**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

In this chapter the research presents the finding of the research and its discussion. Three main topics are discussed here are data description, data analysis, hypothesis testing and discussion.

1. **Data Description**

As mentioned previously, the researcher wants to investigate wheter there is significance effectiveness between the students before and after being taught by using Inquiry Learning Method. The result of pre test and postest be presented as follows:

Total of the students’ score before being taught by using Inquiry Learning Method is 1975. Total of the students’ score after being taught by using Inquiry Learning Method is 2294. Mean before being taught by using Inquiry Learning Method is 59,85 and mean after being taught by using Inquiry Learning Method is 69,52.

The pretest was given to the students by asking them to write a descriptive text. It was done before treatment process with taching learning process by using Inquiry Learning Method. This test was intended to know the basic competence or students’ achievement result before the students got a treatment.

1. **Data Analysis**
2. **An Analysis on the Students’ Achievement in Writing before being taught by Using Inquiry Learning Method.**

Students’ achievement in writing descriptive text before being taught by using Inquiry Learning Method is as follow:

Based on students’ Percentage before being Taught Using Inquiry Learning Method, there are 33 students (100 %) who get enough criteria. It means that all of the students, 100 % all of students have enough criteria of achievement in writing descriptive text.(see appendix)

1. **An Analysis on the Students’ Achievement in Writing after being taught by Using Inquiry Learning Method.**

Students’ achievement in writing descriptive text after being taught by using Inquiry Learning Method is as follow:

Based on Students’ Percentage after being Taught Using Inquiry Learning Method, there is 23 students (69.696 %) who get enough criteria. There are 7students (21.212 %) who get good criteria, 2 students (6.060 %) who get very goog criteria, and 1 student (3.030 %) who gets excellent criteria. It means that after being taught by using Inquiry Learning Method, the number of students who get enough criteria decrease while the number of students who get good criteria, very goog criteria, ang excellent criteria increase.(see appaendix)

1. **An Analysis on the Effectiveness of Using Inquiry Learning Method of Students’ Achievement in Writing**

The researcher uses statistic application SPSS 16.00

Based on the SPSS 16.00 statistic computation is as follows:

The significance number of students score before and after being taught by using Inquiry Learning Method.

**Table 4.6 T Test**

| **Paired Samples Statistics** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre test | 59.85 | 33 | 6.155 | 1.071 |
| Post test | 69.52 | 33 | 8.779 | 1.528 |

Output paired samples statistics show mean of post test 69.52 and mean of pre test 59.85, then N for each test is 33. Standard Deviation for post test 8.779 and Standard Deviation for pre test 6.155,then Standard Error Mean of post test 1.528 and Standard Error Mean of pre test 1.071.

| **Paired Samples Correlations** | | | | |
| --- | --- | --- | --- | --- |
|  |  | N | Correlation | Sig. |
| Pair 1 | pretest score & posttest score | 33 | .473 | .005 |

Output Paired Samples Correlation present how big influences between two samples, where the correlation both of them is 0.473 and the significance is 0.005

| **Paired Samples Test** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
|  |  | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | |
|  |  | Lower | Upper |
| Pair 1 | Pre test  -post test | -9.667 | 7.987 | 1.390 | -12.499 | -6.835 | -6.953 | 32 | .000 |

Output Paired Samples Test shows the result of paired differences by using one test. Output shows the result of pretest is -6.953, Standard Deviation is 7.987, Mean of Standard Error is 1.390 . The interval difference lower both of them is -12.499 and the interval differences upper is -6.835. The result of T Test is -6.953, with df 32 and the significance is 0.000

1. **Hypothesis Testing**

According to Hartono(147:2008), hypothesis that can be verified is the null hypothesis. “only the null hypothesis can be directly tested by statistical procedure”. The null hypothesis of this research is :

There is no significant difference scores between the studentswho are taught before and after using Inquiry Learning Method.

The analysis of the statistic interpretation of the computation uses the following criteria:

1. If the value of t test > t table in N = 30, the significant level 0,05. In meant that (Ho) is rejected.
2. If the value of t test < t table in N = 30, the significant level 0,05. In meant that (Ho) is accepted.
3. **Discussion**

Based on the above computation it is founded that the value of T Test is -6.953, it is less than t table in the significance level 5 % either or in significance level 1 % with db is N-1, so db is 32 and db in the t table is 30.(2.042<-6.953>2.75). It can be said that the null hypothesis is accepted. So the null hypothesis is rejected.

Therefore, the difference between achievement before and after taught by using Inquiry Learning Method is significant. So, it can be concluded that Inquiry Learning Method is effective in students’ achievement in writing descriptive text for the first year students in C class in MTsN Tunggangri Kalidawir.

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