THE EFFECT OF INQUIRY BASED LEARNING ON SPEAKING SKILL AT THE TENTH GRADERS STUDENTS OF VOCATIONAL HIGH SCHOOL (SMK) PGRI 3 TANGGUL IN 2019/2020 ACADEMIC YEAR

THESIS

submitted to State Institute of Islamic Studies of Jember
as a partial fulfillment in requirements for the
Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
Program of English Education Department

By:

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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
MARCH 2021

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MOTTO

Indeed,

Allah will not change the condition of a people until they change what is in

themselves.[*]

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[*]Departemen Agama RI, *Al Qur'an Dan Terjemahnya*, (Bandung: Diponegoro, 2010), 243

DEDICATION

I proudly dedicate this thesis to:

My ever lasting love parents Mr. Ridwan and Mrs. SitiKhofifah,

My brother Dimas Ilhami,

For the unconditional acceptance, love, support, and prayer.

My favourable friends Tuty Ayudatus S, Kholila, Jamilah, Ratna Dewi, and all of the member of Sunshine class (TBI-2),

For the wonderful friendship they ever offer.

My ever lasting friend Fika Faiqotul Himmah,

Who promised me to graduate together but, let me graduted alone.

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The writer realizes that this thesis is still far for being perfect. Therefore, she accepts every suggestion, criticism, and comment from readers. She hopes that this thesis gives contribution and be useful for the improvement of the English teaching learning process.

Jember, 30Desember 2020

The writer

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ABSTRACT

Ira Hamidah Nurul Zahro, 2020: *The Effect Of Inquiry Based Learning On Speaking Skill At The Tenth Graders Students Of Vocational High School (Smk) PGRI 3 Tanggul In Academic Year 2019/2020*

English is one of the existing languages in this world, speaking is one of the important skills in English.The mastery of which is a priority for many second or foreign language learners.As a foreign language, English tends to be difficult to be learnt by second language learners, especially speaking skill because it is only learnt and used in school, not for communication in daily live. The researcher recognized some problems that may occur in learning speaking at school such as; the use of the mother tongue is dominance, students are shy to express the ideas, worry about making mistake, fearful of critics because the environment did not support them. There are many methods which can be used to overcome these problems. Thus, the researcher used inquiry based learning as a method to teaching speakingat the tenth grade students of vocational high school (SMK) PGRI 3 Tanggul in academic year 2019/2020.

The research question in this study; it was "is there any significant effect in using inquiry based learning to the students' speaking skill at the tenth grade students of vocational high school (SMK PGRI) 3 Tanggul in academic year 2019/2020?". Regarding the research question, the researcher aimed to know te significant of using inquiry based learning method on students' speaking skill at the tenth graders students of vocational high school (SMK) PGRI 3 Tanggul.

This research useda quasi-experimental quantitative research method. The population of this research were the tenth grade studentsof SMK PGRI 3 TANGGUL and the researcher used purposive sampling to choose 25 students of X TKJ 2 as the experimental group and 25 students of X TKJ 1 as the controlled group. The method used in collecting the data was administering a test. Meanwhile, the technique used in analyze the data was T-test and the calculation of the data by using SPSS.

After analysing the data, the researcher found out that the T-test result showed that $t_{value}$was higher than t_{table} ($4.196 > 2.01063$) which meant that Ho was rejected and Ha was accepted. According to the analysis, it illustrated that there was significant different between the students' speaking skill before and after being taught by using inquiry based learning method. Thus, in conclusion, there was significant effect of applying inquiry based learning method on speaking skill at the tenth grade students of vocational high school (SMK) PGRI 3 TANGGUL in academic year 2019/2020.

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CHAPTER I

INTRDUCTION

This chapter presents the background of research, research question, research objectives, significance of research, research limitation, definition of key terms, hypothesis, and systematic discussion.

A. Background Of Research

Language is one of the main ways to connect with others. Kilgour claimed that language is obviously a vital tool to communication. It cannot be separated from our lives because it is used to connect our social lives. Language is a part of culture and also a part of human behavior. By using language, people are able to communicate and cooperate with others. People use language as the medium in expressing ideas, feeling, and thought. The purpose of real communication is to accomplish a task, such as conveying news, obtaining information, or expressing opinion.

English is one of the existing languages in this world. Hammer stated that "English is a language which is used for International communication. As language for International communication, English is spoken by many people in the worldas the second language, the third language or as an foreign language."[1] It turns out that the number of the native speakers of English is not the largest in the world. However, English is used by many people even though their native languages are other than English. Many people who come from different countries who speak different languages can interact to each

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[1] Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 2001), 13.

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other with the help of English. English has become one of the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc.

"English is a compulsory subject at school in many countries in the world." [2] Indonesia is one of the countries which includes English as a compulsory subject being taught in formal schools. It is recognized as a foreign language. In Indonesia, English has been taught from junior high school until university and it has been studied from elementary school and even in kindergarten right now. On the other hand, based on law number 32, the year 2013, article 70, paragraph 5 was mentioned that "at SMA/MA/SMALB or another equivalent form, national exam includes Indonesian language, English, mathematics, and the subjects which characterizes the educational program". [3] It means that English becomes one of the important lessons that must be learned in school because it includes in national examination which "national examination results are used as one of the considerations for: mapping the quality of programs and/ or education units, the basis for the next level of education selection, determining students' graduation from programs and/ or education units, coaching and providing

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[2] Suparman, "The Influence Of English Club Toward Students'Speaking Skill At Dormitory Of Stkip Paracendekia Nw Sumbawa", *Empowering Literature in English Language Teaching*, ISBN: 978-602-98097-8-7 (September, 2017), 21.

[3] Menteri Hukum dan Hak Asasi Manusia RI, Undang-undang No. 32 tahun 2013 tentang Perubahan Atas Peraturan Pemerintah No.19 Tahun 2005 Tentang Standar Nasional Pendidikan.

assistance to education units in attain a certain aim to improve the quality of education" stated by law number 32, the year 2013, article 68, paragraph 1.[4]

In order to mastering English, there are four skills that must be learnt by students. They are listening, speaking, reading and writing. However, "a priority for many second language or foreign language learners is mastery of speaking competence in English."[5] Speaking is one of the demanding skills that plays an important role in communication and making a social interaction to gain information. "Speaking is so much part of daily life that we take it for granted."[6] Thus, it is necessary for every student to have a good speaking skill.

As a foreign language, English tends to be difficult to be learnt by second language learners, especially speaking skill because it is only learnt and used in school, not for communication in daily live. Lucy said "speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the person who are communicating with."[7] Speaking is more spontaneous compared to another productive skill such as writing. If we have more time to think in writing, this does not happen in speaking. Learners have to think the words they want to say right way.

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[4] Menteri Hukum dan Hak Asasi Manusia RI, *Undang-undang No. 32 tahun 2013 tentang Perubahan Atas Peraturan Pemerintah No.19 Tahun 2005 Tentang Standar Nasional Pendidikan.*
[5] Richard I Arends. *LearnigTo Teach* (Yogyakarta: Pustaka Pelajar, 2008), 19.
[6] Scott Thornbury, *How To Teach Speaking*, 1.
[7] Lucy pollard. *Teaching English* (London. Lucy copyright, 2008). 33.

The researcher has found that students had difficulties in learning English especially speaking skill. The problems that may occur in speaking activities were as follows: first, the use of the mother tongue is dominance. Students feel too comfortable using their mother tongue even they are in the classroom that it makes students rarely practicing their English. Second, students are often inhibited about trying to express thing use a foreign language in classroom. They worry about making mistakes, fearful of critics or to get fellow attention. Third, they have no motivation to express themselves specially using English language.

In teaching speaking, teacher usually has some techniques or method. The techniques must be extremely interesting and fun. Teacher who can choose the best technique or method in teaching speaking can be implied to achieve the desire of the learning objectives. Teachers must create comfortable learning atmosphere and various technique that can make students eager to get information and analyze it through discovering the information by themself and not just remember it. There are a lot of techniques or methods that can be used in class room to increase students' attention in teaching speaking. Such as: (method)…

"Inquiry method is a generic term that applies to methods with which teachers engage students' critical thinking skills to analyze and solve problems in a systematic fashion."[8] So, inquiry method is a method that focused on asking students to think more critical in order to be able to solve

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[8] Richard Kinsvatter, *Dynamics Of Effective Teaching* (New York: Longman Publisher, 1996), 258.

problems. Inquiry based learning has some advantages. Those are: students centered in the learning process, improving students' abilities and skills as individual, and avoiding the traditional learning way. Teaching and learning through inquiry based learning can involve the students to discuss and solve the problem through question and answer that forward to the conclusion. The use inquiry based learning in teaching speaking was expected to happen in that situation so that the students can actively study in the class.

Therefore, the researcher tried to apply inquiry based leaning in teaching speaking in SMK PGRI 3 Tanggul with the aim to improve the students' speaking skill. Thus, the tittle of the research is "The Effect of Inquiry Based Learning to Improve Speaking Skill at the Tenth Grade Students' of SMK PGRI 3 TANGGUL in Academic Year 2019/2020." The researcher chose SMK PGRI 3 TANGGUL to conduct this research because this school has not applied this method yet and still used conventional method or sometimes direct method that made students uninterested in the teaching and learning process. The school also has native teacher that makes students should communicate with her in English. The other reason relates to one of the missions of this school "develop the ability of language and information technologies".[9] Thus, the school does not only focus on the technologies but also focus on developing students' language skill.

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[9] http://smkpgri3tanggul.sch.id/profil-sekolah/

B. Research Question

According to the background of study above, the research question is formulated as follows "is there any significant effect of using inquiry based learning on the students' speaking skill at the tenth grade students of SMK PGRI 3 Tanggul?"

C. Research Objective

This research aimed to know whether there is significant effect of inquiry based learning method on students' speaking skill at the tenth grade students' of SMK PGRI 3 Tanggul.

D. Significant Of The Research

There were some expected advantages from this study. Generally the advantages of the study were to give information about the effect of inquiry based learning activity to the speaking skill of the senior high school students. The advantages of this study were as follows:

1. For the teachers, they were expected to be able to choose a suitable method in teaching so that their students can be better in speaking English.

2. For the researchers, this study can give more insight and find out suitable method of teaching for their students in speaking skill.

E. Research limitation

The limitation of research is an important thing to determine the object limitations of the research that divided into research variable and research indicator.

1. **Research variable**

   This research had two variables; they were dependent variable and independent variable.

   a. Dependent variable is variable that influenced or become consequence because independent variable. [10] The dependent variable of this research was speaking skills.

   b. Independent variable is variable that influence or will be the reason of change or appear of dependent variable.[11] The independent variable of this research was Inquiry based learning.

2. **Research indicator**

   Based on the variable above, the indicators were:

   a. Dependent variable (speaking skill): definitions of speaking skill, types of spoken language, the aspects of speaking (pronunciation, fluency, vocabulary, grammar and comprehension), teaching speaking.

   b. Independent variable (inquiry based learning): definition of inquiry based learning, the components of inquiry based learning, the advantages of inquiry based learning, inquiry based learning in teaching speaking skill and the steps of inquiry based learning method in teaching speaking skill.

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[10] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2014), 39
[11] Ibid.

F. Definition Of Key Terms

1. **Speaking skill**

   speaking is the ability to express feeling, opinion, or information in order to communication with others in spoken language.

2. **Inquiry based learning**

   Inquiry method is a way that teachers use to teach in class. It is a process of learning, discoveries, and thinking through the process systematically. Thus, in the planning process, teachers design the learning that allows students to find their own material that must be understood.

G. Hypothesis

The hypothesis is the provisional answer to the problem of the research the theoretically considered possibly or highest the level of the truth. It is provisional truth determined by researcher that should be tasted and provide.[12] The statistic hypothesis states;

Hypothesis alternative (Ha):

There is significant effect of the use of inquiry based learning toward students' speaking skill at the tenth grade students of SMK PGRI 3 Tanggul in academic year 2019/2020.

Hypothesis null (Ho):

There is no any significant effect of the use of inquiry based learning toward students' speaking skill at the tenth grade students of SMK PGRI 3 Tanggul in academic year 2019/2020.

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[12] Suharsimi.Arikunto. *Prosedur Penelitian Suatu Pendekatan Prakktik*. (Jakarta: Rineka Cipta, 2010). 17

H. Systematic of thesis

Systematical discussion is a summary of the contents in the thesis from the beginning until the end of the research that aims to understand globally from all existing discussions. To make it easier to understand the content of the thesis systematic, so the systematic of thesis are created as follows:

Chapter I is introduction. This chapter consists of background of research, research question, research objective, significance of research, research limitation, definition of key term, hypothesis, and systematic discussion.

Chapter II is review of related literature. This chapter consists of previous research, theoretical framework.

Chapter III is research method. This chapter consists of approach and research design, population and sample, technique of data collection, and data analysis.

Chapter IV is interpret data and analysis. This chapter consists of description of research object, description of data, analysis and test of hypothesis and discussion.

Chapter IV is conclusion and suggestions. This chapter consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter highlights the discussing of some literature related to the research. It covers operational definition, review of related literatures, research assumptions and hypotheses.

A. Previous Research

There are several previous research that had been conducted by other researcher related to this research, such as:

First previous study is from journal thesis conducted by Eka Rifael Dipriansyah, made (2017), the tittle is "The Implementation Of Inquiry Based Learning In Teaching Speaking To Narrative Text By Using Fairy Tale For The Eight Grade Students Of SMPN 2 Jiwan Madiun." The result of this study found out that inquiry based learning in teaching speaking to narrative text by using fairy tale makes students feel comfortable, not bored, happy, and build students confidence, increasing students' ability to analize sources, motivating students to practice speaking and increasing students ability to cooperate. The similiarities of Eka's research and this reasearch are both of them focused on using of inquiry based learning to improve speaking skill. The differences of both research are Eka's research focused on teaching narrative text by using fairy tale while this research focused on teaching announcement also this journal used qualitative research which focused natural condition in a place while this research use quantitative research.

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Second previous study is from thesis conducted By Riadhotul Husnah (2016) the tittle is "The Effectieness Of Inquiry Learning Method (ILM) Toward The Students' Writing Descriptive Text Achievement At The First Grade Of SMPN 01 Ngantru". This thesis found out that inquiry method was effective to increase students' achievement especially in writing descriptive text and the effect could be seen from the quantity of the words which significantly increased in post-test. The similarities from both researches are focused on the use of inquiry learning method to improve skill of English and quantitative research method. The differences between both of these researches are ridho's research focused on improving writing skill while this research focused on improving speaking skill.

The third previous study is a journal conducted by Hendrianto (2014), the title is "Teaching Speaking Skill Through Inquiry Method". This research found that by using inquiry technique students make the learning speaking ceriousity, learner didn't complain that they couldn't have anything to say, they have motivation to express their selves and also students pronounce the words correctly. The similarities of this journal and this research are both this research and journal focused on the use of inquiry based learning to improve speaking skill and quasi experimental quantitative research design. The differences between this journal and this research are this journal focused on improving speaking skill in descriptive text while this research focused on improving speaking skill in announcement.

Table 2.1
The Similarities and Differences of
Previous Research and This Research

No	Name/Title of The Research	Similarities	Differences
1	Eka Rifael Dipriansyah/ The Implementation Of Inquiry Based Learning In Teaching Speaking To Narrative Text By Using Fairy Tale For The Eight Grade Students Of SMPN 2 Jiwan Madiun	• Use inquiry based learning. • Focused on improving speaking skill.	• This journal used qualitative method while his research used quantitative method. • This journal focused on teaching narrative by using story tale while this research focused on teaching announcement.
2	Riadhotul Husnah/ The Effectieness Of Inquiry Learning Method (Ilm) Toward The Students' Writing Descriptive Text Achievement At The First Grade Of SMPN 01 Ngantru	• Use inquiry based learning. • Use quantitative method.	• Ria's research focused on writing skill while this research focused on speaking skill.
3	Hendrianto/ Teaching Speaking Skill Through Inquiry Method	• Use inquiry based learning. • Focused on improving speaking skill. • Use quantitative method	• This journal focused on teaching descriptive text while this research focused on teaching Announcement

Thus, The differences between this research with Eka's research was

the focused in Eka's research were on teaching narrative text by using fairy

tale while this research focused on teaching announcement also this journal

used qualitative research which focused natural condition in a place while

this research use quantitative research. Furthermore, Ridho's research focused

on improving writing skill while this research focused on speaking skill and the differences between this Herdianto's journal and this research are this journal focused on improving speaking skill in descriptive text while this research focused on improving speaking skill in announcement.

B. Theoretical framework

1. Speaking Skill

Speaking and listening are the fundamental skills. Learning through speaking is natural way of learning a foreign language.[13] Richard said that speaking is the verbal use of language and a medium through which human beings communicate with each other.[14] It means that speaking is a part of language that used as medium to communicate with others. It is the most demanding skill that people need to communicate in everyday situation. In the other word, speaking is also seen as an interactive process of constructing meaning that involves producing and receiving information in order to get particular end between speaker and listener.

According to oxford dictionary, speaking is simply concerning putting ideas into words to make other people grasp the message that is conveyed.[15] When people communicate with others, speaker will use some utterances in order to tell the purpose to the listener. The speaker should be

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[13] Shafaat Hussain, Teaching Speaking Skill In Communication Classroom, *International Journal Of Media, Journalism And Communication*, Vol 3, ISSN 2454-9479 (Madda Walabu University. 2017), 14.

[14] Jack C. Richards & Willy A, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 204.

[15] Oxford University Press, *Oxford Learner's Pocket Dictionary*. (New York: Oxford University Press, 2003), 426.

able to transform their ideas into words in order to make sure the listener understands what they are talking about.

Speaking is also depending on the speaking context. People learn language because they want to apply language in specific purpose.[16] For example, speaking between students is about situation at school, assignments, materials, score, etc. it will be different with speaking used by fisherman, they often speak about bats, weather and fish harvest among fisherman.

Therefore, speaking is the ability to express feeling, opinion, or information in order to communication with others in spoken language. There is an information gap between what speaker said and what listener received when they are talking, both of them should be able to comprehend the information given in order to achieve good communication.

a. Types of spoken language

Base1d on Brown (2003) there are two kinds of spoken language, they are monologue and dialogue.[17]

1) Monologue

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of

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[16] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), 343.
[17] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2003), 251.

speech without interruption. Monologues differ considerably in their discourse structures. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary, cultural system of English language, think about the ideas they wish to express, have to be English sound well by changing the positions of lips, jaws, and tongue. Besides that, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place and must have the abilities to change their direction of their thoughts on the basis of the persons' responses.

From the explanation above, monologue is one speaker that speaks to listener or spectator in length of time. The opportunities to interact from the listeners are limited, such as speeches, readings (the message from writer to reader), oral presentation, news broadcast, storytelling and etc. such us speeches, news broadcasts and etc. In addition, when speaker does not prepare before on his or her speech, it is unplanned. But when speakers planned, they should have knowledge of the sound, structure, vocabulary, cultural system of English language, have to think about the ideas they wish to express, and have to be English sound well.

2) Dialogue

Dialogue is involved by two or more speakers and can be subdivided into interpersonal and transactional. The interpersonal is an exchange that promotes social relationships while transactional is the purpose to convey propositional or factual information. In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicitly to assure effective comprehension. When such references are not explicit, misunderstandings can easily happen.

Therefore, dialogue is not same with monologue; the speakers in dialogue involve two or more and both of them interact or communicate with each other. In this case, dialogue is divided in two forms, they are interpersonal and transactional. Interpersonal is exchange social relationship in communication. The speakers can be familiar with each other when the interlocutor produce conversations with more assumptions, implications, and other hidden meanings also the daily language. Whereas, when they are

unfamiliar it can lead to misunderstanding when they are not speaking explicitly to assure effective comprehension.

b. The aspect of speaking skill

According to the brown (2001) there are four aspect of speaking skill, they are;

1) Pronunciation

According to Nunan, pronunciation helps learners to identify the differences of meaning (based on stress, rhythm, and intonation) based on differences in individual sounds.[18] Based on oxford dictionary, pronunciation is the way in which a language or a particular word or sound is spoken.[19] From that statement, it can be concluded that pronunciation is a way to produce the words utterance clearly to help interlocutor identify differences of meaning based on rhythm, stress, and intonation.

a) Vocabulary

Based on oxford pocket dictionary, vocabulary is all the words that person knows and uses.[20] Nunan explained that vocabulary is the lists of targets language words.[21] Meanwhile, according to Jemes, we have two vocabularies: a receptive vocabulary and an expressive vocabulary. Receptive vocabulary is the words we know when we listen or read, and when we

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[18] David Nunan, *Second Language Teaching & Learning* (Boston: Heinle & Heinle Publisher, 1999), 106.
[19] *Oxford Learner's pocket Dictionary*, 352.
[20] Ibid., 495.
[21] David Nunan, *Second Language Teaching & Learning*, 101.

receive thoughts from others. Whereas expressive vocabulary is the words we use when we speak or write, that is when we express thoughts to others.[22] Therefore, vocabulary is all the words that we receive from others and we used to speak or write.

b) Fluency

According to oxford pocket dictionary, fluency is a person able to speak a language easily and well.[23] It usually refers to express oral language freely without interruption. It means that speakers express their oral language easily with normal speed without any interruption.

c) Grammar

Grammar is one of components in English language. It is systematic description of linguistic that describe of the rules for combining words into sentences includes an account of the speaker's knowledge of sounds and meanings, as well as syntax.[24] So, grammar is ordering of words arranged into a sentence to give a meaning.

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[22] James F. Shepherd, *Collehe Vocabulary Skills* (USA: Houghton Miffin Company, 1987), 3.
[23] *Oxford Learner's pocket Dictionary*, 171.
[24] Julia, *Linguistics and Language*, 16.

d) Comprehension

Manser defines comprehension as the ability to understand something. In oxford pocket dictionary, comprehension means exercise that trains students to understand a language.[25]

c. Teaching speaking

Teaching speaking is a challenging responsibility as there are many problems related to every day practice. According to Ur (1999), some fundamental problems that appear in the speaking class include inhibition, complete silence, and low participation.[26] Learners often feel afraid to say things in foreign language classroom. They are usually worried in making mistakes fearful of criticism or losing face, or simply shy of the attention that their speech attracts.[27] (Cahyono, 2010). In addition, learners often complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should speak up. In the speaking class, only one participant can talk at a time if the students to be heard. In a large group this means that each participant will have only very little time to talk. The problem is compounded by the tendency that some learners are dominant, while others speak very little or not at all. In another case, there is a tendency for them to use mother tongue because it is easier.

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[25] *Oxford learner's pocket dictionary*., 86.
[26] Penny Ur, *A Course In Language Teaching* (New York: Cambride University Press, 1991), 121.
[27] Bambang Yudi Cahyono, *The Teaching Of English Language Skills And English Language Component* (Malang: State University Of Malang Press, 2010), 15.

The teacher is expected to design an activity that will be able to overcome those problems. Ur suggests four characteristics of successful speaking class. First, much of the time should be used for the activity involving the learners to talk. Second, classroom activity should not be dominated by talkative participants. All learners should get a chance to speak and contributions are distributed evenly. Third, learners are eager to speak because they are interested in the topic. Learners have something new to say about it, or because they want to contribute to achieve a task objective. Last, the learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. One of the ways to realize a successful speaking class is through task based language learning. So, any four characteristics of successful speaking class, the students must have activity to improve their speaking skill in the class, the students must be diligent to improve sentences in any topics. The students should be having new creativities to achieve task objective, and the students must express their skill in level speaking. From the explanation above by designing the attractive activities, it is hoped that the successful speaking class can be reached.

2. Inquiry based learning

Inquiry based learning is an instructional practice where students explore content by posing, investigating, and answering question [28]. Alberta (2004) 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.[29] That knowledge is new to students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some short of action.

Lane (2007) also agrees that inquiry-based learning method actively involves students in the exploration of the contents, issues, and questions surrounding a curricular area in the concept. The activities and assignment in an inquiry-based learning classroom can be designed such that students work individually or together to solve problems involving both in class work and fieldwork. The strategy is meant to be highly students-focused. Students-directed learning can vary depending on the level of the students in the course and their understanding.

. Inquiry can be viewed as a process for answering questions and solving problems based on facts and observations. [30] Based on this

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[28] Caroline J Caswell And Derek Labrie, *Inquiry Based Learning From Learners Point Of View: A Teacher Candidate's Success Story*, Journal Of Humanistic Mathematics, Vol 7, (July, 2017), 162.

[29] Alberta, *Focus On Inquiry: A Teaher's Guide To Implementing Inquiry-Based Learning* (Canada: Alberta Learning, Copyright, 2004), 1.

[30] Sri Rejeki, Inquiry Based Language Learning (Ibll): Theoretical And Practical Views In English Classroom, *English Franca*, Vol 1, No 2, E-ISSN 2580-3689, (STAIN Curup: 2017), 136.

definition, the students ask questions and find the answers by themselves with some helps from the teacher, technology, and their learning community at the classroom level. Inquiry is a teaching method designed to teach students how to deal with 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.

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 inquiry approach is focused more on using and learning as a mean to develop information-processing and problem-solving skills. The system is more students centered, with the teacher as facilitator of learning.

a. **The components of inquiry based learning**

According to Komalasari (2010), learning the methods of inquiry has 5 common components are as following:[31]

1) Question

Learning usually begins with an opening question that provokes curiosity or admiration of students and the students will

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[31] Kokom Koemalasari, *Pebelajaran Konstektual Konsep Dan Aplikasi* (Bandung: Pt Refika Aditama, 2010), 73-74.

be a phenomenon. Students are given the opportunity to ask questions, which are intended as guidance to the core question to be solved by the students. Furthermore, teachers deliver the core questions or core problem to be solved by the students. So, the teachers give opportunity to ask some questions which intended to be solved by the students.

2) Students engagement

In the method of inquiry, the active involvement of students is a must, while the teacher's role is as a passive facilitator. The students do not plan to write answers to questions in the field or to answer the questions at the end of the chapter of a book, but prosecuted involved in creating a product that shows a students' understanding to the concepts which are being studied or in conducting an investigation. However, students' engagement involved in creating a product being learned by the students

3) Cooperative interaction

Students are required to communicate, work in pairs or in groups, and discuss various ideas. In this case the student is not currently competing. The answer to the problems posed, the teachers can come in many forms, and probably the correct answer. So, Cooperative Interaction let the students to improve their skills from communication work pair or group and discuss about various ideas by correcting answers.

4) Performance evaluation

In answering the problem, usually the students are asked to create a product that can describe the knowledge about the problem being solved. This product can be a form of slide presentations, charts, posters, essays, and others. These products are to evaluate teachers. So, performance evaluation, students are asked to create the product and then the students describe the knowledge how to solve the problem.

5) Variety of resources

The students can use a variety of learning resources for example, textbooks, websites, television, video, posters, interviews with experts and others. So, varieties of resources more emphasize on students take them from wide range.

b. **The advantages of inquiry based learning**

According to Roestiyah (2008), the inquiry method has advantages that can be stated as follows:[32]

1) Inquiry method can form and develop the concept on students, so students can understand basic concepts and ideas better.

2) It assists on the use of memory and transfer to a new learning situation.

3) It encourages the students to think intuitively and formulate their own hypotheses.

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[32] Roestiyah, *Strategi Belajar Mengajar* (Jakart: Pt Rineka Cipta, 2008), 76-77.

4) It gives the individual's satisfaction to inquiry something.

5) The situation becomes more stimulating learning.

6) It can develop individual talents or skills.

7) It gives students the freedom to learn by using their own or group.

8) The students can avoid the students of the ways that traditionally.

9) Inquiry method can give the students who learn that they can assimilate and accommodate Information.

Beside the advantages, there are some disadvantages of inquiry based learning. They are:

1) Required mental readiness for students.

2) Requires an adjustment or adaptation from conventional method to inquiry learning method.

c. **Inquiry based learning in teaching speaking**

Implementation of inquiry learning model focuses on the active learners in the learning process. In the learning process, learners do not only learn the concepts and principles, but also undergo five stages that provided to accommodate the aim: observing, questioning, collecting information or experimenting, associating or information processing, and communicating.[33]

In the first level of school, students should be confronted with the fact that our problems develop in the school environment. They should be able to pay attention to the facts that they do not only accept the

[33] Sri Rejeki, Inquiry Based Language Learning (IBLL): Theoretical And Practical Views In English Classroom, 141.

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theory without knowing the real situation. Senior high school students should be able to prove that there are facts from which their theories with an existing data and information which is more valid and accurate. The inquiry method of learning English can also be applied especially in teaching speaking. Here, students can develop and think critically in responding to a problem.

In this activity the students can also facilitate the performance ability to speak, from the formulation of the problem, and observation to completion of a problem. The teachers only give orders to the development of facilities and materials appropriate with the school curriculum or the learning plan. The inquiry method can instill the basics of scientific thinking on students, thus in the learning process students focus more on self-study, develop creativity in understanding concepts and solving problems. Although in practice the application of inquiry learning methods vary considerably, it also depends on school's circumstances. On the other hands, Inquiry method does not only learns the concepts and principles, but it also learns about self-direction, responsibility, and social communication in an integrated manner. The students can develop and think critically in responding the problem; the students can also facilitate the performance ability to speak from the formulation problem and observation to completion of a problem. This method is to develop creativity in understanding

concepts and solving problem. Inquiry method can also be applied especially in teaching speaking skill.

3. **The Steps of inquiry based learning method in teaching speaking skill**

In this research, the researcher determines the topic by looking at the lesson plan. Besides that, the topic is also adjusted to the learning objectives. In order to reach the level of learning objectives, the researcher determines the activities that are in accordance with the components in this research. The components are Question, Students engagements, Cooperative interaction, Performance evaluation, and Variety of source. The flow of inquiry learning method in teaching speaking is as follows:

Topic	→	Annnouncement

Learning Objective →

- Students are able to identify the social function, text structure, and language features of announcements.
- Students are able to contexuallly comprehend the social function, text structure, and language features of announcements.
- Students are able to properly make an announcement,
- Students are able to make written announcements tex with correct text structure and language features.

The components

Question	Students Enggagemement	Cooperative Interaction	Performance Evaluation	Variety of resources

| The teacher ask students about anything related to announcemeement. | The students can try to conduct observations and also observe data from the observed object, about announcement. | The students analyze and discuss the result of observation with their group. | Students ask one or two of their team, to perform and do presentation about the result of discussion about announcement. | Students can find out the information about announcement from the books, internet or somewhere else. |

CHAPTER III

RESEARCH METHOD

A. Approach and Research design

This research used a quasi-experimental quantitative approach. Bell said that "the principle of the experimental is that two identical groups are selected, one of which (the experimental group) is given special treatment and the other (the controlled group) is not, then any difference between the two groups at the end of experimental period may be attributed to the difference in treatment."[34] So, it involved two groups of students which X TKJ 2 class as the experimental group given special treatment and the X TKJ 1 class as the controlled group was not received the special treatment. The quasi-experimental procedures were as follow;

1. Pre-test

   This test was conduct in the first meeting to measure normality and homogeneity test. The researcher gave an oral test to both experimental and controlled class.

2. Treatment

   Two groups were given a different treatment. In the experimental class, the teacher taught the students using inquiry based learning method. In the controlled class, the teacher taught using conventional method that usually use in the classroom.

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[34] J. Bell. *Doing Your Research Project 3rd Edition.* (Philadelpia: Open University Press, 1999).1

3. Post test

The post-test was conduct at the last meeting to measure students' speaking skill after getting the treatment. The researcher gave an oral test again to both controlled and experimental class.

B. Population and sample

1. Population

"Population is all members of any well-defined class of people, event, or, objects."[35] The population of this research was the tenth grade classes of SMK PGRI 3 Tanggul that consisted of 11 classroom and each class had about 25 students, so the total number of the population were 339 students.

2. Sample

The researcher chose two classes as the sample of this research. They were tenth grade students majoring in computer and network engineering or known as X TKJ (teknik computer danjaringan). In determining sampling of this research, there was interference from the school. The sample was chosen by the vice of headmaster in the field of curriculum. Therefore, in determining the sample, the researcher used purposive sampling. They were X TKJ 1 and X TKJ 2 classes. There were 25 students in X TKJ 1 classes and 25 students in X TKJ 2. The class of X TKJ 1 became the controlled group while X TKJ 2 class became the experimental group.

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[35]Donalary, *Introduction To Research In Education* (Canada: nelson education , 2010), 332

C. Technique of data collection

In this research, the researcher used test as an instrument in collecting the data. Test is a set of questions, exercise or other instrument which are used to measure the skill, aptitude, knowledge, and intelligence.[36]It means that test is one of a tool to measure the students skill. In order to find out the students ability in speaking, the aspects that will be evaluated are fluency, grammar, vocabulary, pronunciation and comprehension.

The test was given to the both of controlled and experimental class before and after the treatment. The researcher gave the oral test in the test with the same topic. The rubric was used for measuring students achievement in speaking test, adopted from Hughes (2001) that presented on the table below.

Table 3.1
Scoring Rubric of Students Speaking Test

Students	Students Score of Speaking Test Based on the Indicators						Calculation for total score	Final Score
Indicator	F	P	G	V	C	Total	$\underline{Total}$ x 100	
(name)							30	

Note: F = Fluency   V = Vocabulary

P = Pronunciation   C = Comprehension

G = Grammar

The students speaking performance was scored based on the following indicators:[37]

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[36]Suharsimiarikunto, *ProsedurPenelitianPendekatanPraktik* (jakarta: rinekacipta, 2010), 173
[37] Arthur Hughes, *Testing for Language Teachers*, (United Kingdom: Cambridge University Press, 2003), 131-132

Table 3.2
Fluency (F)

Score	Description
1	Speech is so halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short or routine sentences
3	Speech is frequently hesitant, and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as native speakers

Table 3.3
Pronunciation

Score	Description
1	Pronunciation frequently unintelligible
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
3	Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4	Marked foreign accent and occasional mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciations, but would not be taken for native speaker
6	Native pronunciation, with no trace of foreign accent

Table 3.4
Grammar

Score	Description
1	Grammar almost entirely inaccurate except in stock phrases
2	Constant errors showing control of very few major patterns and frequently preventing communication
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding

Score	Description
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
5	Few errors, with no patterns of failure
6	No more than two errors during the interview

Table 3.5
Vocabulary

Score	Description
1	Vocabulary inadequate for even the simplest conversation
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non technical subject with some circumlocutions
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker

Table 3.6
Comprehension

Score	Description
1	Understands too little for the simplest type of conversation
2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and phrasing
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
5	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker

D. Data Analysis

The writer used T-test to find the significant difference of students speaking skill aafterbeing taught by inquiry method. Before calculating the hypothesis testing, the researcher calculated students score from the pre-test and post-test, then measured the normality and homogenity test.

1. Normality Test

   Normality test was done towards two classes; those were experimental class and controlled class. It was used to know whether the data from both sample groups which was examined came from the population of normally distributed or not. In this study, *Kolmogrov-Smirnov* test was used to know the normality of the data[38];

$$kD = 1,36\frac{\sqrt{n1+n2}}{n1\ n2}$$

Explanation:

KD = *Kolmogrov-Smirnov*

n1 = The number of respondents in the experimental group

n2 = The number of respondents in the controlled group

Normality test has two criteria, which are;

   a. If sig value higher than 0.05 (P > 0.05), then the data distribution is normal.

   b. If sig valuelower than 0.05 (P <0.05), then the data distribution is not normal.

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[38]Sugiono, *MetodePenelitianManajemen*, (Bandung: Alfabeta, 2013), 257.

2. Homogeneity Test

   After normality test gives indication that the data is distributed normally, homogeneity test is needed to be done. It is used to know the similarity of the two conditions or population. This study usedBarlet test on Riduwan[39]with significance level α = 0.05, with db1= (N1 -1) and db2 = (N2 -1).

$$\mathbf{F_{max}} = \frac{\textit{the biggest varians}}{\textit{the smallest varians}}$$

Terms homogeneous:

If Fo ≤ Ft, then Ho is accepted (homogeneous) and Ha rejected.

If Fo≥Ft, then Ho is rejected (not homogeneous) and Ha accepted.

3. Hypothesis Test

   For The Hypothesis Test, the researcher used independent sample T-test to find out whether there are the differences between the two variables in this study. The researcher used SPSS 22 program tofindwether or not there is an effect of using inquiry based learning method. To improve speaing skill. The formula as follows:[40]

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

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[39]Riduwan, *Dasar-Dasar Statistika*, (Bandung: 2010), 184-186
[40]SuharsimiAriunto, *ProsedurPenelitianSuatuPendekatanPraktek*, (Jakarta: BinaAksara, 2006), 311.

Notes:

t   = t-test
X_1 = Mean score of the experimental group
X_2 = Mean score of the control group
S_1 = Individual score deviation of X1
S_2 = Individual score deviation of X2
N_1 = Number of the respondents in the experimental group
N_2 = Number of the respondents in the control group

Before accounting the data using t-test, the procedure of calculation will be as follows:

a. Mean

Mean or average is sum of all score divided by number of scores. Moreover, the formula is as follow:

$$\text{Mean} = \frac{\text{Sum of all data values}}{\text{Number of data values}}$$

Symbolically,

$$\bar{x} = \frac{\sum x}{n}$$

where $\bar{x}$ (read as 'x bar') is the mean of the set of x values,
$\sum x$ is the sum of all the x values, and
n is the number of x values.

b. Median

The median is defined as half way between these lowest and highest points, the formula is:

$$Me = \frac{X_{\frac{n}{2}} + X_{\frac{n}{2}+1}}{2}$$

Notes:
Me   = Median
n   = The number of x values

c. Range

The symbol of range (R) is is the difference between the upper real limit of the highest score and the lower real limit of the lowest score. The formula is:

$$R = (Xh - Xl) + I$$

Where :

R = range

Xh = highest value in a distribution

Xl = lowest value in a distribution

I = interval width

d. Variance

Variance is the amount of dispersion from standard deviation. The formula is:

$$s^2 = \frac{\Sigma x^2 - \dfrac{(\Sigma x)^2}{n}}{n - 1}$$

Where:

S^2 = variance

ΣX^2 = sum of the squares of each score (i.e., each score is first squared, and then these squares are summed)

$(\Sigma X)^2$ = sum of the scores squared (the scores are fi rst summed, and then this total is squared)

n = number of cases

e. Standard Deviation

Standard deviation is the square root of variance. Standard deviation was aimed to measure the degree of dispersion data had from mean. The formula is:

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

The result of data analysis was consulted to the t-table of 5% sig level to know wether or not the result was significant. The statistic technique is T-test for related two samples.

1) Ho is accepted if $t_{value} \leq t_{table}$ or there is no significant effect of inquiry based learning in improving speking skill at the tenth graders students of vocational high school (SMK) PGRI 3 Tanggul in 2019/2020 academic year.

2) Ha is accepted if $t_{value} > t_{table}$ or there is a significant effect of inquiry based learning in improving speking skill at the tenth graders students of vocational high school (SMK) PGRI 3 Tanggul in 2019/2020 academic year.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents finding and discussion of research. It covers description of research object, description of data, analysis and test of hypotheses, and discussion.

A. Description of Research Object

1. History of Vocational School/SMK PGRI 3 Tanggul

At the beginning of October 1984, there was a plan to establish a special vocational school for technology, the Secondary Technology School (STM) which is now called SMK PGRI 3 Tanggul. At that time, Drs. Mulyono conveyed that plan to Drs. Fx Kamudjiono (as Branch Secretary of PGRI, Tanggul District). Then they both agreed to establish the institution with the division of tasks respectively. Drs. Mulyono resolved problems related to the license of the establishment of new schools to the Department of Education and Culture District of Jember and the Dikmenjur field c.q. Sek. Private Regional Office of the Ministry of Education and Culture of East Java, while Drs. Fx Kamudjiono conveyed the problem with the PGRI organization in the Tanggul subdistrict (at that time the Chairman of the PGRI Branch Mr. H. Moh. Jamaludin) and proceeded to PD II PGRI Kab. Jember (at that time the chairman was Drs. Dwijowijoto) and the YPLP PGRI representative in Jember with his chairman Mr. Suwarto Djunaidi.

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Further, they made preparations for the establishment of the new school and completed all the other needs. Finally, in the 1985/1986 academic year, new students were enrolled in the Department of Power Engineering and in the first year they could receive 3 classes.

In the process of starting the founding of the institution, on the first year a department was opened, namely Power Engine. After class division was held, it turned out to be able to accommodate 3 classes with more than 150 students. On the second year, a new major was opened, namely Electricity. So, in the academic year 1986-1987 two majors namely Power and Electrical Machines were opened, with 3 engineering classes and 1 electrical class.

After being declared able to build up, the Branch Management of the PGRI Branch of Tanggul immediately proposed the leadership of the institution manager to the Regional Management of PGRI in Jember Regency. As a follow up to the affairs of the PGRI Tanggul Branch, the YPLP Representative of the Jember PGRI who was there at that time was chaired by Soewarto Djoenaedi and known and approved by the Chairperson of PGRI II PD II Regency. Jember, namely Drs. K.Dwijowijoto on November 29, 1986 with Number: 13 / XXVI / F.2 YAY I / XI / 86 proposed Drs. Mulyono collectively along with six PGRI School Principal Candidates in Jember Regency.

After officially serving as Principal, Drs. Mulyono considered it was necessary to expedite the task. He then appointed a deputy headmaster, Drs.

Fx Kamudjiono with Decree No. 029 / IO4.32 STM PGRI. Date / C / 88, dated July 1, 1988.

With the spirit of devotion from all the devices involved in STM PGRI Tanggul (now SMK PGRI 3 Tanggul) from year to year continues to grow.[41]

2. **Vision And Mission of SMK PGRI 3 Tanggul**

a. Vision

Creating a superior school through an intellectual, moral, and godly balance (IMTAQ).

b. Mission

1) Implementing high-quality KBM so as to increase absorption.

2) Building a spirit of excellence among the school community

3) Developing potential extra-curricular activities

4) Developing production and service units.

c. Featured Program

1) Become a National Standard School (SSN)

2) Developing Religious Attitudes and Competencies

3) Developing Students' Potential Based on Multiple Intelligence

4) Developing regional culture

5) Developing language skills and technology information

6) Increasing absorption into the world of work

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[41] https://smkpgri3tgl.sch.id/profil-sekolah/

3. Organisation structure of SMK PGRI 3 TANGGUL.

Principal: Prasetyo Andoko, ST

Vice Principal

a. Curriculum: Zainul Hasan, S.Kom

b. Student: Zafira Belladina Mirandu, S.Pd

c. Public Relationship: Yudho Parwoto Hadi, S.pd

d. Infrastructure Facilities: Sumaji Edi Prianto, S.Pd

e. Human Resources: May Dina Ekawati, S.Pd

School Treasurer: Ferry Wahyuni, S.Psi

Treasurer Assistant

a. Curriculum: Dwi Imaratul Solecha, S.Sc

b. Sarpras / BOS / BSM / Students: Lailati Mukharomah, S.Pd

c. Public Relations and Industry: Masfufah Zahiroh, S.Pd

d. Production and Services Unit (UPJ): Niken Wahyu Gafrani, S.Pd

Secretary

a. Curriculum: Ari Puspitasari, S.Pd

b. Student: Moh. Hafid Ridlo, S.PdI

c. Improved Human Resources: Rika Prastawan DS,

d. Public Relations and Industry: I Putu Agus Ari Artawan, S.Psi

e. Infrastructure Facilities: M. Syamsul Ma'arif

Chair of Expertise Competency / Head of Laboratory

a. Machining Techniques: Hari Santoso, S.Pd

b. Automotive Engineering: Dwi Sugeng Wahono, ST

c. Electricity Engineering: Qorik Hari Andri, ST

d. Computer and Network Engineering: Muhammad Yusron Tri A, S.ST

e. Broadcasting Techniques: Febri Catur Risiyanti, S.Kom

f. Chemistry: Dwi Imaratul Solecha, S.Si

g. Physics: Niken Wahyu Gafrani, S.Pd

h. Library: Renny Eka Prasetya, S.Pd

B. Description of The Data

In the description of the data, the researcher described the score of the students before and after the lesson. The Students' speaking test was scored by calculating the five component scale such as pronuncaition, grammar, vocabulary, fluency, and comprehension. After conducting the research, the researcher got the data of the students' scores in Pre-testand post-test from both experimental and control group. The data of students' achievement was divided into two forms. The first was experimental group's achievement and the second was control group's achievement. The result was used to get empirical evidence about the effectiveness of using inquiry based leraning method on speaking skill at the tenth graders students of SMK PGRI 3 TANGGUL in cademic year 2019/2020. The result of the research was presented as data description based on the test result. The data analysis result obtained through speaking test. Here was the table description of Pre-test and post-test scores;

Tabel 4.1
The students' pre-test and post test score in X TKJ 2
Experimental class

No	Students	Pre-test X₁	Post Test X₂	Gained X
1.	S1	60	80	20
2.	S2	70	80	10
3.	S3	60	80	20
4.	S4	60	77	17
5.	S5	70	83	13
6.	S6	70	77	7
7.	S7	67	73	6
8.	S8	60	77	17
9.	S9	67	90	23
10.	S10	57	83	26
11.	S11	63	73	10
12.	S12	67	77	10
13.	S13	60	80	20
14.	S14	80	80	0
15.	S15	67	77	10
16.	S16	67	87	20
17.	S17	60	80	20
18.	S18	57	77	20
19.	S19	63	87	24
20.	S20	70	77	7
21.	S21	70	77	7
22.	S22	67	77	10
23.	S23	60	83	23
24.	S24	63	70	7
25.	S25	50	70	20
Total	25 students	1605	1972	367
	Mean	64.2	78.88	14.68

ΣX_1 = The Total Pre-test Score Of The Students In Experimental Class

ΣX_2 = The Total After treatment Test Score Of The Students In

Experimental Class

ΣX = The Total Gained Score Of The Students In Experimental Class

Based on the tabel above, we knew that the score of the Pre-test and the score of the post test in the X TKJ 2 or experimental class were different. The lowest score in the Pre-test was 50, the highest score was 80 and the mean was 64.2. meanwhile, the lowest score in post test was 70, the highest score was 90 and the mean was 78.88. The reasercher got $\Sigma X_1 = 1.605$ for the total score of Pre-test, $\Sigma X_2 = 1.972$ for the total score of post test, $\Sigma X = 367$ for total gained score. The score of Pre-test was used to find out the normality and homogeneity test, while the post test results was used to find out T-test in data analysis.

Table 4.2
The students' pre-test and post test score in X TKJ 1
Controlled class

No	Students	Pre-test	Post Test	Gained
		Y_1	Y_2	Y
1	S1	57	77	20
2	S2	60	77	17
3	S3	50	73	23
4	S4	70	77	7
5	S5	60	73	13
6	S6	67	70	3
7	S7	57	77	20
8	S8	53	80	27
9	S9	77	73	-4
10	S10	60	73	13
11	S11	57	77	20
12	S12	70	77	7
13	S13	73	70	-3
14	S14	70	77	7
15	S15	63	73	10
16	S16	60	67	7
17	S17	57	73	16
18	S18	50	73	23
19	S19	57	83	26
20	S20	60	73	13
21	S21	57	70	13

No	Students	Pre-test	Post Test	Gained
22	S22	53	60	7
23	S23	50	60	10
24	S24	56	60	4
25	S25	70	67	-3
Total	25 students	1514	1810	296
	Mean	60.56	72.4	11.84

ΣY_1 = The Total Pre-test Score Of The Students In Controlled Class

ΣY_2 = The Total Post Test Score Of The Students In Controlled Class

ΣY = The Total Gained Score Of The Students In Controlled Class

Based on the table above, it showed that the score of the Pre-test and the score of the post test in the X TKJ 1 which was the control class were different. The lowest score in the Pre-test was 50, the highest score was 77 and the mean was 60.56. meanwhile, the lowest score in post test was 60, the highest score was 83 and the mean was 72.4. the reasercher got $\Sigma Y_1 = 1.514$ for the total score of Pre-test, $\Sigma Y_2 = 1.810$ for the total score of post test, $\Sigma Y = 296$ for total gained score. The score of Pre-test was used to find out the normality and homogeneity test, while the post test results was used to find out T-test in data analysis.

According to the explanation above, the average score from both of experimental class and the controlled class were increased. The experimental class gained 367 points and the control class gained 296 points. This can be concluded that the experimental class increased slightly more than the controlled class.

C. Data Analysis

Based on the data obtained, the researcher analyzed the test score by calculating the formula T-test. Before using t-test, it was necessary to find out the normality and homogenity of the data to know whether the data has been normally distributed and whether the data were homogenous ot not.

1. Normality Test

Distribution normality test is aimed to find out whether the collected data showed a normal distribution or not. In this study, the researcher used *Kolmogrov-Smirnov* in doing normality test. The data is normally distributed if the significance is 5% (0.05). The result is presented below:

Table 4.3
The Result Of Normality Test

Kolmogorov-Smirnov Test (Controlled Group)

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.42089638
Most Extreme Differences	Absolute	.207
	Positive	.207
	Negative	-.100
Test Statistic		.207
Asymp. Sig. (2-tailed)		.007[c]

Table 4.4
The Result Of Normality Test

Kolmogorov-Smirnov Test (Experimental Group)

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.89350650
Most Extreme Differences	Absolute	.131
	Positive	.084
	Negative	-.131
Test Statistic		.131
Asymp. Sig. (2-tailed)		.200[c,d]

The result showed that the data from both of experimental class and controlled class were normally distributed. The two classess had almost the same ability in speaking.

2. **Homogenity test**

Having finished the normality test, the researcher did homogenity test. It was aimed to test the similiarity of the sample in both classes. The data were analyzing using SPSS 22, the result can be seen as follow;

Table 4.5
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
speaking score	Based on Mean	.493	1	48	.486
	Based on Median	.249	1	48	.620
	Based on Median and with adjusted df	.249	1	47.234	.620
	Based on trimmed mean	.424	1	48	.518

The result of the data showed that the significant based on trimmed mean was 0.518, means that the significant of experimental and controlled class was higher than 0.05. Therefore, the data of Pre-test and post test from both experimental class and controlled class were homogenous.

3. **Hypothesis test**

Having finished both the normality test and homogenity test, in order to know the significant difference between experimental class and controlled class, the data were calculated by using independent T-test with significant level 0.05 in some steps as follows;

Table 4.6
The Result of T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
postest score	Equal variances assumed	.493	.486	4.196	48	.000	6.48000	1.54415	3.37528	9.58472
	Equal variances not assumed			4.196	46.163	.000	6.48000	1.54415	3.37208	9.58792

The table shows that the value of sig. Column of Levene's test for equality of variances is 0.486, it is higher than 0.05 so the null hypothesis (H0) accepted, and inferential that both variances are similar (variance of

control and experiment group is similar). By means of this, using t-test by using equal variance assumed.

Based on the description above, the researcher calculated the t-test formula. Based on the calculation, it can be known that the statistical value of t-test is 4.196 and the degree of freedom (df) was 48 (df = N − 2, df = 50 − 2 = 48), whereas t-table at sig. (0,025) significant level for df = 48 was 2.01063. From that calculation, the researcher assumed that Ha was accepted. Furthermore, the result was "Inquiry Based Learning Method is Effective in Teaching Speaking at the tenth graders of SMK PGRI 3 Tanggul in 2019/2020 academic year".

D. Discussion

After collecting the research data which the researcher analyzed by using SPSS 22 program, it is necessary to discuss the implication of the research. The data was taken from 25 students, both experimental class and controlled class. The table 4.1 described the Pre-test and post test score of the experimental class. In the Pre-test, the highest score was 80, the lowest score was 50 and the mean score was 64.20. After the treatment, the highest score was 90, the lowest score was 70 and the mean score was 78.88, it means the score of the post test was higher than the Pre-test score. Moreover, the table 4.2 presented the Pre-test and post test of the controlled class. In the test before treatment, the highest score was 77 and the lowest score was 50 with the mean score 60.56. After getting the treatment, the mean score achieved 72.40 with the highest score 83 and the lowest score was 60. Furthermore, the data from the table 4.1 and 4.2 showed the average gained from both

experimental and controlled class. The score gained from experimental class was 14.68 and the controlled class was 11.84. it proved that the score from the experimental class was higher than the score from the controlled class which meant the use of inquiry based learning method was effective in increasing the students' speaking skill.

In addition, based on the calculation of the t-test at the table 4.6, showed the sig. $0.486 > 0.05$. Thus, the output of table implied the result of Independent sample t-test based on Equal variances assumed. The value of the t-test in this research was higher than the value of the T-table ($4.196 > 2.01063$) So, Ha was accepted and Ho was rejected. For the final result, it was proved that there was a significant effect of using inquiry based learning method on students' speaking skill. Hence, according to the this study, "there was a significant effect in using inqury based learning method on speaking skill at the tenth graders students' of SMK PGRI 3 TANGGUL in academic year 2019/2020".

CHAPTER V

CONCLUSION AND SUGGESTIONS

According to the finding and discussion stated the following conclusion and suggestions:

A. Conclusion

This study concludes that there is significant effect of using inquiry based learning to improve speaking skill at the tenth graders students of SMK PGRI 3 TANGGUL in academic year 2019/2020. It showed by T-test analysis that conducted in the study, with the T-test result showed that t_{value} was higher than t_{table} ($4.196 > 2.01063$). Thus, Ha was accepted and H0 was rejected.

B. Suggestions

Based on the result of the research, some suggestions are purposed as follows:

1. The English teacher

   The English teacher can use inquiry based learning for teaching and learning speaking. The students will be more active and they can have a big contribution in learning proses. They will try to solve they problem by looking for the information not only on the book, but also outside the book. It help to avoid students bored in the classroom.

2. Future researcher

   It is expect the future researchers can be conduct with the same design by applying the different skill, such as writting, or reading, also using both of quantitative or qualitative method.

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Faculty	: English Education Department
Institution	: IAIN Jember

Hereby declares that the content of the thesis entitled is **"The Effect of Inquiry Based Learning to Improve Speaking Skill at the Tenth Grade Students' of SMK PGRI 3 TANGGUL in Academic Year 2019/2020."** the result of my research / work, except in the part referred by the source.

Jember, 24 December 2020
Stated by

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Hussain, Shafaat. 2017. Teaching Speaking Skill In Communication Classroom, *International Journal Of Media, Journalism And Communication*. Vol.3. ISSN 2454-9479.MaddaWalabu University.) 14.

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MATRIX OF RESEARCH

Title	Variable	Indicator	Research Method	Data Collection	Research Question	References
The effect of Inquiry Based Learning in on Speaking Skill At The Tenth Graders Students Of SMK PGRI 3 Tanggul Academic Year 2019/2020	**1.Variable Independent:** Inquiry based learning **2.Variable Dependent:** Speaking Skills	1. The component of inquiry based learning: • Question • Students engagement • Cooperative interaction • Performance evaluation • Pronunciation • Fluency • Vocabulary • Grammar • Comprehention	1. **Research Design:** Quasi experimental research 2. **Technique of Collecting Data:** TEST Before treatment test (normality and homogeneity), treatment, & post test (hypothesis test). 3. **Instrument of Collecting Data:** Research Instrument: Speaking test 4. **Technique of Analysis Data:** T-test	1. Responden (Students of 10th grade in SMK PGRI 3 Tanggul academic year 2019/2020)	is there any significant effect of using inquiry based learning on students' speaking skill at the tenth graders students of SMK PGRI 3 Tanggul ?	1. **Scott Thornbury:** How to teach speaking 2. **Alberta:** Focus On Inquiry: A Teacher's Guide To implementing Inquiry Learning.

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Nomor	:	B.758/In.20/3.a/PP.00.9/03/2019	19 Agustus 2019
Sifat	:	Biasa	
Lampiran	:	1 (Satu) Lembar	
Hal	:	**Permohonan Bimbingan Skripsi**	

Yth. Bapak Suparwoto Sapto Wahono, M.Pd
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Assalamualaikum Wr Wb.

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon Bapak berkenan membimbing mahasiswa atas nama :

Nama	:	Ira Hamidah Nurul Zahro
NIM	:	T20156074
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris
Judul Skripsi	:	The Effect Of Role-Play On Secondary School Student's Speaking Fluency: A Quasi Experimental Research

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

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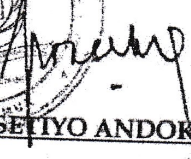
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Lamp.   : -
Hal   : SURAT BALASAN

Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Jember
di
TEMPAT

Menindak lanjuti surat saudara pada tanggal 15 November 2019 nomor B.3698/In.20/3.a/PP.00.9/011/2019 perihal Ijin Penelitian a.n. IRA HAMIDAH NURUL ZAHRO berkaitan dengan penyelesaian Penelitian / Riset berjudul " Inquiry Based Learning To Improve Speking Skill At The Tenth Grade Of SMK PGRI 3 Tanggul In Academic Year 2018/2019.
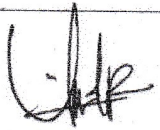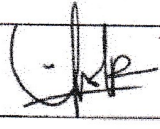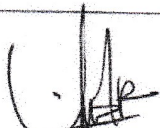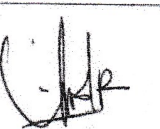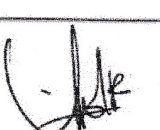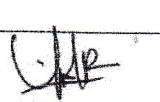
Bahwasanya Saudari IRA HAMIDAH NURUL ZAHRO telah melaksanakan penelitian terhadap siswa kelas X TKJ AXIOO di SMK PGRI 3 Tanggul.
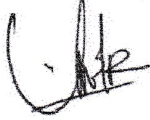
Demikian surat keterangan ini, atas perhatiannya kami sampaikan terima kasih.

Tanggul, 04 Desember 2020
Kepala SMK PGRI 3 Tanggul,

PRASETIYO ANDOKO, ST

JURNAL KEGIATAN PENELITIAN
THE EFFECT OF INQUIRY BASED LEARNING IN IMPROVING SPEAKING SKILL AT THE TENTH GRADE STUDENTS' OF SMK PGRI 3 TANGGUL IN ACADEMIC YEAR 2019/2020.

No	Tanggal	Jenis Kegiatan	Tanda Tangan
1.	07 November 2019	Observasi dan meminta izin pra penelitian kepada kurikulum SMK PGRI 3 Tanggul.	
2.	15 November 2019	Penyerahan surat izin penelitian.	
3.	29 Desember 2019	Observasi pembelajaran bahasa inggris dengan guru kelas X TKJ 1.	
4.	29 Desember 2020	Observasi pembelajaran bahasa inggris dengan materi dengan guru kelas X TKJ 2.	
5.	11 januari 2020	Pre-test experimental and controlled class.	
6.	18 Januari 2020	Teaching in controlled class using confentional method.	
7.	21 Januari 2020	Teaching experimental class using inquiry based learning method.	
8.	25 januari 2020	Post-test experimental class.	

No	Tanggal	Jenis Kegiatan	Tanda Tangan
9.	29 januari 2020	Post-test controlled class.	

Tanggul, 04 Desember 2020

Kepala SMK PGRI 3 Tanggul,

PRASETIYO ANDOKO, ST

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

SMA/MA/SMK	**:**	**SMK PGRI 3 TAGGUL**
Mata Pelajaran	**:**	Bahasa Inggris
Kelas/Semester	**:**	X TKJ 2/ Ganjil
Materi Pokok	**:**	Announcement
Alokasi Waktu	**:**	1 minggu X 2 jam pelajaran (40 menit)

A. Kompetensi inti

Siswa mampu:

KI1: menghayati dan mengamalkan ajaran agama yang dianutnya.

Ki2: menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

Ki3: memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunta tentang ilmu pengetahuan, tekonologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

Ki4: mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

Siswa mampu :

3.5 membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan meberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks.

4.5 teks pemberitahuan (announcement).

4.5 menangkapa makna secara kontekstual terkait fugsi social, struktur teks, dan unsure kebahasaan teks khusus dalam bentuk pemberitahuan (announcement).

4.5 menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fumgsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator pencapaian kompetensi

- Menerapkan rasa syukur
- menerapkan perilaku santun dan peduli
- Menjaga hubungan interpersonal dengan guru dan teman
- Memahami struktur teks dan unsur kebahasaansesuai dengan konteks penggunaannya.
- Menerapkan struktur teks dan unsur kebahasaan sesuai dengan konteks penggunaannya.
- Menyusun teks lisan dan tulis secara sederhana tentang pemberitahuan (announcement) sederhana dengan memperhatikan fungsi social dan unsure kebahasaan sesuai konteks.

C. Tujuan Pembelajaran

Siswa mampu:

- Menerapkan rasa syukur
- menerapkan perilaku santun dan peduli
- Menjaga hubungan interpersonal dengan guru dan teman
- Memahami struktur teks dan unsur kebahasaan sesuai dengan konteks penggunaannya.
- Menerapkan struktur teks dan unsur kebahasaan sesuai dengan konteks penggunaannya.

- Menyusun teks lisan dan tulis secara sederhana tentang pemberitahuan (announcement) sederhana dengan memperhatikan fungsi social dan unsure kebahasaan sesuai konteks.

D. Materi pembelajaran

Teks announcement:

ATTENTION PLEASE!
Our school will have Sports Competition that will held on August 17, 2016 to celebrate independence day. There will be running, swimming, and many other competition.
Registration will be held on August 10-25, 2016 at Osis room.
Free Registration! Join And Win Prizes!
For more information, please contact our Osis Chairperson

➤ **Fungsi Sosial**

Menyampaikan pengumuman/informasi

➤ **Unsur Kebahasaan**

Kosa kata: 10-15 august 2016, osis room, registration.

grammar: simple present tense (verb 1) and simple future tense (shall/will + verb 1)

➤ **Struktur teks**

1. Stating purpose

   Contains the information of **what** will be held.

2. Stating the day, date and time

   Contains the information of **When** will be held.

3. Stating place

   Contains the information of **Where** will be held.

4. Informing sender

   Contains the information the name of person or community **Who** can be contacted.

E. Strategi pembelajaran

Inquiry Based Learning

F. Media Pembelajaran

Papan Tulis, Spidol, buku ajar (buku bahasa inggris "English for SMK 1",
Buku Tulis, smartphone.

G. Langkah-langkah Kegiatan Pembelajaran

No.	Kegiatan Guru	Kegiatan Siswa
1.	**Pembukaan** • Membuka pembelajaran dengan salam/greeting dan berdo'a bersama dipimpin oleh ketua kelas. • Memperlihatkan kesiapan siswa dengan memanggil nama siswa melalui presensi dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran; • Pemusatan perhatian dan pemotivasian • Menyampaikan tujuan pembelajaran yang akan dicapai. • Menyampaikan tahapan kegiatan pembelajaranyangakan berlangsung.	• Siswa menjawab salam/greeting dan membaca doa bersama dipimpin oleh ketua kelas. • Siswa menjawab presensi dari guru dan merapikan diri dan menyusun tempat duduk disesuaikan dengan tujuan pembelajaran • Siswa menyimak guru dengan baik. • Siswa menyimak guru dengan baik. • Siswa menyimak guru dengan baik.
2.	**Kegiatan inti** **a. Menanya** • Guru menanyakan kepada siswa tentang apa saja yang mereka ketahui tentang announcement. • Guru bertanya pakah siswa pernah menemukan contoh announcement di sekitar lingkungan sekolah. • Guru menanyakan apakah fungsi dari announcement • Guru menanyakan apakah struktur umum dari teks announcement. • Guru memotivasi siswa mengajukan pertanyaan tentang hal-hal yang tidak diketahui tentang announcement**.**	• Siswa mencoba menjawab pertayaan guru.

No.	Kegiatan Guru	Kegiatan Siswa
	(menulis) • guru meminta siswa membuat contoh teks announcement tentang kompetisi antar kelas. **(berbicara)** • guru meminta siswa untuk mempesentasikan teks announcement yang telah mereka buat didepan kelas.	
	b. Mengamati • Guru menginstruksikan kepada siswa untuk mencari informasi yang berhubungan dengan announcement dibuku, internet atau dilingkungan sekitar mereka. • Guru meminta siswa menulis semua informasi tentang announcement yang telah meraka dapatkan.	• Siswa mencari informasi yang berhubungan dengan announcement dibuku atau internet.
	c. Mencoba • Guru membagi siswa menjadi 5 kelompok, yang sudah ditentukan oleh guru. • Guru meminta siswa untuk berkumpul dengan kelompoknya masing - masing. • Guru meminta siswa untuk bertukar informasi tentang announcement yang mereka dapat, kepada semua anggota kelompoknya. • Guru meminta setiap kelompok untuk menganalisis dan mendiskusikan setiap informasi tentang announcement yang mereka dapatkan. • Guru memberikan kesempatan kepada siswa untuk menanyakan materi yang tidak mereka fahami tentang announcement. • Guru sedikit memberikan review tentang materi announcement.	• Siswa menyimak dengan baik. . • Siswa berumpul dengan kelemponya. • Siswa bertukar informasi yang mereka dapat, kepada semua anggota kelompoknya. • Siswa menganalisis dan mendiskusikan setiap informasi yang mereka dapat.

No.	Kegiatan Guru	Kegiatan Siswa
	d. Mengkomunikasi • Guru meminta setiap kelmpok untuk membuat contoh announcement. • Guru meminta perwakilan setiap kelompok untuk mempresentasikan contoh announcement mereka didepan kelas. • Guru mereview setiap pekerjaan siswa. • Guru meminta masing-masing siswa untuk membuat teks announcement tentang kompetisi antar kelas berdasarkan semua informasi yang telah mereka dapatkan. • Guru meminta setiap siswa mempresentasikan teks announcement yang telah mereka buat, didepan kelas.	• Siswa membuat contoh announcement. • Siswa mempresentasikan hasil kerja mereka di depan kelas.
	Penutup • Guru memberikan umpan balik dengan cara menerangkan kembali secara singkat tentang announcement. • Guru menanyakan kepada siswa kesulitan dalam materi pembelajaran dan membahas kesulitan dalam melakukan aktivitas pembelajaran. • Guru menyimpulkan proses dan hasil pembelajaran. • Guru menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya. • Guru mengabsen siswa lagi, untuk memastikan tidak ada siswa yang keluar saat pelajaran berlangsung. • Guru mengajak siswa untuk menutup pembelajaran dengan do'a, yang dipimpin oleh wakil ketua kelas. • Guru mengucapkan salam/parting.	• Siswa menyimak guru dengan baik. • Siswa menanyakan kepada guru kesulitan dalam materi pembelajaran dan kesulitan dalam melakukan aktivitas pembelajaran. • Siswa menyimak dengan baik. • Siswa menyimak dengan baik. • Siswa menjawab presensi dari guru. • Siswa membaca doa bersama dipimpin oleh wakil ketua kelas. • Siswa menjawab salam/parting.

Scoring Rubric of Students' Speaking Test

Students	Students Score of Speaking Test Based on the Indicators						Calculation for total score	Final Score
Indicator	**F**	**P**	**G**	**V**	**C**	**Total**	**Total** x 100	
(name)							30	

Note: F = Fluency   V = Vocabulary

                P = Pronunciation   C = Comprehension

                G = Grammar

The students' speaking performance was scored based on the following indicators:

Fluency (F)

Score	Description
1	Speech is so halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short or routine sentences
3	Speech is frequently hesitant, and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as native speakers

Pronunciation

Score	Description
1	**2**
1	Pronunciation frequently unintelligible
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
3	Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding

	and apparent errors in grammar or vocabulary
1	2
4	Marked foreign accent and occasional mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciations, but would not be taken for native speaker
6	Native pronunciation, with no trace of foreign accent

Grammar

Score	Description
1	Grammar almost entirely inaccurate except in stock phrases
2	Constant errors showing control of very few major patterns and frequently preventing communication
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
5	Few errors, with no patterns of failure
6	No more than two errors during the interview

Vocabulary

Score	Description
1	Vocabulary inadequate for even the simplest conversation
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non technical subject with some circumlocutions
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker

Comprehension

Score	Description
1	Understands too little for the simplest type of conversation
2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and phrasing
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
5	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker

Kamis, 21 Januari 2020

Mengetahui

Guru Mata Pelajaran   Mahasiswa Penelitian

Zafira Belladina Mirandu, S.pd,   Ira Hamidah Nurul Zahro

Worksheet:

Discuss with your friends!

Independence Day Celebration
ATTENTION PLEASE!
Our school will have Some Competition that will be held on 17 August 2016 to celebrate Indonesian's Independence day. There are Running, swimming, and many other competition.
Registration will be held on 10th-15th August at Osis room.
Free Registration and full of prize!

For More Information contact our Osis chairperson.

Attention!

to all grade 11 students to attend additional lessons that will hold on the date of 24th-31th September 2015. For those who have not enrolled are expected to fill the registration form in the Office.

All students are required to take an additional class to be successful in national exam.

Question:
1. Who wrote the announcement?
2. What is the announcement about?
3. Who is the announcement for?
4. When does the registration will be held?
5. What are the competition will be held?

individual test

1. Write a simple announcement talking about "school competition" according to the correct text organization and language features.
2. Present your announcement in front of your friends.

PRE-TEST CONTROLLED CLASS

NO	NAMA	FLUENTCY	VOCABULARY	GRAMMAR	PRONOUNCIATION	COMPREHENTION	TOTAL	NILAI
1	ABDUL GONI	3	4	4	3	3	17	60
2	ACH. RIFAL S.	4	5	3	3	3	18	50
3	AHMAD MUKLAS	3	3	3	3	3	15	75
4	ANANDA INTAN N.	4	6	3	4	4	21	50
5	ANISA FEBIANA	3	4	4	4	3	18	50
6	AYU WULANDARI	4	4	4	4	4	20	80
7	AYUB ABDULLAH	3	4	3	3	4	17	50
8	CHANDRA RESKI	4	3	4	2	3	16	85
9	CITRA WAHYU A	4	4	5	5	5	23	70
10	DEBI ANJELINA	3	5	4	3	3	18	70
11	DENI ARI CANDRA	3	3	4	3	4	17	65
12	DEWI KUSUMA W.	4	6	4	4	3	21	85
13	DIAN SUSILOWATI	4	5	4	3	6	22	65
14	DIAN WULANDARI	4	4	4	5	4	21	65
15	DIMAS HERU S.	3	4	4	4	4	19	85
16	ERLIS AINUR R.	3	4	4	4	3	18	48
17	FAHMI HAMDANI	3	4	4	4	2	17	70
18	HAFINA	3	3	3	3	3	15	65
19	HAFISA M.	3	4	3	4	3	17	50
20	HARIMUSAYYIN	3	4	4	4	3	18	60

21	HIZAZ MAULANA	4	3	3	4	3	17	60
22	IMAM GHOZALI	4	3	2	3	4	16	60
23	ISNAINI KOMALA S.	2	3	3	4	3	15	60
24	LISNAWATI DEWI	4	3	3	4	3	17	50
25	SISTI FEBRIANTI	4	4	4	4	5	21	60

PRE-TEST EXPERIMENTAL CLASS

NO	NAMA	FLUENTCY	VOCABULARY	GRAMMAR	PRONOUNCIATION	COMPREHENTION	TOTAL	NILAI
1	M FAIK FAHROSI	3	3	4	4	4	18	60
2	M FARHAN M.	4	4	4	4	5	21	80
3	M NUR WAHYU S.	3	4	3	4	4	18	65
4	M RENDY TRI W.	4	4	3	3	4	18	65
5	M RIFKI JULIANTO	4	4	4	4	5	21	55
6	M RISKI N.	4	4	4	4	5	21	65
7	M RISKY TRI C.	4	4	4	4	4	20	55
8	MASKHUROBI	3	4	3	4	4	18	80
9	NANDA KARTIKA	4	3	4	4	5	20	85
10	NATTAN ANDRE P.	3	4	3	3	4	17	65
11	NAYASATUL M.	4	5	3	3	4	19	70
12	NI KADEK A.D.	4	4	4	4	4	20	85
13	RANI NOVITA DWI	3	4	3	3	5	18	85

14	REYNALDI S.D	5	4	4	5	6	24	70
15	RISKY PUTRA R.	4	5	4	3	4	20	80
16	SAIDIL FARUQ	5	5	3	3	4	20	85
17	SITI AISYAH	3	4	4	3	4	18	85
18	SITI NUR HALISA	3	4	4	3	3	17	70
19	TAUFIQ AFANDI	4	4	4	3	4	19	70
20	TEGAR SATRIA AJI	5	4	4	4	4	21	85
21	VINA CAHYA K.	4	5	4	4	4	21	75
22	WILLY GUNAWAN	3	5	4	4	4	20	60
23	YOGA WIJAYA	3	4	3	3	5	18	60
24	YULIA CITRA D.	4	3	4	4	4	19	80
25	YULIANA G.P.	3	3	3	2	4	15	70

POST TEST CONTROLLED CLASS

NO	NAMA	FLUENTCY	VOCABULARY	GRAMMAR	PRONOUNCIATION	COMPREHENTION	TOTAL	NILAI
1	ABDUL GONI	4	5	4	4	6	21	65
2	ACH. RIFAL	4	5	4	4	6	20	60
3	AHMAD MUKLAS	3	5	4	5	5	22	75
4	ANANDA INTAN	3	5	4	5	6	20	60
5	ANISA FEBIANA	4	5	4	4	5	20	60
6	AYU WULANDARI	4	4	4	4	5	27	85
7	AYUB ABDULLAH	4	5	4	4	6	24	70
8	CHANDRA RESKI	4	5	4	5	6	27	87
9	CITRA WAHYU A	4	4	4	5	5	26	75
10	DEBI ANJELINA	4	4	4	5	5	25	70
11	DENI ARI CANDRA	4	5	4	4	6	25	70
12	DEWI KUSUMA WATI	3	5	4	5	6	27	88
13	DIAN SUSILOWATI	3	5	3	5	5	25	70
14	DIAN WULANDARI	4	4	4	5	6	25	70
15	DIMAS HERU	4	5	4	3	6	26	86
16	ERLIS AINUR	4	4	4	4	4	18	50
17	FAHMI HAMDANI	3	5	4	4	6	22	75
18	HAFINA	4	5	4	3	6	22	70
19	HAFISA M.	5	6	4	4	6	25	65
20	HARIMUSAYYIN	4	5	4	4	5	21	65

21	HIZAZ MAULANA	3	5	4	4	5	21	65
22	IMAM GHOZALI	3	4	3	3	5	21	65
23	ISNAINI OMALA SARI	3	4	3	3	5	21	65
24	LISNAWATI DEWI	4	3	4	3	4	21	55
25	SISTI FEBRIANTI	4	5	4	4	3	21	65

POST TEST EXPERIMENTAL CLASS

NO	NAMA	FLUENTCY	VOCABULARY	GRAMMAR	PRONOUNCIATION	COMPREHENTION	TOTAL	NILAI
1	M FAIK FAHROSI	5	4	4	5	6	20	60
2	M FARHAN MAHBUBI	5	5	4	5	5	25	80
3	M NUR WAHYU SH	4	6	4	4	6	21	65
4	M RENDI TRI	4	6	4	4	5	21	65
5	M RIFKI JULIANTO	5	6	4	4	6	18	55
6	M RISKI NASRULLAH	4	6	4	4	5	21	65
7	M RISKY TRI C.	4	5	4	5	4	18	55
8	MASKHUROBI	5	5	4	4	5	26	80
9	NANDA KARTIKA D	5	6	5	5	6	27	85
10	NATTAN ANDRE P	5	5	4	5	6	21	65
11	NASSAYTUL M.	4	5	4	4	5	25	70
12	NI KADEK APRILIA D.	5	5	4	5	4	27	85
13	RANI NOVITA DWI L.	4	5	4	6	5	27	85

14	REYNALDI S.D.	6	5	4	5	4	25	70
15	RISKY PUTRA R.	4	5	5	4	5	26	80
16	SITI AISYAH	4	6	5	5	6	27	85
17	SITI NUR HALISA	4	5	4	6	5	27	85
18	TAUFIQ AFANDI	4	5	4	5	5	25	70
19	TEGAR SATRIA AJI	4	6	5	5	6	25	70
20	VINA CAHYA K.	4	5	4	5	5	27	85
21	WILLY GUNAWAN	4	5	4	5	5	26	75
22	YOGA WIJAYA	5	5	4	5	4	20	60
23	YULIANA GIMANDA	4	5	4	6	6	20	60
24	YULIA CITRA DEWI	4	4	4	4	5	27	80
25	IKA NURUL FADILA	4	4	4	4	5	25	70

Titik Persentase Distribusi t (df = 41 – 80)

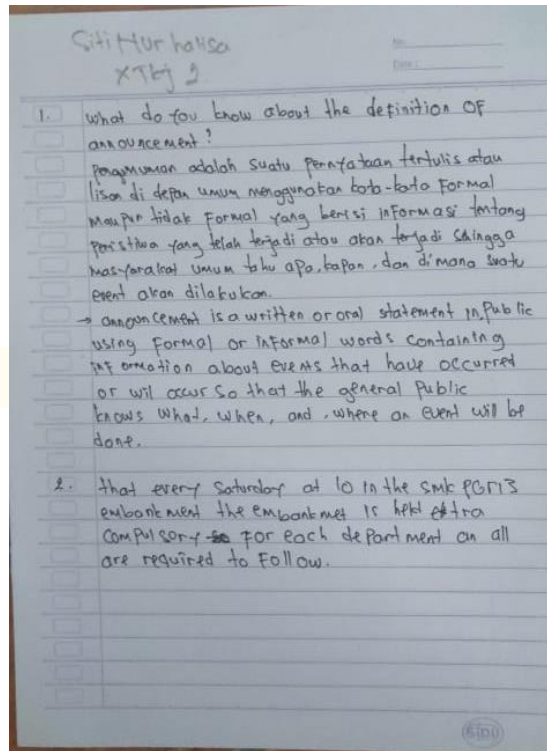| Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
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42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung
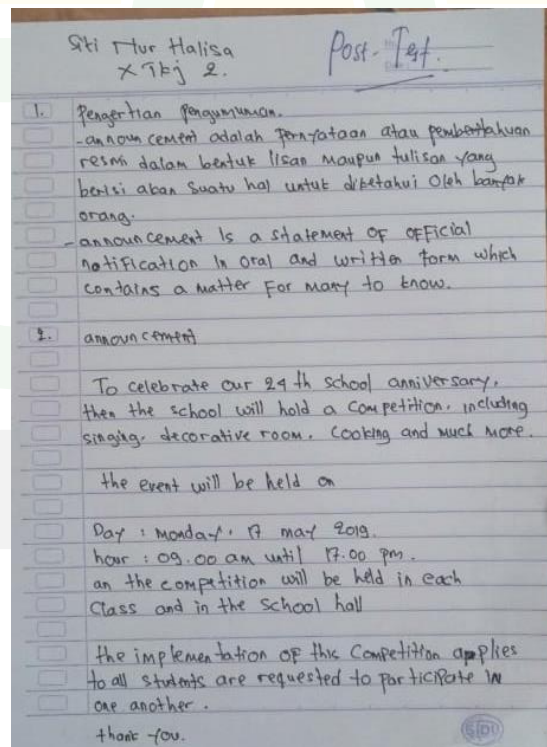
PRE-TEST CONTROLLED CLASS

CITRA WAHYU AISYAH M.P.A
X TKJ 1

1.) DO you know About Announcement
2.) make an announcement of Class Competition

Answer!

1.) Announcement is a message delivered to the general public or the general public. the goal is to be able to convey information to the wider community.

2.) ATTENTION PLEASE

Our school will have some Competition that will be held on 17 August 2019 to Celebrate indonesian's independen day. There are running, swimming and many other Competition.

Registration will be held on 10th - 15th August at Osis room

free registration and full of prize!

for more information Contact our Osis Chairperson

PRE-TEST EXPERIMENTAL CLASS

Bhs Inggris

Nama : Dian Susilowati
Kelas : X TKJ 1
No. absen : 12

1 Do you know about Announcement
2 Make an Announcement of class competition
Jawab:
1 a written or oral statement in public using formal or informal words that contain information about events that have occurred or will occur so that the general public knows what, when, and where an event will take place.

2. To: All students of Ikanada Senior High School To. celebrate the Independent Day, our school will have a welcoming competition with varieties activities. The competition will be held on Saturday, 16th of August 2019 and it will be stated at 07.30 am. Don't forget to register your class members to our commitee and choose the most appropriate competition you will join. free registration, full of prizes.

POST TEST CONTROLLED CLASS

POST TEST EXPERIMENTAL CLASS

Students in control group

Students in experimental group

Appendix 8

PERSONAL IDENTITY

Name   : Ira Hamidah Nurul Zahro

NIM   : T20156074

Faculty/Department/Study Program :Tarbiyah and Teacher Training Faculty/ Language Department / English Education Program

Place, Date of Birth   : Jember, 6th Agustus 1997

Address   : Rt/Rw. 003/006 Dsn. Kerajan Selatan Ds. Gading rejo – Umbul gading kec. Umbul sari kab. Jember

Phone Number   : 082244430994

Educational Background
a. Islamic Kindergarten school of Dewi Masithoh 35
b. Islamic Elementary school of Mambaul Khoirot
c. Islamic Junior high school of Mts Negeri 7 Jember
d. Islamic Senior high school of Ma'arif NU Kencong
e. State Institute of Islamic studies of Jember