

THE IMPLEMENTATION OF INQUIRY METHOD IN IMPROVING STUDENTS' GRAMMAR COMPETENCE

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui seberapa efektif penerapan Metode Inkuiri dalam meningkatkan kompetensi gramatikal siswa, dan untuk mengetahui tanggapan siswa dalam menerapkan Metode Inkuiri dalam meningkatkan kompetensi tata bahasa siswa kelas XI IPS SMAN 21. Makassar Tahun Pelajaran 2022/2023. Hasil penelitian menunjukkan bahwa peningkatan kompetensi grammar dengan menggunakan metode Inquiry efektif. Dimana nilai post-test lebih tinggi dari pre-test yang dibuktikan dengan 2690 dan 1825. Rata-rata post-test adalah 89,6 dan 60,83 untuk pre-test. Setelah penggunaan metode ini, para siswa setuju bahwa metode inkuiri memiliki kelebihan dalam belajar bahasa Inggris, dan mereka juga setuju bahwa metode inkuiri dapat meningkatkan kompetensi tata bahasa mereka.

Kata Kunci: Metode Inkuiri, Kompetensi Tata, Persepsi Siswa.

Abstract

The purposes of this study were to determine how effective the Inquiry Method implementation in increasing the students' grammatical competence, and to find out the students' responses in applying Inquiry Method in increasing their grammatical competence at the eleventh grade of social science students in SMAN 21 Makassar in the Academic Year of 2022/2023. The result showed that increasing grammar competence by using Inquiry method was effective. Where the score of post-test was higher than pre-test which was proven by 2690 and 1825. The average for the post-test was 89.6 and 60.83 for the pre-test. After using this method, the students agreed that inquiry method have advantages in learning English, and they also agreed that inquiry method could improve their grammar competence.

Keywords: Inquiry Method, Grammar Competence, Students' Perception.

1. INTRODUCTION

According to Kidman & Casinader (2017) explained that domain-general inquiry is considered in terms of classroom goals, instructional approach and the degree of teacher direction. Blessinger & Carfora (2015) stated that Inquiry Based Learning can be an effective approach to teaching and learning if it is designed appropriately relative to the teaching and learning context in which it is used. Inquiry Based Learning, as an approach instead of a specific method, is a cluster of teaching and learning strategies where students inquire into the nature of a problems or questions.

In the learning process of Inquiry Method, Dewey (2010) says that the process of inquiry based teaching as follows: (1) asking, there is a question or a problem the learners begin to describe; (2) investigating, in order to answer the question, the students begin to gather information by doing investigation; (3) creating, students are asked to create new thought and ideas outside their prior knowledge; (4) discussing, students share their new ideas with others; and (5) reflecting, it is chance for students to look back to the triggering question, the investigation, and the conclusion or the new thoughts. According to Kesuma, (2010) said that inquiry is a learning process based on achievement and discovery through the process of thinking systematic. Knowledge is not a number of facts resulting from remembering, but the result of the self-discovery process. Thus, in the planning process, lecturers is not preparing a number of materials that must be memorized, but designing learning that allows students to find the material themselves must understand it.

Based on Spencer and Walker (2011) said that inquiry is a vibrant approach to learning that involves exploration, questioning, making discoveries, and testing discoveries to search for understanding. So it can be define as a process that is used to resolve uncertainly by examining an individual's ideas and beliefs.

The definitions imply that inquiry-based teaching is a teaching method that focuses on students' investigation on questions that are challenging in which the questions will lead students to be active and creative to find the answers. The advantages of inquiry-based teaching are that it is essential, it can awake one's confidence, interest, and self-esteem, its best when working on interdisciplinary projects that reinforce multiple skills or knowledge areas in different facets of the same project, it can work with any age group, it acknowledges the children especially children from minority and disadvantaged communities.

The researcher considers the use of inquiry method as an appropriate strategy to help the students improve their grammatical competence. Grammar is one of the essential aspects of a language. It is also called as the heart of a language that determines the meaning of phrases or sentences. It is like glue that connects the words to form meaningful sentences. It is the reason why language learners are expected to be proficient in the grammar of its language, generally called as grammatical competence. By having good grammatical competence, language learners can figure out the messages delivered by the speakers or writers. According to Nelson & Sidney (2016) stated that grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning on the other.

In Indonesia, grammar mistakes are commonly found in the students' conversation and composition. The students are often influenced by the Indonesian grammar system. Once they try to produce sentences in English, they are influenced by Indonesian collocation, passive construction, negative construction, and conjunction (Fauziah, 2017). It seems that they create their own grammatical system of English (Fauziah & Maftuhin, 2016). However, that new grammatical system is not accepted in the English grammatical system. In line with the statement of the problems, the objectives of the study are to find out how effective the inquiry method increase the students' grammatical competence and students' responses in applying inquiry method in increasing their grammatical competence at the eleventh grade Of Social Science One in SMAN 21 Makassar.

The researcher makes the conclusion that students need the method which is more interesting, the method which can make them more active and involve them, so the possibility of forgetting is less because they solve the concept of grammar by themselves. They are not only passive just accepting the material from the teacher. Regarding the aforementioned phenomenon, the researcher wants to solve the problem in handling the grammar lessons by applying the Inquiry Based Teaching.

Several studies have been conducted in terms of Inquiry Method. Such as, Skripsi from Sri Sunarni (2012) on the title; "The Application of Inquiry Method to Improve Students' Writing Skill of Tenth Grade of SMK Muhammadiyah Salatiga". This research aims to improve the students' writing skill in second grade school. The result of the research shown that the application of inquiry method of tenth grade of SMK Muhammadiyah Salatiga can improve students' writing skill in cycle 1, 2 and 3. It was shown from the discussion that is

85.5 in the post-test and post cycle caused the students involved to their learning and formulates the question, develop solutions and knowledge to improve their ability in writing. And also from, Ali Abdi (2014) on the title: “The Effect of Inquiry-Based Learning Method on Students’ academic achievement in science course”, universal journal of educational research. The technique of this research by the group which was assigned as experimental group was traditionally instructed. The result of this research showed that students who instructed through inquiry-based learning method were achieved higher score than the ones which were instructed through the traditionally method.

Those studies have similarities with the present study; however, there is a difference and new problems will be set by the researcher in order to produce original new work in the term of sample, teaching material and the activities in the learning process. The difference between the first previous study and this study is a study conducted by Sri Sunarni (2012) aimed to improve the students’ writing skill through the application of inquiry method, while this study will focus on increasing students’ grammar competence. The second previous study conducted by Ali Abdi (2014) focused on the effect of applying inquiry based learning method on students’ academic achievement in science course. However, this study will only focus on specific subject that is grammar competence.

2. METHOD

This research uses quantitative methods. Data collection is done by giving tests, questionnaires and treatment. This research was conducted at SMAN 21 Makassar. The population of this study were the eleventh grade of social science class at SMAN 21 Makassar, which involved 30 students who were required as respondents to this study, consisting of 15 female students and 15 male students. The following procedure is used to offer a summary of data collection methods and tools:

2.1 Grammar Test

Test was one of the instruments used to collect the data and information needed in this research. It was intended to find out the students’ competence before and after the treatment is carried out. Specifically, the tests was used to find out the students’ grammar competence in pre-test and post-test.

2.2 Treatment

During the study, the researcher conducted an experimental teaching in the eleventh grade students of social science 1 of SMAN 21 Makassar. The researcher used inquiry method as a model in teaching grammar of experimental class. The researcher use inquiry method to know the progress of students' achievement in grammar competence. Each meeting took 1 hour and 40 minutes and the students were taught step by step through several techniques.

2.3 Quissionnaire

The researcher gave questionnaires to the students after grammar test and treatment were done, where the purpose of the questionnaires was to know students' response on the use of inquiry method in increasing grammar competence. The form of questionnaires used close-ended questionnaire. The researcher gave 20 minutes to fulfill the questionnaires.

3. FINDING AND DISCUSSION

3.1 Finding

3.1.1 Effectiveness is the Inquiry Method in Improving the Grammatical Competence

Table 1. Students' pre-test score

No	Score	Fi	Xi	Fi.Xi
1	10 - 16	1	13	13
2	17 - 23	1	20	20
3	24 - 30	1	27	27
4	31 - 37	0	34	0
5	38 - 44	1	41	41
6	45 - 51	2	48	96
7	52 - 58	5	55	275
8	59 - 65	6	62	372
9	66 - 72	5	69	345
10	73 - 79	5	76	380
11	80 - 86	1	83	83
12	87 - 93	1	90	90
13	94 - 100	1	97	97
Total		30	715	1839

Table. 2 Students' post-test score

No	Score	Fi	Xi	Fi.Xi
1	30 - 36	1	33	33
2	37 - 43	0	40	0
3	44 - 50	0	47	0
4	51 - 57	0	54	0
5	58 - 64	1	61	61
6	65 - 71	0	68	0
7	72 - 78	0	75	0
8	79 - 85	3	82	246
9	86 - 92	6	89	534
10	93 - 99	18	96	1728
11	100	1	100	100
Total		30	745	2702

3.2.1 The students' responses on the Inquiry Method in improving students' grammatical competence

The result of question no.1

Tabel 1. The inquiry method is an interesting method to learn grammar

Option	Frequency	Percentage
Strongly Agree	17	56,5%
Agree	11	36,5%
Neutral	2	7%
Disagree	0	0
Strongly disagree	0	0
Total	30	100%

The result of question no.2

Tabel 2. The inquiry method can improve students' grammar skills

Option	Frequency	Percentage
Strongly Agree	14	46%
Agree	13	43,5%
Neutral	3	10%
Disagree	0	0

Strongly disagree	0	0
Total	30	100%

The result of question no.3

Tabel 2. The use of a good method by teachers in the English grammar learning process

Option	Frequency	Percentage
Strongly Agree	14	46%
Agree	13	43,5%
Neutral	3	10%
Disagree	0	0
Strongly disagree	0	0
Total	30	100%

The result of question no.4

Tabel 3. Motivation to learn grammar with the use of the inquiry method

Option	Frequency	Percentage
Strongly Agree	5	16,5%
Agree	9	30%
Neutral	16	53,5%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

The result of question no.5

Tabel 4. the use of inquiry method does not increase students' grammar skills

Option	Frequency	Percentage
Strongly Agree	0	0%
Agree	0	0%
Neutral	2	6,5%
Disagree	21	70%
Strongly disagree	7	23,5%
Total	30	100%

The result of question no.6

Tabel 5. Techniques Used by Teachers Ease the Students to Learn Grammar

Option	Frequency	Percentage
Strongly Agree	6	20%
Agree	13	43,5%
Neutral	11	36,5%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

The result of question no.7

Tabel 6. Student Interesting in Learning Grammar

Option	Frequency	Percentage
Strongly Agree	8	26,5%
Agree	12	40%
Neutral	10	33,5%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

The result of question no.8

Tabel 7. English is an Interesting Subject to Learn

Option	Frequency	Percentage
Strongly Agree	10	33,5%
Agree	16	53,5%
Neutral	4	13%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

The result of question no.9

Tabel 8. The Material Provided by the Teacher is Easy to Understand

Option	Frequency	Percentage
Strongly Agree	7	23,5%
Agree	17	56,5%
Neutral	6	20%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

The result of question no.10

Tabel 9. Grammar is a Difficult Subject to Learn

Option	Frequency	Percentage
Strongly Agree	10	33,5%
Agree	8	26,5%
Neutral	9	30%
Disagree	3	10%
Strongly disagree	0	0%
Total	30	100%

3.2 Discussion

3.1.1 Effectiveness is the Inquiry Method in Improving the Grammatical Competence

Researchers conducted research on class XI students of SMAN 21 Makassar. Researchers conducted research by taking student scores or tests (pre-test and post-test). The pre-test was given before the treatment, and the post-test was given after the treatment was carried out. There were 30 students who participated in this study.

Before the treatment was carried out, the researcher gave the students a pre-test to find out their grammar skills first. Then, the results of data analysis and statistical calculations show the students' grammatical abilities in the experimental class. The highest score on the pre-test was 95, and was obtained by one student. Then the lowest pretest result in the experimental class was 10 and one student was obtained. With an average of 60.83.

After the pretest and treatment, the highest posttest score was 100 and one student was obtained. Then the lowest post test result in the experimental class was 30 and one student was obtained. With an average of 89.6.

3.2.1 The Students' Responses on the Inquiry Method in Improving Students' Grammatical Competence

Student responses to the Inquiry Method in improving students' grammatical competence can be seen in the questionnaire presentation table that they have filled out. A set of questionnaire consisting of 10 questions, divided into four parts. These sections cover the inquiry method in learning grammar, students' perceptions of the inquiry method, students' interest in English, and grammatical difficulties in using inquiry methods in class.

The research results of the inquiry learning model can improve student learning processes and outcomes related to grammar skills. Judging from the questionnaires they filled out, almost all students were interested in learning to use the inquiry method.

CONCLUSION

Based on the findings and analysis of the data presented previously, it can be concluded that increasing grammar competence for the eleventh grade students in SMAN 21 Makassar by using Inquiry method was effective. This technique gave positive contributions and better result in students' English grammar ability. The data were collected from multiple choice test of grammar (Pre-test and Post-test). It was showed clearly in the students tests score, where the score of post-test was higher than pre-test which was proven by 2690 and 1825. The average for the post-test was 89.6 and 60.83 for the pre-test.

The findings showed that the students agreed that inquiry method have the advantages in learning English, and they also agreed that inquiry method could improve their grammar competence.

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