM	75
10	NH	76
11	NA	80
12	NR	95

13	PPS	85
14	RDP	92
15	RAP	85
16	SS	50
17	SDP	83
18	TDA	94
19	ZA	57

The information of table 4.4 can be simplified in graphic below:

Figure 5 :

Post-test Score of Experimental Class



From the table and graphic above, it was found that there were 19 students in experiment class, the mean score of students post-test was 75.36, the

standard deviation was 14.94, the standard deviation was 14.94, and the students score were 4 students got score more than 90 and 15 students got score less than 90. Therefore, it indicated that most students had less comprehension in writing.

The result of the students' score from the post-test scores of the control class were as follow:

Table 4.5 :

Post-test Score of the Control Class

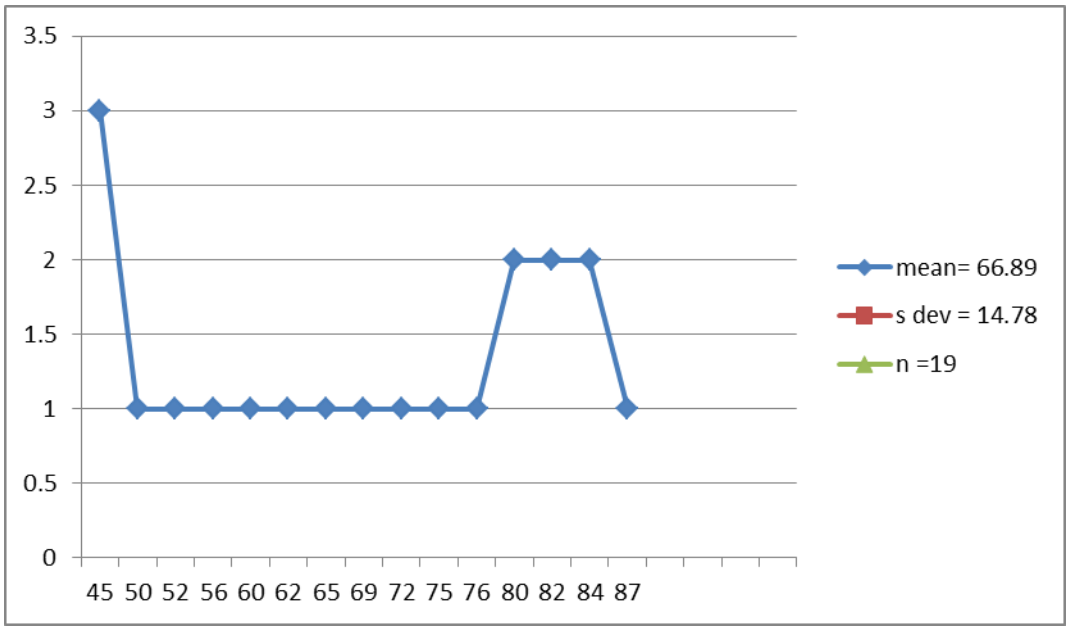
No.	CODE OF NAME	X1
1	AC	76
2	A	75
3	AR	50
4	AR	87
5	CAA	45
6	EAA	52
7	HP	45
8	IS	62
9	K	65
10	KH	80
11	NCK	72
12	NLA	45
13	NA	69
14	NH	84
15	PS	56
16	SM	82
17	SE	82
18	TS	60

19	Z	84

The information of table 4.5 can be simplified in graphic below:

Figure 6 :

Post -test Score of control Class



From the table and graphic above, it was found that from 19 students there were 10 students got score more than 70 and 9 students got score less than 70.

Then, the mean was 66.89, standard deviation was 14.78 . Hence, it indicated that most students had enough comprehension in writing.

Based on the calculation of the scores gained in the post-test of writing test of both class, it can be summarized as follows:

Table 4.6:

The Result of the Calculation of the Score Gained from Posttest

Class	n	mean	S dev	The lowest score	The highest score
Experimental	19	75.36	14.94	50	95
Control	19	66.89	14.78	45	87

The table above showed that in the post-test that the number of students was 19 students for each class. Then the mean score of the experimental class was 75.36, while the mean score of control class was 66.89. Next, the standard deviation for each class were 14.94 for experiment class and 14.78 for control

class. The last were the higher and the lower scores, the higher scores were 95 for experiment class and 87 for control class and the lowest were 50 for experiment class, 45 for control class.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and the control class. The comparison test result of pre-test and post-test from the experimental and the control class were showed in the following table:

Table 4.7:

The comparison of pre-test and post-test of the experimental and control class

The result	Pre test	Post test
Experimental class	mean = 63.21 s dev =9.24	mean = 75.36 s dev =14.94
Control class	mean = 69.15 s dev = 6.22	mean = 66.89 s dev = 14.78

Based on the table above, the post-test result of the experimental class was higher than the pre-test result (75.36 higher than 66.89). It means that the treatment that has been used by the researcher can help the students in improving

the students' writing skill. The comparison of the post-test results between experimental and control class showed that the control class test result was lower than experimental class. It was indicated by the mean score of the post-test result of control class (66.89) is lower than the experimental post-test result (75. 36).

2.Analysis of the data

The researcher used two kinds of the analysis of the data in this research were pre-test and post-test, there were two classes, the first class was experiment class and the other class was control class, where there that class were equal since at the beginning of the research because they were normal and homogeneous, it was approved by the normality and homogeneity test of the daily test that were given to the both classes. In order to analyze the data of pre-test and post-test of control and experiment al classes were done by following the steps below :

a. Tabulating the data

First the researcher tabulated the data that were taken from pre-test and post-test. see appendix 6.

b. Testing the normality and homogeneity of data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes both experimental and control classes were equal at the beginning of the research because they were normal and homogenious. The researcher used a software called SPSS to find out whether the

data was distributed normally or not and obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pre-test Score of Experiment Class

The normality test of pre-test score of the experimental class can be showed by the figure below:

Figure 7:

Test Normality Pre-test Score of Experiment Class

One-Sample Kolmogorov-Smirnov Test

		VAR00001
N		19
Normal Parameters[a,b]	Mean	63.2105
	Std. Deviation	9.25310
Most Extreme Differences	Absolute	.185
	Positive	.128
	Negative	-.185
Kolmogorov-Smirnov Z		.807
Asymp. Sig. (2-tailed)		.532

a. Test distribution is Normal.

b. Calculated from data.

The table above show the samples was distributed **normally** because the value of sig was higher than 0.05, it was 0.532 > 0.05**.**

b. **Normality Test of Pretest Score Control Class**

The normality test of pre-test score of control class can be showed by the figure below:

Figure 8 :

The Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		VAR00002
N		19
Normal Parameters[a,b]	Mean	69.1579
	Std. Deviation	6.22060
Most Extreme Differences	Absolute	.153
	Positive	.153
	Negative	-.142
Kolmogorov-Smirnov Z		.666
Asymp. Sig. (2-tailed)		.767

a. Test distribution is Normal.

b. Calculated from data.

The table above show the samples was distributed **normally,** because the value of sig was higher than 0.05, it was 0.767 > 0.05**.**

c. **Normality Test of Post-test Score of Experiment Class.**

The normality test of post-test score of the experimental class can be showed by the figure below:

Figure 9 :

The Normality Post-Test of Experiment Class

One-Sample Kolmogorov-Smirnov Test

		VAR00002
N		19
Normal Parameters[a,b]	Mean	75.3684
	Std. Deviation	14.94512
Most Extreme Differences	Absolute	.148
	Positive	.101
	Negative	-.148
Kolmogorov-Smirnov Z		.645
Asymp. Sig. (2-tailed)		.800

a. Test distribution is Normal.

b. Calculated from data.

The table above show the samples was distributed **normally,** because the valie of sig was higher than 0.05, it was 0.800 >0.05**.**

e. Normality Test of Post-test Score of Control Class.

The normality test of post-test score of the experimental class can be showed by the figure below:

Figure 10 :

The Normality Post-Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		VAR00001
N		19
Normal Parameters[a,b]	Mean	66.8947
	Std. Deviation	14.78699
Most Extreme Differences	Absolute	.129
	Positive	.106
	Negative	-.129
Kolmogorov-Smirnov Z		.563
Asymp. Sig. (2-tailed)		.909

a. Test distribution is Normal.

b. Calculated from data.

The table above show the samples was distributed **normally,** because the value of sig was higher than 0.05, it was 0.909 >0.05**.**

d. Homogeneity Test of the Pretest Score from the Control and the Experiment Class.

The data from the pre-test of the experimental and control class are homogeny as presented in the figure below:

Figure 11 :

The Homogeneity Test of Control Class and Experimental Class

ANOVA

VAR00002

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	730.991	9	81.221	.902	.560
Within Groups	810.167	9	90.019		
Total	1541.158	18			

The table above shows that the sig was bigger than 0,05, it was 0,560> 0,05. It can be concluded that the samples are **homogeneous.**

e. Homogeneity Test of the Post-test Score from the Control and the Experiment Class.

The data from the pre-test of the experimental and control class are homogeny as presented in the figure below:

Figure 12:

The Homogeneity Test of Control Class and Experimental Class

ANOVA

VAR00002

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2245.421	14	160.387	.361	.931
Within Groups	1775.000	4	443.750		
Total	4020.421	18			

The table above shows that the P-value was bigger than 0,05, it was 0,0931 > 0,05. It can be concluded that the samples are **homogeneous.**

2. Testing the hypothesis

After finding the mean score, the standard deviation, and the value of t obtained by using t-test of both classes, the hypothesis was tested. The hypothesis of this research was tested as follow :

a. The first hypothesis :

The first hypothesis of this research was:

Ha: there is significant effect of using progressive inquiry toward students' writing skill (Ha : $\mu 1 \neq 0$)

H0 : there is not significant effect of using progressive inquiry toward students' writing skill (H0 : $\mu 1 = 0$)

It means that the first hypothesis states that Ha there is a significant effect of using progressive inquiry toward students' writing skill. While, Ho means there is no significant effect of using progressive inquiry toward students' writing skill.

Ho is accepted or rejected ,which the value of *t obtained* was compared with the value of the t *table.* if the value of *t obtained* is same or less than the value of t *table* or *t obtained* located between -t *table* and + t *table,* the Ho hypothesis is accepted. However, if the value of *t obtained* is bigger than the value of t *table.*

Analysis of pre-test and post-test scores of experimental by using t-test formula:

$$t = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left(\frac{ss1+ss2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$= \frac{\overline{75.36} - \overline{63.21}}{\sqrt{\left(\frac{4020.43 + 65239.84}{19+19-2}\right)\left(\frac{1}{19} + \frac{1}{19}\right)}}$$

$$= \frac{11.95}{\sqrt{\left(\frac{69260.27}{36}\right)(0.105)}}$$

$$= \frac{11.95}{\sqrt{17.389}}$$

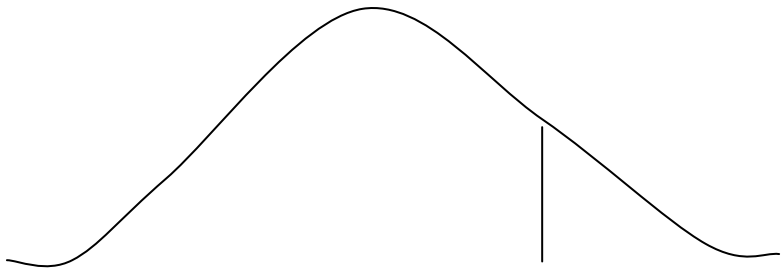
$$= \frac{12.15}{4.17}$$

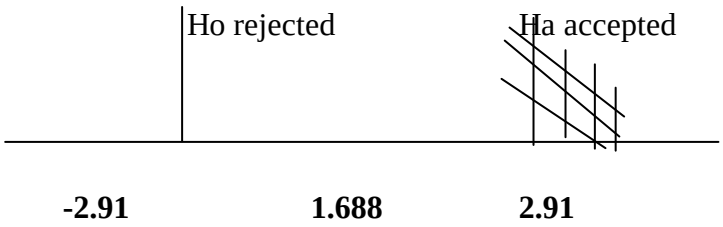
$$= 2.91$$

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{X}2$) is 75.36. It is greater than the mean score of the pre-test ($\bar{X}1$), 63.21, the alternative hypothesis Ha is accepted. It was found that *t obtained* was 2.91 and the t *table* for degree freedom (df) = (na + nb - 2) = (19+19- 2) = 36 with level of significant 0,05 was 1.688 Through comparing *t obtained* (2.91) and t *table* (1.688), it was found that *t obtained* was bigger than the t *table.* in other hand, *t obtained* located after the t *table.* it is shown in the figure below :

Figure 13 :

The curve of t-test result in the pre-test and post-test of experimental class





From the data , it means that alternative hypothesis (Ha) was accepted and (Ho) was rejected, because *t obtained* was higher than t *table.* So it can be concluded that there was a significant effect of using progressive inquiry toward students' writing skill.

b. The second hypothesis :

Ha: there are significant differences of students' writing skill between the students who are taught with progressive inquiry and the students who are not teaching with progressive inquiry.(Ha : $\mu 1 \neq \mu 2$)

Ho : there are no significant differences of students' writing skill between the students who are taught with progressive inquiry and the students who are not teaching with progressive inquiry.(H0 : $\mu 1 = \mu 2$)

To measure whether the research would accept or reject the hypothesis, the researcher used the formula t-test to find whether Ho was accepted or rejected, the value of t obtained was compared with the value of t table. if the value of t obtained was same or less than the value of the t table the null hypothesis (Ho) was accepted.

Analysis of post-test scores of experiment and control class by using t-test formula:

$$\overline{X1} = \frac{\sum X1}{n1}$$

$$= \frac{1432}{19} = 75.36$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n1}$$

$$= 111948 - \frac{(1432)2}{19}$$

$$= 111948 - 107927.57$$

$$= 4020.43$$

$$\overline{X2} = \frac{\sum X2}{n1}$$

$$= \frac{1271}{19}$$

$$= 66.89$$

$$SS2 = \sum X2^2 - \frac{(\sum X2)^2}{n1}$$

$$= 88959 - \frac{(1271)2}{19}$$

$$= 88959 - 85023.21$$

$$= 3935.79$$

$$t = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left(\frac{ss1+ss2}{n1+n2-2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$= \frac{\overline{75.36} - \overline{66.89}}{\sqrt{\left(\frac{4020.43 + 3935.79}{19 + 19 - 2}\right)\left(\frac{1}{19} + \frac{1}{19}\right)}}$$

$$= \frac{8.47}{\sqrt{\left(\frac{7956.22}{36}\right)(0.10)}}$$

$$= \frac{8.47}{\sqrt{22.1006}}$$

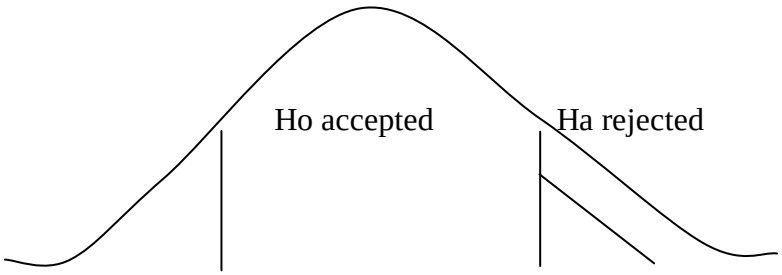
$$= \frac{8.47}{4.70}$$

$$= 1.802$$

From the calculation of post-test scores of the both classes, the mean score of the post-test ($\overline{X}1$) of the experimental class is 75.36. It is higher than the mean score of post-test of the control class ($\overline{X}2$), 66.89. Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the t obtained. It was found that t obtained is 1.802 and the t table for degrees of freedom (df) = (19+19 – 2) = 36 with alfa =0.025 is 2.028. Through comparing the t obtained (1.802) and t table (2.028), it was found that the t obtained was less than the t table. It was shown in the figure below:

Figure 14 :

The curve of t-test result in post-test of experiment and control class



-1.802 1.802 2.028

From the data , it shown that alternative hypothesis (Ha) was rejected and (Ho) was accepted, because *t obtained* located before t *table* or t obtained was less than t table**.** so it can concluded that there is there was not significant differences of students' writing skill between the students who were taught with progressive inquiry and the students who were not teaching with progressive inquiry.

c. *The third hypothesis :*

Ha: the students' writing skill of the student who are taught with progressive inquiry is better than the students who are not teaching with progressive inquiry.(Ha : $\mu 1 > \mu 2$)

Ho : the students' writing skill of the student who are taught with progressive inquiry is not better than the students who are not teaching with progressive inquiry.(H0 : $\mu 1 > \mu 2$)

The data was gotten to prove the hypothesis above is the same with the data to prove the second hypothesis. The difference occurs in the form of one-tailed or two-tailed tests and the third hypothesis is in the form of one-tailed test. From the second hypothesis above, it was found that t obtained is 1.85 and the t table for degrees of freedom (df) = (19 + 19 – 2) = 36 with alfa ½ dari 0.05 was 2.028. Trough comparing the t obtained (1.85) and t table (2.028), it is found that

the t table was greater than the t table. The result of the t-test is shown in the following figure:

Figure 15 :

The curve of t-test result in post-test of experiment and control class

Ho accepted Ha rejected

1.802 2.028

It means Ho was accepted and Ha was rejected. So the students' writing skill of the student who were taught with progressive inquiry was not better than the students who were not taught by progressive inquiry.

B. Discussion

This section was intended to discuss the result of research findings based on the related theory. All data collection from the research instrument provided information of the research findings. The result of the students score was calculated with a software called SPSS.

In this research, the researcher devided the class as the control class and experiment class which the reseacher conducted 4th meeting for each class, which at the first meeting the researcher gave a pre-test to experiment class and control class, then the second and the third meeting the researcher gave a new treatment it was the progressive inquiry to the experimental class and gave a

conventional treatment to the control class and the last meeting the researcher gave a post-test to both of class.

Based on Graham and Perin that the progressive inquiry can help the students to improve their ideas into a paragraph, or the progressive inquiry can help the students in writing[45]. Based on the the finding of this reserach, that the progressive inquiry gave a significance effect toward students writing skill. It can be shown from the calculation of pre-test and post- test scores of the experimental class that used t-test formula, it found that t obtained was higher than t table (2.91 > 1.688) it can be concluded that the alternative hypothesis was accepted and null hypothesis was rejected. So, the theory of Graham and Perin was in line with the result of the research.

Besides, from the data analysis above that there were not significant differences of the students' writing between who were taught with progressive inquiry and the students who were not teach with progressive inquiry. It can be shown from the calculation of post-test scores of experiment class and control class that t obtain was (1.802) and t table was (2.028) so, Ha was rejected and Ho was accepted . So, the theory of Wina sanjaya was not in line with the result of the researcher, that progressive inquiry helps the students more active.[46].

Furthermore, the research finding that the students' writing skill of the students who were taught with progressive inquiry was not better than the students who were not teach with progressive inquiry. According to the data obtained that t

[45]Stave, Graham and Dolores Perrin, Writing Next, Effective Strategies in Improve Writing of Adolescents in Midle and High School Education, 2007), p.22

[46]Wina Sanjaya, Strategi Pembelajaran orientasi Standar Proses Pendidikan.(Jakarta:Kencana.2008),p.201S

obtain was (1.802) and t table was (2.0281) so the alternative hypothesis was rejected and null hypothesis was accepted.

In conclusion, progressive inquiry can not be used as a good strategy in teaching writing at MTs Al-Ma'arif Bukittinggi.

CHAPTER V

CONCLUSION AND SUGESTION

A. CONCLUSION

Based on the finding and the discussion in the previous chapters the researcher concludes this research that focus on students' writing skill through progressive inquiry.

1. The use of progressive inquiry in teaching writing to the 8th grade students of MTs Al-Ma'arif Bukittinggi has a significant effect in increasing the students' writing skill. It was supported by the data, in which the mean score of the students in the pre-test from the experimental group 63.21 which has been improved in the posttest, in which the students' mean score is 75.36. In applying the t-test formula it is found that t-obtained is 2.91 which is higher than t-table 1.688. It means that hypothesis (Ha) of this research could be accepted that using progressive inquiry gave significant effect toward the students' writing skill.

2. There was not significant difference effect between the students who were taught by using progressive inquiry and conventional method. It was found that the value of t test 1.802 it was less than the value of t-table, 2.028. it means that alternative hypothesis was rejected and null hypothesis was accepted.

3. The use of progressive inquiry in teaching writing was not better than conventional method. It was proved by the data of the posttest of both group where the mean score of experimental group is 75.36 and the mean score of control group is only 66.89, meanwhile both group have the same level of ability in the pre-test.

B. SUGGESTION

Based on the finding of the research, the researcher would like to propose some suggestions as following:

1. Based on the result of the research, the English teacher is recommended to use progressive inquiry as an alternative teaching method especially teaching writing comprehension. The teacher are hoped to facilitate the students on practicing the method or provide students with varying material to be learned.

2. The teachers suggested to used progressive inquiry in teaching writing skill in order to make the teacher explain the materials easily.

3. Students also need to improve their writing skill by using progressive inquiry in order to improve their knowledge.

4. Further researchers are suggested to conduct a study on the effect of progressive inquiry in the teaching of other skill to explore the use of the method in other contexts.

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