

IMPLEMENTING INQUIRY LEARNING STRATEGY TO IMPROVE STUDENTS' THINKING ABILITY OF SMPN 6 GUNUNGSITOLI IN 2023/2024

By Rini Suzwina Telaumbanua

**IMPLEMENTING INQUIRY LEARNING STRATEGY
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OF SMPN 6 GUNUNGSITOLI IN 2023/2024**

UNDERGRADUATE THESIS



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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NIAS
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**Universitas Nias
Fulfillment of the Requirements for the
Degree of *Sarjana* Pendidikan**

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

The National Education Standards are a set of criteria, guidelines and indicators set by the government in Government Regulation (PP) No 4 of 2022 to ensure the quality of education in Indonesia. These standards cover various important aspects of education, including curriculum, assessment, teachers, facilities and infrastructure, and education management.

The National Education Standards seek to provide uniformity in the quality of education in all Indonesian institutions. With these requirements, every learner is expected to receive an equal and excellent education, regardless of where or what type of school they attend. National education standards are divided into eight categories: content standards, process standards, assessment standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, and funding standards.

The learning process standards for junior high schools are governed by the Minister of Education and Culture's Regulation No. 22 of 2016 on process standards for primary and secondary education.

Learning strategies are methods used to improve understanding and learning outcomes. In this case, not everyone can learn easily and quickly. Quoted from lmsspada.kemdikbud.go.id, a learning strategy is a plan about a series of

activities designed in an effort to achieve certain educational goals. In this case, learning strategies become activities that teachers and students must do.

Inquiry is one ³ of the learning strategies. This form of inquiry learning technique is implemented by giving students opportunity to improve critical and creative thinking abilities. This technique encourages students to investigate the principles presented through observation, question-and-answer sessions, and experiments. The distinction between the Inquiry Learning Strategy and general learning is that general learning is the process of interaction between students and teachers, whereas learning resources that are widely used are books that are commonly used as classroom guides.

According to Kunandar in Shoimin (2018:85),

“Inquiry is a learning activity where students are encouraged to learn through their own active involvement with concepts and principles, and teachers encourage students to have experiences and carry out experiments that allow students to discover these principles for themselves.”

(Nababan, 2023) argues about the advantages of inquiry learning, among others, namely: 1. The learning atmosphere in the classroom will be more lively because it makes passive students active. 2. The basic concepts of student thinking will be formed and developed. 3. The way of thinking and skills of working together students will increase based on their own initiative. 4. Avoid the traditional way of learning and keep up with the times. 5. Students can learn through various sources and utilize adequate facilities. 6. Can nurture students who have above-average

thinking. It can be interpreted ³ that students who have learning abilities that will not be inhibited by other students who tend to be weak in participating in learning.

English learning is one of the most significant lessons for eighth-grade students at SMP Negeri 6 Gunungsitoli, according to the Curriculum 2013 ⁴ syllabus. The school concluded that the Minimum Competence Criterion (MCC) for the English subject, particularly in the eighth grade, is 67. In actuality, students are still not particularly interested in learning English. Despite the researchers' discoveries, pupils continue to face numerous challenges when learning English. There are four competences in English: speaking, reading, listening, and writing. Teachers frequently employ speaking, reading, and writing skills. However, effective listening skills are rarely used. Only two students passed the previous English exam. The others did not pass the MCC. After conducting observations, the researcher discovered that students enjoy English but struggle to improve their English skills. Students lack confidence and hesitant to speak their ideas. Students are terrified of making mistakes and feel humiliated when they ask questions or share their ideas. So the researcher employed the inquiry learning technique to help students enhance their thinking skills, giving them the guts and confidence to share their thoughts while simultaneously developing their English language skills.

There are various characteristics that define the inquiry learning strategy. First, the inquiry technique stresses maximal student participation in searching and finding, implying that students are ³ learning subjects. During the learning process, students not only receive teachings through verbal teacher explanations, but they also

contribute to discovering the essence of the subject matter. Second, all actions carried out by students are directed to search and find their own answers to a question, with the expectation that this will promote self-confidence. Learning activities are typically carried out via a question-and-answer session between teachers and pupils. As a result, the teacher's ability to apply questioning tactics is the most important qualification for conducting an inquiry. Third, the goal of adopting inquiry learning methodologies is to improve the ability to think systematically, logically, and critically, or to cultivate intellectual capacities as part of the mental process. Thus, with the inquiry learning technique, students are expected to master not only the subject knowledge, but also how to use their potential. People who simply learn the classes may not be able to fully improve their thinking skills; nevertheless, pupils will be able to grow their thinking skills if they can grasp the subject matter. The primary goal of learning through inquiry tactics is to help children build intellectual discipline and thinking abilities by asking questions and receiving answers based on their curiosity. The inquiry learning strategy is an example of a student-centered learning approach. This is because with this technique, students have a very dominant role in the learning process.

In order to address this issue, inquiry-based learning methodologies must be applied to the topic *When I Was a Child*, therefore researchers are interested in taking the title "**IMPLEMENTING INQUIRY LEARNING STRATEGY TO IMPROVE STUDENTS' THINKING ABILITY OF SMPN 6 GUNUNGSITOLI IN 2023/2024**".

1.2 Identification of the problems

Based on the background of the problem, researchers identified the problem as follows:

- 1.2.1 Lack of strategy learning that makes student not enough active in the learning process Language English
- 1.2.2 The students tend to be passive and have difficulty in managing the knowledge they gain.
- 1.2.3 The students is hard to master listening skill in english language

1.3 Limitation of the Problem

In study this , researcher limit the problem on enhancement ability think student through strategy learning inquiry at the eighth grade of UPTD SMP Negeri 6 Gunungsitoli in 2023/2024.

1.4 Formulation of the problem

The problem is formulated as follows "How can inquiry learning strategy to improve the thinking abilities of students at the eighth grade of UPTD SMP Negeri 6 Gunungsitoli in 2023/2024?".

1.5 Objective of the Research

From the previous problem formulation, the aim of the research is to improve students' thinking abilities at eighth grade of UPTD SMP Negeri 6 Gunungsitoli in 2023/2024.

1.6 Significance of the Research

There are some significances of the research that will be conducted by the researcher, in practically and also in theoretically, as follows:

1.6.1. "Theoretically"

The result of this research is expect to be a reference in the learning process, especially for listening skill.

1.6.2. Practically

- 1) For the students :
 - a. Students can improve their listening skills
 - b. Students are motivated in the learning process particularly english learning
- 2) For the teacher :
 - a. The researcher hopes this research will help the teacher to solve the problem of teaching English on the classroom.
 - b. The teacher can apply this Inquiry strategy as the strategy to teach in the classroom.
- 3) For the researcher :
 - a. As a guideline in applying strategy namely Inquiry Strategy as a choice to improve the students' t hinking skill.
 - b. For researchers themselves to gain experience in carrying out their duties as prospective teachers in the future.
- 4) For the reader :
 - a. The researcher hopes this research as source for the reader of new knowledge in learning about thinking skill by using Inquiry Learning Strategy

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 The Concept of Thinking Skill

A. The Definition of Thinking Skill

Developing thinking skills is crucial for success in life and should be prioritized in education. According to Barell (2003), critical thinking abilities are an essential component in implementing a learning curriculum. Fisher (2008) describes critical thinking as a skilled activity that requires the interpretation and assessment of observation, communication, and sources of knowledge, guided by intellectual norms such as clarity, relevance, adequacy, and coherence. According to Paul and Elder, critical thinking is the process of studying and assessing one's own thinking in order to improve it; in other words, it involves autonomous thinking, discipline, self-monitoring, and self-correction.

Furthermore, critical thinking abilities are characterized as a thinking process that involves high cognitive processes such as problem analysis, argumentation, evaluation, decision-making, and problem solving (Suwono et al., 2017; Karakoc, 2016). Students who can think critically can ask good questions, provide effective and efficient information, make rational decisions based on trusted or unbelievable information (objective), and reach consistent

conclusions when solving a problem (Bustami et al., 2018; Fakhriyah 2014; Cahyarini et al., 2016).

Fascione (2015) defines critical thinking skills as interpretation, analysis, inference, evaluation, explanation, and self-regulation. According to Surasa et al. (2017), students' critical thinking skills can be improved by giving relevant concepts, using active teaching methods, and involving students' skills to make rational decisions in challenging situations.

Thinking Skills are cognitive processes that enable us to solve issues, make decisions, ask questions, plan, organise, and create knowledge. Thinking skills refer to your ability to understand and solve problems using all available information and facts. Critical thinking abilities are frequently used in the workplace to organize and process data, facts, and other information in order to grasp an issue and develop successful solutions. Understanding your thinking skills might help you make better decisions.

According to the statement above, thinking skill is a human's ability to think by interpreting, evaluating, and analyzing facts and information in order to form a judgment or decide if something is correct or wrong.

B. Types of Thinking Skill

There are some types of thinking skill as quoted from Chris Drew et al. (2023) as follows:

1. Convergent Analytical Thinking

This thinking talent does not necessitate any substantial creativity or lateral thinking techniques. It is not ideal for handling difficult problems that need thinking outside the box. Instead, it employs plain mental processes. To arrive at the 'right' answer, a convergent thinker simply applies previously established techniques and recalls memories. Convergent thinking is widely employed in standardized and multiple-choice assessments. These types of assessments merely examine our knowledge and ability to apply it to straightforward and logical circumstances.

2. Divergent Thinking

Divergent thinking is the complete opposite of convergent thinking. It entails coming up with solutions, paths forward, or new ideas when there is no single right answer.

Questions like "Should I study to become a doctor or a lawyer?" may not have a straightforward solution. You might be skilled at both, and both alternatives could lead to satisfaction and a fulfilling life. So, which choice should you select?

To find answers to questions that do not have clear answers, you must first break down the possibilities and study each one. You may make a pros and drawbacks list, a Venn diagram, or a table to lay out your options and analyze them one by one.

We frequently foster varied thinking from an early age. For example, we encourage youngsters to play or simply 'be playful' in order to solve problems and learn about the complexity and possibilities of their world.

3. Critical Thinking Skills

Critical thinking abilities entail analyzing something in order to make a judgment about it. A critical thinker does not take assumptions about a topic for granted. Instead, critical thinking is 'critiquing' what you're perceiving with your existing intellectual understanding. Critical thinkers can gain critical insights about a topic through three processes: deduction, induction, and abduction.

4. Creative Thinking

Creative thinking entails approaching a topic in unexpected, unconventional, and alternative ways in order to produce new thoughts about an existing topic. A creative mind will approach a problem from a novel angle.

While creative thinking may look nonsensical, it is actually a powerful engine of human progress. Creative thinkers uncover market gaps or innovative, simpler, faster, and more effective methods of doing things. When a creative thinker develops a brilliant new approach to a problem, their method has the potential to become the new orthodoxy.

C. Indicators of Thinking Skill

According to Winda Eka Wati et al. (2015), the indicators of thinking skill is defined as follows:

1. Analyzing Skill

The ability to analyze according to Sudjanta (2010) is the ability to sort an integrity into elements or parts so that the hierarchy or arrangement is clear. According to Huda (2013) analysis is that students are able to separate materials or concepts into component parts so that their organizational structure can be understood.

2. Synthesizing Skill

The ability to synthesize according to Sudjana (2010) is the ability to unite elements or parts into a comprehensive form. According to Suryosubroto (2009) synthesizing is uniting elements or parts in such a way as to form a complete whole

3. Problem Solving Skill

Problem-solving skill is the ability to apply concepts to gain a new understanding. Readers must be able to understand reading critically in order to perform this skill. After completing reading tasks, students can capture some of the major thoughts of reading and pattern a notion. The purpose of this ability refers to the mental process of individuals in dealing with a problem to then find ways to solve the problem through systematic and careful thinking.

4. Summarizing Skill

The ability to conclude according to Alrizon (2012) is a person's ability to identify and secure the information needed to draw conclusions. The ability to conclude means that students can explain the right conclusion.

5. Evaluate Skill

According to Suryosubroto (2009), the ability to evaluate is the ability to determine the value or price of a material and communication method for certain purposes. Operational words according to Arikunto (2010) related to evaluating are assessing, comparing, concluding, contrasting, criticizing, describing, distinguishing, explaining, deciding, interpreting, connecting and helping.

2.1.2 Inquiry

A. Understanding Inquiry

Inquiry is a methodology for encouraging students to take an active role in their learning. In this inquiry learning method, students are encouraged to search and discover for themselves during the teaching and learning process, one of which is actively asking good questions about each lesson material presented. These questions do not have to be answered by the teacher because all students have the opportunity to respond to questions posed. This is consistent with the underlying goals and principles of inquiry-based learning. According to W. Gulo, in Khoirul (2017: "Inquiry learning means a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings with full confidence."

Student involvement in the learning process is an important part in developing students' self-abilities, because this involvement is a mental-intellectual and social-emotional activity. According to Trisianawati and Sari (2016:2) Learning makes students learn better, this is because learning using inquiry can improve students' science process skills, meaning students will be more active in solving questions about science. The inquiry learning process provides students with the opportunity to play a more active role in studying, searching for and finding conclusions about a problem.

According to Wina (2018:85) also states that :

“ Inquiry learning strategy is a series of learning activities that emphasize the process of critical and analytical thinking to search for and find answers to a problem being asked. ”

Furthermore, according to Kunandar (2018:85) states that:

"Inquiry learning is a learning activity where students are encouraged to learn through their own active involvement in concepts and principles, and teachers encourage students to have experiences and carry out experiments that enable students to discover these principles for themselves."

Thus, inquiry-based learning is a learning method that provides students with as much freedom as possible to find their own interests and ways of learning. So this inquiry activity lies in students' ability to understand, then identify carefully and thoroughly, then end by providing answers or solutions to the problems presented.

B. Advantages and Disadvantages of Inquiry Learning

Inquiry learning is a method of learning that is highly supported for numerous reasons, including:

1. This learning focuses on the balanced development of cognitive, emotional, and psychomotor aspects, making learning considerably more meaningful.
2. This approach allows pupils to learn in their preferred manner.
3. This learning technique aligns with contemporary learning psychology, which views learning as a process of behavioral change through experience.
4. Additionally, it can cater to students with above-average ability. This means that students with strong learning abilities will not be limited by weaker learners.

Apart from having advantages, this learning also has weaknesses, including:

1. Difficult to control student activities and success.
2. It is difficult to plan learning because it clashes with students' study habits.
3. Sometimes implementation takes a long time so teachers often have difficulty adjusting it to the specified time.

4. As long as the criteria for learning success are determined by the student's ability to master the subject matter, this strategy seems difficult to implement.

C. Inquiry Learning Steps

Steps for carrying out inquiry according to Albani (2014:86-87) states as follows:

Table 2.1 QUESTION STEPS

Phase	Teacher Behavior
1. Present questions or concerns	The teacher guides students to identify problems and write the problems on the blackboard. The teacher divides students into several groups
2. Make a hypothesis	The teacher provides opportunities for students to exchange ideas about ideas in forming hypotheses. The teacher guides students in determining hypotheses that are relevant to the problem and determining which hypotheses are priorities for investigation.
3. Designing experiments	The teacher gives students the opportunity to determine the steps that are in accordance with the hypothesis that will be carried out. The teacher guides students to sequence the steps of the experiment.
4. Conduct experiments to obtain information	The teacher guides students to obtain information through experiments
5. Collect and analyze data	The teacher gives each group the opportunity to present the results of processing the data collected.
6. Draw conclusions	The teacher guides students in making conclusions

In carrying out inquiry learning, namely:

1. Formulate the problem that will be solved by students.
2. Establishing a temporary answer or better known as a hypothesis.

3. Search for information, data and facts needed to answer hypotheses or problems.
4. Draw conclusions or generalize answers.
5. Applying conclusions.

D. Characteristics of Inquiry Learning

There are many things that can be done to make inquiry more effective in the learning process, one of which is by observing its characteristics. The following are the characteristics of inquiry:

1. The inquiry strategy emphasizes maximum student activity in searching and finding.
2. All activities carried out by students are directed at seeking and finding answers for themselves to something entrusted to them, so that it is hoped that this can foster an attitude of self-confidence.
3. The aim and use of inquiry learning strategies is to develop systematic, logical and critical thinking skills, or develop intellectual abilities as part of the mental process.

2.1.3 Listening Skill

A. Definition of Listening Skill

Listening is the first of the four major language skills. Listening is an active process in which we interpret, appraise, and respond to what we hear. Listening skills involve receiving language through the ears. Listening is the process of recognizing speech sounds and converting them into words and sentences. Listening skills improve your ability to effectively receive

information when speaking with others. These skills are essential for efficient professional communication. Developing strong listening skills can help you receive information correctly, analyze messages accurately, and optimise your conversations and communications for maximum efficiency.

Listening skills assist pupils improve their communication and critical thinking abilities. This skill is useful in many aspects of daily life. Interactions occur in a variety of settings, including classrooms and the workplace. According to Hedge (2000), listening plays an important role in everyday life, and when people are communicating, nine percent of their time is spent writing, sixteen percent reading, thirty percent speaking, and forty-five percent listening, demonstrating the importance of listening in communication. Lundsteen (1979) stated that listening is the first talent to emerge. He said, "Children listen before they speak." Hedge (2000) stated that current society prefers to shift from printed media to sound and its members. Thus, the importance of listening cannot be overstated. He highlighted that listening is very important in the English language.

B. Types of Listening Skill

According to Brown some types of listening as follow:

1) Intensive

Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

2) Responsive

Listening to a brief passage of language (a greeting, question, command, comprehension check, etc.) and responding in kind.

3) Selective

Processing long segments of speech, such as short speeches, over many minutes in order to "scan" for specific information. The goal of such performance is not necessarily to find global or general meanings, but rather to be able to comprehend specific information in the context of extended lengths of spoken language. Selective listening assessment tasks may include asking students to listen for names, numbers, grammatical categories, directions (in a map exercise), or specific facts and occurrences.

4) Extensive

Listening to gain a top-down, worldwide comprehension of spoken languages. Extensive performance might include anything from listening to lengthy lectures to drawing a thorough message or purpose from a discussion. Extensive listening includes listening for the gist, the major idea, and drawing inferences.

C. Listening Processes

According to I.S.P. Nation and J. Newton some listening processes as follow:

a) Bottom-up Processes

These are the procedures used by the listener to put together the message from the speech stream, progressing from parts to wholes.

Bottom-up processing entails detecting and interpreting the speech stream at successively bigger levels, starting with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive (Field, 2003: 326)

b) Top-down Processes

Top-down procedures entail the listener moving from their overall prior knowledge, content, and rhetorical schemata to the pieces. In other words, the listener anticipates what the message will contain based on their knowledge of the communication context, and then uses parts of the message to confirm, correct, or add to this prediction. The fundamental process here is inferencing.¹

2.1.4 Learning materials

When I was a Child

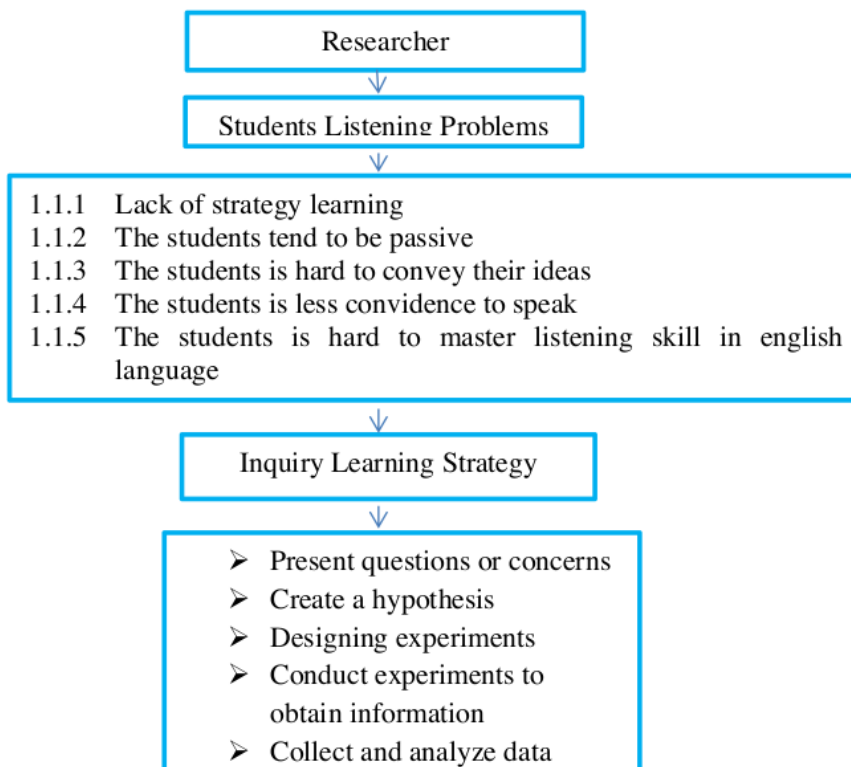
2.2 Conceptual Framework

In this study , researcher will apply strategy learning inquiry For increase ability think student . In this research , researcher choose ability think as skills that will searching for . Ability think is new thinking abilities that are acquired through trial and error and are characterized by fluent, flexible, original and elaborative thinking skills. Students must eliminate a part of something so that something new is obtained in the learning process . Based on the teacher's target, the students hope to be able to make a combination of several parts so that something new is formed in the

material "When I was a child". However, in reality these students cannot achieve these expectations due to several problems affecting the students' thinking abilities. Organizing thoughts and articulating them clearly, logically or makes sense.

In this research, researchers will use inquiry learning strategies, which aim to improve students' thinking abilities and solve student problems that are not motivating in the learning process. Inquiry learning strategies emphasize the process of thinking critically and analytically to seek and find answers to a problem in question.

The steps of the inquiry learning strategy are presenting questions or problems, making hypotheses, designing experiments, conducting experiments to obtain information, collecting and analyzing data, making conclusions. To understand the whole picture of the teaching and learning process in this research to improve students' thinking abilities in describing when I was a child. The following is what the researcher conveys in the framework of thinking.



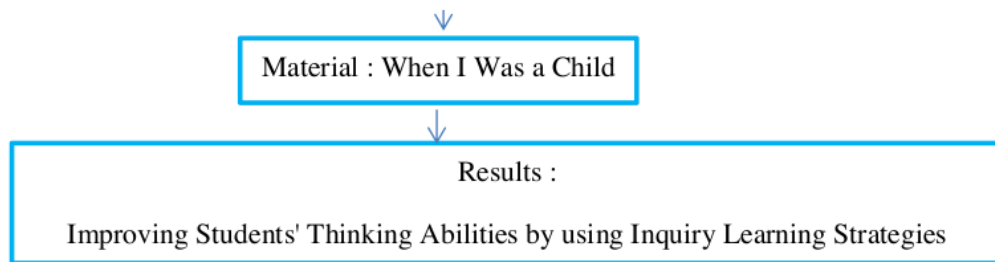


Figure 2.1 Framework of Thinking

2.3 Hypothesis

The researcher formed the research hypothesis as follows:

H_0 = Inquiry learning strategies can improve the thinking abilities at Eighth Grade UPTD SMP Negeri 6 Gunungsitoli in 2023/2024.

H_a = Inquiry learning strategies cannot improve the thinking abilities at Eighth Grade UPTD SMP Negeri 6 Gunungsitoli in 2023/2024

CHAPTER III RESEARCH METHODS

3.1 Type of the Research

To conduct this research, researchers will use Classroom Action Research (CAR) that helps the researcher to solve the problem of the students in listening and improves their thinking skills. Agus DM. (2018) that what is meant by Classroom Action (PTK) or Classroom Action Research (CAR) is a study of social situations with the intention of improving the quality of action in it. The whole process, review, diagnosis, planning, implementation, monitoring, and influence create the necessary link between self-evaluation and professional development. According to Dwi Susilowati (2018) Classroom Action Research (PTK) is action research whose implementation can be seen, felt, and lived then the question arises whether the learning practices that have been carried out have high effectiveness.

Zetty Azizaton Ni'mah (2017) that PTK is to identify problems in the classroom as well as provide solutions to problems. Hopkins in Zetty Azizaton Ni'mah (2017) PTK is research that combines research procedures with substantive action, an action carried out in the discipline of inquiry or an attempt by someone to understand what is happening, while engaging in a process of improvement and change.

From the definitions above, the researcher concludes that Classroom Action Research is a systematic classroom action research, and the whole process has high effectiveness and can identify problems in the classroom as well as provide problem solving. This study aims to improve students' thinking ability at SMPN 6 Gunungsitoli.

3.2 Procedure of the Research

This research consists of 2 cycles:

3.2.1 Cycle I

In the first cycle, learning activities were carried out during two meetings and one meeting to provide a learning outcomes test. At each meeting the researcher applies inquiry learning strategies to Learning activities are adjusted to the steps listed in the RPP. During the first cycle, the subject teacher as an observer fills in an observation sheet according to the learning steps carried out. And at the last meeting of the first cycle, daily tests were held in the form of learning results tests. From the test results, it can be seen how far the student's ability is to solve the test questions.

3.2.2 Cycle II

1) First Meeting

By evaluating the results of the implementation of the first cycle, if it turns out that the specified results have not been achieved as previously expected, then it will be continued in the next cycle without ignoring the steps in the first cycle.

Each cycle consists of four stages, as follows:

A. Planning (*planning*) :

Every meeting

1. Prepare teaching materials.

2. Prepare a syllabus and Learning Implementation Plan (RPP) according to the steps of the inquiry learning strategy .
3. Prepare Student Worksheets (LKS) and answer keys.
4. Determine the role of subject teachers as observers.
5. Prepare observation sheets
 - a. For teachers/researchers
 - b. Students who are actively involved
 - c. Students who are not actively involved
6. Video recording.
End of each cycle
 - a. Test learning outcomes and answer key
 - b. Interview sheet
 - c. Questionnaire

B. Action

Based on the planning above, the researcher carried out actions *in* accordance with the planning .

C. Observation

During the process of learning activities (cycle I), and in accordance with the division of tasks in planning (*planning*), the subject teacher as observer fills in the observation sheet (attached)

D. Reflection (*reflection*)

1. Reflection at the end of each meeting.

At the end of the meeting the teacher/researcher reflects on the data about:

- a. Students who are not actively involved in the learning process
- b. Student observations in the process of learning activities
- c. Teacher/researcher respondents
- d. Documentation.

2. Reflection at the end of each cycle.

At the end of the cycle the teacher/researcher reflects on data about:

- a. Learning outcomes test
- b. Interview guide sheet.
- c. Questionnaire about the quality of learning.
- d. Documentation.

The things described above can be seen in the section below :

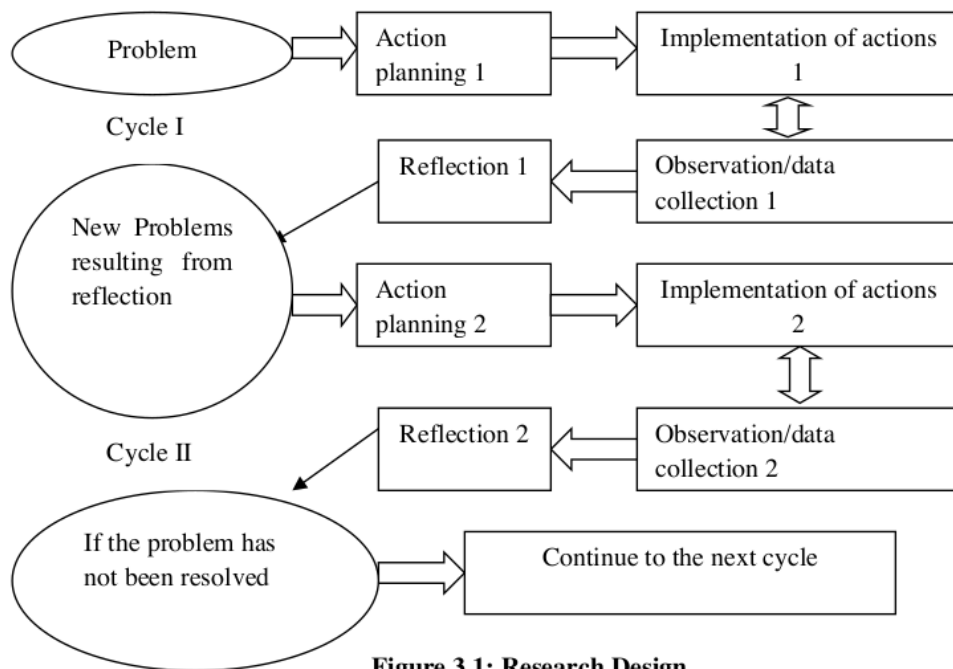


Figure 3.1: Research Design

3.2.2 Cycle II

This second cycle will be run when the first cycle is unsuccessful. Then the second cycle will be run according to the first cycle based on the CAR procedure.

3.3 Setting and schedule of the Research

A. Setting of the Research

The location of this Classroom Action Research is SMP Negeri 6 Gunungsitoli , Sisarahili Gamo Village , Gunungsitoli City.

B. Time and Duration of Action

1. Action Time

The implementation of the actions in this research was carried out in the even semester of the 2023/2024 Academic Year , and was adjusted to the school schedule.

2. Duration of Action

Implementation of the action took approximately 2 months, cycle I planned two meetings and one meeting for daily review, and cycle II planned two meetings and one meeting for daily review. Time allocation for each meeting is 2 x 40 minutes.

3.4 Subject of the Research

The research subjects were class VIII students SMP Negeri 6 Gunungsitoli , Academic Year 2023/2024.

3.5 Variables of the Research

A variable is an element, aspect, or factor of investigation in research that will definitely change. According to Sohail et al . (2020) in Gulo (2023) , variable is characteristic or aspect something object , phenomenon , or studied events _ and analyzed through study . Apart from that, there are several types of variables within the scope of the research. According to Krishnasamy et al . (2021), variable study is characteristic or evaluated quality _ or noticed For know connection between variable . Factors used _ in study can form factor independent , dependent , or control .

The variables in this study use 2 variables, namely the dependent variable is a variable that is influenced by other variables in an experiment, while the independent variable or independent variable is a variable that influences the dependent variable in an experiment (Hardani et al., 2020) in Islamuddin (2023) . Meanwhile, according to Creswell and Creswell (2021), variables independent is changed variables _ or manipulated in study For test hypothesis or explain connection between variables that can influence results . Whereas variable bound in study is the variable being measured or observed as consequence from influence variable free the . In other words variable bound is influenced variables _ or depend on variable free . By or depends on variable free is variable bound .

Based on explanation above , dependet variable in study this is Inquiry Learning Strategy . Whereas independent variable in study this is Thinking Ability

3.6 Instrument of the Research

To collect data in this research, research instruments were used, as follows:

A. Observation Sheet

1. Observation sheet for teachers

This observation sheet is used to find out whether the steps used by the researcher when conducting classroom learning match the stages of the inquiry learning strategy.

LEARNING PROCESS OBSERVATION SHEET

TEACHER RESPONDENT (Researcher)

Name School : SMP Negeri 6 Gunungsitoli
Class / Semester : VIII / Even
Subjects : Language English
Year Lesson : 2023/2024
Tree Discussion : When I Was a Child
Cycle :
Meeting :

No.	Activity	Evaluation			
		4	3	2	1
1	Apperception				
2	Ability control material learning				
3	Ability apply the learning model Inquiry				
4	Technique distribution group				
5	Mastery class				
6	Technique media use				
7	Pressure / variation voice				
8	Manager activity student				
9	Ability guide group				
10	Technique submit question				
11	Ability carry out test results Study				
12	Technique giving award to individual				
13	Technique giving award to group				
14	Ability make student brave For ask				

15	Ability For answer question from student				
16	Conclude material learning				
17	Giving task new				
18	Close learning				
Percentage (%)					
Amount					
Average (\bar{X})					

Results Sheet Observation processed with use Scale Likert

Information :

4 = Very Good

3 = Good (average results calculation without rounding with category 3 (three)
can accepted)

2 = Fair

1 = Less

Gunungsitoli , May 2024

Observer,

RINI SUZWINA TELAUMBANUA

Student ID 202108063

2. Observation sheet for students who are actively involved in the learning process.

This observation sheet is used to find out how students are involved in the learning process related to interest, attention, participation and presentation.

OBSERVATION SHEET FOR UK STUDENTS WHO ARE NOT ACTIVELY INVOLVED IN THE LEARNING PROCESS

Name School : Middle School Negeri 6 Gunungsitoli

Class / Semester : VIII/ Even

Subjects : Language English

Year Lesson : 2023/2024

Tree Discussion : When I Was A Child

Cycle :

Meeting :

No.	Name Student	Activity Student									
		1	2	3	4	5	6	7	8	9	10
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
Amount											
Percentage (%)											
\bar{X}	%									

Information :

1. Sleepy
2. Do other tasks
3. Noisy
4. Go out enter class
5. Bother other students
6. Daydream
7. Nosy
8. Scribble on paper
9. Squeal
10. Move around place Sit down

Gunungsitoli , May 2024
Observer,

RINI SUZWINA TELAUMBANUA
Student ID 202108063

3. Observation sheet for students who are not actively involved in the learning process.

This observation sheet is used to find out how students are doing during the learning process, especially students who are not active in learning. The student activities in question include: being sleepy, doing other assignments, being noisy, going in and out of class, disturbing other students, daydreaming, being nosy, scribbling on paper, getting annoyed and moving around in seats.

**OBSERVATION SHEET FOR STUDENTS WHO ARE ACTIVE IN THE
LEARNING PROCESS**

Name School : **SMP Negeri 6 Gunungsitoli**
Class / Semester : **VIII / Even**
Subjects : **Language English**
Year Lesson : **2023/2024**

Tree Discussion : **When I Was a Child**

Cycle :

Meeting :

Give evaluation with give sign check (√) on appropriate column

No.	Name Student	Interest				Attention				Participatio n				Presentatio n			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	

Sheet observation processed with use scale Likert

Explanation : 4= Very Good

3= Good

2= Fair

1= Less

Gunungsitoli , May 2024

Observer,

RINI SUZWINA TELAUMBANUA

Student ID 202108063

Before being designated as a research instrument, the observation sheet described above was validated (*internal validation*) for lecturers/teachers who excelled.

B. Questionnaire

In this study, the researcher used questions to train students' listening skills. The story used is a story that follows the simple past tense formula. The researcher used media.

The story for Listening

The old man and the young boy

Once upon a time, there was a very old man, who lived in the mountains above a small village. One day, the old man decided to walk down into the village. It was a very hot day and the man was very hungry. He needed to sit down.

There was a young boy next to the road. He watched the old man for a moment. The boy offered the old man his bread and soup. The old man and the young boy talked for a long time. Then, the boy helped the old man to walk back to his house in the mountains. The old man smiled and thanked him.

When the young boy arrived home, he looked in his pocket and discovered a beautiful little bag. He opened the bag. It contained a lot of gold coin. The boy was very surprised.

Example the Question

Once upon a time, there was a very old man, who lived in the mountains above a small village. One day, the old man decided to walk down into the village. It was a very hot day and the man was very hungry. He needed to sit down.

There was a young boy next to the road. He watched the old man for a moment. The boy offered the old man his bread and soup. The old man and the young boy talked for a long time. Then, the boy helped the old man to walk back to his house in the mountains. The old man smiled and thanked him.

When the young boy arrived home, he looked in his pocket and discovered a beautiful little bag. He opened the bag. It contained a lot of gold coin. The boy was very surprised.

C. Field Notes

Everything that happened while learning was taking place was written down in field notes. These field notes were used by observers and researchers. Field notes contain events that are seen, heard, and felt both shortcomings and advantages. During the action takes place and provides solutions or further action plans so that the learning process and results are more improved so that student motivation can be seen.

FIELD NOTES OF THE STUDENTS' ACTIVITIES IN TEACHING- LEARNING PROCESS"

Meeting	Date	Criterion	
		Strength	Weaknesses
I			
II			

3.7 Data collecting Technique

To achieve the research objectives, researchers will collect data through three instruments, namely sheets observation , sheet guide interviews , questionnaires , and test results Study .

3.8 Indicators of the Research

Indicators of the success of this research will be taken from the process and results of action research. Researchers will compare pre-achievement and post-achievement in the cycle. Then the results will be compared to the MCC completion obtained by the student. Researchers state that the target of success is when 75% of students (12 students) get a score above MCC, and a total of all students (17 students) pass.

3.9 Data analysis technique

Researchers will analyze qualitative and quantitative data in this research. Qualitative data is the result of observation sheets regarding the activities of researchers and students in class. Meanwhile, quantitative data comes from the results

of learning outcomes tests. In analyzing data, there are two methods that researchers will use as follows:

3.9.1. Analyzing Qualitative Data

The steps are as follows:

A. Data reduction

In data reduction, the researcher will classify and evaluate all data based on the results of observations and then arrange them according to the research. The researcher will categorize and reduce unimportant data taken from the observation sheet.

B. Data Explanation

The researcher will collect all the data obtained by the researcher, and will classify it to obtain meaning in the form of tables, graphs or narratives.

C. Conclusion

Researchers explain the data and provide conclusions about the data. In collecting qualitative data using observation sheets and questionnaires. The questionnaire fields used by teacher-collaborators for not ² everything that happens in the learning process such as: weaknesses, strengths and so on, observation sheets will be analyzed and evaluated using the formula from Rusman (2020) as follows:

$$TP = \frac{FB}{N} \times 100\%$$

Information:

P = Percentage of student and researcher activity

F = Number of activities carried out by students and researchers in the learning process

N = The total number of activities that students and researchers will carry out during the learning process

100% = Maximum percentage

The values obtained from the calculations above are adjusted to the classification of action achievements in the table below

Table 3.1 Classification of Action Achievement Levels

Number	Percentage (%)	Classification
1	92-100	Very good
2	75-91	Good
3	50-74	Adequate
4	25-49	Inadequate
5	0-24	Very weak

On the researcher and student activity observation sheet, the teacher-collaborator observes the researcher's activities and student activities during the learning process. ” Researcher and student activities will be classified as activities

carried out in class if they comply with the learning plan procedures. However, when researchers and students do not carry out procedures based on the RPP, it will be classified as a canceled activity.

3.9.2 Analyzing Quantitative Data

Quantitative data will be taken from learning outcomes tests. Then, the researcher evaluates based on the thinking ability assessment rubric and so on calculated ⁴ using the formula from Tuckman in Laoli & Zebua (2022) as follows:

$$TP = \frac{FB}{N} \times 100\%$$

Information:

⁴
TP = Value

FB = Score obtained

N = Maximum score

100 = Constant number

To determine the level of thinking ability, researchers classified students' level of thinking ability according to their abilities as adapted from Laoli & Zebua (2022) as follows:

4
Table 3.2 Classification of Students' Thinking Abilities

Classification Score	Mark
Very good	85-100
Good	75-84
Enough	63-74
Less	35-62
Fail	0-34

After obtaining a classification of the degree of students' thinking abilities, the researcher compared it with the test sheet of learning results that had been determined at SMP Negeri 6 Gunungsitoli, namely 70. It can be concluded that learning when i was a child was successful if the student's score reached MCC. And if the students' scores do not pass the MCC, it means that the student's improvement in thinking ability passes low and the treatment will continue to the next cycle

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Findings

3 1. Research Setting

This research was carried out at SMP Negeri 6 Gunungsitoli which is located in the village of Sisarahiligamo Village, Gunungsitoli District, Gunungsitoli city .

1
The research subjects were 17 students in class VIII semester 2 of SMP Negeri 6 Gunungsitoli for the 2023/2024 academic year .

Before the research was carried out, the researcher first collaborated with the principal of SMP Negeri 6 Gunungsitoli and with his approval the research could be carried out and the researcher also collaborated with the English subject teacher. The implementation of this research includes four stages, namely: planning, action, observation and reflection.

The research was carried out using the services of an observer, namely an English subject teacher who helped carry out observations during the research, so that this research activity could be carried out well. Research activities are carried out during English subject hours and do not interfere with other learning processes and the researcher as well as practitioner does not need to leave the class where he teaches.

2. Data Exposure at Research Locations

a. Cycle I

1) Meeting I

Some data obtained from the learning process at meeting I of cycle I are as follows:

- a) ³ At the first meeting of cycle I there were ² several students who were not actively involved in the learning process and carried out other activities, such as: sleepy, doing other assignments, noisy, going in and out of class, disturbing other students, daydreaming, being nosy, scribbling, snickering, moving around. – change seats. Based on the observation sheets of students who were not actively involved, it is known that the percentage of students who were not actively involved in the first meeting of cycle I was 32.34 % (**Appendix 1**) .
- b) At the first meeting of cycle I, it was also observed that students were active ² in the learning process in the form of interest, attention, participation and presentations. ² Based on student observation sheets in the learning process (**Appendix 2**) , it is known that:
 - (1) ¹ The average student interest at the first meeting of cycle I was 4.05, which was considered low.
 - (2) ¹ The average student attention at the first meeting of cycle I was 4.23 , which was considered sufficient.
 - (3) The average student participation in the first meeting of cycle I was 3.82, which was considered low.

(4) The average student presentation¹ at the first meeting of cycle I was 3.52, which was classified as poor.

- c)² At the first meeting of cycle I, the teacher (researcher acting as a teacher) also observed the implementation of inquiry learning strategies. Based on the teacher respondent observation sheet (Appendix 3)², it is known that the average learning process is 46.67 which is considered poor.

2) Meeting II

Some data obtained from¹ the learning process at meeting II, cycle I, are as follows:

- a) At meeting II, cycle I, there were several students who were not actively involved in the learning process and carried out other activities, such as: sleepy, doing other assignments, noisy, going in and out of class, disturbing other students, daydreaming, being nosy, scribbling, snickering, moving around. – change seats. Based on the observation sheet for students who were not actively involved (Appendix 1), it is known that the percentage of students who were not actively involved in the second meeting of cycle I was 29.4 % .

- b)² At the second meeting of cycle I, it was also observed that students were active in the learning process in the form of interest, attention, participation and presentations. Based on student observation sheets in the learning process (Appendix 2)², it is known that:

- (1) The average student interest at meeting II, cycle I was 4.35, which was considered sufficient.

(2) The average student attention at meeting II, cycle I was 4.58, which was considered sufficient.

(3) The average student participation at meeting II, cycle I was 4.11, which was considered low.

(4) The average student presentation at meeting II, cycle I was 4.23, which was considered sufficient.

c) ¹ At the second meeting of cycle I, the teacher (researcher acting as a teacher) also observed the implementation of inquiry learning strategies. ² Based on the teacher respondent observation sheet (Appendix 3), it is known that the average learning process is 68.33, which is considered sufficient.

3) End of Cycle I

Some data obtained at the end of cycle I are as follows:

a) From meeting I and meeting II of cycle I, it was found that ¹ the average percentage of students who were not actively involved was 32.34 % .

b) From meeting I and meeting II of cycle I it was discovered that:

(1) The average student interest is 4.2, which is considered low.

(2) The average student attention is 4.41, which is considered sufficient.

(3) The average student participation is 3.97 which is considered low.

(4) The average student presentation was 3.88, which was classified as poor.

c) ¹ From meeting I and meeting II of cycle I, it is known that the average learning process is 4.2, which is considered sufficient.

- d) Based on **appendix 8** , the average percentage of learning quality questionnaire results in cycle I is 71%, which is considered sufficient.
- e) The average learning outcome in cycle I was 65.67 in the sufficient category.

b. Cycle II

1) Meeting I

Some data obtained from the learning process at meeting I of cycle II are as follows:

- a) ² At the first meeting of cycle II there were several students who were not actively involved in the learning process and carried out other activities, such as: sleepy, doing other assignments, noisy, going in and out of class, disturbing other students, daydreaming, being nosy, scribbling, snickering, moving around. – change seats. Based on the observation sheet for students who were not actively involved (**Appendix 4**) , it is known that the percentage of students who were not actively involved in the first meeting of cycle II was 17.67 % .
- b) At the first meeting of cycle II, it was also observed that students were active ² in the learning process in the form of interest, attention, participation and presentations. ² Based on student observation sheets in the learning process (**Appendix 5**) , ² it is known that:
 - (1) ² The average student interest at the first meeting of cycle II was 6.47 , which is considered good.
 - (2) The average student attention in the first meeting of cycle II was 6.35, which is considered good

(3) The average student participation in the first meeting of cycle II was 6.82, which is considered good

(4) The average student presentation at the first meeting of cycle II was 6.35, which was considered good

- c) ² At the first meeting of cycle II, the teacher (researcher acting as a teacher) also observed the implementation of inquiry learning strategies. ² Based on the teacher respondent observation sheet (Appendix 6) , it is known that the average learning process is 73.33 which is considered good.

2) Meeting II

Some data obtained from the learning process at meeting II of cycle II are as follows:

- a) ² At the second meeting of cycle II there were several students who were not actively involved in the learning process and carried out other activities, such as: sleepy, doing other assignments, noisy, going in and out of class, disturbing other students, daydreaming, being nosy, scribbling, snickering, moving around. – change seats. Based on the observation sheet for students who were not actively involved (Appendix 4) , it is known that the percentage of students who were not actively involved in the second meeting of cycle II was 11.79 % .
- b) At the second meeting of cycle II, it was also observed that students were active in the learning process in the form of interest, attention, participation and presentations. Based on student observation sheets in the learning process (Appendix 5) , it is known that:

- (1) The average student interest in the second meeting of cycle II was 6.71, which is considered good.
 - (2) The average student attention in the second meeting of cycle II was 6.59, which ¹ was classified as good
 - (3) ¹ The average student participation in the second meeting of cycle II was 7.06, which is considered good
 - (4) The average student presentation at meeting II, cycle II was 6.94, which was considered good
- c) At the second meeting of cycle II, the teacher (researcher acting as a teacher) also observed the implementation of inquiry learning strategies. ² Based on the teacher respondent observation sheet (Appendix 6), it is known that the average learning process is 86.67 which is considered good.

3) End of Cycle II

Some data obtained at the end of cycle I are as follows:

- a) From meeting I and meeting II of cycle II, it was found that ¹ the average percentage of students who were not actively involved was 14.73 % .
- b) From meeting I and meeting II of cycle II it was discovered that:
 - (1) The average student interest is 6.59 which is considered good.
 - (2) The average student attention is 6.47 which is considered good.
 - (3) The average student participation is 6.94 which is considered good.
 - (4) The average student presentation is 6.65 which is considered good.

- c) From meeting I and meeting II of cycle II, it was found that the average learning process was 6.59, which is considered good.
- d) Based on **appendix 8** , the average percentage of learning quality questionnaire results in cycle II is 88.33 %, which is **classified as good**.
- e) **The average learning outcome in cycle II was 81.74** in the good category.

3. Action Hypothesis Testing

a. Hypothesis Testing Actions About Learning Quality

Even though in CHAPTER I an action hypothesis has been put forward regarding the quality of learning, for the purposes of testing it is necessary to describe the statistical hypothesis, as follows:

$$H_0 : P \leq 75\%$$

$$H_a : P > 75\%$$

Looking at the form of the statistical hypothesis, hypothesis testing includes right-hand testing.

Based on the hypothesis test calculations regarding the quality of learning, the calculated $Z = 1.79$ and $Z_{0.05} = 1.64$. Because $Z_{count} > Z_{0.05}$ then H_a is accepted and H_0 is rejected. Thus, the hypothesis which reads: "The quality of English learning is improved by implementing inquiry learning strategies reaching 75% (good)" **is accepted** at a significance level of 5% or a confidence level of 95%.

b. Hypothesis Testing Actions About Learning Outcomes

Even though in CHAPTER I an action hypothesis has been put forward regarding learning outcomes, for the purposes of testing it is necessary to describe the statistical hypothesis, as follows:

$$H_0 : \mu \leq 71$$

$$H_a : \mu > 71$$

Looking at the form of the statistical hypothesis, hypothesis testing includes right-hand testing.

Based on the hypothesis test calculations regarding learning outcomes, $t = 7.306$ and $t_{0.05(35)} = 1.692$. Because $t_{count} > t_{0.05(35)}$ then H_a is accepted and H_0 is rejected. Thus, the hypothesis which states : " The average student learning outcomes in English subjects by implementing inquiry learning strategies reaches 71 (good)" **is accepted** at a significance level of 5% or a confidence level of 95%.

B. Discussion of Research Findings

1. Cycle I Reflection

a. Reflection on First Cycle I Meeting

Learning at the first meeting of cycle I was still far from expected where the percentage of students who were not actively involved in the learning process was still 35.28 % . Active student involvement in the learning process is also still in the sufficient category where the average student interest is only 4.05 , the average student attention is only 4.23, the average student participation is only 3.82, the average student presentation is only 3.52 is in the low category. Likewise, the ability

of researchers who act as teachers in implementing inquiry learning strategies is still in the poor category where the average learning process is only 46.67 .

¹ The learning conditions at the first meeting of cycle I were still not as expected because the researcher who acted as a teacher was still stiff because he was not used to teaching, especially implementing inquiry learning strategies. ¹ The condition of the class was also not fully controlled by the researcher because he was new to teaching in that class. Students also felt surprised by the learning carried out by researchers because so far students were used to conventional learning. Students also seemed less concerned about the researcher's directions because they were new to them.

¹ To improve the learning conditions at the first meeting of cycle I, at the second meeting of cycle I the researchers prepared themselves better. Some of the methods used by researchers include: building good communication with students, paying more attention to students who are sleepy, doing other assignments, making noise, going in and out of class, disturbing other students, daydreaming, being nosy, scribbling, snickering, moving seats, giving praise to students who are more active, asking the subject teacher for help in directing students who don't ¹ care about the learning process.

b. Reflection on Meeting II Cycle I

Learning at meeting II of cycle I was still far from expected but progress had been made where the percentage of ¹ students who were not actively involved in the learning process was reduced from 35.28 % to 29.4%. Active student involvement in the learning process is also getting better, where the average student interest is from

4.05, which is classified as poor, to 4.35, which is sufficient, the average student attention is from 4.23, which is classified as sufficient, to 4.58, which is classified as sufficient, on average. Student participation from 3.82 was classified as poor to 4.11 was classified as insufficient, the average student presentation was from 3.52 which was classified as insufficient to 4.23 which was classified as sufficient. Likewise, the ability of researchers acting as teachers in implementing inquiry learning strategies increased from an average learning process of 46.67, which was classified as poor, to 68.33, which was considered sufficient.

¹ The learning conditions at meeting II of cycle I were better than meeting I of cycle I even though they had not met the expected targets. Because the first cycle only had two meetings, after the second meeting, the first cycle was given a learning quality questionnaire, a learning creativity questionnaire was given, a learning results test was given, interviews were conducted with several students and a reflection was carried out at the end of the first cycle.

c. End of Cycle I Reflection

¹ At the end of cycle I, the average of the observation results at each meeting was calculated. The average percentage of students who were not actively involved from meeting I to meeting II in cycle I was 32.34%. ¹ From meeting I to meeting II in cycle I, the average student interest was 4.2, the average student attention was 4.41, the average student participation was 3.97, the average student presentation was 3.88. All of them on average are in the poor category. This has not met the targets set, namely interest, attention, participation and at least good presentation. ¹ From meeting

I to meeting II, cycle I, it was found that the average learning process was 4.2, which was considered poor. ¹ This means the ability of researchers acting as teachers in implementing inquiry learning strategies not maximal. This is ¹ confirmed by the results of the learning quality questionnaire in cycle I which only reached 71%.

The average learning outcome in cycle I was 70.62, still in the sufficient category. This ² does not meet the target set for learning outcomes, namely the average minimum learning outcome is good, reaching ¹ 75%.

From the results of interviews with several students, the researcher obtained information that the students were actually happy with the learning carried out by the researcher who acted as a teacher, but the students were not used to it and were still stiff in following the newly implemented learning process.

¹ From the reflection in cycle I, it turns out that the expected target has not been achieved. For this reason, the researcher ¹ concluded that the research continued in cycle II and carried out several improvements to the learning process by improving students' thinking abilities and creating a more conducive classroom situation. The researcher is optimistic that the learning process in cycle II will be better because the researcher acting as a teacher and also students are getting used to implementing inquiry learning strategies. Moreover, students already know the researchers who act as teachers better, so they are more familiar.

2. Cycle II Reflection

a. Reflection on Meeting I Cycle II

² Learning at the first meeting of cycle II was much better where the percentage of ¹ students who were not actively involved in the learning process was only 17.67 % .

³ Active student involvement in the learning process also increased, where the average student interest reached 6.47, which is considered good, the average student attention reached 6.35, which is considered good, the average student participation reached 6.82, which is considered good, the average The student's presentation reached 6.35 which is considered good. Likewise, ¹ the ability of researchers who act as teachers in implementing inquiry learning strategies reaching an average of 73.33 is considered good.

¹ The learning conditions at the first meeting of cycle II were on average good. However, the researcher continued at meeting II, because cycle II was planned to have two meetings. If it is not continued, not all of the lesson material planned to be presented will be achieved, making it difficult to provide learning outcomes tests. Apart from that, the researchers also wanted to ensure that the results of the reflection from the first meeting of cycle II which had reached the good category were not just a coincidence. At the second meeting of cycle II the researcher maintained good learning conditions.

b. Reflection on Meeting II Cycle II

Learning at the second meeting of cycle II was getting better where the percentage of ¹ students who were not actively involved in the learning process was only 11.79 % . Active student involvement in the learning process is also on average good where the average student interest reaches 6.71 which is considered good, the average student attention reaches 6.59 which is considered good, the average student

participation reaches 7.06 which is considered good, The average student presentation reached 6.94, which is considered good . Likewise, the ability of researchers acting as teachers in implementing inquiry learning strategies reached 86.67 which is considered good.

The condition ² of learning at the second meeting of cycle II which remained good is an indication that the achievement at the first meeting of cycle II was not a coincidence but rather that the learning process using inquiry learning strategies was really good and improved. Because cycle II only had two meetings, after meeting II, cycle II was given a learning quality questionnaire, given a learning creativity questionnaire, given a learning results test, conducted interviews with several students and carried out a reflection ² at the end of cycle II.

¹ c. Final Reflection of Cycle II

At the end of cycle II, the average ¹ of the observation results at each meeting was calculated. The average percentage of students who were not actively involved in meeting I and meeting II in cycle II was 14.73 % . From meeting I and meeting II of cycle II, the average student interest was 6.59, the average student attention was 6.47, the average student participation was 6.94, the average student presentation was 6.65. From meeting I and meeting II of cycle II, it was found that the average learning process was 6.59, which is considered good. ¹ This means that the ability of researchers acting as teachers in implementing inquiry learning strategies is maximal. This is ¹ confirmed by the results of the learning quality questionnaire in cycle II which reached 88.33 % in the ¹ very good category.

The average learning outcome in cycle II was 81.74 in the good category. This has met the target set for learning outcomes, namely the average minimum good learning outcome reaches 75%.

From the results of interviews with several students, the researcher obtained information that the students were very happy with the learning carried out by the researcher who acted as a teacher using inquiry learning strategies. So students hope that this kind of learning process will continue.

From the reflection in cycle II, it turns out that the expected targets have been achieved. Therefore, the researcher concluded that learning English by implementing inquiry learning strategies was good and English language results were also good.

CHAPTER V CLOSING

A. Conclusion

Based on results processing and analysis of result data research that has been held about implementation strategy learning inquiry in the learning process Language English at SMP 6 Gunungsitoli Year Lesson 2023/2024, then researcher interesting conclusion as following :

1. Learning process Language English repaired with implement strategy learning inquiry . Results observation For students who don't active decrease from 32.34 % to 14.73 %. Interest student increase from 4 .05 classified not enough to 6.71 classified Good . Attention student increase of 4 .23 classified Enough to 6.59 classified Good . Participation student increase of 3 .82 classified not enough to

- 7.06 classified Good . Percentage student increase of 3 .52 classified not enough to 6.94 classified Good . Results observation in the learning process teacher respondents increased of 46 .67 classified not enough to 86.67 classified Good .
2. Quality of learning through implementation strategy learning inquiry . Average results questionnaire quality learning on end cycle I is 71% classified category Enough And on end cycle II was 88.33 % classified category Good very .
 3. Increase ability think student through implementation strategy learning inquiry . Average results Study on end cycle I is 65.67 classified category Enough And on end cycle II is 81.74 classified category Good .
 4. Based on Z test , obtained mark $Z_{count} = 1.79$ furthermore confirmed with mark $Z_{table} = 1.64$ at level significant 5% ($\alpha = 0.05$). Because $Z_{count} > Z_{table}$, H_a accepted and H_0 rejected , so concluded that hypothesis which reads : " Quality learning Language English repaired with implement strategy learning inquiry reached 75% (good)" **was accepted** on level significant 5%.
 5. Based on t test , obtained mark $t_{count} = 7,306$ next confirmed with mark $t_{table} = 1.692$ at level significant 5% ($\alpha = 0.05$). Because $t_{count} > t_{table}$, H_a accepted and H_0 rejected , so concluded that hypothesis which reads : " Average results Study student on eye lesson Language English with implement strategy learning inquiry achieved 71 (good)" **is accepted** on level significant 5%.

B. Suggestion

¹ Based on findings research , discussion And conclusion in study This so some suggestions from researcher as following :

1. In carrying out the learning process , teachers should using an involved learning model student in a way active .
2. Should results study This become material comparison to researcher next .

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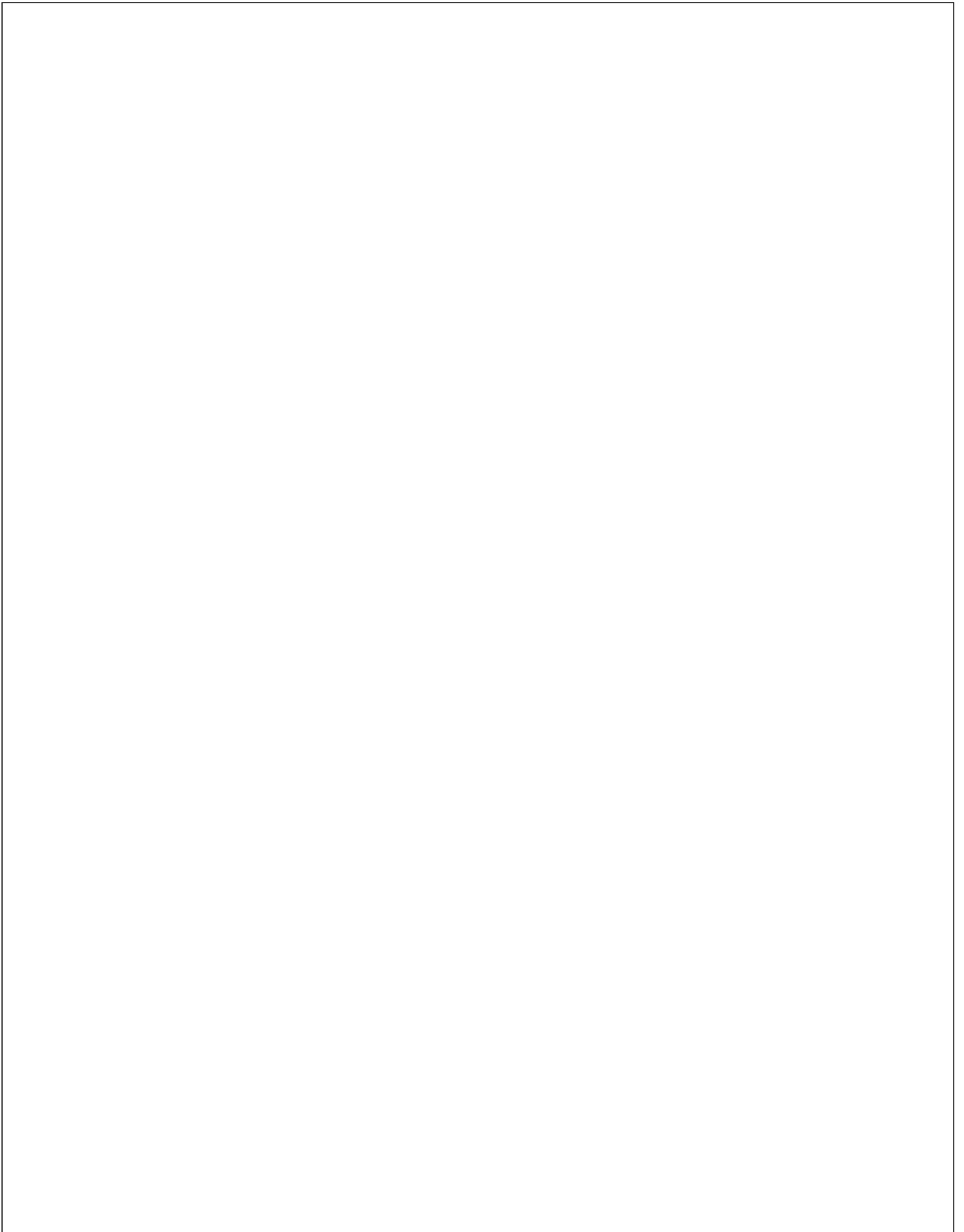
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