

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is a global language and is used in such activities, education, technology, social status, and modernization. In Indonesia, English has been taught as a foreign language. It is important subject in this globalization era especially in Indonesia. But, not all students really like to learn English, since it's difficult to them as foreign language English is not interesting and unnecessary in their daily activities. Learning English is one of the main focuses in Indonesia.

English in Indonesia has been taught since the Kindergarten up to University level. One should master four basic skills of English like: speaking, listening, writing, and reading. In Senior High Schools, students are expected to be able to communicate well in those four skills, Speaking becomes the difficult one of these skills especially for Senior High School students in Indonesia. In learning English the students are expected to be fluent in communicating with others. That's why speaking is very important.

Speaking is an important skill in language learning, it is one of the most important components to be mastered. Our live can't be separated from communication it self. Speaking skill servers the students to be able to communicate their opinion, feeling and expression, with no limitation of different native language, culture or country. Students can express their feeling and learn the social and cultural rules which appropriate in any communicative circumstance. In addition, they can prepare themselves to gain more competence for applying better job, enrolling competitive university, or participating in international communities, so that they can compete with the development of the modern era.

Based on writer's experience in teaching English at SMA SwastaParulian 2 Grade Eleventh, the writer found that's students have problem to learn English. Especially for speaking skill, students have problem in performing the critical thinking in English conversation. Student's problematic based on my interview of 4 students and the writer can conclude that students they almost writer know how to think critically in speaking. Students said that they didn't know what to speak and how to expression in their mind. Beside it, students are lack to practice English out of class because most of their friends speak in Indonesian. Students are often inhibited about trying to say thing in foreign in the classroom, worried about mistakes or simply shy of the audience.

There are some method in teaching speaking skill namely like sing a song of Western songs, small group discussion, guided learning, debate pros & cons, watching videos and that's one of the method will be focussed in speech. Speech is a great way to help students not only to improve their speaking skills but also a best way to able critical thinking in English. According to Webster (2012 : 655) states that speech is a spoken expression of ideas, opinions, etc. That is made by someone who is speaking in front of a group of people their speech intent on inform audience.

In this modern era of students required to be able to speak. A good speaker will also think about the delivery method, or the way in which the speech will be conveyed to the audience. There are some kind of method of delivery but the writer will be focus on Inquiry Based Learning as an teaching strategy to achieve the goal. Inquiry Based Learningis a learning and teaching method that prioritizes student questions, ideas and analyses. The writer using Inquiry Based Learning method to help student to increase their critical thinking speaking skill. Inquiry Based Learning is teaching focuses on student's general curiosity into the realms of critical

thinking speaking skill (Guido, 2017 : 2). Inquiry Based Learning is an approach to learning that emphasizes the role of students in the learning process. Instead of telling teachers what they need to know, students are encouraged to explore material, ask questions, and share ideas. So, students can independently think critically to find their own knowledge in their own language. Based on writer PPL experience that Inquiry Based Learning can assist students in improving the student's critical thinking speaking skill because students are given the opportunity to be more active in the discovery process, more self-study, think critically to solve problems and find answers in their own language.

Based on the background above, the writer would like to conduct a study entitle "The Effectiveness of Inquiry Based Learning Method to Increase Students Critical Thinking Speaking Skill SMA Swasta Parulian 2 Medan"

1.2 The Problem of Study

Based on the background above, the writer formulates the research problem as follow :

1. Is Inquiry Based Learning Method Effective to Increase on Students' Critical Thinking Speaking Skill SMA Parulian 2 Medan?

1.3 The Objective of Study

In relation to the problem of study, the objective of the study is to find out the effective of Inquiry Based Learning Method on Critical Thinking Speaking Skill SMA Parulian 2 Medan.

1.4 The Scope of Study

There are some teaching methods to teach students in critical thinking

speaking skill namely, Direct Instruction method, Flipped Classrooms method, Kinesthetic Learning method, Differentiated Instruction method, Expeditionary Learning method, Personalized Learning method, Game-based Learning method and Inquiry Based Learning method.

The writer limits on the use of Inquiry Based Learning method especially in monologue speech to has critical thinking on student's speaking ability. This study will be applied for Senior High School especially to the second grade at SMA Swasta Parulian 2 Medan and it is consist of two classes, XI IPA 1 as experimental class and XI IPS 1 as control class.

1.5 The Significance of Study

By doing the study, the writer expected to give valuable contributions to teacher, students and other writer. The finding of study are expected to be theoretically and practically significant and relevant to some matters :

1.Theoretically, the finding of this study is to give a information about the Inquiry Based Learning method on student's critical thinking speaking skill.

2.Practically,

a.For Teacher, as the one of strategies when teaching speaking.

b. For Students, it can help students who have problem in speaking and more enjoyable in learning English pretty well.

c. For other Research, as comparing for those who want to conduct further in depth study in speaking skill.

1.6 The Hypothesis

The hypothesis of this thesis is formulated as follows :

Ho : There is no significant effect on Inquiry Based Learning in students critical thinking speaking skill.

Ha : There is a significant effect on Inquiry Based Learning in students critical thinking speaking skill.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing this study, it is so important to clarify all terms that related to the study in order to have a clear perceptive of the implementation in the field. The term may function to give a

limited concept which is specifically meant in a particular context, in the case, the writer will elaborate the terms those are important for the purpose of this study.

2.2 Inquiry Based Learning Method

Inquiry based learning (IBL) is a way of asking questions, seeking information, and finding new ideas related to an event. That is in IBL, students learn by using cause and effect, relational and critical thinking, and combining both scientific knowledge and operations (Parim, 2009). IBL also requires students to conduct scientific reasoning and use critical thinking when combining scientific knowledge and processes to generate a perception of science (Bianchini & Colburn, 2000). In IBL, students should learn scientific concepts and improve critical-thinking skills while conducting activities. Inquiry based learning is an instructive approach in which students can acquire information and improve their critical-thinking skills by means of discovery and investigation in authentic settings (Hwang & Chang, 2011).

Inquiry based learning engages students analytic and critical-thinking skills. While analytic thinking enables students to define the similarities and differences in variables and tendencies in data, critical thinking helps them to define the cause of a change in a variable and the effect of one variable on other variables. Through critical thinking, students can draw upon many different resources in order to explain events and predict outcomes. According to (Branch & Solowan, 2003), inquiry based learning which is a student centered approach focusing on the asking of questions, critical thinking, and problem solving, enables students to develop skills needed throughout their whole lives. As such, it helps students to cope with their problems. Moreover, it puts great emphasis on understanding and exploring scientific phenomena, expressing the meanings of these phenomena, enhancement of problem solving, scientific discussion, critical-thinking skills, construction of cognitive structures and cooperation with

peers (Tseng, Tuan, & Chin, 2012; Anderson, 2007). Through discussions conducted in an Inquiry based learning environment, students feel like a junior scientist and can learn how to approach issues critically.

In a similar manner, based on a great amount of research findings, Lawson (2010) argues that the inquiry based learning approach improves students' creativity, academic achievement, critical thinking and problem-solving skills. Thus, the IBL approach can be defined as a learning approach making students active throughout their learning lives, enhancing their scientific process using skills, and improving their critical-thinking skills through discussions and activities. In addition, in the 2013 science program, it was suggested that devices and equipment that are easy to obtain, low cost, easy to use, and do not pose any security threat, should be employed in research-inquiry activities. Although these activities should be designed for classroom environments, informal learning settings and laboratories can also be utilized.

Inquiry Based Learning according Warsono and Hariyanto (2012: 150) is a variety of uses the kind of intelligence needed to do confrontation with real world challenges, ability to face everything new and its complexity there is. In this inquiry based learning model, understanding, transfer knowledge, high-level thinking skills, solving abilities problems, and scientific communication skills are a direct impact learning. While the opportunity for students to obtain the essence of science, scientific process skills, student autonomy and freedom, tolerance to uncertainty and non-routine problems is the impact of accompanying learning.

Based on some of the opinions above, the researcher concluded inquiry based learning is a learning-oriented model on solving problems that are integrated with real life. In IBL students are expected to form knowledge or concepts new information obtained, so students' thinking skills really trained.

2.2.1 The Advantages of Inquiry Based Learning

The advantages of Inquiry Based Learning according Warsono and Hariyanto (2012: 152) Improvement of teamwork and interpersonal skills. A teacher collaborates with her students to help them complete an activity. Successful completion of a problem-based learning challenge hinges on interaction and communication, meaning students should also build transferable skills based on teamwork and collaboration. Instead of memorizing facts, they get chances to present their ideas to a group, defending and revising them when needed. What's more, this should help them understand a group dynamic. Depending on a given student, this can involve developing listening skills and a sense of responsibility when completing one's tasks. Such skills and knowledge should serve your students well when they enter higher education levels and, eventually, the working world.

2.2.2 The Disadvantages of Inquiry Based Learning

The disadvantages of Inquiry Based Learning according Warsono and Hariyanto (2012: 152) Potentially Poorer Performance on Tests An elementary school student sits at his desk and takes a test. Devoting too much time to problem-based learning can cause issues when students take standardized tests, as they may not have the breadth of knowledge needed to achieve high scores. Whereas problem-based learners develop skills related to collaboration and justifying their reasoning, many tests reward fact-based learning with multiple choice and short answer questions. Despite offering many advantages, you could spot this problem develop if you run problem-based learning activities too regularly.

2.3 Critical Thinking

Critical thinking according to Beyer (1995), critical thinking means making clear, reasoned judgments. During the process of critical thinking, ideas should be reasoned, well

thought out, and judged. Critical Thinking defines critical thinking as the "intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. It means critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking.

2.3.1 The Elements of Critical Thinking

1. Observation

A key type of critical thinking skill involves observation by Syakur (1987:3) you use this to gather information about a process, for example. There are basically two types of observation, direct and participant. Direct observers try not to engage with a process, while participant observers may interact. This could be the difference between a teacher sitting in a classroom observing or watching behind a two-way mirror, for example. Each method is an attempt to obtain information in the most objective way possible, however some scholarship suggests that people can never completely divorce themselves from the processes that formulate them, their own experiences, and cultural collective experiences such as language or even religion essentially negate the ability to remain objective entirely, supplant another set of value systems for their own.

2. Inference

Inference is the manner in which people make informed conclusions. It is a bit different than assumption -- the method whereby people make conclusions based on what they assume to be true rather than on what they learn. This is not to suggest that inferences are objective or

entirely fact-based as what people often interpret as inference sometimes varies cross-culturally, for example. Both the context and content of inferences may change over the span of generations, as well.

3. Prediction

Critical thinkers may eventually come to a point when they have to apply what they know either in thought or deed. This type of critical thinking skill is called prediction -- the method of applying your inferences to essentially guess what will happen. Different professional fields apply critical thinking models that involve prediction virtually all the time: a statistician uses quantitative information to generate projections for a business, for example.

2.3.2 Critical Thinking in Speaking

Oral language seems to be the most critical skill in all language skills because the language leader is the representative of a language user, just like any other language, including listening, reading, and writing. When they speak, people can know how many languages they know and how many of them can display correct grammar, vocabulary, and so on. Therefore, spoken language can cover other language skills and it is necessary to improve in a good way. Oral skills can be defined as the most important part of the curriculum. With the advancement of technology and the need for international exchanges in the contemporary world, ^{language} learners take part in language courses to improve their speaking skills. Those who interpret more will achieve more success and efficiency in schools and other areas of life. According to Folse (2006), most people think that language recognition means a language because the word is a

basic element of communication with other people in society but can provide a language for foreign language learners. Very difficult because verbal communication should be able to use the language.

correctly in social communication. Interaction includes not only verbal communication, but language based elements such as stress, intonation, and intonation. Verbal and oral communication involves writing and negotiating languages in different ways. Speakers and listeners speak the language of production and processing in language interactions, but both skills are very sensitive and highly dependent on time, which means that they must treat the language in words without any possibility of return, inspection, and production. The speaker also needs to take into account the relationship with others or the person they hear and communicate and adapt their language. Under the skills of the macro language, spoken language is an assessment of the most difficult skills, which means that it is difficult to determine language skills. A discussion is an interactive constructive process that involves the production, acquisition, and processing of information (Brown, 1994; Burns & Joyce, 1997). The conversation is very dependent on the context in which it happened. Participants, their knowledge, goals, subject experiences, and physical and mental conditions can influence the form and meaning of the word. Speaking skills and spoken language skills can affect the success of any communication. The speaker should be able to anticipate and produce the expected model of a particular.

2.4 The Definition of Speaking

Speaking is a productive skill which is related to the ability of using language orally to express their opinion, idea, statement and feeling. Speaking is the real-time, productive, aural/oral skill (Bailey, 2003:48). It is real time because the other interlocutor is waiting for the

speaker to speak right then and the speaker cannot revise his response as he might do in writing. It is productive because the language is directed outward. It is aural because the response is interrelated with the input often received aurally and it is oral because the speech is produced orally. Speaking ability becomes the primary goal of learning language. Being able to use a language orally means having more occasions to express ideas.

Bailey (2003:140) states speaking is productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a rest-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Turk (2003:9) say speaking is a direct one mind to another and is the way we usually choose when we want to ask a question, or give an explanation. Speaking is totally natural, is in language other than our own is anything but Harmer (2001:270) without speaking, people cannot understand what the speaker is saying, without speaking show that people not agree with something that speaker is saying in additional, speaking is an attractive and according to accomplish pragmatics goal through interactive discourse with other speaker of language. The goal of speaking is process sharing, changing information, opinion and emotions. Speaking skill is the skill of students to be able to speak and can communicate orally. It is not only to apply the grammatically corrects sentences. Speaking is a person's skill to produce sounds that exist at the meaning and be understood by other people, so that able to create a good communication. Speaking is a crucial part of the language process. The major goal of teaching speaking skill is communicative efficiency. Language learners should able to make themselves understood by using their current proficiency.

Basically, speaking is intended for two communicate. Speaker-listener interaction takes place in real time, speaker will respond to the listener. So, conclusion, the writer make a

conclusion speaking most used express opinion, explanation, give information and make argument in daily life.

2.4.1 The Purpose of Speaking

The purpose of speaking is to inform or to communicate what is in speakers mind to listeners. The speaker have to be careful whet the speaker wants to utter words or articulate sound with the ordinary voice so the speaker's expression and feeling can be understood by the listen. Harmer (2001:40) say that communication occurs because there is communicative purpose between speaker and listener. The purposes of communication for the speaker are :

1. They want to say something
2. They have some communicative purpose, speaker say something because they want to something to happen as a result of what they say.
3. They select from their language store, it is mean speaker have an inventive to create new sentence. To achieve this communicative purpose, they will select they think is appropriate for this purpose.

2.4.2 The Components of Speaking

Speaking is a productive skill which has subjective judgment. Syakur (1987:3) state there are five components of language that influence speaking skill they are:

1. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

- 2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and

to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

4) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the

speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4)

2.4.3 Types of Speaking

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story-telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.5. Previous Researches

There are two previous researches related to this study. The first writer was Hairida, (2016) *The Effectiveness Using Inquiry Based Natural Science Module with Authentic Assessment to Improve the Critical Thinking and Inquiry Skills of Junior High School Students*. This research with pre test-post test control group design. This research is conducted on 7th grade of one of Junior High School in Pontianak, by using 2 classes as a sample. The data was collected by using inquiry skills observation sheets, critical thinking test, and interview. The result shows that the mean of inquiry skills and critical thinking scores of experiment group is higher than the control group, and the significance score from using t-test is $(0.00) < 0.05$, which means there is a difference of inquiry skills in the experiment and control group. Score of N-gain

shows that the mean of experiment groups inquiry skills and critical thinking score after the treatment, is higher than control group. It concludes that science learning by using inquiry-based module with authentic assessment is effective to develop students inquiry skills and critical thinking. The first writer has a significant similarity that I used the same teaching method, teaching in schools with student through effectiveness by focusing on the critical thinking of students, using the same research methodology to teaching experimental class and control class with the same analysis technique using quantitative research. The first author has a difference with the writer used, namely the first writer taught at a different level, namely the Junior High School level, while the writer focus on teaching at a higher level namely Senior High School and with different abilities and teaching goals. The first writer got satisfactory results and the writer still in the process. The writer can contribute and take the benefits the writer got that is, the writer become more aware of the inquiry based learning method and the achievement of the results done by the first writer.

The second writer was Ismi (2018) *The Generic Science Skill Profile of Fourth Grade Students on Acid and Base Topic in Guided Inquiry Learning Model at SMK Raja Permaisuri Bainun*. This research aims to find and identify the 4th level students science generic skill using guided inquiry learning in SMK Raja Permaisuri Bainun. This research method is descriptive qualitative method that explains the generic science skills indicators that have been studied through the Data taken from the research then analyzed and summarized as research results. Profile of generic science skills valuation indicates that the indicator of student observation on acid and base material is high with the average of 81. Science Generic skills of symbolic language are classified with average of 73, while logical consistency and inference indicator are classified as high with average of 67 and 85 respectively. Overall, 4th Generic science skills of

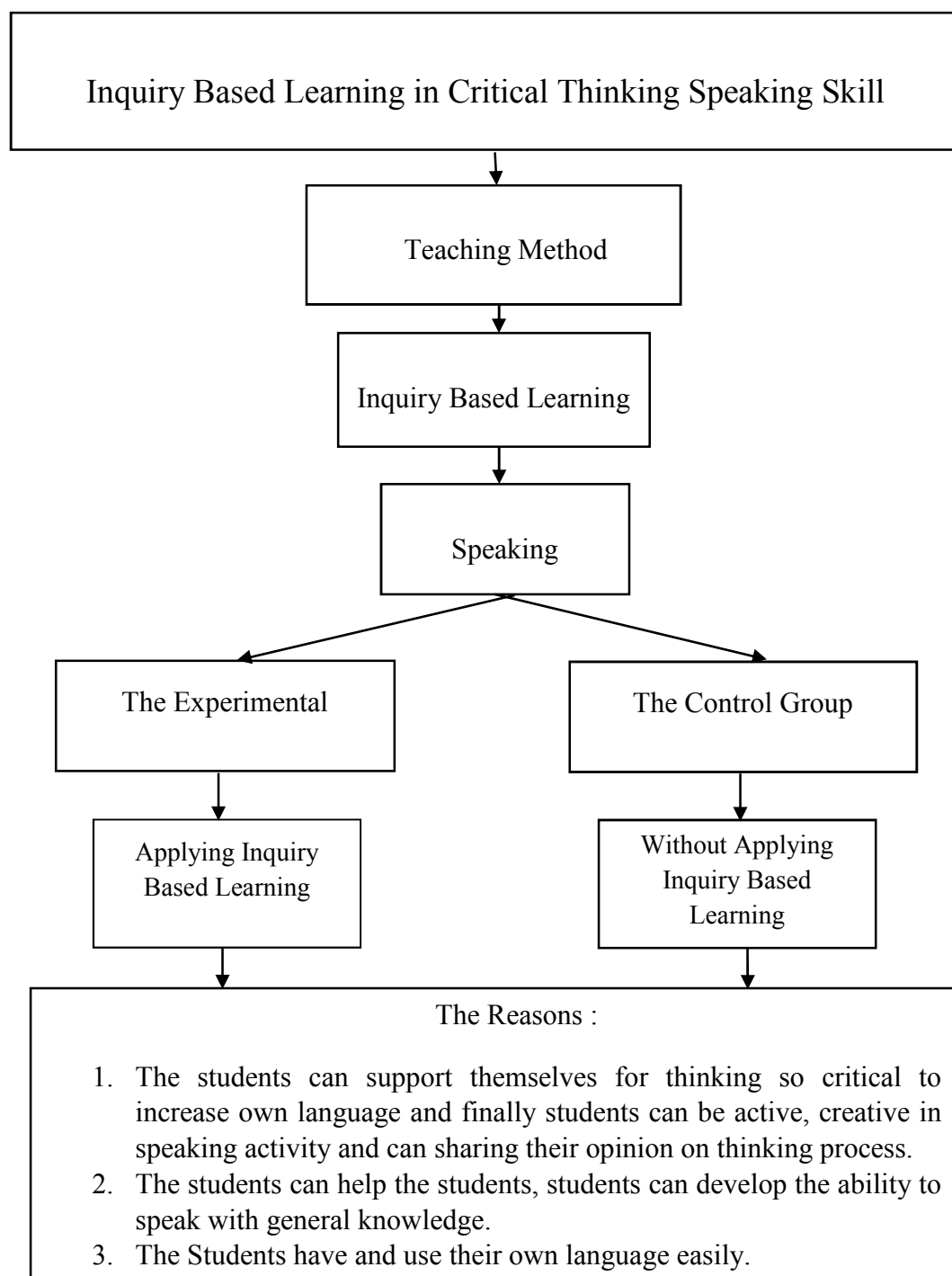
SMK Raja Permaisuri Bainun on acid and base material in guided inquiry learning is high enough with the average of 76.5. The analysis of students' cognitive learning outcomes guided inquiry learning was obtained in average of 73 and it indicated a high level of achievement. Furthermore, this result also indicated resources in the student's response to the guided inquiry learning that positively influences the students science generic skills. The second writer has something in common with what the writer used, namely using inquiry based learning teaching methods with very satisfying achievements, same teaching at the Senior High School level. The second writer also has a difference with what the writer used namely the writer focuses on the process by using qualitative research and the writer used quantitative research. The contributions and benefits that the writer got are that students got good feedback from the learning process carried out by the author while the writer focus on the results by using quantitative research.

2.6. Conceptual Framework

Speaking is an interactive to accomplish pragmatics goal through interactive discourse with other speaker of language. The goal of speaking is to achieve an interactive communication between the speaker and listener, in order to be able to convey message to the audience, the students need other verbal communication beside utterances. Besides, a big chance of practicing is needed to improve the students speaking skill.

Many method are available to be used to teach and improve students speaking ability. Speech which is suitable to help student in speaking. Speech give speakers the opportunity to be able to express ideas and help them to improve their speaking skill.. By Inquiry Based Learning method, the students can support throughout their learning process, rather than a sole authority figure. Inquiry Based Learning method also help the student can develop the ability to speak with general knowledge they have and use their own language within critical thinking and finally the

students can be active, creative in speaking activity and use their thinking ability in sharing their opinion and develop their thinking process.



CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The research used an experimental quantitative research. According to Ary (2010:26) an experiment is a scientific investigation in which the writer manipulates one or more independent variables, control any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). By using experimental research, the sample divided into two groups; the experimental class and control class, the students was taught by inquiry based learning activities and control group learned without using inquiry based learning activities. Both of the groups got the pre-test and post-test with the same items.

Table 3.1

Research Design

Group	Test	Grade	Teaching	Test
Experimental)	Pre-Test	XI MIA 1	Treatment (Using Inquiry Based Learning Method)	Post Test
Control	Pre-Test	XI IPS 1	Treatment (Using	Post Test

			Conventional Way)	
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3.2 The Population and Sample

In a study, the writer had to find out the population and sample before. The population and the sample in this research are following:

1. The Population

Population is the generalization area in which consist of : object/subject that has a specific characteristic and quality determined by the writer to learn and then getting the conclusion. According to Arikunto (2010:173) “Population is the whole of study research, if someone want to observe all the elements in the research area, so his or her research called population research”. The population in this research will be applied at second grade of students SMAS Parulian 2 Medan in 2019/2020 academic year which consist of classes. There are two classes namely XI IPA 1 and XI IPS 1.

2. The Sample

According to Ary (2010:428), Ary sample or selection of participants or sites, is important in qualitative research just as it is quantitative research. The sample in this study about 60 students from the population of second grade students. The students then classified in two group. The experimental group is IPA 1 consist 30 students and the control group is XI IPS 1 consist 30 students.

3.3 The Instrument of the Collecting Data

To collect the data, the writer gave speaking test. Both control group and experimental group was given pre-test and post-test. The treatment is conduct after the administration of pre-test. The experimental group was taught by using inquiry based learning method, while control group was taught without inquiry based learning method.

The instrument for data collection's are the following items was applied in this study:

1. Test

The speaking test used is use to find out the data for this study

2. Recording

This tools are record the test conduct orally by phone recorder.

3.4 The Procedure of the Research

In getting the data, there were three procedures which are taken by the writer, they are pre-test, treatment, and post-test. The steps of the procedures are:

Pre-test and post test applied in 2 classes namely are XI MIA 2 used by experimental class and XI IPS 1 used by control class.

The writer was taught by the different method and different way applied in class.

3.4.1 Pre-test

The pre-test gave to both classes (control and experimental group) before the treatment is conducted. The function of pre-test is to know the mean scores of experimental and control group.

The writer applied to taught the students for experimental by cooperation to tablemate and control class one by one of them.

3.4.2 Treatment

To find out the effectiveness of the speaking achievement by using inquiry based learning, a treatment is conducted to the experimental group. Group A as experimental group and group B as control group was given the same material but different treatment. The teaching was treated the experimental group with inquiry based learning meanwhile the control group was taught by conventional method.

Table 3.2

Teaching Procedures in Experimental Group

Activities	Teacher	Students
Pre-Activities	<ol style="list-style-type: none">1. The teacher brought greetings to the students.2. The teacher checks the student's attendance list.	<ol style="list-style-type: none">1. The students gave response to teacher.2. Student gave the information to teacher.
Main Activities	<ol style="list-style-type: none">1. The teacher explained about hortatory exposition.2. The teacher made an example of hortatory exposition.3. The teacher explained about inquiry based learning.4. The teacher gave the example of inquiry based learning.5. The teacher showed to the students how to speak about inquiry based learning.	<ol style="list-style-type: none">1. The students gave attention the teacher.2. The students received technique.3. The students was listening teacher explanation.4. The students was listening carefully the classmate speaks critically.
Closing Activities	<ol style="list-style-type: none">1. The teacher was concludes the lesson by asking some question to the students.	<ol style="list-style-type: none">1. The students received the exercise of using test.2. The students answered the teacher.

Table 3.3

Teaching Procedures in Control Group

Activity	Teacher	Students
Pre Activities	<ol style="list-style-type: none">1. The teacher brought greetings to the students.2. The teacher checked the student's attendance list.	<ol style="list-style-type: none">1. The students gave response to teacher.2. Student gave the information to teacher.

Main Activities	<ol style="list-style-type: none"> 1. The teacher explained about hortatory exposition. 2. The teacher gave example of hortatory exposition. 3. The teacher spoke about hortatory exposition text in front of class. 	<ol style="list-style-type: none"> 1. The students was listening teacher. 2. Student was thinking 3. Students will listen the classmate speaks.
Closing Activities	<ol style="list-style-type: none"> 1. Teacher was concludes the lesson asking some questions to the students. 	<ol style="list-style-type: none"> 1. The students understood so well.

3.4.3 Post Test

After having a treatment, the post-test was given to each group. The items of the post-test are exactly the same the ones in pre-test. It is intended to discover the mean score of the experimental group and control group.

3.5 The Scoring of Speaking

From this table above, it can be taken to give the speaking skill scores. Some aspect are by proficiency descriptions which done the students skill before and after using inquiry method.

Table 3.4

Weighting Table

Aspect	SCORE					
	0	1	2	3	4	5
Pronunciation	6	12	18	24	30	36
Grammar	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	12	33	50	66	83	100

Branwell quoted by Fulcher (2003:12)

From the table above, it can be taken to measure the students weighting and it also easy to get result of scoring test. Some aspects are by student's skill before and after using inquiry method.

The goal of classroom assesment is to enchance students learning result. Instructor use a variety of method in the classroom to get feedback about students learning in terms. According to Fulcher (2003:228) there are five categories of speaking assesment namely :

Form of assessing speaking test.

Table 3.5

Proficiency Descriptions By (Hughes, 2003:131)

Aspect	Score	Proficiency Description
Pronunciation	0	Pronunciation frequently unintelligible.
	1	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	2	"Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	3	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
	4	No conspicuous mispronunciations, but would not be taken for a native speaker.
	5	Native pronunciation, with no trace of "foreign accent."
Grammar	6	Grammar almost entirely inaccurate except in stock phrase.
	12	Constant errors showing control of very few major patterns and frequently preventing communication.
	18	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	24	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
	30	Few errors, with no patterns of failure.
	36	No more than two errors during the interview.
	Vocabulary	2
8		Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
12		Choice of words sometimes inaccurate, limitations of

		vocabulary prevent discussion of some common professional and social topics.
	16	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	20	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
	24	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
Fluency	2	Speech is so halting and fragmentary that conversation is virtually impossible.
	4	Speech is very slow and uneven except for short or routine sentences.
	6	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word.
	10	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
	12	Speech on all professional topics as effortless and smooth as a native speaker's.
Comprehension	4	Understands too little for the simplest type of conversation.
	8	Understands only slow, very simple speech on common social and touristic; requires constant repetition and rephrasing.
	12	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
	15	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
	19	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
	23	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

3.6 The Validity and Reliability of the Test

The validity and reliability determined how well a test is. These two factors should be fulfilled a test before it was used to derive valid data of the research.

3.6.1 The Validity of the Test

The validity determine how well a test is. A test is said to be good if it is valid and reliable. To ensure that the test is already good, the validity should be established clearly and in accordance with the points of the test. The established and procedure of each aspect is discussed in the following. According to Ary (2010:225) Validity is the most important consideration and evaluating instruments. This research uses construct validity that concerns with how well measure the subject matter and learning outcomes cover during instructional period. Construct validity is used to determine how well a test measures what it is supposed to measure. Construct validity is usually verified by comparing the test to other tests that measure similar qualities to see how highly correlated the two measures are. For example, one way to demonstrate the construct validity of a cognitive aptitude test is by correlating the outcomes on the test to those found on other widely accepted measures of cognitive aptitude.

3.6.2 The Reliability of the Test

Reliability is one of the characteristics of good test. It referred to the consistency of the measurement. According to Kahn (2006:289) reliability is the degree of consistency that the instrument or procedure demonstrated, whatever it is measuring, it does so consistently.

In order to find out whether the test reliable or not, the writer use the formula of Alpha in Arikunto (2010:238-240) as the following :

$$r_{11} = \frac{k}{k-1} \left[1 - \frac{\sum a^2 b}{a^2 t} \right]$$

where :

r_{11} : Reliability of instrument

- k : The number of items of the test
- $\sum a^2 b$: The number of variants of each item
- $a^2 t$: Total of variants

3.7 Technique of Analysing Data

This study apply the quantitative data. The quantitative data is use to analyse the score of students. It collect and analyse by computing the score of students speaking achievement during the speaking test. The data will be analysed by using some steps, namely :

1. Calculating the data from the scoring the pre-test and post-test of experimental and control group.
2. Tabulating the score of the students in pre-test and post-test of experimental and control group.
3. Comparing the mean of the two groups.
4. Testing hypothesis by using the formula of T-test.

To know the effect of result of this research, the test is calculated using test formula as follow that developed by Arikunto (2010;354-355).

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

- t : total
- Mx : The mean score of experimental class
- My : The mean of control class
- dx^2 : The standart deviation of experimental class
- dy^2 : The standart deviation of control class

N_x : The total number samples of experimental class

N_y : The total number samples of control class

5. Concluding the research finding.