EXPLORING STUDENTS' INQUIRY LEARNING STRATEGY IN LEARNING ENGLISH

THESIS

Submitted by

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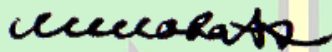for the Bachelor Degree of Education in English Language Teaching

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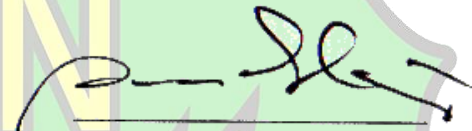16 Syawal 1445 H

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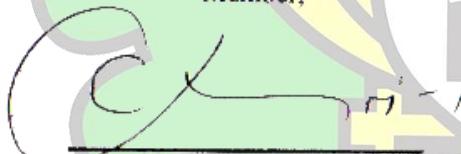
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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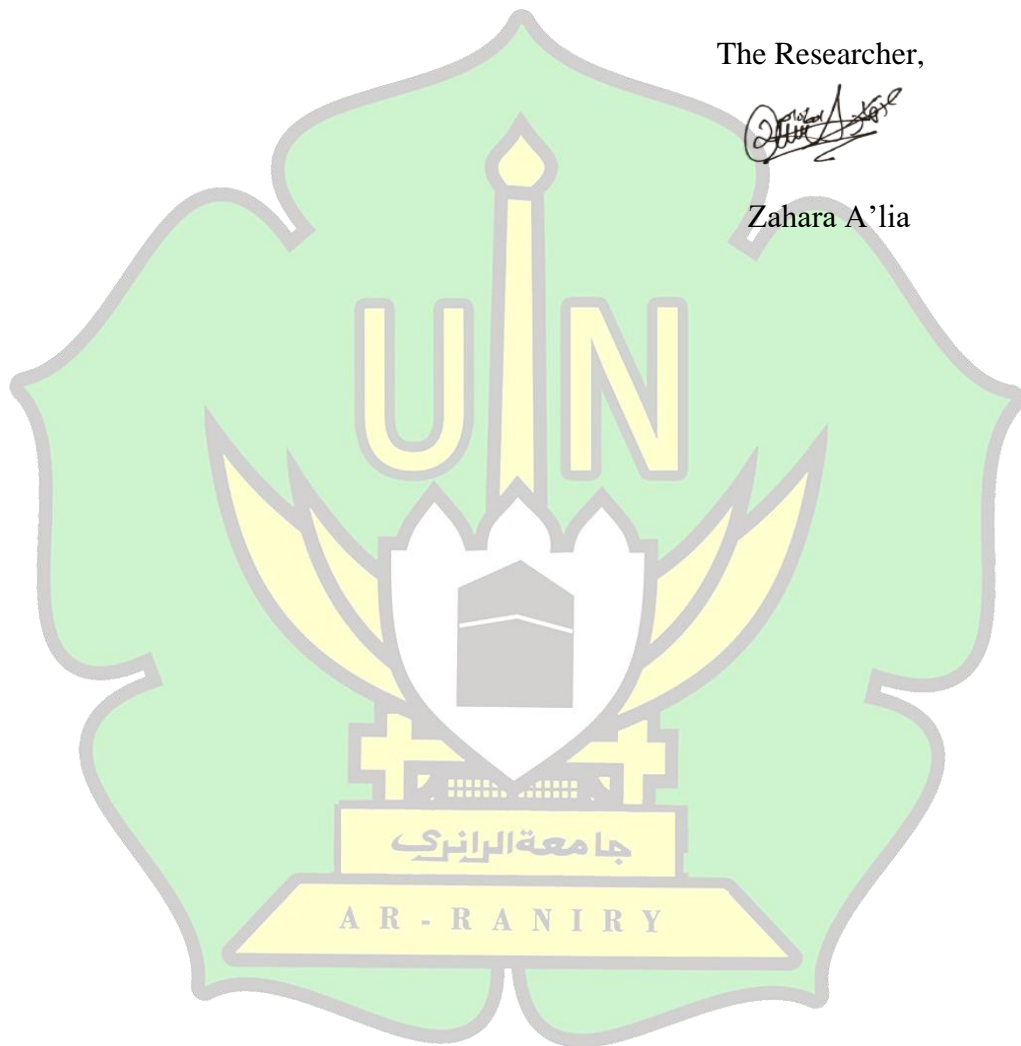
I have tried really hard to finish the thesis. However, I realized that there were numerous flaws in this thesis. Therefore, I need suggestions and helpful criticism from readers to improve this thesis.

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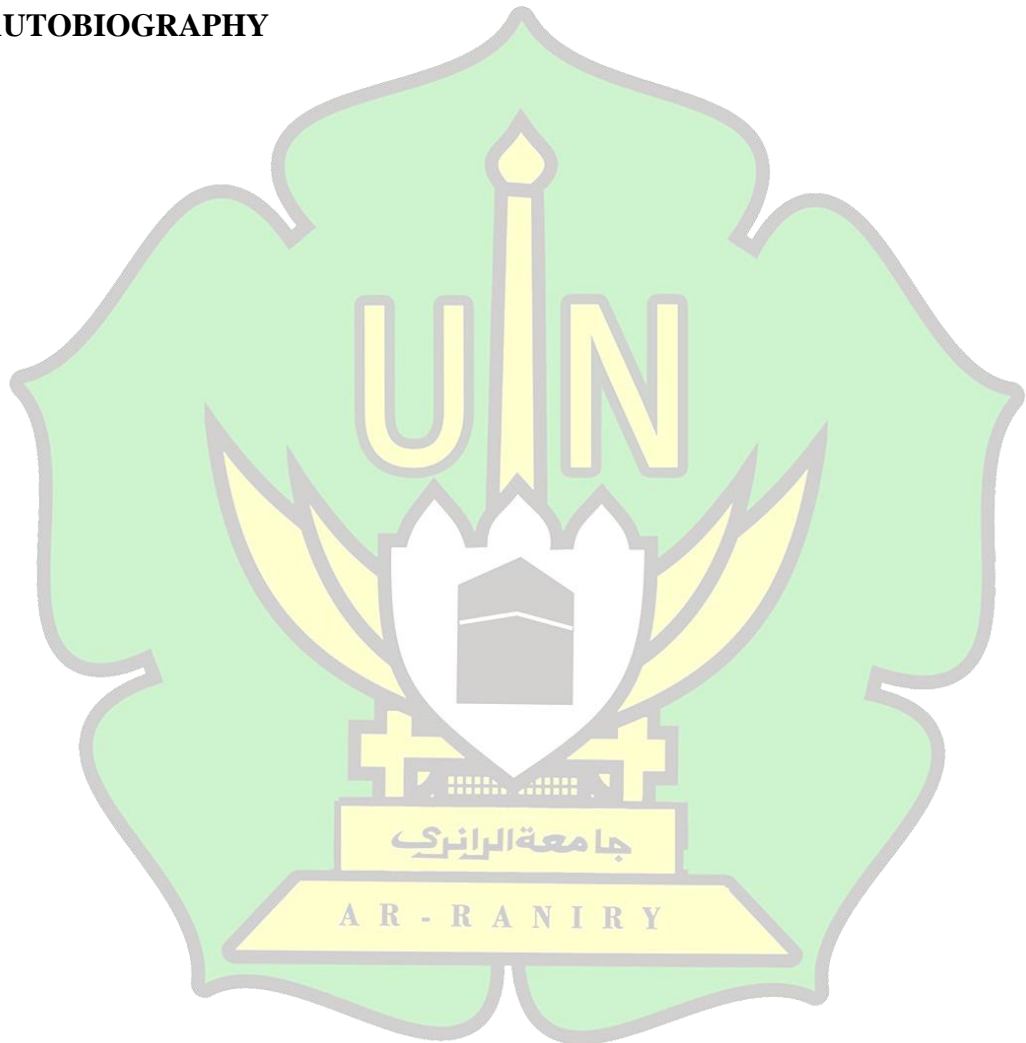
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ABSTRACT

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The Working Title	: Exploring Students' Inquiry Learning Strategy in Learning English
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In the learning process, students are required to be active and think critically to understand the learning material. Therefore, learning strategy is one of the factors needed in the learning process. Teachers are expected to be able to use suitable learning strategies to create a positive, effective and enjoyable learning atmosphere. This research was aimed to explore whether using inquiry learning strategy in learning English could improve students' material mastery of the second-grade students of SMPN 9 Banda Aceh. This research used quantitative methods with a pre-experimental research design carried out in a single class. Research data was obtained from four meetings (two weeks) that were used to give pre-test, treatment, post-test and questionnaire. Purposive sampling was used to select the participants with a total 27 students. The result showed that their post-test scores were higher than that of pre-test with the average of post-test was 77,77, while the average of pre-test was 50,37. It seems to suggest that inquiry learning strategy affected the process of English learning because the result showed that there was an increase in students' scores after being given treatment using inquiry learning strategy. And also, almost all students gave positive responses about the use of inquiry learning strategy in the learning process.
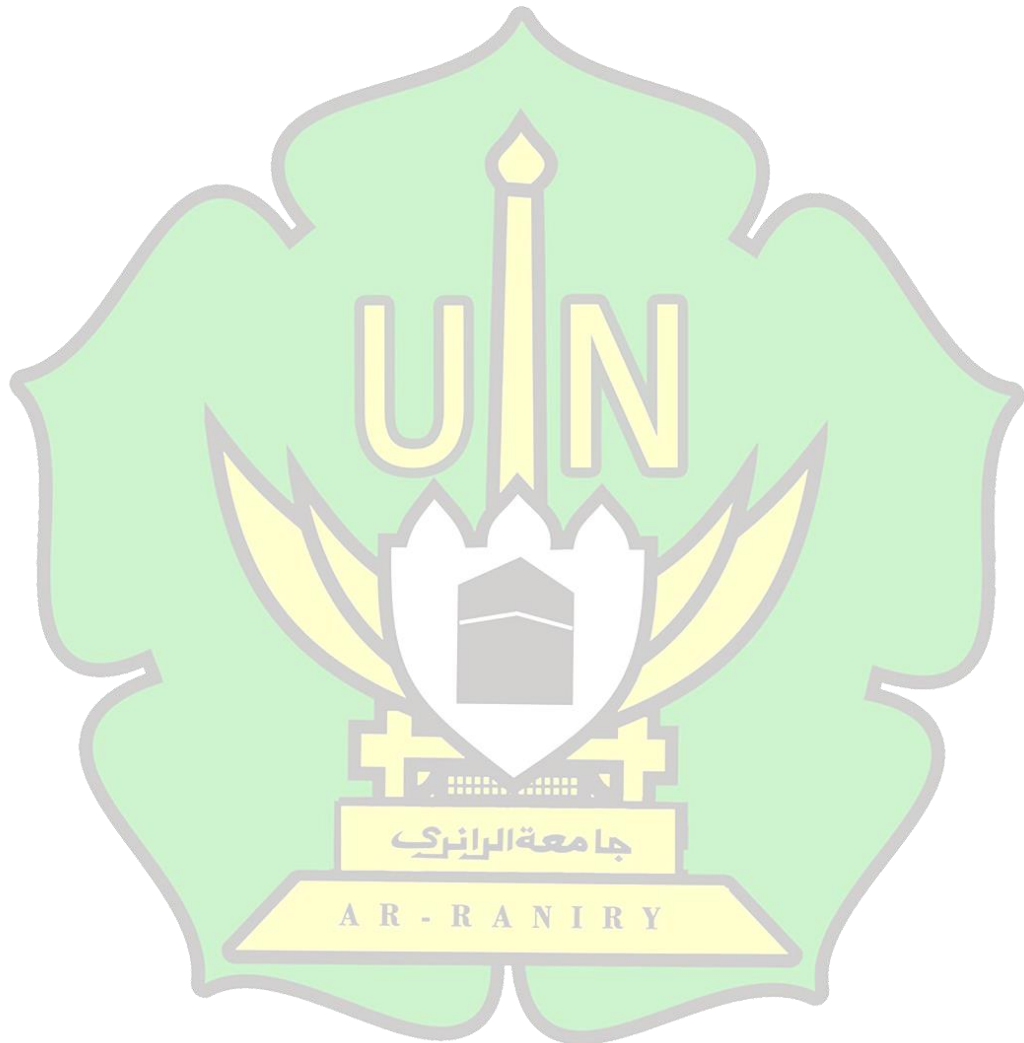
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CHAPTER I
INTRODUCTION

A. Background of Study

Inquiry based learning is a form of active learning that encourages students to ask questions, conduct research, and explore new ideas. Mulyasa (2008) states that inquiry learning is a type of education that focuses on the needs of students. In a situation where they will have to conduct their own experiments in order to see what is happening, want to act, ask questions, and look for answers on their own. It also helps the students connect one discovery to another and compare their findings to those of other students. The flow of cognitive learning, which holds that learning is actually a mental activity and a process of thinking by fully utilizing every potential that each human processes, has a significant impact on learning research.

In this regard, Piaget states that knowledge can be meaningful when sought and discovered by children themselves (Sanjaya, 2006). Alameddin and Ahwal (2016) argue that Inquiry-based models can assist teachers in preparing their lessons and catering for all their learners' diverse needs. Through this model, teachers can prepare their learners for the lesson through prepared questions that will motivate the learners to 'inquire' and 'seek the truth'. So, it will ease the teachers to know students' ability in learning English by seeing their willingness in answering questions about the lesson and giving their opinion in solving problems about the lesson. And in this study, I want to explore students' inquiry learning strategies in

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learning English. Escalante (2013) states that there were five stages in the inquiry learning process: asking stage, investigating stage, creating stages, discussing stage, and reflecting stage.

Inquiry learning strategy is a student-centered approach to education which emphasizes the role of the learner in constructing knowledge through active exploration and investigation. In the context of learning English, inquiry learning strategy can be a powerful tool for developing language skills and promoting critical thinking. Cummins (2017) states that inquiry learning can help students develop their English skills in a more natural and authentic way. In this strategy, students have the opportunity to speak, listen, read, and write in contexts that are meaningful and relevant to them.

For students, an inquiry-based learning strategy is very important because it supports various important aspects of their intellectual and personal growth. First, by encouraging children to examine, evaluate, and solve problems on their own, this improves critical thinking skills. Then, because students actively engage with the content and make connections between new and existing knowledge, this promotes deeper conceptual understanding. Inquiry-based learning also fosters students' motivation, independent learning, and curiosity, preparing them for lifelong learning and flexibility.

Previous research has explored topics closely related to the current study, especially regarding the use of inquiry learning strategy in English learning and the impacts that occur due to the use of inquiry learning. Mutammimah et.al. (2019)

enquire about the use and benefits of inquiry-based learning in English teaching. And this research aimed to explain steps of how the teachers use inquiry-based learning in English teaching activity and the benefits of implementing inquiry-based learning in English teaching. Wahono and Zahro (2021) investigate the use of inquiry-based learning in improving students' speaking ability. And in this study, they found the results that by using inquiry based-learning can improve students' ability in speaking English. The purpose of this research is to find out if the use of inquiry learning during the learning process can motivate the students to increase their speaking ability. The teachers give questions to the students, then give them the opportunities to ask everything about those questions or material that they do not understand.

Those studies focus more on the methods used by teachers to make students more active and emphasize that students use inquiry learning strategy in the learning process to improve their learning abilities. Teachers provide the easiest steps to guide students in understanding learning material. And the final results of those studies were that the use of inquiry-based learning can motivate and also increase students' understanding in learning.

Some studies such as Rahayu (2023), Mardiana (2023), and Hamid et.al., (2021) have been conducted to investigate the benefits of using inquiry-based learning strategy on students' ability in English. In my view, it is important to find the development of inquiry learning strategy in learning English and hopefully it can provide a further and better understanding of this issue. Then, I found a gap that what makes this research different between those researches is in this research, I

want to explore if the use of inquiry learning strategy can motivate students to be more active in learning and improve their understanding in English lessons especially about "degrees of comparison". And to find the results of it, I conducted this research in SMPN 9 Banda Aceh.

In Indonesia every class of junior high schools has English lessons. Every student has to force themselves in learning and understanding English. SMPN 9 Banda Aceh is one of the junior high schools where English is taught from the first grade. English lessons in junior high school usually focused more on grammar rules and complex texts. Overall, the goal of English learning in junior high school is to make students with good understanding about English skills and be able to use English in their daily life conversation.

B. Research Questions

After going through some relevant literatures, I would like to formulate the following research questions:

1. Does inquiry learning strategy helps improve the students' ability in learning English about "degrees of comparison"?
2. What are students' opinions about using inquiry learning strategy in learning English about "degrees of comparison"?

C. Aims of Study

1. To describe whether inquiry learning help the students improve their ability in learning English about "degrees of comparison".

2. To investigate students' opinions about implementing inquiry learning strategy in learning English about "degrees of comparison".

D. Hypothesis

Ha: The use of inquiry learning strategy is effective in improving students' ability in learning English about degrees of comparison.

Ho: The use of inquiry learning strategy is not effective in improving students' ability in learning English about degrees of comparison.

E. The Scope of Study

The scope of this research is only to study and explore students' inquiry learning strategies in learning English especially about "degrees of comparison". I want to explore the extent to which teachers use inquiry learning strategy to make students more accustomed to implementing this strategy in learning English about degrees of comparison. So that I can find out the role of inquiry learning strategy in helping students understand English lessons. This research is limited to exploring inquiry learning strategy used by students of the second grade of SMPN 9 Banda Aceh.

In learning English, every teacher certainly has their own strategy in improving students' skill. In this research, I focused on inquiry learning strategy that are applied in learning English about "degrees of comparison" in SMPN 9 Banda Aceh. I chose the school because based on the observation, the teachers rarely use inquiry learning strategy while teaching English. Thus, I want to explore

more deeply the influence of using this strategy to improve students' understanding of degrees of comparison.

F. Significance of Study

The finding of this research is expected to be beneficial for SMPN 9 Banda Aceh students to keep implementing inquiry learning strategy and also other strategies to ease them in understanding English lessons.

And for the teachers, it can help them to find good strategies to motivate students in learning English lessons. And the result of this research can be used as a reference for those who want to conduct research in a similar field.

G. Terminology

Inquiry learning is one of learning strategies that aims to help students locate and utilize a variety of information and conceptual sources in order to better comprehend a range of topics, problems, and issues (Syahrial et.al., 2019). By using inquiry learning strategy the students can understand the lesson well. And in this study, inquiry learning refers to the strategy used by English students at SMPN 9 Banda Aceh in learning English.

Inquiry learning can be described as a process to answer questions and solve problems based on the facts and observations (Rejeki, 2017). Students have to use their critical thinking to find out the solution of a problem and they will become more mature.

CHAPTER II
LITERATURE REVIEW

This chapter presented a literature review of several essential theories that were chosen based on the research's need for a thorough understanding. In the following chapter, inquiry learning and strategies in learning English will be discussed in detail.

A. Inquiry-based Learning in Education

1. Definition of Inquiry Learning

Many strategies can be applied in the teaching and learning process, one of them is inquiry learning strategy. The inquiry-based learning is learning that is the most important component in the constructive approach to the learning process, which has a long history in educational innovation and renewal (Bouzid and Salhi, 2020). When the teacher asks the students to find out the answer to a problem, the students have to put effort into answering. One of the benefits of inquiry learning strategy is to help and encourage students to be curious and want to ask questions about something that they do not understand. So, they will be more active and agile in capturing knowledge. They can also give their opinions that they think are suitable for the learning material being studied. Bukhari (2013) state that inquiry learning means a series of learning activities that maximally involve all students' abilities to search and investigate systematic, critical, logical, analytical, so that they can formulate their own findings with confidence.

Budiarsa (2021) argues that the inquiry model places a strong emphasis on the process of finding and finding, under this model, students are expected to independently solve whatever problems they encounter in a given subject, with teachers serving as mentors and advisers. Generally speaking, inquiry is a multifaceted process that encourages students to look into issues and gather knowledge. Thus, this strategy can be said to be a strategy where students are expected to be more mature and critical thinking in finding a way to solve a problem on the material. A learning approach known as inquiry learning encourages all students to take an active and critical role in their research and analysis so they can more confidently formulate and express what they have learned on their own (Turan, 2019).

Furthermore, we know that inquiry-based learning focuses on student independence in dealing with problems in the learning material. Students are guided to create their own solutions. And the teachers must also guide students in finding ways to solve problems in learning. The process of maturing students' thinking can also be one of the effects of inquiry learning, because when students are encouraged to solve a problem in learning, students will think hard to find a solution and this can open students' thinking as well as improve their thinking processes.

Inquiry learning is more than a strategy for learning, but it is an attitude towards life that implies students' involvement in facing and solving a problem and the search for realistic and strategic solutions (ITEC.intel teach essentials courses, 2013). Then, by implying inquiry learning strategy students also can understand if

in solving a problem in life they have to make an effort to get the solutions, not just hoping for peoples' help, because we are the helper for ourselves.

Kuklthau, et.al., (2007), state that inquiry requires more than simply answering questions or getting a right answer. It promotes inquiry, scouting, searching, questing, research, pursuit, and study. Participating in a learning community that encourages social interaction among its members enhances learning. Therefore, this inquiry learning strategy is a strategy used by the teacher and then applied by the students. Everything depends on the students, and the students have a big role in learning activities. The teacher also has the ability to force the students to create their willingness to make inquiry learning strategy flexible.

According to Sandoval and Reiser (2004), creating an inquiry-based learning environment requires creating a community of practice that mirrors how scientists conduct their work. For instance, before creating inquiry-based learning, everyone has to create good rules and steps for it.

2. The Purpose of Inquiry Learning Strategy

The purposes of inquiry learning strategy are to make students more capable of developing their ideas, to increase the ability of students' critical thinking, and to motivate students to be more involved in learning activities (Sariah, 2017). The purpose of inquiry learning strategy is to foster a deep understanding of a subject through active exploration, critical thinking, and problem-solving.

In short, it can be conclude that inquiry learning strategy aims to encourage students to ask questions, investigate, and analyze information, which helps students to develop critical thinking skills; engage students actively in the learning process, make the students more responsible for their own education; inquiry learning strategy also can improve students' problem-solving skills by allowing students to seek solutions to real-world or complex problems; encourage students to apply what they learned to practical situations, making knowledge more relevant and more useful; and also can improve students' communication skills when they have to present and discuss their findings with peers and the teacher. Then, inquiry learning can make the students more respectful to the teachers.

Inquiry based learning is intended to increase students' cognitive abilities by exposing them to poorly structured agricultural problems that call for in-depth study, according to Parr and Edwards (2004) and Phipps et al. (2008). Additionally, students are frequently required to create action plans that call for articulate and adaptable solutions to various agricultural concerns.

Developing systematic, logical, and critical thinking skills or the development of intellectual capacities as a part of the mental process is the aim of inquiry-based learning. Then, for students who engaged in inquiry-based learning, they not only learned the strategy, but they also asked to be able to apply the strategy in their learning process. They must be able to take responsibility for what they have learned. Then, it can make the students more responsible for everything they have learned.
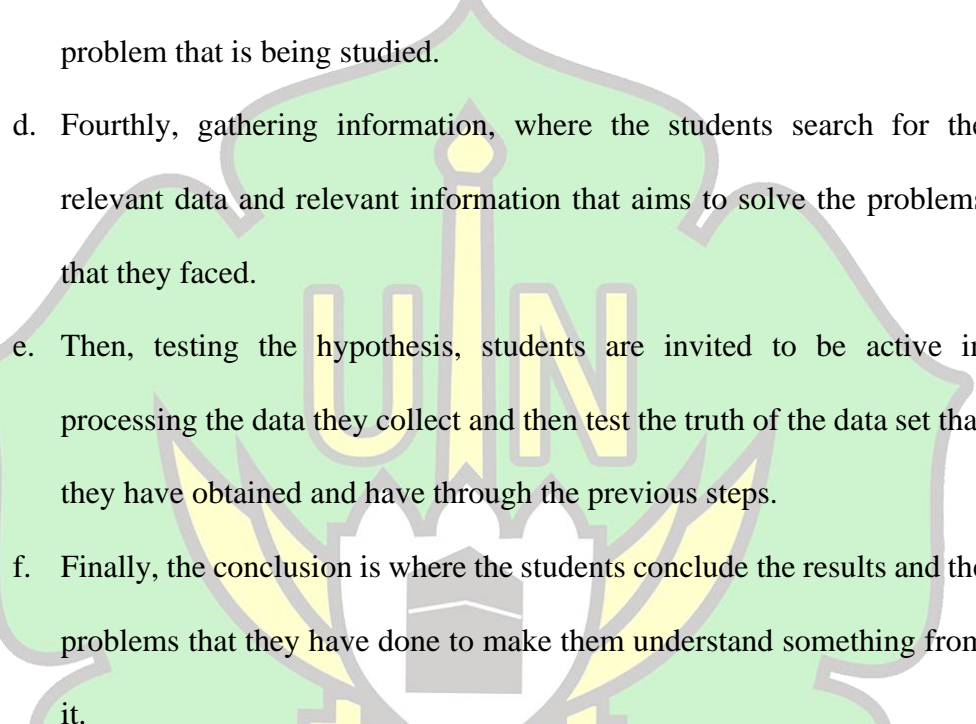
3. Steps in Implementing Inquiry Learning Strategy

According to Sagala (2006), there are five steps that need to be followed when implementing the inquiry model, including:

a. Formulating the problem that students are trying to solve, it involves defining a clear and meaningful question or challenge that serves as the focus of their inquiry-based learning. Formulating a problem effectively is a critical step in inquiry-based learning as it sets the stage for students' engagement, critical thinking, and the pursuit of knowledge and solutions.

b. Establishing a temporary solution (hypothesis). A crucial step in the scientific method is formulating a working hypothesis, which enables the students to approach and resolve complex problems systematically. It enables the systematic testing and improvement of concepts until a workable solution is found.

c. Students seeking information, data facts needed to answer the problem;

d. Drawing conclusions or generalizing the answer;

e. Applying the conclusions or generalizations in new situations.

In the meantime, it is: (1) Orienting, (2) Articulating the problem, (3) Presenting a hypothesis, (4) Gathering data, (5) Testing the hypothesis, (6) Formulating conclusions, Sanjaya (2006).

According to Leif et al. (2023) Inquiry learning can be applied through steps that are as follows:

a. Firstly, orientation to the problem, that requires teachers to be creative in guiding the students who have problems.

b. Secondly, formulate the problem that means the teachers help the students in formulating the problem.

c. Then, thirdly is to propose a hypothesis which is the formulation of the problem that is being studied.

d. Fourthly, gathering information, where the students search for the relevant data and relevant information that aims to solve the problems that they faced.

e. Then, testing the hypothesis, students are invited to be active in processing the data they collect and then test the truth of the data set that they have obtained and have through the previous steps.

f. Finally, the conclusion is where the students conclude the results and the problems that they have done to make them understand something from it.

From those steps that are stated by many experts below, it can be said that in implementing inquiry learning strategy, the formulating or orienting problems is the first step that must be done by the students. Those steps also can be followed by the teachers to increase students' ability in implementing inquiry learning strategy in the learning process and are helpful to make the students more understand and ease them to solve the problem of the material.

4. The Benefits of Inquiry Learning Strategy for Students

According to Sanjaya (2006), there were many benefits of inquiry learning strategy for the students, namely:

a. Students can better understand fundamental ideas and concepts with assistance and concept development.

b. Utilize the memory and apply fresh learning to new scenarios.

c. Encourages the students to be objective, honest, and open while thinking and working on their own initiative.

d. Provide natural satisfaction intrinsic.

e. Give the students extra good stimulation for their learning process.

f. Can develop individual talents and skills.

g. Allow students the freedom to learn on their own.

Inquiry learning offers several benefits for students such as encourages students to think critically, helping students become more independent learners, make students gain a deeper understanding of the subject matter, make the students remember the subject better when they have actively explored and investigated it, prepare students for real-world problem-solving and research tasks and also can make students improve their teamwork and communication skills. Overall, inquiry learning nurtures a deeper, more meaningful educational experience that equips students with skills they can apply throughout their lives.

Lin (2017) argues that inquiry-based learning significantly improves the students' reading comprehension skills, and their use of the strategy to identify the lesson material is better than in a class with traditional instruction.

Based on the research conducted by Lin, it can be concluded that inquiry-based learning is one of the strategies that has a big role and effect in the learning process. It means that if the teachers want the students to be good at academics, then the teachers have to apply inquiry-based learning in their learning process and encourage the students to understand the strategy. Lin states that inquiry can improve students' reading skills and can make the students better in identifying the lesson.

B. Strategies for Learning English

Strategies have an important role in learning, especially in learning English. EFL learners can use various strategies to help them understand the material that they learn. Having strategies for learning English is crucial as it helps students to set clear goals and track their progress. Additionally, a strategy allows the students to improve their skill so that it encourages a more comprehensive and balanced language proficiency. Shi (2017) quotes Oxford as saying that employing strategies can help learning become easier, faster, more enjoyable, self-directed, successful, and more adaptable to various situations. Essentially, employing effective strategies can optimize the overall learning experience. According to Oxford (2011), the strategies that can be used by EFL learners are metacognitive strategy, affective strategy, social strategy, cognitive strategy, memory strategy, and compensation strategy.

1. Metacognitive strategies

Wenden (1998) states that metacognitive strategy is "self-management strategies", namely management skills that students use to monitor and manage their learning. In other words, metacognitive strategy involves the ability of students to manage their learning approaches in order to enhance their understanding and mastery of the material they are learning. In summary, metacognitive strategy refers to the skills that learners use to monitor and control their own learning process.

Metacognitive strategy is also suitable to apply for online learning as stated by Anthonysamy (2021), metacognitive strategy is essential for online learners to self-regulate their learning performances and to advance deep learning. It means that by being aware of their own learning methods and adapting them as needed, online learners can enhance their learning outcomes and achieve a deeper understanding of the subject matter.

2. Affective strategies

Oxford (1990), defines affective strategy as a strategy that helps self-regulation of emotions, motivation and attitudes. In simple terms, affective strategy helps students to control their feelings, stay motivated, and shape the students' outlook on things. Besides, Anderson (2011) states affective domain includes a person's unique sentiments, emotions, and attitudes, as well as how they accept and react to situations. In short, when the students have affective skills, they can easily control their emotions and attitudes. It can make them be more responsive to

situations around them. By affective skill also can make the students be more mature in thinking and acting. They will be more careful in making a decision about a problem that they face.

3. Social strategies

Silalahi & Widiyaningtyas (2022), define social strategy as a method that is used to increase students' confidence and will to actively practice their learning material. In addition, the students must communicate with those in their social circle. In summary, social strategy emphasizes the importance of students' communication with their friends within their social circles to enhance their learning experience.

In other words, social skill useful for the students to collaborate with others in the learning process. It can help them easily to interact with their classmates while learning. Social skill can also help the students to create good relationships with others in learning institutes.

4. Cognitive strategies

Based on Dinsmore (2018), cognitive strategies are deliberate, goal-oriented, and labor-intensive processes that are meant to affect the process of learning. In other words, cognitive learning strategies are deliberate and effortful methods designed to influence the learning process. It involves purposeful actions and goal-directed activities to improve understanding and retention of information. According to Ozturk & Kaplan (2018), cognitive strategy is the structure which involves all of the operations in the process of completing a task. It can be said that

cognitive skill is something that is really important to help students in their learning process, because cognitive skill is a skill that shows how the students learn, remember, and how they complete a task.

5. Memory strategies

Nation (2003) defines memory strategy as a crucial subset of vocabulary acquisition technique. As such, students must use a particular memory strategy, adhere to particular memorization guidelines, and store, memorize, process, and recall words they have required. In simple terms, using memory strategy is important when students are learning new words. So, students have to follow specific guidelines, use certain memory technique, and practice remembering, processing, and recalling the words that students have learned.

Furthermore, Alzaidi (2018) argues that the use of memory strategy is effective in improving students' ability to recall the meaning of words and spelling when needed. Memory skill is important to make students remember information or everything about the material that is taught during the learning process. Then, it can help them increase their knowledge in the learning process. In short, by using memory strategy, it can be advantageous in enhancing students' ability to remember the meaning of words and accurately spell them when necessary.

6. Compensation strategies

According to Oxford (2011), compensation strategy is to fill in the gaps in one's current linguistic skills (such as guessing or employing gestures). In other words, compensation strategy is like a communication strategy used by students to

compensate for limitations in their language. When someone uses a compensation strategy, it indicates that they are making up for their weak language skills by communicating their ideas through alternate channels.

Language learning strategies are important to master by language learners to make them easy in language learning. Language learning strategies are approaches that are used by individuals to enhance their acquisition of a new language. And these can include techniques for improving listening skill, speaking skill, reading skill, and also writing skill. Therefore, language learning strategies are conscious efforts employed by students to improve their language skills.

There are also many other strategies that can help the students of language learners in improving their language skills. Those strategies such as surround ourselves with English as much as possible; follow an English course; spend our time each day to practice reading, writing, listening, and speaking in English; learn new words and phrases daily; read English books; use language learning apps; learn idioms and slang words in English; use English in daily life; participate in online forum, social media groups, or local meetups where English is spoken; and many other strategies that can we use to improve our English skills.

Reading can be one of the strategies English learners use to overcome the challenge of learning grammar. Reading English journals or articles can be included in extensive reading because it allows students to read and read (Lee et al., 2015). Suryanto and Sari (2021) suggest that reading books can be an effective way of learning grammar. Reading can also be useful to improve vocabulary as much as

possible. While reading, when we do not know the meaning of words, we can take a note, then use the words in daily life to help us remember those words.

In the learning process, everyone might have their own strategies in improving their knowledge. We have to know that learning a new language takes time. It has a long process of learning. Do not get discouraged by mistakes, because mistakes were a natural part of the learning process. And we have to remember that learning a new language is a journey, and everyone progresses at their own pace. So, do not compare our process to other people's. Everyone has their own path, so just focus on our own process.

C. Previous Research on Students' Inquiry Learning in Learning English

Some previous research about inquiry learning strategy in English learning has been carried out by a number of researchers and in this part I review many research about inquiry learning.

Rahayu (2023) conducted research about application of inquiry learning methods to increasing students' interest in speaking English. This study investigates how the implementation of inquiry-based learning can improve the interest of students in speaking English. Raising the inquiry-based learning model, student-centered learning model, and improving junior high school students' interest in participating in English learning activities are the aims of this study. The findings suggested that the implementation of Inquiry had a positive impact on students' interest in learning to speak English, as evidenced by their enthusiasm, joy, active participation in discussion sessions, and increased exposure to using the English

language during the lessons. The improvement of it was proved by the enthusiasm of the students during the learning process.

Mardiana (2023) has investigated a narrative inquiry study about foreign language learning strategies of three Indonesian multilinguals. The purpose of this study is to find out the strategies that they use in learning foreign languages. In this study, I found that there were two Indonesian multilinguals who learn Japanese by using their limited skill in English. The other one multilingual is learning English at school and at the same time also learning Dutch at a language course. The result of this study found that the characteristics of learners, linguistic factors, learning processes, motivation, attention, attitude, study habits, and student aptitude affecting learners in learning foreign languages are the factors of learning strategies. And this study also has a little contribution to our understanding of the strategies that might be applied by a learner of foreign language to learn a new foreign language.

Hamid et.al., (2021) performed a study to explore the effect of inquiry-based learning on secondary student learning outcomes in writing ability. The aim of this study is to know the effect of inquiry learning on students' learning outcomes related to their writing ability. The result of this study showed a significant difference in students' learning outcomes between the pretest and posttest, indicating that the implementation of inquiry-based learning had a positive impact on their writing abilities. The researchers suggest that implementing inquiry-based learning not only for writing skills but also for other English language skills.

Based on previous research, I found a gap. This research focused on exploring the inquiry learning strategy used by students of SMPN 9 Banda Aceh in learning English. This research was conducted so that the research results can improve students' skills in learning English. This consideration aims to evaluate whether the use of inquiry learning strategies by students can improve students' ability to understand English lessons. The similarity between this research and previous researches are that this research deals with students who apply inquiry learning strategy in learning English. This research aims to explore more about students' inquiry learning strategy in learning English. I need to know how helpful inquiry learning strategy in increasing students' knowledge in English learning. From previous research, it is claimed that inquiry learning has a positive impact on students' learning process. Inquiry learning has the biggest effect in increasing students' motivation in learning English.
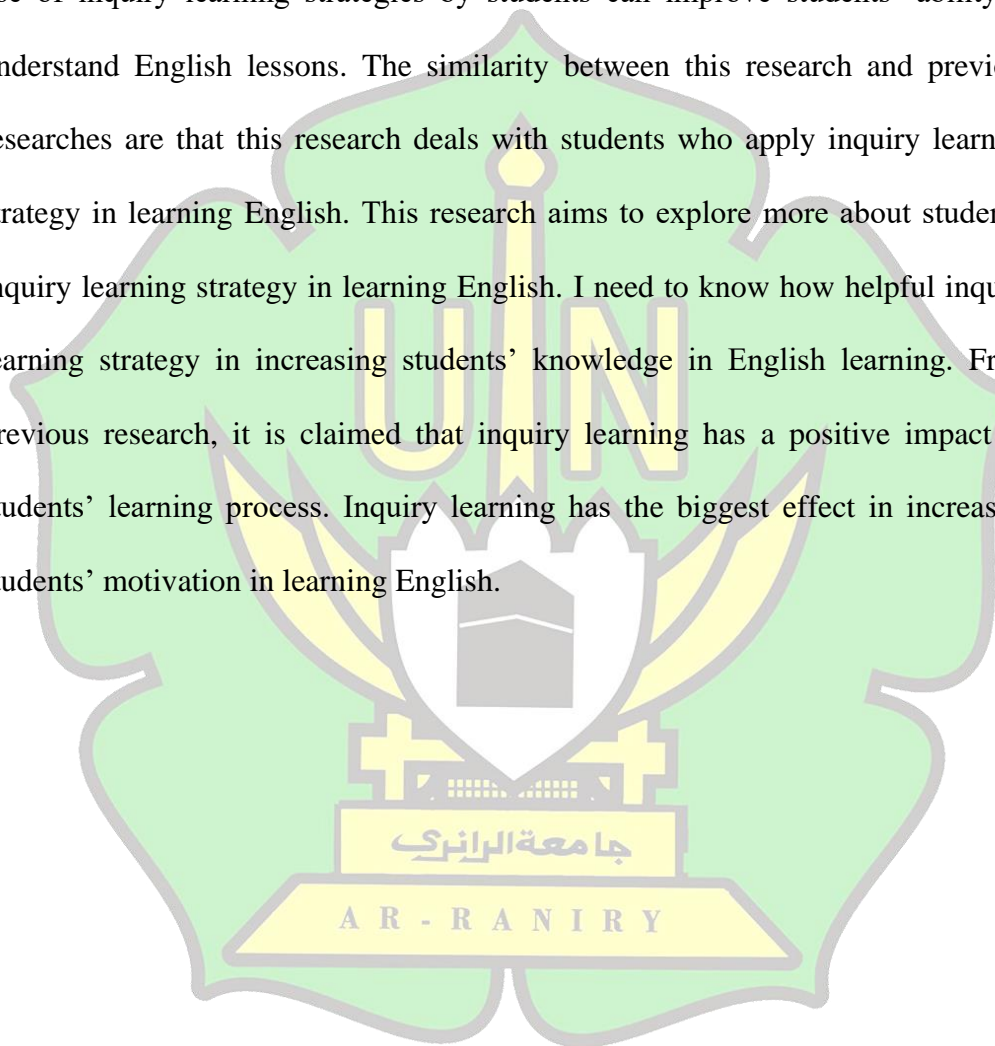
CHAPTER III
RESEARCH METHOD

This chapter presented research methodological procedures including research design, setting and research participant, technique of data collection, and technique of data analysis.

A. Research Design

According to research problems, I used quantitative research with a pre-experimental design that is one group pre-test and post-test. The purpose of using quantitative research was to provide effective and accurate results about the students' inquiry learning strategy in learning English. Pre-experimental design includes a single group that will participate in a pre-test (O1), then followed by receiving learning treatment through inquiry learning strategy (X), and will answer a post-test to assess their understanding (O2). It intended to know whether there was a positive correlation of inquiry learning strategy and English learning mastery among second grade students of SMPN 9 Banda Aceh. The reason I chose this school is because inquiry learning strategy is rarely used in the teaching learning process. I applied inquiry learning strategy as a technique in teaching English especially about "degrees of comparison" in this class.

This research employed a set of pre-test and post-test that are purposely designed to evaluate students' comprehension of English learning about "degrees

of comparison" in treatment activity. As stated by Creswell (2015), a pre-test provides a measurement of specific indicators chosen to evaluate participants before they receive treatment. A post-test evaluates a particular variable to measure participants' knowledge after receiving treatment. The design of this research as follows:

E = 01 X 02

Note:

E: Experiment

01: Pre-test

X: Treatment

02: Post-test (Arikunto, 2017)

Additionally, I also used questionnaire to answer the second research question related to students' opinions in learning English using inquiry learning strategy.

B. Setting and Research Participants

1. Research Setting

This research was conducted at SMPN 9 Banda Aceh. The school located in St. H.T. Daudsyah No. 26, Peunayong, Kec. Kuta Alam, Banda Aceh City, Aceh.

2. Population

Population is a generalization of objects or subjects that have certain quantities and characteristics that are determined by the researcher to be studied and then draw conclusions (Sugiyono, 2015). The research population includes all of

the students who have the characteristics related to answering the research problem. Therefore, the population in this research were all second-grade students of SMPN 9 Banda Aceh with a total of 103 students.

3. Samples

Salkind (2010) states that the sample is a set of population. In this research, purposive sampling was used in selecting the samples and chose one class students of the second grade in SMPN 9 Banda Aceh with a total of 27 students. I selected this class based on the information obtained from the previous observation and discussed with the English teacher that this class was not familiar with inquiry learning strategy.

C. Technique of Data Collection

I used field research such as pre-test, experimental teaching, post-test and questionnaire to collect the necessary data/information for this study.

1. Pre-test

Before doing experimental teaching, I gave pre-test to the students to identify their ability in understanding English lesson about "degrees of comparison" before using inquiry learning strategy. There were 20 questions given to the students in the form of multiple-choice items. For each number the students got 5 points, then if the students could answer all the questions correctly, they got 100 points.

2. Experimental teaching

After giving pre-test to the students and know the score of each student, then I gave the treatment by teaching them about "degrees of comparison" using inquiry

learning strategy. The treatment aims to increase the students understanding about degrees of comparison and make them familiar with inquiry learning strategy. The steps of treatment such as:

a. I introduced myself and explained the students the purposes of my experiment,

b. Then, I explained a little bit about inquiry learning strategy as a strategy that I used while teaching in the class.

c. And I conducted the teaching by using inquiry learning strategy and material prepared before and explained it to the students during the learning process.

For experimental teaching, I provided four meetings. For the first meeting, I gave a pre-test to the students to know their ability in English. The second and the third meeting was used for treatment time where I taught the students about "degrees of comparison" by using inquiry learning strategy and also gave them tasks to improve their understanding about the material. And for the last meeting, a post-test and questionnaire were given.

3. Post-test

After doing experimental teaching, I gave post-test to the students to know whether the understanding of the students in degrees of comparison increased after treatment or not. And the post-test also has a similar format as the pre-test but with different questions. The students also got 100 points if they could answer all questions correctly.

4. Questionnaire

I used a close-ended questionnaire to collect the data about students' opinion in using inquiry learning strategy in learning English. The questionnaire used Likert Scale from 4 to 1. 4 means "Strongly Disagree", 3 means "Disagree", 2 means "Agree", 1 means "Strongly Agree".

There were 10 numbers of questionnaire distributed to the students. The questionnaire such as, "Learning through inquiry learning strategy made me easier to understand about degrees of comparison", "Learning through inquiry learning strategy helped me and my classmates in improving our ability to collaborate and work in groups to understand about degrees of comparison" and "Learning through inquiry learning strategy motivated me to be braver in expressing my opinions". The questionnaire adapted from Arbi (2023).

D. Technique of Data Analysis

Data analysis aims to know the result of a research. To collect the data of this research, I used some method, as follows:

1. Test

In analyzing the score of the obtained data, I compared the pre-test score and post-test score by using the following formula:

$$X = \frac{\sum x}{N}$$

Note:

X : the average score of the data

$\sum$x   : sum all data

N   : number of data

And I also use t-test to find out the significant difference between pre-test and post-test.

2. Questionnaire

The data of questionnaire will be analyzed by the following formula:

$$P = \frac{f}{N} \times 100 \%$$
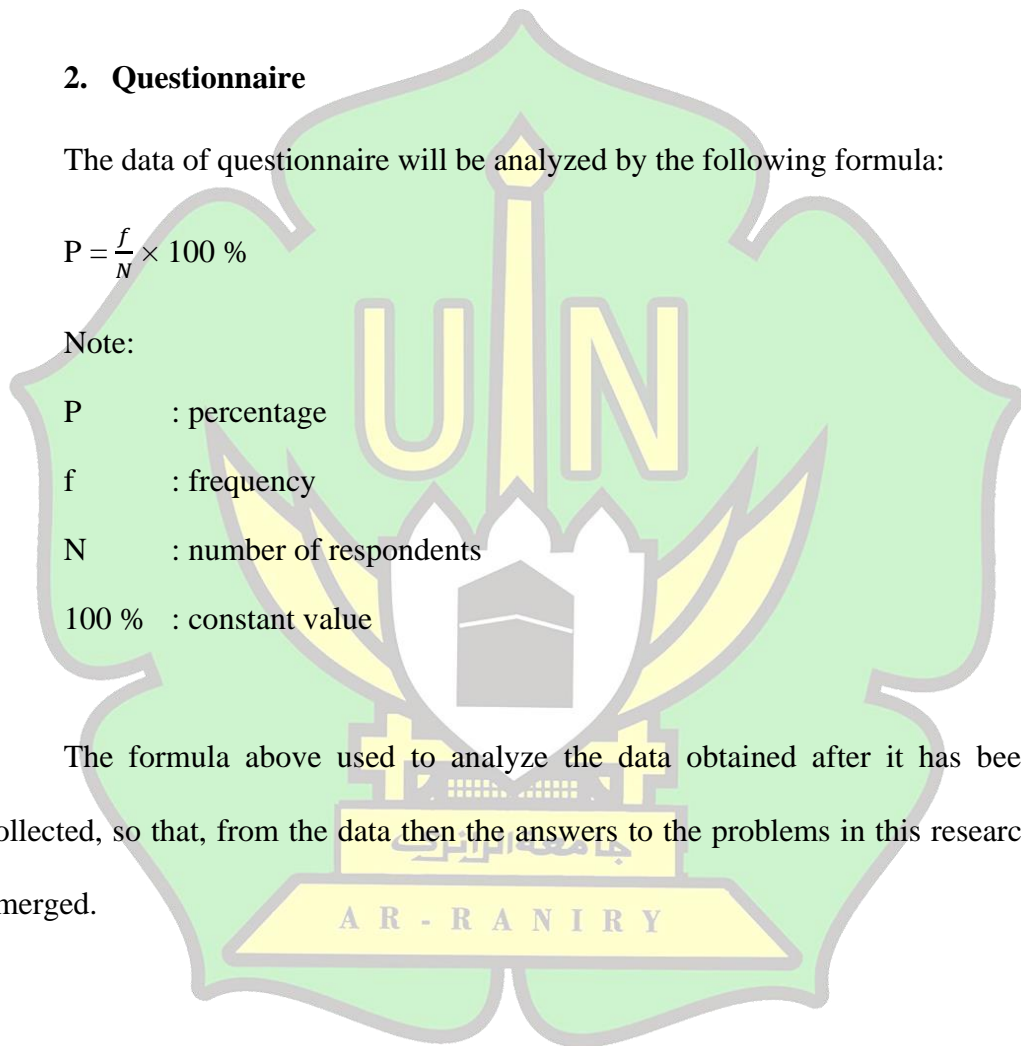
Note:

P   : percentage

f   : frequency

N   : number of respondents

100 %   : constant value

The formula above used to analyze the data obtained after it has been collected, so that, from the data then the answers to the problems in this research emerged.

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

This chapter discussed the findings of the data that have been collected in two weeks. The results of the data analysis then discussed more to answer the research questions of this research. I obtained the data from four meetings that were used to give pre-test, treatment, and the last one was from post-test. The sample of this research were 27 of second grade students in SMPN 9 Banda Aceh.

In the first meeting, I began by introducing myself and explained my aims and objectives. Then, I gave a pre-test by providing 20 questions in the form of multiple choice and explained the procedures for filling in student personal data as well as instructions on how to answer the questions. The questions were about the material that will be taught by me. It was used to know the students' mastery of material before getting treatment.

In the second and third meeting the treatment process took place. I explained inquiry learning strategy as a strategy used during the learning process and then taught the students about "Degrees of Comparison" for the material. I divided the students into several groups to train students to work together with their group friends. After getting a group, they chose one of the group members as a group leader to control the cooperation of the group members. After that, I shared the material to be taught and explained a little bit about it. The rest of the time, students

were asked to understand for themselves by exchanging ideas with group members. The students tried the best way to understand the material and were guided by me. Students were enthusiastic about learning, and there were also some of them who found it a little difficult to understand the material, but they were not lazy to ask about what they did not understand. After the students already understood the material with their group members, I gave the assignment that must be done by the students. There were personal assignments and group assignments. Personal assignments were given to hone individual students' understanding of the material, while group assignments were given to hone students' cooperation in solving the problems given.

And the last meeting was used to provide a post-test and questionnaire. The students firstly answered the questions and after answering the questions then they had to answer the questionnaire based on their feelings. The post-test were 20 questions in the form of multiple choice and 10 items of questionnaires. Students answered the post-test question carefully, then when they have answered all the questions they must collect and then take the questionnaire sheet to answer. I directed the students to answer it based on what they felt during the learning process.

1. Findings from the pre-test

There were 27 of the second-grade students were taken as samples and followed the pre-test and there were many variation scores of students. The data from the students' pre-test scores could be seen in the following table:

Table 4.1 The students' pre-test scores

No	Initial of Students' Name	Score
1	ASQ	55
2	FR	20
3	IA	65
4	MAA	60
5	MR1	45
6	MR2	45
7	MSR	45
8	MR3	10
9	MN	65
10	M	65
11	MAR1	35
12	MAR2	65
13	MR4	45
14	MHL	55
15	NA	60
16	NR	55
17	OF	65
18	PVY	25
19	RR	50
20	RV	60
21	RK	60
22	S	35
23	SFS	50
24	SN	55
25	SA	60
26	U	50
27	A	60
TOTAL		**1.360**
AVERAGE		**50,37**

Table 4.1 indicated that the average of students' pre-test score was 50,37. It seems that students' understanding about the material was poor. The students did not understand well about degrees of comparison and it made them difficult to determine the right answer of the questions.

2. Findings from the post-test

There were 27 of the second-grade students were taken as samples and followed the pre-test and there were many variation scores of students. The data from students' post-test scores can be seen in the following table:

Table 4.2 The students' post-test scores

No	Initial of Students' Name	Score
1	ASQ	70
2	FR	65
3	IA	80
4	MAA	85
5	MR1	75
6	MR2	60
7	MSR	75
8	MR3	55
9	MN	95
10	M	80
11	MAR1	60
12	MAR2	90
13	MR4	65
14	MHL	75
15	NA	100
16	NR	80
17	OF	75
18	PVY	75
19	RR	65

Table 4.2 Continued…

No	Initial of Students' Name	Score
20	RV	100
21	RK	85
22	S	60
23	SFS	75
24	SN	85
25	SA	100
26	U	80
27	A	90
TOTAL		**2.100**
AVERAGE		**77,77**

According to the data in Table 4.2, the average of students' post-test scores was 77,77. It shows that students' post-test scores were higher than pre-test scores. In the post-test there were 3 students who got 100 points and in the pre-test there were no one who got 100. Then, it can be concluded that students' material mastery about "degrees of comparison" improved after getting treatment. Based on the data, it showed that students' scores were higher after getting treatment using inquiry learning strategy, it seems to claim that inquiry is a suitable strategy to use in learning English.

3. Findings of the pre-test and post-test

Table 4.3 Comparison pre-test and post-test scores by using T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	50.3704	27	14.53946	2.79812
	Post-test	77.7778	27	12.88509	2.47974

Paired Samples Correlations

		N	Correlation	Significance One-Sided p	Significance Two-Sided p
Pair 1	Pre-test & Post-test	27	.713	<.001	<.001

Paired Samples Test

		Paired Differences Mean	Paired Differences Std. Deviation	Paired Differences Std. Error Mean	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper	T	DF	Significance One-Sided p	Significance Two-Sided p
Pair 1	Pre-test – Post-test	-27.40741	10.50370	2.02144	-31.56253	-23.25228	-13.558	26	<.001	<.001

Based on the table above, a significance value of 0.001<0.05 was obtained, it means that *Ha* was accepted. It can be seen that there was a mean difference in students' scores between pre-test and post-test using inquiry learning strategy in learning English about "degrees of comparison".

4. Findings from the questionnaire

After implementing the inquiry learning strategy, I distributed questionnaires to the students in order to find out their opinions about using the inquiry learning strategy in learning English. There were 27 participants in this research participating in answering the questionnaire. Ten questionnaires were distributed and students were asked to fill the questionnaires out according to how they felt when learning degrees of comparison using inquiry strategy. And it used Likert

Scale from 4-1 (Strongly Agree, Agree, Disagree, and Strongly Disagree). Data from the questionnaire was analyzed using a basic statistical formula. The results were presented in the following table:

Table 4.4 The results of students' opinions in using inquiry learning strategy

NO	QUESTIONNAIRE	Strongly Agree		Agree		Disagree		Strongly Disagree		TOTAL	
		F	%	F	%	F	%	F	%	F	%
1	Learning through inquiry learning strategy made me easier to understand about degrees of comparison.	12	44	14	52	1	4	0	0		
2	Learning through inquiry learning strategy made me more active in learning degrees of comparison.	17	63	10	37	0	0	0	0		
3	Learning through inquiry learning strategy helped me and my classmates in improving our ability to collaborate and work in groups to understand about degrees of comparison.	15	56	12	44	0	0	0	0		
4	Learning through inquiry learning strategy made me be able to understand degrees of comparison quickly.	13	48	10	37	3	11	1	4		
5	Learning through inquiry learning strategy gave me the courage to appear in front of the class.	13	48	10	37	4	15	0	0	27	100
6	Learning through inquiry learning strategy made learning degrees of comparison fun.	15	56	11	40	1	4	0	0		

Table 4.3 Continued…

NO	QUESTIONNAIRE	Strongly Agree		Agree		Disagree		Strongly Disagree		TOTAL	
		F	%	F	%	F	%	F	%	F	%
7	Learning through inquiry learning strategy made me enthusiastic in learning degrees of comparison.	17	63	10	37	0	0	0	0		
8	Learning through inquiry learning strategy motivated me to be braver in expressing my opinions.	10	37	15	56	2	7	0	0		
9	Learning through inquiry learning strategy has had a positive influence on me.	13	48	13	48	0	0	1	4		
10	Inquiry learning strategy was a very suitable strategy to use in learning English.	13	48	14	52	0	0	0	0		

The responses provided by 27 of second-grade students in Table 4.3 about agreement or disagreement with the statement related to using inquiry learning strategy through learning English are described in the following paragraphs.

According to the first statement "Learning through inquiry learning strategy made me easier to understand about degrees of comparison", almost all of the students (26 person) with the total percentage 96% *agreed* that inquiry learning eased them in understanding the material. That way it can be said that lessons became easier for students. students gained a deeper understanding of lessons through exploration and experimentation. By gaining hand-on experience and participating in problem solving, they can relate the ideas they learnt to real-world situations, which makes it easier for them to understand the lessons.

For the second statement "Learning through inquiry learning strategy made me more active in learning degrees of comparison", most of the students with 63% *strongly agree*d that inquiry learning strategy makes them more active in the learning process. This statement is useful for knowing the influence of inquiry strategy, where the statement stated that inquiry strategy played a role in making students more active in the learning process. Students' enthusiasm are things that are very necessary in learning.

The third statement was "Learning through inquiry learning strategy helped me and my classmates in improving our ability to collaborate and work in groups to understand about degrees of comparison". It was about learning English through an inquiry strategy that helps students in improving their ability to collaborate and work in groups. All of the students (100%) *agreed* with the statement. However, collaboration skills are something that need to be honed from an early age, that way students will become more mature in their actions. They will practice giving and listening to other people's opinions and then considering the best opinion as a solution to the problems.

For the next statement "Learning through inquiry learning strategy made me be able to understand degrees of comparison quickly", that was inquiry learning strategy can make students quickly understand the material, *strongly agree* was the most selected answer with the total is 48% (13 students). When the students can understand the material quickly, it will be easier for teachers to achieve learning targets and students will be more interested in learning if they feel that what they learn is easy to understand.

Referring to the fifth statement "Learning through inquiry learning strategy gave me the courage to appear in front of the class" was about learning through inquiry learning strategy to make them brave to perform in front of their classmates. The students *agreed* with the statement with the total percentage 85% (23 students). In this way, inquiry strategy not only supported understanding of academic concepts, but also helps develop students' social and leadership skills, including public speaking.

The sixth statement "Learning through inquiry learning strategy made learning degrees of comparison fun", most of the students voted *strongly agree* for the statement with the percentage 56% (15 students). Then, it can be stated that inquiry strategy increased students' involvement in learning in a fun and motivating way. Thus, it can be an effective tool in creating a positive and engaging learning environment for students.

Furthermore, for the next statement "Learning through inquiry learning strategy made me enthusiastic in learning degrees of comparison". It means learning English through inquiry learning strategy makes students spirit in the learning process, 63% (17 persons) chose *strongly agree.* Most of the students felt the inquiry gave them more spirit in learning English because the inquiry strategy encouraged students' curiosity which directly increased their motivation to learn. Then, inquiry can be an effective tool in arousing students' enthusiasm in the learning process.

"Learning through inquiry learning strategy motivated me to be braver in expressing my opinions" was the eighth statement. There were 3 different opinions voted by students, namely strongly agree, agree, and disagree. Students have different opinions about this matter, but many of them voted *agree* with the total percentage 56% (15 students), therefore it can be concluded that inquiry strategy has succeeded in motivating students to be brave in expressing their thoughts.

"Learning through inquiry learning strategy has had a positive influence on me" was the ninth statement. Although there were 1 student or 4% voted *strongly disagree*, it can be claimed that the strategy had a positive effect on the students because there were 26 students with the percentage 96% agreed with the statement. It might be positive for them because it can increase their material mastery or other positive effects.

The last statement "Inquiry learning strategy was a very suitable strategy to use in learning English". There were 13 students 48% selected *strongly agree*, and 52% (14 students) selected *agree*. It showed that more than half of the students agreed that inquiry learning is a very suitable strategy to use.

B. Discussion

In this part, I would like to discuss the research questions of this research. To answer the first research question "Does inquiry learning strategy helps students in learning English?", I got the results that inquiry learning strategy was improved the students' scores and suitable to use in learning English, it based on the average score of pre-test and post-test where pre-test is 50,37 and post-test is 77,77, it

showed that post-test scores were higher than pre-test. Before being given treatment, the results of the students' pre-test score did not get classified as excellent scores.

During the process of collecting data carried out, I found that almost all students were enthusiastic in participating in the learning process. They look happy and interested in learning degrees of comparison through inquiry strategy. Many of them who were initially not very interested in the discussion became deeply interested in studying in groups. The students who were assigned to be the group leaders also obeyed what I ordered, namely supervising their members to participate in solving the problem (tasks). Although many students were interested, there were also some of them who were not very interested in learning. Based on the observation, students who are less interested are quiet students. They lack confidence to give their opinions to group members. However, with direction from the group leader, they trained themselves to give opinions even though it was rare.

Therefore, with students' enthusiasm in learning through inquiry, it can have a good impact on their understanding of the material. With the results that they understand the material better and then the grades they got increased more than before. Because inquiry is a strategy where students are required to be able to solve the problems they face. The students can collaborate and work together with their friends in groups. Therefore, it makes the problems easier to resolve. Then, these skills will have a good impact on the students' future where they will be easy and calm in solving problems they face because they have been trained from an early age.

This finding was supported by previous research findings (Rahayu, 2023; Mardiana, 2023 & Hamid et.al., 2021). There were similar results of those researches where all of them claimed that inquiry learning strategy is an effective strategy to use and increase students' ability in writing and also speaking skills. And (Rahayu, 2023) also stated that implementing inquiry learning strategy not only for writing skills but also for other English language skills.

After that, the questionnaire was used to get the answer to the second research question. The second question was "What are students' opinions about using inquiry learning strategy in learning English?", the results of the questionnaire analysis indicated that most of the students answered *strongly agree* and *agree*. Most of the students responded positively to using inquiry learning strategy in learning English about "degrees of comparison" because they found that learning through inquiry strategy was interesting and motivated them in understanding the material. It also encouraged students to be brave in giving opinions and taught them to work in groups and communicate with another person.

And between *strongly agree* and *agree*, the most dominant answer chosen by students was *strongly agree*. And many students answered that in the second statement, namely "Learning through inquiry learning strategy made me more active in learning degrees of comparison"; and in the seventh statement, namely "Learning through inquiry learning strategy made me enthusiastic in learning degrees of comparison", both of which amounted to 63% or 17 students who chose *strongly agree*. It stated that students felt that they became more active and enthusiastic in learning through inquiry strategy. As stated by Sariah (2017), the

purposes of inquiry strategy were making students more capable to develop their ideas, then increasing their critical thinking, and motivating them to be more active to participate in the learning process. Then, it proved by the opinions of the students themselves that with this strategy their skills became more honed.

Based on the positive data obtained from the results of the 2 research questions above, it can be claimed that inquiry has a big influence in supporting students to be braver in showing their true identity. Students are more courageous in showing their skills. It was caused by environmental influences and the need for students to be more open through inquiry strategy. Based on the results of the data above, all of the students stated positive results regarding the use of inquiry learning strategy in learning English. This strategy helped students hone important skills such as teamwork skills, courage expressing opinions, skills in solving problems and also the skills to dare to appear in front of a large audience.
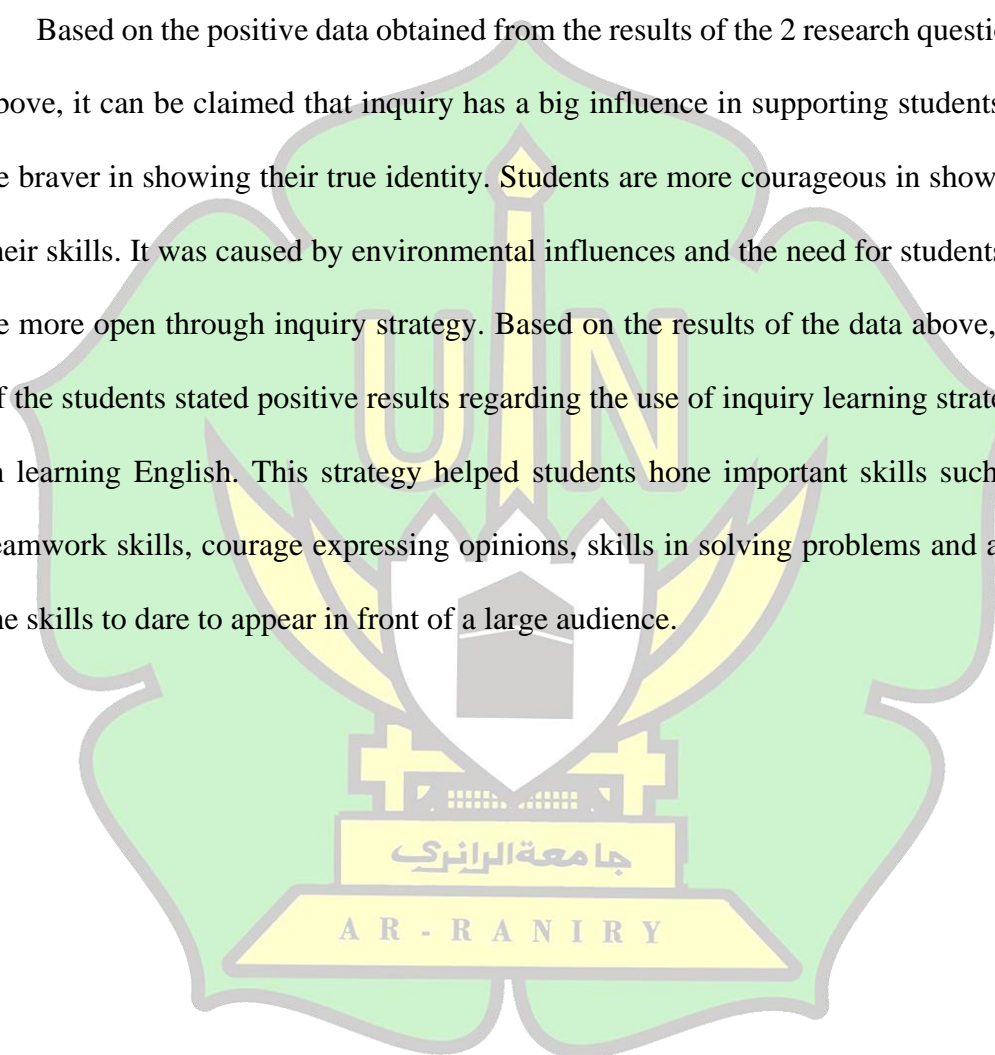
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the conclusions of this research related to the use of inquiry learning strategy in learning English and also recommendations for further researchers.

A. Conclusion

Based on the results of research on the use of inquiry learning strategy in learning English, it can be concluded that:

1. The findings of this research showed that inquiry learning strategy was improved students' mastery about degrees of comparison. This research was conducted on the second-grade students at SMPN 9 Banda Aceh with 27 students in total. Based on the data, the students successfully improved their material mastery by using inquiry learning strategy. According to the data, there was an increase in students' scores after being given treatment using inquiry learning strategy. The results showed that students' post-test score was higher than pre-test scores. The average post-test scores were 77,77, while the average pre-test score was 50,37. It concluded that inquiry learning strategy helped students in improving their understanding about degrees of comparison.

2. In addition, almost all students gave positive responses about the use of inquiry learning strategy in learning English especially about degrees of

comparison. It seems to claim positive because based on their opinions the students stated that inquiry learning strategy was very suitable to use in learning degrees of comparison and also made them spirit in the learning process. Moreover, they were very happy and excited while learning. As a result, the inquiry strategy gave a positive impact on students' willingness to learn English.

B. Recommendations

Based on the conclusions above, I suggest several recommendations that need to be considered as follows:

1. For teachers

The application of inquiry learning strategy can be a solution for teachers regarding the problem of students' lack of interest in participating in the classroom learning process, and also can hone students' thinking in understanding the material. Not only in learning English, inquiry strategy can also be applied in other lessons, with the aim of increasing students' enthusiasm and participation in learning.

2. For students

With inquiry learning strategy, students are expected to be more confident, active in the learning process, active in group work, and improve their understanding of the material being taught.

3. For school

Schools can consider and support teachers in implementing inquiry learning strategy in the learning process to make classroom learning more active and enjoyable. Thus, it can increase students' participation in learning and improve the quality of schools.

4. For future researchers

The next researchers are expected to further develop the use of inquiry learning strategy. Not only in understanding the material, but also in improving other skills, one of which is vocabulary mastery.
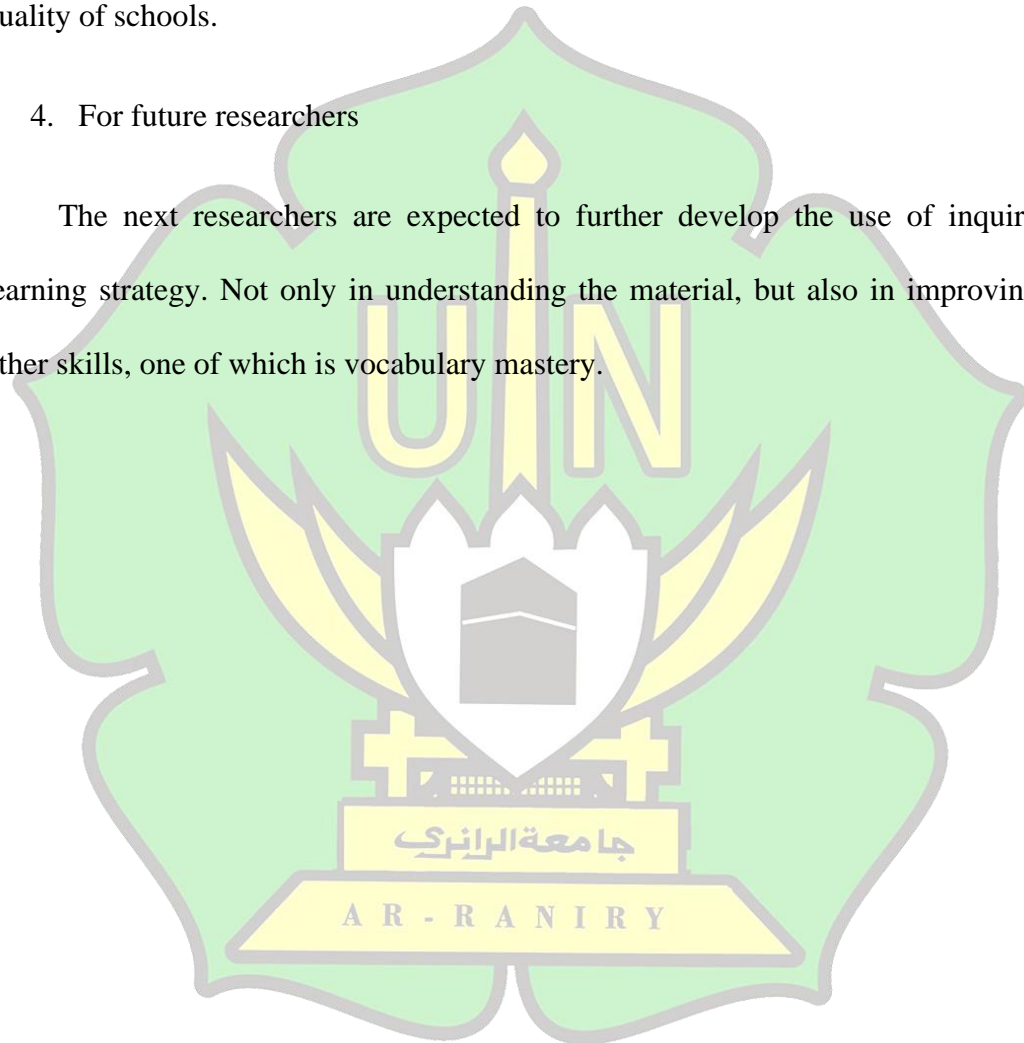
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APPENDIX A
APPOINMENT LETTER OF SUPERVISOR

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 11007/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-7658/Un.08/FTK/Kp.07.6/07/2023
KEDUA : Menunjuk Saudara :

1. Dr. Mustafa AR, M.A   Sebagai Pembimbing pertama
2. Drs. Amiruddin, M.Pd   Sebagai Pembibing kedua

Untuk membimbing Skripsi
Nama : Zahara A'la
NIM : 190203019
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Students' Inquiry Learning Strategy in Learning English

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 25 Januari 2024
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan; .
8. Arsip.

APPENDIX B

RECOMMENDATION LETTER FROM THE FAKULTAS TARBIYAH DAN KEGURUAN TO CONDUCT FIELD RESEARCH

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-2036/Un.08/FTK.1/TL.00/2/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala SMPN 9 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **ZAHARA A`LIA / 190203019**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Darussalam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Students' Inquiry Learning Strategy in Learning English*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 22 Maret 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

CONFIRMATION LETTER FROM SMPN 9 BANDA ACEH

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 9
JALAN H.T DAUDSYAH NO.26 TELP. 22436
E-mail: smpnegeri9bna@gmail.com web: http://www.smpnegeri9bna.sch.id/   KodePos: 23127

SURAT KETERANGAN PENELITIAN
NOMOR : 070 / 118 /2024

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 9

Banda Aceh dengan ini menerangkan bahwa :

Nama   : Zahara A'Lia

NIM   : 190203019

Jurusan / P. Studi : Pendidikan Bahasa Inggris

Benar nama tersebut diatas telah mengadakan penelitian /pengumpulan data pada SMP

Negeri 9 Banda Aceh Mulai Tanggal 20 Maret 2024 s/d 28 Maret 2024 Sesuai Dengan

isi Surat Kementrian Agama Universitas Islam Negeri Ar-Raniry, Nomor B-

2036/Un.08/ftk.1/TL.00/2/2024 Tanggal 13 Februari 2024.

Mengumpulkan data dalam rangka penyusunan Skiripsi dengan berjudul

"EXPLORING STUDENTS' INQUIRY LEARNING STRATEGY IN LEARNING

ENGLISH".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Banda Aceh, 26 Maret 2024
Kepala Sekolah,

Nurdin, S.Ag., M.Pd
NIP. 19720818 199903 1 006

APPENDIX D

RESEARCH INSTRUMENT (RPP, PRE-TEST, POST-TEST, AND QUESTIONNAIRE)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah   : SMPN 9 Banda Aceh
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII/Genap
Materi Pokok   : Degrees of Comparison
Alokasi Waktu   : 8JP x 40 menit (4 pertemuan)

A. Kompetensi Inti (KI)

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *degrees of comparison*)	3.9.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan degrees of comparison yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaanya 3.9.2 Menjelaskan informasi terkait fungsi sosial yang terkandung dalam degrees of comparison lisan dan tulis pendek dan sederhana

4.9	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.9.1 4.9.2	Menyusun ungkapan dengan menggunakan degrees of comparison sesuai konteksnya Membuat kalimat degrees of comparison berdasarkan materi yang disajikan dan menjawab soal-soal yang diberikan

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami fungsi sosial, struktur teks dan unsur kebahasaan degrees of comparison dengan baik.
- Menyusun kalimat degrees of comparison lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa yang dilakukan di masa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

- **Fungsi Sosial**

  Mengidentifikasi, mengenalkan, memuji, mengkritik, dan mengagumi
- **Generik Struktur**

  Positive degree, comparative degree, and superlative degree
- **Unsur Kebahasaan**

  Adjective (kata sifat) dan Adverb (kata keterangan)

E. Metode Pembelajaran

1. Pendekatan : Saintifik Approach
2. Strategi Pembelajaran : Inquiry Learning
3. Metode : Tanya jawab, diskusi, penugasan dan *work in group*

F. Media, Alat dan Bahan Pembelajaran

Media : Worksheet

Alat : Spidol, Penghapus, papan Tulis dan benda-benda yang ada disekitar

G. Sumber Belajar:

1. Materi Bahasa Inggris.
2. Kamus Bahasa Inggris.

H. Langkah-Langkah Pembelajaran
   1. Pertemuan Pertama

Kegiatan	Deskripsi	Waktu (Menit)
Orientation	• Melakukan pembukaan dengan salam pembuka dan membaca doa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar; kerapian dan kebersihan ruang kelas presensi, menyiapkan media dan alat serta buku yang diperlukan. • Guru memberi pertanyaan kepada siswa tentang materi degrees of comparison seperti "kira-kira berdasarkan soal-soal yang terdapat dalam pre-test sebelumnya, apa yang akan kita pelajari?	**5**
Formulating the problem	• Guru mengajukan pertanyaan seperti "Setelah mengetahui apa yang akan kita pelajari hari ini, kira-kira apa kegunaan dari mempelajari degrees of comparison dalam kehidupan sehari-hari?"	**5**
Propose a hypothesis	• Guru memberikan materi kepada siswa tentang degrees of comparison yang berfokus pada positive degree dan kemudian menyuruh siswa untuk menganalisa materi tersebut bersama kawan kelompoknya masing-masing.	**5**

Gathering information	• Peserta didik mengamati teks atau pengertian tentang materi yang diberikan oleh guru. • Peserta didik dan guru mengadakan tanya jawab mengenai materi yang telah mereka pelajari bersama anggota kelompok masing-masing.	**5**
Testing the hypothesis	• Peserta didik diperintahkan untuk membuat satu contoh kalimat berdasarkan materi ajar. • Peserta didik memahami instruksi pembuatan contoh kalimat yang diberikan oleh guru. • Peserta didik secara kelompok membuat satu contoh kalimat terkait materi ajar dan mempresentasikannya didepan kelas. • Untuk menguji pemahaman peserta didik, guru memberikan tugas kepada peserta didik dan mereka diarahkan untuk bekerja secara kelompok. • Peserta didik mempresentasikan hasil kerja mereka.	**5**
Conclusion	• Peserta didik menentukan penyelesaian masalah yang paling tepat dari berbagai alternative pemecahan masalah yang mereka temukan dan membuat kesimpulan berdasarkan tugas/soal yang sudah dikerjakan.	**5**
Generalization	• Peserta didik menentukan penyelesaian masalah yang paling tepat dari berbagai alternative pemecahan masalah yang mereka temukan dan membuat kesimpulan berdasarkan tugas/soal yang sudah dikerjakan.	**5**

Kegiatan	Deskripsi	Waktu (Menit)
Closing	• Peserta didik dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran didalam kelas. • Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.	**5**

2. Pertemuan Kedua

Kegiatan	Deskripsi	Waktu (Menit)
Orientation	• Melakukan pembukaan dengan salam pembuka dan membaca doa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar; kerapian dan kebersihan ruang kelas presensi, menyiapkan media dan alat serta buku yang diperlukan. • Guru memberi pertanyaan kepada siswa tentang materi degrees of comparison seperti "Setelah mempelajari tentang positive degree pada pertemuan sebelumnya, apa yang akan kita pelajari hari ini?	**5**
Formulating the problem	• Guru mengajukan pertanyaan seperti "Setelah mengetahui apa yang akan kita pelajari hari ini, kira-kira apa kegunaan dari mempelajari degrees of comparison dalam kehidupan sehari-hari?"	**5**

Propose a hypothesis	• Guru memberikan materi kepada siswa tentang degrees of comparison yang berfokus pada comparative dan superlative degree dan kemudian menyuruh siswa untuk menganalisa materi tersebut bersama kawan kelompoknya masing-masing.	**5**
Gathering information	• Peserta didik mengamati teks atau pengertian tentang materi yang diberikan oleh guru. • Peserta didik dan guru mengadakan tanya jawab mengenai materi yang telah mereka pelajari bersama anggota kelompok masing-masing.	**5**
Testing the hypothesis	• Peserta didik diperintahkan untuk membuat satu contoh kalimat berdasarkan materi ajar. • Peserta didik memahami instruksi pembuatan contoh kalimat yang diberikan oleh guru. • Peserta didik secara kelompok membuat satu contoh kalimat terkait materi ajar dan mempresentasikannya didepan kelas. • Untuk menguji pemahaman peserta didik, guru memberikan tugas kepada peserta didik dan mereka diarahkan untuk bekerja secara kelompok. • Peserta didik mempresentasikan hasil kerja mereka.	**5**
Conclusion	• Peserta didik menentukan penyelesaian masalah yang paling tepat dari berbagai alternative pemecahan masalah yang mereka temukan dan membuat kesimpulan berdasarkan tugas/soal yang sudah dikerjakan.	**5**
Generalization	• Peserta didik menentukan penyelesaian masalah yang paling tepat dari berbagai alternative pemecahan masalah yang mereka temukan dan membuat kesimpulan berdasarkan tugas/soal yang sudah dikerjakan.	**5**

|		
Closing	• Peserta didik dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran didalam kelas. • Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.	**5**

I. Penilaian Hasil Pembelajaran
1. Pre-test
2. Post-test

Banda Aceh, 29 Januari 2024

Mahasiswa

Zahara A'lia
NIM. 190203019
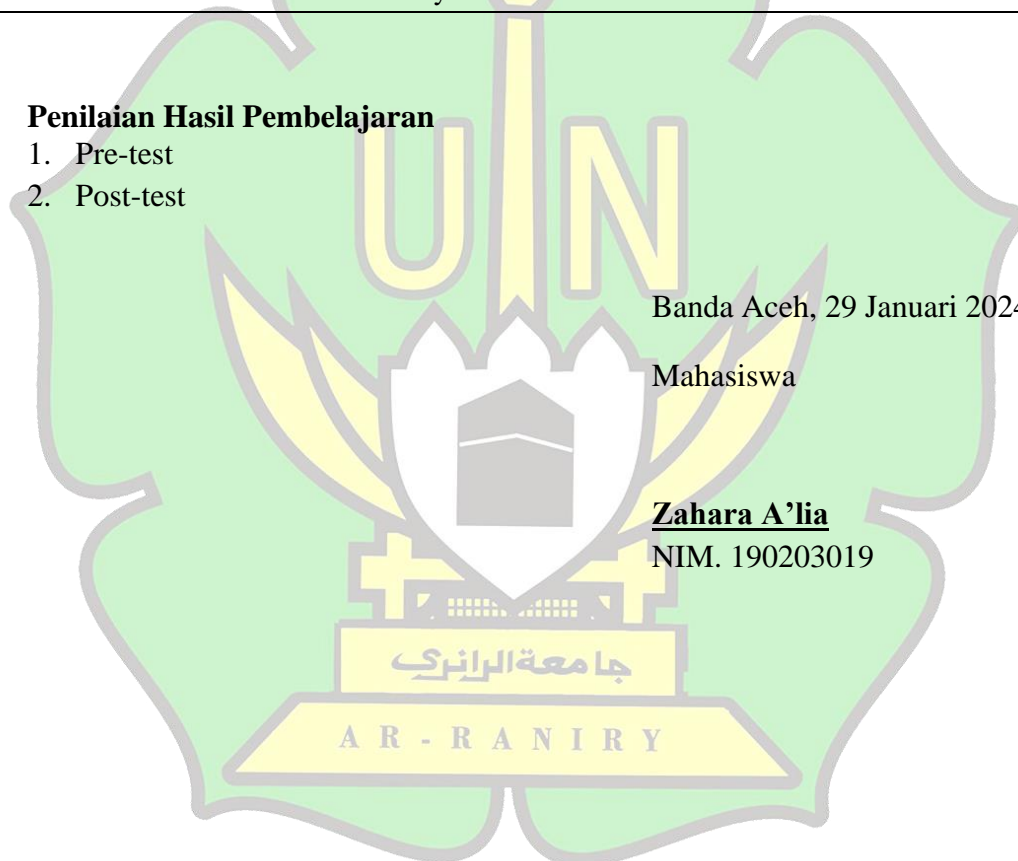
PRE-TEST

Name :

Class :

Answer these questions and cross (x) on the right answer!

1. Alex is 20 years old. Alya is 18 years old. Alex is …. than Alya.
   a. older
   b. younger
   c. oldest
   d. youngest

2. Eric can run 500 m in one minute. Denis can run 500 m in 80 seconds. Eric is …. than Denis.
   a. healthier
   b. slower
   c. sicker
   d. faster

3. Mary gets 98 on the last test, while Mira gets 95. Mary's score is …. than Mira's.
   a. smallest
   b. lower
   c. smaller
   d. higher

4. Ayu really likes rose. She thinks it is the …. flower.
   a. more beautiful
   b. more difficult
   c. most beautiful
   d. most difficult

5. Nia was born in June 2002, while all her classmates were born before her. Nia is the …. student in her class.
   a. oldest
   b. tallest
   c. smallest
   d. youngest

6. Ira bought her bicycle in February 2015. Rara bought her bicycle in June 2017. Rara's bicycle is …. than Ira's bicycle.
   a. smaller
   b. bigger
   c. older
   d. newer

   (2015)   (2017)

7. I don't like Math, I think it's the …. subject for every student.
   a. harder
   b. hardest
   c. as hard
   d. more hard

8. My sister always gets 1st rank in the class. She is …. than my brother.
   a. diligent
   b. most diligent
   c. as diligent as
   d. more diligent

9. My father is …. than me.
   a. smarter
   b. taller
   c. lighter
   d. prettier

10. My mother is …. than my grandmother.
    a. younger
    b. smart
    c. diligent
    d. older

11. Tina is 25 years old. Nina is 28 years old.
    a. Tina is older than Nina
    b. Tina is younger than Nina
    c. Tina is as old as Nina
    d. Nina is younger than Tina

12. Maya is 22 years old. Historia is 22 years old.
    a. Maya is older than Historia
    b. Historia is older than Maya
    c. Maya is as old as Historia
    d. Maya is younger than Historia

13. Armin's house is …. house in my town.
    a. large
    b. larger
    c. largest
    d. the largest

14. Erika is …. student in our class.
    a. diligent
    b. the more diligent
    c. the most diligent
    d. the diligent

15. Sugar is as…. as honey.
    a. sweet
    b. sweeter
    c. more sweet
    d. the sweetest

16. Monument Nasional (Monas) is tall, but Eiffel tower is…. than Monas.
    a. taller
    b. tallest
    c. tall
    d. as tall as

The table below is for question number 17-20!

	Haris	Hera	Ani
Age	13	14	12
Height (in cm)	170	167	165

Weight (in kg)	59	56	60

17. Hera is …. than Haris.
   a. younger
   b. youngest
   c. older
   d. oldest

18. Ani is the …. of all her friends.
   a. thinnest
   b. youngest
   c. oldest
   d. tallest

19. Haris ….than Hera, but he is ….than her.
   a. older; shorter
   b. older; taller
   c. younger; taller
   d. older; shorter

20. Haris is….than Hera, but ….than Ani.
   a. younger; older
   b. older; younger
   c. taller; shorter
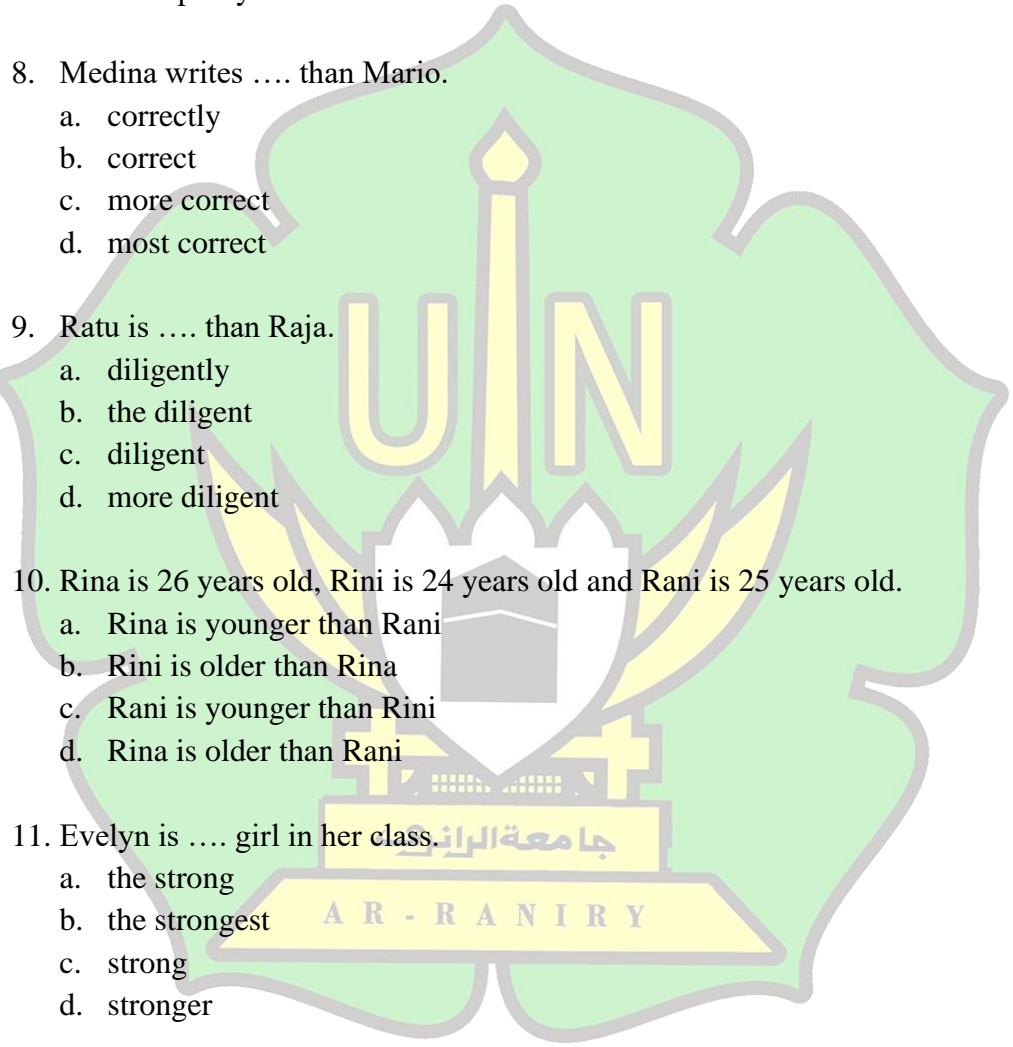   d. shorter; taller

POST-TEST

Name :

Class :

Answer these questions and cross (x) on the right answer!

1. Naura is a second-grade student of senior high school. Naila is a first-grade student of junior high school. Naila is …. than Naura.
   a. short
   b. younger
   c. old
   d. big

2. Mira is as …. as her sister.
   a. cute
   b. cutest
   c. most cute
   d. more cute

3. Bayu walks as …. as Bagas.
   a. faster
   b. fastest
   c. fastly
   d. fast

4. Irma speaks as …. as Rina.
   a. slow
   b. slower
   c. slowest
   d. more slowly

5. She is as …. as her friend.
   a. calm
   b. calmly
   c. more calm
   d. most calmly

6. John is …. than Jihan.
   a. tall
   b. taller
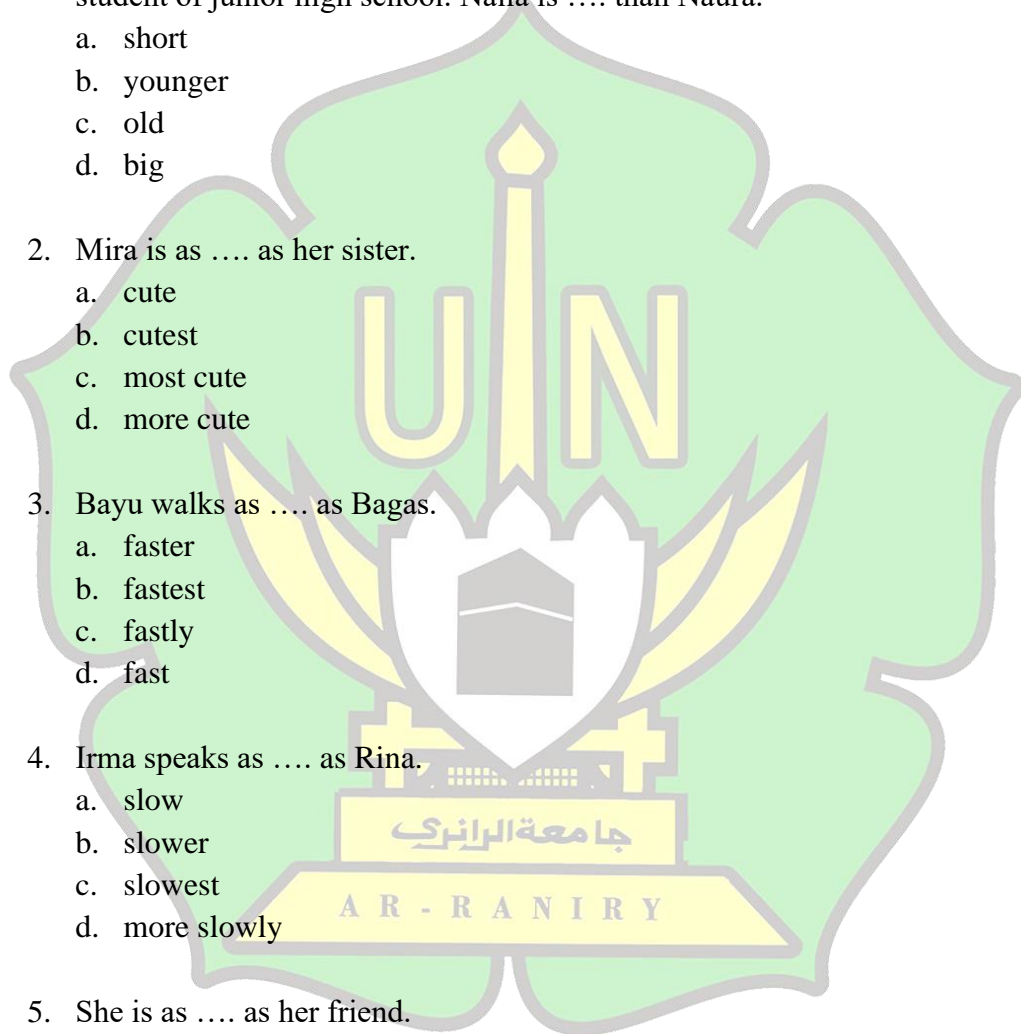
c. more tall

d. most tall

7. Who is ….? Dinda or Linda?
   a. prettier
   b. more prettiest
   c. pretty
   d. most pretty

8. Medina writes …. than Mario.
   a. correctly
   b. correct
   c. more correct
   d. most correct

9. Ratu is …. than Raja.
   a. diligently
   b. the diligent
   c. diligent
   d. more diligent

10. Rina is 26 years old, Rini is 24 years old and Rani is 25 years old.
    a. Rina is younger than Rani
    b. Rini is older than Rina
    c. Rani is younger than Rini
    d. Rina is older than Rani

11. Evelyn is …. girl in her class.
    a. the strong
    b. the strongest
    c. strong
    d. stronger

12. Alena, Almira and Alexa followed English test and they got their score. Alena got 80, Almira got 85, and Alexa got 90.
    a. Alena is smarter than Almira.
    b. Almira is smarter than Alexa.
    c. Alexa is the smartest girl.
    d. Alena is the smartest girl.

13. Dinda screams …. of all her classmates.
    a. loud
    b. expensive
    c. loudest
    d. more expensive

14. Athala, Rian, and Jeno has different height. Athala 167 cm, Rian 168 cm, and Jeno 169 cm.
    a. Athala is the tallest boy.
    b. Athala is tall than Rian.
    c. Jeno is the shortest boy.
    d. Jeno is the tall boy.

15. My cat is ….. pet in my house.
    a. the fattest
    b. the short
    c. short
    d. fat

16. This is …. cake I have ever tasted.
    a. the bigger
    b. big
    c. the most delicious
    d. deliciouser

The table below is for question number 17-20!

Code	Picture of Product	Price of Product
A		**Rp100.000,00**
B		**Rp125.000,00**

C		**Rp130.000,00**

17. Shoes (A) is …. product.
    a. the most expensive
    b. the cheapest
    c. cheap
    d. expensive

18. Shoes (C) is …. than shoes (B).
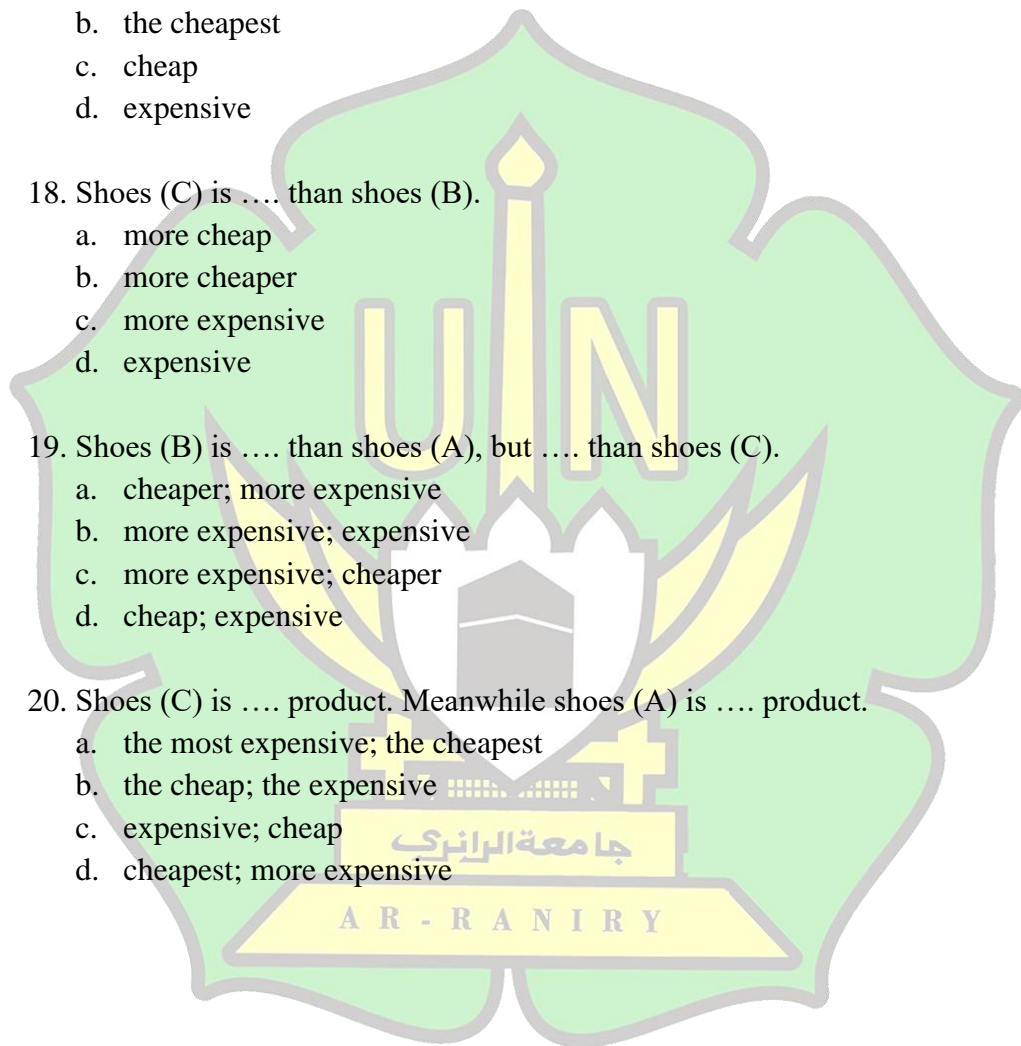   a. more cheap
    b. more cheaper
    c. more expensive
    d. expensive

19. Shoes (B) is …. than shoes (A), but …. than shoes (C).
    a. cheaper; more expensive
    b. more expensive; expensive
    c. more expensive; cheaper
    d. cheap; expensive

20. Shoes (C) is …. product. Meanwhile shoes (A) is …. product.
    a. the most expensive; the cheapest
    b. the cheap; the expensive
    c. expensive; cheap
    d. cheapest; more expensive

QUESTIONNAIRE

Nama Siswa   :

Kelas   :

Jenis Kelamin   :

Petunjuk Pengisian:

1. Berilah tanda centang (√) pada pendapat yang anda anggap paling tepat!
2. Isilah angket ini berdasarkan keadaan yang anda alami sebenarnya!

Keterangan:

SS   : Sangat Setuju

S   : Setuju

TS   : Tidak Setuju

STS   : Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1.	Belajar melalui inquiry learning strategy memudahkan saya dalam memahami materi degrees of comparison.				
2.	Belajar melalui inquiry learning strategy membuat saya lebih aktif dalam belajar degrees of comparison.				
3.	Belajar melalui inquiry learning strategy membantu meningkatkan kemampuan saya dan teman sekelas saya berkolaborasi dan bekerja secara kelompok untuk mamahami degrees of comparison.				
4.	Belajar melalui inquiry learning strategy membuat saya mampu memahami degrees of comparison dengan cepat.				
5.	Belajar melalui inquiry learning strategy membuat saya berani untuk tampil didepan kelas.				

6.	Belajar melalui inquiry learning strategy membuat pelajaran degress of comparison menjadi menyenangkan.				
7.	Belajar menggunakan inquiry learning strategi membuat saya semangat dalam belajar degrees of comparison.				
8.	Belajar menggunakan inquiry learning strategi memotivasi saya untuk lebih berani dalam mengutarakan pendapat.				
9.	Belajar menggunakan inquiry learning strategy memberi pengaruh positif bagi saya.				
10.	Inquiry learning strategy adalah strategi yang sangat cocok digunakan untuk belajar bahasa Inggris.				

Adapted from Arbi (2023)

APPENDIX E

DOCUMENTATION

Pre-test Situation:

Treatment Situation:

Post-test Situation:

AUTOBIOGRAPHY

1. Name : Zahara A'lia
2. Place/Date of Birth : Matang Keupula Dua/01 Juni 2001
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Matang Keupula Dua, Kec. Madat, Kab. Aceh Timur
7. Email : zaharaalia01@gmail.com
8. Occupation : Student of Department of English Language Education, UIN Ar-Raniry
9. Parents
    a. Father's Name : Tarmizi, S.M
    b. Mother's Name : Zakiah
    c. Father's Occupation : PNS
    d. Mother's Occupation : IRT
    e. Address : Matang Keupula Dua, Kec. Madat, Kab. Aceh Timur
10. Educational Background
    a. Elementary School : SDN Matang Keupula Dua
    b. Junior High School : MTsS Ulumuddin
    c. Senior High School : MAS Ulumuddin
    d. University : UIN Ar-Raniry Banda Aceh