



**AN ANALYSIS OF INQUIRY BASED LEARNING STRATEGY
TO IMPROVE STUDENTS ACHIEVEMENT ON SIMPLE
PAST TENSE AT EIGHT GRADE STUDENTS OF MTs
HIFZIL QUR'AN MEDAN**

A THESIS

*Submitted to the faculty of tarbiyah and teaching training UINSU Medan as a
partial fulfillment of the requirement for S-1 Program*

**INDANA ULFAH
Reg No. 0304162094**

**EDUCATIONAL ENGLISH DEPARTMENT
FACULTY OF TARBIYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

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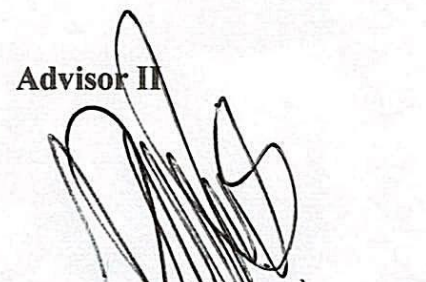
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ABSTRACT

Indana Ulfah. 0304162094. An Analysis Of Inquiry Based Learning Strategy To Improve Students' Achievement On Simple Past Tense At Eighth Grade Students Of Mts Hifzil Qur'an Medan In Academic Year 2019/2020. Thesis (2020). Department Of English Education, Faculty Of Tarbiyah Science And Teachers' Training, State Islamic University Of North Sumatera Medan 2020. Advisor: (I) Dr. H. Amiruddin MS., MA., MBA., Ph.D, (II) Deasy Yunita Siregar, M.Pd.

Keyword: Inquiry-Based Learning, Learning Strategy, Simple Past Tense.

Learning tense is a difficult lesson for students because it is confusing for them, they have to consider time changing and verb form, the researcher chose simple past tense because this tense is quite basic in tenses. This research discussed the difficulties faced by eighth grade students in the class in learning simple past tense, this research was conducted at MTs Hifzhil Qur'an Medan. The method of study was qualitative descriptive. The subject of study researcher chose VIII-6 students of eighth grade students at MTs Hifzhil Qur'an. This research was focus on students achievement on activeness improved and understanding simple past tense by using inquiry based learning strategy, and the data gathered throught the recapitulation table's instrument. Based on the result of the recapitulation table shows that the researcher found: the students' activeness accumulation was 70% advanced, and the second was reached 22% of intermediate and the last reached 8% still low. And from their understanding was understanding reached 57% advanced, the second was reached 35% of intermediate and the last reached 8% still low. After applying this learning strategy. students have achieved improvements. In other words, This learning strategy worked on them. Inquiry - based learning is suitable to be applied in the class and make students as student centered, and demand them to learn independently.

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First of all the researcher would like to render my great thank to ALLAH SWT, The all mighty, because of the favor he has conferred on me to finish this paper. Secondly sholawat and salam to our prophet Muhammad SAW, who has brought us from the darkness to lightness in iman to ALLAH

The researcher has completed this thesis as one of the requirements for the S-1 Program at Department of English Education Faculty of Tarbiyah and Teachers Training the State Islamic University of North Sumatera Medan, on the title : **“An Analysis Of Inquiry Based Learning Strategy To Improves Students’ Achievement On Simple Past Tense at 8th Grade Students Of MTs Hifzil Qur’an Medan “**. in writing this thesis, the researcher found various difficulties. This thesis would not be as it is now without any helps and supports for many parties. The researcher would like to express special thanks to following people:

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The last, this thesis is far from being perfect, but it is expected that this thesis will be useful not only for the researcher, but also the readers. For these reason, constructive thought, full suggestions and critics are welcome to make this thesis better.

Medan,

Indana ulfah

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CHAPTER I

INTRODUCTION

A. Background Of The Study

In this era, English language is the most spoken language all over the world. And it has been the most studying language in the world.¹ In studying English, there are four skills that we should know, and those are: listening, speaking, reading, and writing. However, we should learn grammar. Grammar is the system of a language, another word grammar is how we arrange to create proper sentences.

Grammatical competence is one thing that students should have to master in English. Tense is part of grammar that has an important point. There are three majors of tenses in English. Those are present, past, and future.

Based on the explanation above, ideally the students of junior high school at 8th are conveyed to learn some tenses including simple past tense. The simple past tense is used to describe things that happened in the past or things that were true in the past. The things that happened in the past may be repeated or habitual actions. Martin Parrot stated his idea about The definition of the simple past tense is one of the tenses used to refer to completed events, states, actions, consider that

¹ Gunantar, Devy Angga. 2016. The Impact Of English As An International Language On English Language Teaching in Indonesia. *Language circle: journal of language and literature*,x/2

the event, state, or action took place within a finished period of time.² The function of the simple past is to tell about an activity that began in the past and ended in the past with the specific adverb of time. And also for discontinued habit

1. For a past action with past time adverbs

Ex: I saw Janaki long ago

2. For a past discontinued habit

Ex: He visited temples frequently.(he is not in the habit of visiting temples now)³

Based on the preliminary research, the researcher found many students at eighth grade of MTs Hifzhil Qur'an Medan had difficulties in understanding simple past tense. It is the reason why the researcher determines to choose simple past tense also to make them realize the things that can distinguish between present and past tense correctly.

Based on the interview result with the students, researcher found that most of students had some problems in understanding of simple past tense such as: first, they were still difficult to distinguish verb forms, which are included in regular

² Martin Parrot, (2010), *Grammar for English Language Teachers*, 2nd , (Cambridge: Cambridge University Press), p. 219.

³ Jayanthi dakshina murthy, (2003), *contemporary english grammer* (Delhi, book place), p. 166.

verb and irregular, when they were asked, the past form of “arise” verb, they were confused on what its verb “arised” or “arose. Second, students still influenced by the simple present formula when they made sentences. These are many examples as follows:

The student writes : My father do not drive motorcycle last night

It should be : My father did not drive motorcycle last night

The student writes : I gived her much money yesterday

It should be : I gave her much money yesterday

The student writes : Do you miss me ?

It should be : Did you miss me ?

Third, many of the students felt bored learn simple past tense because they said it was boring lesson, they were less interested and students lack activeness.

Based on the interview with the teacher, the researcher found the difficulties that teachers faced in teaching is students understanding in catching the lesson, there were some students can understand the lesson easily and the rest were slow in understanding the lesson. So it made the teacher confuse about how to solve it and what should the teacher do next.

Based on the observation that researcher did with the students and teacher, the serious problem here is the learning delivery method, after the researcher reviewed this case the students lack comprehension and motivation to learn so that many students were not active in learning English in the class. The teacher still uses a conventional learning strategy. The researcher thinks it is the reason why students less active in the class

Therefore, to solve those students' problems in learning simple past tense, it is better to use another alternative method in learning to make the students motivated and interest which is suitable for students. Here, the teachers must be able to create a good classroom learning atmosphere to distract boredom. The method used by the teacher is not appropriate yet in developing students' understanding in simple past tense. So the teacher and the researcher discuss regarding of the simple past tense. The researcher tries to give a solution to the teacher that all the problems happened above. It can be solved by find the new method and the most suitable to make students motivated and interest is by implemented inquiry - based learning strategy. Because this method can make the students as students centered learning. Inquiry-Based Learning is a series of learning activities based on critical and analytical thinking to look for and find the answer of issue. In addition, Worksheet Library states that Inquiry Based Learning is a processing model of information that allow students to discover the meaning and relevant information through a series of steps that lead to a conclusion or reflection on the newly attained knowledge. It means that the students use critical and analytical thinking to create questions so they can answer the questions to get much information based on the topic. They also can enrich vocabularies because they get much information.⁴

⁴ Wina sanjaya, (2010) , *Pembelajaran Berorientasi Standar Proses Pendidikan Strategi*, Jakarta : Prenada p. 196

Inquiry-based learning fosters the development of learners' independent by encouraging students to take responsibility for their learning. Based on the principles of scientific method, in inquiry-based learning students observe a phenomenon, synthesize research questions, test these question in a repeatable manner and finally analyse and communicate their findings⁵.

Based on the explanation above, it can conclude that Inquiry based learning is a learning method as student centered approach, it tends to students have an important role in the learning process. Inquiry - learning strategies emphasize the process of finding material. Subject material is not given directly. The process for thinking itself is usually done through question and answer between teacher and students. The role of students in this strategy is to find their own subject matter, while the teacher acts as a facilitator and guide students to learn. Here are the stages of implementation of inquiry based learning that will be applied of the researcher and teacher as follows: first is orientation, teacher would prepared the students' mentality to learn and ask them to think about the material and try to found it by themselves. Second after the teacher and students discuss about material, students try to formulate the problem, and then collect hypotheses and data, and then testing a hypothesis is the process of determining which answer deemed accepted in accordance with the data or information obtained based on

⁵ Smallhorn, M., Young, J., Hunter, N. & Burke da Silva, K. (2015). Inquiry-based learning to improve student engagement in a large first year topic. *Student Success*, 6(2), 65-71. doi: 10.5204/ssj.v6i2.292

data collection, and the last is conclusion, it is the process of describing findings obtained based on result of hypothesis testing.

Hopefully, this inquiry based learning strategy would be helpful for students in understanding the use of simple past tense.

Based on the discussion stated above the reseacher would like to conduct this learning strategy and is interested in taking the title **“An Analysis Of Inquiry Based Learning Strategy To Improves Students’ Achievement On Simple Past Tense at 8th Grade Students Of MTs Hifzil Qur’an Medan“.**

B. Identification Of Study

Based on the background of study above, the problems that can be identified are :

1. Many students still find some difficulties in learning grammar tenses, because there is no grammatical form like tenses in Indonesia
2. In english almost all verbs can show the difference between the present and past by a change in the verb form.
3. The students still difficult to make sentences in the past form, and still influenced with present formula
4. The students is lack of interest in learning english so the students less active in the class.

C. Formulation Of The Study

Is there any effect of inquiry based learning strategy to improve students' achievement on simple past tense in MTs Hifzhil Qur'an Medan?

D. Objective Of The Study

To know the effect of inquiry based learning strategy to improve students' achievement on simple past tense in MTs Hifzhil Qur'an Medan.

E. Significance Of The Study

The findings of this research are expected to be useful to :

1. Theoretical significances

Theoretically, the result of this research can be as a feedback for MTs Hifzhil Qur'an Medan teachers' in due to improve quality of teaching and learning process by realizing their strategies especially in inquiry based learning as strategy

2. Practical significances

- a. For the headmaster is expected to suggest the english teacher to use inquiry based learning strategy in teaching
- b. For the english teachers as an reference to use inquiry based learning strategy as a strategy or technique in teaching
- c. For the students to increase their achievement in learning simple past tense through inquiry based learning
- d. For other researcher who are interested in this study to give them information about strategy in teaching english.

E. Limitation Of The Study

The limit of the research can be described as follows:

1. This study will be done in eight grade student in MTs Hifzhil Qur'an Medan in academic year 2019/2020.
2. This study will focus only on teaching english using inquiry based learning as a strategy to improve students' achievement in simple past tense in MTs Hifzhil Qur'an Medan in academic year 2019/2020.

CHAPTER II

THEORITICAL FRAMEWORK

In this chapter the researcher tries to give clear description of theoretical framework which covers the general concept of the simple past tense, the inquiry based learning, and the application of teaching simple past tense using inquiry based learning.

A. The General Concept Of The Simple Past Tense

1. The Understanding Of Tense

Grammar is a foundation in learning a language. grammar is used in spoken and written language. In teaching and learning English, grammar has an immense effect in assisting students to master the major target of learning english in communication. Students who speak and write without having knowledge about grammar will feel confused, afraid, and less confident. This is one of the consideration in which grammar must be understood by every learners before it uses English. In this case, The teacher needs to teach grammar. And having a big role in teaching grammatical structure. Teaching grammar is one of the abilities that teachers should have to master⁶. And the most important thing in grammar is tense.

⁶ Hadi, Hilmi Mufida. 2017. *“Improving The Vocabulary Mastery Using Inquiry-Based Learning (A Classroom Action Research In The Fifth Grade Of Sdn Wates*

Many learners have any difficulties with English tense system, difficulties may arise from the nature of the system itself or might from learners' mother tongue with English. Tense is named grammar used to indicate the time of the action or event.⁷ According to Lyons' idea tenses word adapted from Latin word "Tempus" means time.⁸ It means that traditionally the tense defined in term of time. It correlated with Sydney Greenbaum who defined that tense as a grammatical category that is realized by verb inflection.⁹ There are sixteen formulas of tenses that indicate a certain time of action.

2. The Understanding Of Simple Past Tense

According to Patricia K. Weiner's idea simple past tense is an action or situation that began and ended in the past.¹⁰ Furthermore, Based on Eugene J.Hall stated that simple past tense is past action that occurred and indicated a definite time in the past¹¹, whether that time is stated or not.

Tanjunganom Nganjuk In The Academic Year 2016/2017)" Simkin-Pedagogia Vol. 01 No. 04 Tahun 2017

⁷ Jayanthi Dakshina Murthy, (2003), *contemporary english grammer*, Delhi : book place, p.151.

⁸ Jhon Lyons, (1995), *linguistic semantic an introduction* : cambridge university press, p. 132.

⁹ Sydney Greenbaum and randolph quirk, (1990), *student's grammer of the English language*, London : Pearson educations limited,. P.47.

¹⁰ Patricia k.Weiner, mosaic 1, (1990), *a content- based grammer*, new york : McGraw-hill companies, inc., p.147

¹¹ Eugene j.Hall, (1993), *Grammer for use*, Jakarta: Binarupa Aksara, p. 173

From the several statements above, it can conclude that the simple past tense describes an action which happened in time before the present time and is no longer happening. Simple past tense is also used if the happened completely in the past even a time is not mentioned.

3. The Form Of Simple Past Tense

Tense is indicated as an action that tells the time in the past. Tenses have certain rules, based on sentence is made. Here is the form basic of simple past tense on verbal form¹²

Tense	Affirmative/Negative/ Interrogative	Use	Use
Simple Past Tssense	A: She wrote N: She did not write I : Did she write? A: They were funny N: They were not funny	To describe past action or situation	Yesterday. 2 minutes ago. in 1990. the other day, last Friday

¹² Elfitriani, Rini Kustini. Sri Kusnasari. 2014. "An Observation on Students' Ability in using 5 Basic Tenses (Simple Present Tense, Simple Past Tense, Present Perfect Tense, Present Continuous Tense, and Present Furture Tense) for Speaking English". Jurnal Saintikom Vol. 13, No. 2, Mei 2014

	I : Were they funny?		
--	----------------------	--	--

Milda broukal and ingrid wisnieska explain about the form of the simple past tense on grammar form as follows;

- a. Affirmative statements: subject + the past form of a verb.

Example: I enjoyed the concert last night.

- b. Negative statement :subject + did not + base verb.

Example: I liked the game, but I didn't like the badminton

(Exception) the negative of be is the past form of be + not.

I was not/ wasn't sad with the ending

We were not/weren't disapointed

- c. Interrogative statement :

(di + subject + base form in short answer, we use a pronoun subject + did or didn't)

Example:

- a. : Did you hear the issues last night

- b. : yes, I did or No, I didn't.¹³

¹³ Milda Broukal and ingrid wisniewska ,(2005), *grammer form and function*, New york: McGraw-Hill, p.28

Based on the classification which is given by milda Broukal and ingrid wisnieska, she formulate formulates form of the simple past tense into three types, they are affirmative, negative and interogative:

- a. Affirmative or positive
 - 1.) The verb other than be S + V2 + Complement
 - 2.) The verb of be S + Was/were + Complement
- b. Negative
 - 1.) S + did +not +verb 1 + complement
 - 2.) S +was/were + not + complement
- c. Interrogative
 - Did + s + verb 1 + complement

McGraw classified simple past tense into two types.¹⁴ They are the simple past in regular verb and simple past in irregular verb including past tense of the verb be. The formula of each type consist of three part : affirmative, negative and interogative.¹⁵

1. The simple past in regular verb

Subject + Verb2 + Object + Adverb (Positive Formula)

Subject + Did Not + Verb1 + Object + Adverb (Negative Formula)

¹⁴ McGraw-Hill, (2002), *interaction 1 grammer*, New York: Hill Companies, inc, , p. 106

¹⁵ Ibid p. 106

Did + Subject + Verb1 + Object + Adverb (Interogative Formula)

According to the example above, the formulas is used for all subjects, both singular and plural. For all regular verbs take an –ed ending in the past tense, thus there are many spelling regulation of regular verbs. Those are as following

a). If the simple past form of verb ends in-y after consonant, change the y to j and add-ed examples: dry/dried, carry/ carried.

b). If the simple past form of a one syllabe verbs in consonant +a vowel + a consonant and add – ed. examples : stopped, planned.

c). If the simple past form of two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed. Example: permit/permitted, prefer/preferred.

d). If the simple past form of a verb ends in –e, add only-d. example: tie/tied, change/changed.

e). put –ed to simple form of all other regular verbs. Examples: cook/cooked, ask/asked.

2. The simple past in irregular verb

Irregular past tense forms must be memorized because they are not related to simple forms in any predictable way. They are presented here in groups meant to facilitate memorization.¹⁶

	V1	V2	V3
1	Be	Was/were	been
2	Beat	beat	beaten
3	Catch	caught	caught
4	Dig	dug	Dug
5	Flight	fought	Fought
6	Give	gave	Gave
7	Have	had	had

¹⁶ <https://id.pinterest.com>

Another form of simple present is nominal.¹⁷

Subject	auxillary	complement
I She He It	was	Adjective Object Adver etc
you they it	were	

Nominal did not use “verb” but using to be : was, were

Example:

I was thirsty

They were sleepy

We were busy

He was a rich man

¹⁷ Ibid. P. 117

You were tired

Positive formula (*s +was or were + complement*)

Mr. Handoyo was at post office yesterday

Dwi was a dancer several years ago

Negative formula (*s +was or were + not + complement*)

She was not a doctor

Billy was not at home that morning

Interrogative formula (*was or were + i + complement*)

Was Mario at jogja last month?

Were you a mask man last night?

4. The Uses Of Simple Past Tense

Martin Parrot in Grammar for English Teachers explains the use of the simple past tense :

a) completed actions

this tense is referred to completed action, these sentences choose when we consider that event or action took place on period time

b) precise detail

c) time anchor

to tell and describe stories that happened in the past we use the simple past as a “time anchor”

d) to interrupt an action which was in progress in the past

example: my sister was cooking when my brother came.¹⁸

B. The Understanding Of Inquiry Based Learning

1. Inquiry Based Learning

According to Kardi, The inquiry is a learning model designed to teach students how to look at issues and questions based on facts. The Inquiry model tends to process of seeking and finding, the role of students in this model is to seek and to find their solutions in a subject. While the teacher roles here being facilitator and mentor students to learn. In general, an inquiry is a process that varies and includes the activities to see, formulate the relevant questions, check the book and other sources of information critically, to plan any investigations, review what is already known, carry out experiments by using tools to get data, analyze and interpret the data, and make any predictions and end the results.¹⁹

¹⁸ Rahmah Fithriani, (2010), English Grammer, Bandung : Ciptapustaka Media Perintis.

¹⁹ Andriani,Vera Septi, *The Effectiveness of Inquiry Learning Method to EnhanceStudents’ Learning Outcome: A Theoretical and EmpiricalRevie*, Journal of Education and Practice. P. 1.

Based on the explanation above, learning and teaching important for each people, as contained in (QS Al-Mujadilah verse 11).

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا

قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ



Meaning : o ye who believe! When ye are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. and when ye are told to rise up, rise up will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. And Allah is well-acquainted with all ye do.²⁰

According to KH Hasyim Asy'ari, the reason Allah raised the sciences of experts was that they could apply their knowledge in their lives. Furthermore, KH Hasyim Asy'ari stated that the culmination of a person's knowledge is the practice of this knowledge in daily life because it is the Sweet of knowledge and the goodness of one's age and is a provision that will be useful in the afterlife, then anyone who can reach it all he will be happy both in this world and in after this, and whoever cannot reach it will be at a disadvantage.

²⁰ Enang sudrajat and syatibi SH, (2007), Alquran dan terjemah. Bukit Tinggi: syamil quran, p 542.

From the explanation above, it is important to seek and get knowledge, as well as being useful to us and God, has also promised to raise the level of knowledgeable servants.

Quran and the Hadith also allude to obligation about seeking knowledge and providing knowledge. As contained in Quran surah al-alaaq: 1-5

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ لَهُ الْكَلِمُ إِلَّا أَوَّلُ ۝ أَلَمْ يَكُنْ لَهُ الْكَلِمُ إِلَّا أَوَّلُ ۝ أَلَمْ يَكُنْ لَهُ الْكَلِمُ إِلَّا أَوَّلُ ۝

عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning:1. Proclaim! (or read!) in thy name of the lord , who created

2. created man, out of a (mere) clot of congealed blood

3. proclaim! And thy lord is most bountiful

4. he who taught (the use of) the pen

5. taught man that which he knew not ²¹

This verse was the first verse that came down to the Prophet Muhammad. When in the cave of Hiro this verse was the beginning of grace handed down because of God's love for His servants. Imam Ahmad said when Jibril visited Him while saying "read" the Prophet Muhammad replied "I cannot read" then Jibril embraced

²¹ Ibid, P.597

him until he felt exhausted. And Jibril released him while saying "read" Prophet Muhammad answered "I can't read" then Jibril embraced him to the second time. Until he felt exhausted and let go again while saying "I can't read". And then Jibril embraced him again for the third, so he felt exhausted and said iqro until the fifth

And this is one of the proofs of how important it is to get knowledge, just as things have happened to the prophet Muhammad SAW.

A Hadith which states the importance of knowledge:

حَدَّثَنَا بَكْرُ بْنُ خَلْفٍ أَبُو بَشِيرٍ حَدَّثَنَا عَبْدُ الْأَعْلَى عَنْ مَعْمَرٍ عَنِ الزُّهْرِيِّ عَنْ سَعِيدِ بْنِ الْمُسَيَّبِ عَنْ أَبِي هُرَيْرَةَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَنْ يُرِدْ اللَّهُ بِهِ خَيْرًا يُفَقِّهُهُ فِي الدِّينِ.

Having told us Bakr bin Khalaf Abu Bisyr said, having told us Abdul A'la from Ma'mar from Zuhri from Sa'id Ibnul Musayyab from Abu Hurairah he said; The Messenger of Allah -peace and prayer of Allah be upon him- said: "Whosoever Allah wants to get good, Allah will give him an understanding of religion."

From the understanding of this hadith states how great it is to gain knowledge by Allah, besides being given goodness, Allah also elevates the degree of people who have knowledge.

In the verse of Allah states the importance of seeking knowledge, because we equipped with sight and hearing so that we can seek knowledge, so that we can be grateful for his giving. As it states in his verse (An-Nahl verse 78)

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ

لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

Meaning : “And Allah brought you forth from the wombs of your mothers knowing nothing, and gave you hearing and sight and hearts that haply ye might give thanks”.²²

This verse is mentioning that it is known the importance of god's order to seek knowledge so that we can be more grateful for his blessing and take advantage of giving it to good things. In getting knowledge, it need the right strategy to make us easy get the knowledge.

This is a word of allah explaining about education in islam, which is narrated in the qur'an, it was the story of lukman and his son about “order his son to believe in allah”

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ

عَظِيمٌ ﴿١٣﴾

²² Ibid, p. 275

Meaning: Behold, Luqman said to his son by way of instruction: "O my son! Join not in worship (others) with Allah: for false worship is indeed the highest wrong-doing."

عَنْ ابْنِ عَلِيٍّ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : أَلْعِلْمُ خَزَائِنٌ وَمَفْتَحُهَا
السُّؤَالُ أَلَا فَسْتَلُّوا فَإِنَّهُ يُؤَجَّرُ فِيهِ أَرْبَعَةٌ : السَّائِلُ وَالْعَالِمُ وَالْمُسْتَمِعُ وَالْمُحِبُّ لَهُمْ (رَوَاهُ أَبُو
نُعَيْمٍ)

From Ibn Ali R.A he said: Rasulullah SAW said: Knowledge is like a cupboard (which is tightly closed), and as the key to its opening is a question. Therefore, ask you, because actually in question and answer four kinds of reward will be given, namely the questioner, the knowledgeable person, the listener and the person who loves them. " (Narrated by Abu Mu'aim)

In this hadith explains that there is a need for a strategy in learning so that the knowledge learned is easier to understand, and the success of people who have curiosity will be more fortunate in learning, and their knowledge is more developed.

There is also a hadith about seeking knowledge as narrated by Turmuzi,

مَنْ خَرَجَ فِي طَلْبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعَ

The meaning : "Whoever go out to seek knowledge, then he is in the way of Allah until he returns".

From the interpretation above it can conclude, Allah rewards every servants who studies, for their every step as considered as fighting in the way of Allah SWT

Inquiry-based Learning is an approach to teaching and learning that places students' questions, ideas and observations at the center of the learning experience. Teacher play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning. Underlying this approach is the idea that both educators and students share responsibility for learning.²³

2 Steps For Inquiry Based Learning Implementation

1. Orientation
2. Formulating the problems
3. Formulating the hypothesis
4. Collecting data
5. Testing the hypothesis
6. Formulating the conclusions

²³ Secretariat Special Edition #32, *Capacity K-12 Building Series*, May 2013, http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased, Accessed 14 des 2016, p. 2.

The steps in implementation of inquiry based learning model are as follows²⁴

1. Orientation

In this step the teacher asks the students to be ready to carry out the learning process by stimulating and inviting students to think about the problem solving. It is a very important step, because the successness of inquiry based learning is highly depend on the students' willingness to move using their abilities to solve problems.

Several things that can be done in the orientation phase are:

- a. Explain the topic, objectives, and learning outcomes that are expected to be achieved by students.
- b. Explain the main activities that must be carried out by students to achieve goals. At this stage the steps of inquiry are explained and the purpose of each steps, starting from the steps of formulating the problem to formulating a conclusion.
- c. Explain the importance of topics and learning activities. This is done in order to provide student motivation.

²⁴ Wina sanjaya, *Strategi Pembelajaran Berorientasi Standar Pendidikan...*,p.199-203

2. Formulating the Problems

The problem presented is a problem that challenges students to think of solving the question on the material. The process of thinking and finding answers to riddles is very important in inquiry strategy, therefore through this process students will gain valuable experience as an effort to develop mentally through the thought process.

Several things to consider in formulating problem are:

- a. Problems should be formulated by students themselves. Students will have high learning motivation when involved in formulating the problem to be studied.
- b. The problem of study is a problem with certain answer
- c. Concepts in a problem are concepts that are known in advance by students. That is, before the problem is further examined through the process of inquiry, the teacher needs to be sure in advance that students already have an understanding of the concepts that exist in the formulation of the problem.

3. Propose a Hypothesi

Individual's competence to think basically has been owned since they were born. The potential thinking starts from the ability of each individual to guess (hypothesize) a problem. Another way that teacher does to motivate

students to think is asking them many question to trigger them find out temporary answer or formulate various estimate possible answers to examined problems.

4. Collecting Data

In inquiry based learning, collecting data is a mental process that is very important in intellectual development. The process of collecting data is not only requires higher motivation in learning, but also requires perseverance and the ability to use their thinking potential. Therefore, the role of the teacher in this stage is to ask questions that can encourage students to think in finding the information needed.

5. Testing the Hypothesis

Hypothesis testing is the process of determining the answers that are considered acceptable in accordance with the data or information obtained based on data collection. The most important thing in testing hypothesis is finding the level of student confidence in the answers given. Besides, testing hypothesis also means developing the ability to think rationally. The real answer is not only based on argumentation, but must be supported by data founding and can be justified.

6. Formulating conclusions

Formulating the conclusions are the process of describing the findings obtained based on the results of hypothesis testing, to reach accurate conclusions the teacher is able to show students which is any relevant data.

Inquiry is the learning process base on the reach and the discovery throught thinking process sistematically. Knowladge is result of self discover process. Thus, in the planning learning process, the teachers here do not

prepare the subject which has should be remembered, but design the learning which possible the students can discover the subject which have to be understood by their self.²⁵

Inquiry activity is a steps. The steps below:

- a. Formulate the problem
- b. Collect the data by observation
- c. Analyze and present the result
- d. Communicate or present the result of work to reader

3. The Nature of Inquiry Based Learning

Inquiry at the first time has been buzz-word in education for a long time. Already a century ago, John Dewey wrote extensively about the idea of inquiry as an organizing principle in education. Galileo in Alberta mentioned inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world²⁶

Inquiry based learning is a technique whereby a teacher involves students in the learning process through focusing on questions, through problem-solving activities, and the use of critical thinking. Some students prefer this type of

²⁵ Kesuma, Dharma. *Contextual Teaching And Learning*. (Jogyakarta: Rahayasa Research And Training)p. 65

²⁶ Alberta Learning, *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-Based Learning* (Canada: Alberta Learning and Teaching Branch, 2004). p. 1 <http://library.nu> (Retrieved on October 19th, 2011)

learning approach because when they become involved they understand concepts better.²⁷

Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely, and then build new understandings, meaning, and knowledge.²⁸ The American Association of School Librarians (AASL) in BCTLA Info Lit Task Force²⁹. Identified nine common beliefs that support learning which the second belief, inquiry provides a framework for learning. It focuses on students developing not only the skills, but also the disposition to use the skills, dealing with an understanding of their own responsibilities and self-assessment strategies. According to Teresa, inquiry learning is student centered. Within this process, students utilize their knowledge, understanding, and skills to the learning community. The focus is on the students, with an emphasis on active engagement in the leaning process to develop and build on students understanding. The students learn material through questioning and discovering information.³⁰ Inquiry learning encourages learners to examine

²⁷ Sopyan Maolana Kosasih Blog,” 10 Tips of Inquiry-Based Learning”, <http://sopyanmk.wordpress.com/2009/01/19/10-tips-for-inquiry-based-learning/> (Retrieved on Desember 13th, 2011)

²⁸ Alberta, Op.Cit. p. 1

²⁹ British Columbia Teacher-Librarian’s Association (BCTLA),”The Points of Inquiry”, BCTLA Info Lit Task Force (2011). p.5 <http://bctf.ca/bctla/pub>(Retrieved on November 25th , 2011)

³⁰ Teresa Coffman, *Engaging Students through Inquiry Oriented Learning and Technology* (New York :Rowman and Littlefield Publisher, 2009). p. 6 <http://gen.lib.rus.ec/> (Retrieved on November 14th, 2011)

the complexity of their world and form concepts and generalizations instead of being told simple answers to more complex problems.

Ramayulis also stated that inquiry learning gives chances to students to actively engage in learning activities. Students are challenged how to find, to do, and to decide by themselves. They are more productive. The focus in inquiry learning is that the students and their learning way.³¹ In Inquiry learning also requires the teacher roles by engaging students in effective (interactive) dialogue and by stimulating their insightful (reflexive) observation.

Inquiry based learning is based strongly on the assumption that students want to learn and asking question is a very natural way to gain information. Through the process of completing an inquiry learning activity, students view themselves as active learners, willingly engage in the process of exploration, ask question, pose explanation, make observations, plan tasks, and learning activity. Instead of asking question, teachers can challenge students to devise their own questions to further their understanding of a topic.³²

AASL stated that there are seven characteristics in inquiry based learning model which students:³³

³¹ Ramayulis, ,(2008), *Metodologi Pendidikan Agama Islam* , Jakarta : Kalam Muliap. 209

³² 8Mel Silberman, *Active Training: A Hand Book of Techniques, Designs, Case Examples, and Tips* (USA :Jossey-Bass/Pfeiffer, 1998). pp. 1028Mel Silberman, *Active Training: A Hand Book of Techniques, Designs, Case Examples, and Tips* (USA :Jossey-Bass/Pfeiffer, 1998). pp. 102

³³ British Columbia Teacher-Librarian's Association (BCTLA), *Op.Cit.* p. 5

- 1) actively involved in the learning process
- 2) use prior knowledge
- 3) ask question
- 4) hypothesize and investigate
- 5) construct new understandings
- 6) communicate their understandings with others
- 7) reflective and critical thinkers acquiring the skill for independent learning.

The inquiry based learning is more focused on using and learning content as a means to develop information-processing and problem- solving skills. The system is more student-centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it.

Learning becomes almost effortless when something fascinates students and reflects their interests and goals. In structured inquiry activities students are given a problem to solve, a technique for solving the problem, and necessary materials, but not the expected outcomes. Students are to discover a relationship and generalize from the data collected. In guided inquiry, students must also figure out a method for

solving the problem given. And in open inquiry, student must also formulate the problem they will investigate.

Inquiry-based learning is based from constructivist approach that has been influenced by two schools of thought, Vygotsky in Eastern Europe and Piaget in the West.³⁰ Teresa stated that Inquiry learning implements a constructivist approach, so that students interact with the content by asking questions to increase understanding and comprehension and at the same time construct their own knowledge.

Brown mentioned, the characteristic of constructivism is its integration of linguistic, psychological, and sociological paradigms.⁽³²⁾ Constructivism has two branches, they are cognitive and social. In cognitive version of constructivism, emphasis is placed on the importance of learners constructing their own representation of reality. Students must individually discover and transform complex information from what they know and read.

Students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analyzing information, generating solutions, making decisions, justifying conclusions and taking action.

3. The Advantages and Weaknesses of Inquiry based Learning

The main targets in inquiry based learning activity are: (1) The maximum of students involve in the process of learning activities, learning activities here are mental intellectual and social emotional activities. (2) The direction of activities logically and systematically towards the objectives of the teaching. (3) Develop a

self-believe of students attitude about what is found in the inquiry learning process. The main target in learning activities in the inquiry learning method is centered on the student's personality and intellectuality

Advantages

1. Emphasize the development of cognitive, affective, and psychomotor aspects in a balanced manner.
2. Students become active in finding and processing information by themselves.
3. Students understand basic concepts and ideas better.
4. Provide space for students to study according to their learning style.
5. Students who have abilities above average will not be hampered by students who are weak in learning.
6. Assisting students in using memory in transferring their concepts to new learning process situations.
7. Encourage students to think intuitively and formulate their own hypotheses.
8. Can form and develop their own concept (self concept) in students so that psychologically students are more open to new experiences, willing to always take and exploit the opportunities that exist.
9. Allows students to learn by utilizing various types of sources that do not only make the teacher the only source of learning.

Weakness

1. If the teacher cannot formulate puzzles or questions to students properly, to solve problems systematically, it will make students more confused and unfocused.
2. Sometimes teachers have difficulty planning lessons because they collide with students' learning habits.
3. The implementation requires a long time so that teachers often find it difficult to adjust it to the specified time.
4. In the classical system with a relatively large number of students; the use of this approach is difficult to develop well
5. As long as the learning success criteria are determined by the student's ability to master the material, this learning is difficult to implement by the teacher.³⁴

Another strength and weakness of inquiry based learning

Based on the classification which is given by brunner about the strength and weakness of inquiry based learning as follows:

- a. Some strength of inquiry based learning are summarized
 1. It makes the students opportunity to think
 2. It gives the students opportunity to think carefully about ideas, problems and questions being considered valid by class

³⁴ Wina sanjaya, (2006), strategi pembelajaran berorientasi standar proses pendidikan, jakarta : kencana , p. 206-207

3. It creates room for students' full participations which increase their curiosity both inside and outside classroom work
 4. It makes the students to develop the spirit of personal initiative
 5. It encourages patience, co-operation, unity and decision making amongst the students
 6. It arms the students with the right type of attitudes, values. Skills and knowledge that enable them explore their social environment
 7. It increases students understanding of processes, concept and relationships.
- b. Some weakness of inquiry based learning
1. It is consuming. That is, it may involved several stays or weeks before completion
 2. It puts the students on a lot of task. The students will be busy working towards completion of the task given to them at the neglect of their other tasks. They work hard to meet up the stipulated time tagged for handing in of their papers
 3. It may to expensive when it involve trip making to places where the facts are available
 4. As much is expected of students, they could be frustrated particularly if they cannot find appropriate clues to solve problems or if they c, the researcher give serious justifications for using inquiry cannot solve them at all
 5. It often leads to withdrawal from lessons or schools especially when the task is difficult to solve

6. It is not always possible to use inquiry in all topics or situations especially in large class series or where a large amount of materials is required to be taught in a limited time.

5. The Effectiveness of Inquiry-based Learning Strategies.

Instead of leading students to understand the material, The inquiry method also can provide the following objectives: (1) obtaining skills to process something with scientific steps (observing, collecting and organizing data, identifying variables, formulating and testing hypotheses, and drawing conclusions). (2) the development of children's creativity, (3) independent learning. (4) better understand ambiguities. (5) obtaining a scientific attitude towards science which accepts it tentatively³⁵

Inquiry based learning is applied not only for theory but also in practice through analysis and investigation as students experience to solve problems. In essence, inquiry is a process. The inquiry process begins with formulating problems, developing hypotheses, gathering evidence, testing hypotheses and drawing temporary conclusions in order to achieve certain level that is believed by the student concerned. Instead of leading students to learning objectives, Inquiry based learning indirectly also provides the ability to develop students' personality and intelligence.

³⁵ W. Gulo, *Strategy Belajar Mengajar* (Jakarta:PT Grasindo) P. 85

the inquiry based learning method has an important role in school education. The implementation of learning methods has an important role for both teachers and students. The roles are as follows: (1) emphasizing the process of obtaining information by students. (2) make students' self-concept increase with the discoveries they make. (3) having the ability to improve and expand of cognitive mastery students skills (4) their discoveries become their possession and it is very difficult to forget them. (5) do not make the teacher the only source of learning, because students learn by utilizing various types of learning resources.³⁶

The Inquiry-based Learning Strategy will be effective if:

1. The teacher expects students to find their own answers from a problem to be solved
2. If the subject matter to be taught is not in the form of facts or a ready-made concept, but a conclusion need to proof
3. If the learning process starts from the students' curiosity about something
4. If the teacher will teach a group of students who have an average ability and ability to think
5. Consist of small group class so the teacher can handle the class
6. If the teacher has sufficient time to use a student as centered learning.

³⁶ Mulyani Sumantri dan Johar Permana. *Strategi pembelajaran*, (Bandung: Depdiknas,1990)p. 166

6. Types of Inquiry Method Implementation

Sund and Trow Bridge (1973) suggested three kinds of methods inquiry learning, as follows:

1. Guided inquiry

Students obtain appropriate guidelines as they need. The guidelines here are usually questions that guided. This method is used mainly for students who are inexperienced learn with the inquiry method discovery learning, in this case the teacher provides guidance and direction with quite extensive. The initial stage of learning is more guidance and reduced according to their development The implementation, teacher has a big role here because the Students do not formulate the problems. Fairly extensive instructions on how to organize and take notes data provided by the teacher.

2. Free inquiry

On free inquiry, students do their own research as a scientist. They should identify and formulate any topic, in the implementation of this involved many students they have their own roles , they are consist of as coordinator, technical advisor, data recording and process evaluation.

3. Modified free inquiry

In inquiry discovery learning, the teacher gave problems or problems, next students requested to solve the problem through observation, exploration, and procedures research.³⁷

C. Teaching Simple Past Tense Throught Inquiry-Based Learning Strategy

The teacher has to use the strategy in order to achieve the goal of the teaching process. The strategy in teaching is all activities and steps in conducting instruction to support the process of learning in order to achieve the goal. The teachers' strategy is one of important aspects in teaching english. The teacher is a model of teaching and learning process that will make the teacher leads the process of pedagogical itself. The teachers should provide the strategy in teaching and learning process.

Before the implementation of inquiry based learning strategy in teaching learning process, the researcher and teacher deal to conduct the next material for the eighth class namely simple past tense. When teacher apply inquiry based learning strategy in the class. It must include the main component of inquiry based learning.

³⁷ Wina sanjaya, strategi pembelajaran berorientasi standar proses pendidikan,(jakarta : kencana,2006), p. 136

Here are the stages of implementation of inquiry based learning that will apply of the researcher and teacher as follows: first is orientation, teacher would prepared the students' mentality to learn and ask them to think about the material and try to found it by themselves. Second after the teacher and students discuss about material, students try to formulate the problem, and then collect hypotheses and data, and then testing a hypothesis is the process of determining which answer deemed accepted in accordance with the data or information obtained based on data collection, and the last conclusion, it is the process of describing findings obtained based on result of hypothesis testing.

When an idea comes into learning, it can be said that it is one of the most important things to be done in someone's life. Learning does not always mean to sit calmly in a classroom and listen to the teacher's explanation. When children are still young, they do not need teacher to know how to play hide and seek, they learn by interest, curiosity and be into that game. Monroe stated that knowledge was transmitted from the priest to the people. If the concept of knowledge is transmission-based, then the students' knowledge will be equal with their teacher's knowledge, in other word, knowledge is stagnant. Sir Isaac Newton, who was a famous English scientist and mathematician proved that he could develop knowledge by observing, exploring and experimenting, not because the knowledge's transmission from his teachers. In other words, learning is not a knowledge transmission but it is more from someone's experience in their life observation, exploration, and experiment.

English as one of the compulsory subjects becomes one of the most challenging subject to be taught in Indonesia. Teachers cannot merely teach only the language itself but they also need to bring the language context in the classroom. Language context is the condition where language is used whether in listening, reading, speaking, or writing activities, it means teachers must bring the real usage of language in the classroom. Yet, before coming to those four skills mastery in learning English, we need to be concerned

about the students' creativity because creativity must be applied in those four skills activities. The emergence of creativity seems to be a matter in education because it helps students to get improvement in their learning.

Indonesian education nowadays introduces some learning models that can help students to be self-directed in learning, one of them is Inquiry Based Learning. Alberta Learning in Focus on Inquiry, stated that Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. By using inquiry based learning Model, students will be more creative and critical in the classroom because they need to explore the knowledge by themselves.

Inquiry Based Learning or also called as Enquiry Based Learning in British English is a great discussion on educational field in supporting 21st century classroom. Twenty first century classroom focuses in research driven, where the students not only use the text book as their only source, but they can find any sources which are related to the lesson. Not only research driven, but

also requires students to participate and collaborate actively where the teacher is only facilitator.

C. Relevant Study

As has been previously mentioned, this study aims to analyze inquiry based learning strategy to improve students' Achievement on simple past tense . the researcher conducts a research about analysis simple past tense using inquiry based learning.. Thus, the researcher also includes previous study to support and strengthen this research

1. Ovalina, 2010, Improving students' ability in using the simple past tense through contextual teaching learning. The references discuss about to know whether or nor the contextual teaching learning improves students' ability in using the simple past tense. Besides of that, this study is to know how the contextual teaching learning improves students' ability in using simple past tense. The study used classroom action research, it consist of consist of 39 students. The finding of this study indicated that the implementation of contextual teaching learning was successful since the criteria of success were achieved. The first criterion was 70% students could pass the assessment score ≥ 67 based on the KKM. The finding showed that 71.79% of students had already achieved the target score. Besides the second criterion was the students who become more active involved in learning process
2. Putri Mega Susanti, 2017, An error analysis on the use of past tense in narrative text. The reference discuss about the study is that the researcher

wants to analysis errors of past tense that made by students eight grades of writing in narrative text at SMP Negeri 1 Candi. The study used qualitative descriptive research. The subject of study researcher chose VIII6 Class (2016/2017) in SMP Negeri 1 Candi, sidoarjo. The result show that the researcher found four types of error by using the process of scoring using checklist table : omission, addition, misimformation, misodering. Then, the researcher found four types of error made by students is misinformation with 52% percentages.

CHAPTER III

RESEARCH METHODOLOGY

In this study, the researcher focuses on research design, participant and research site of the study, Technique Of data collection, Instrument, and Data analysis

A. Research Design

The method of this study used qualitative with descriptive analysis. The result of the test was to analyse students' achievement in using simple past tense by using inquiry based learning. The research method used in this study was qualitative method. Qualitative method as research procedures that produce descriptive data in written, oral, or the students' behaviour form.³⁸

The Application of a qualitative approach with consideration of the possibility of data obtained in the field in the form of data of facts that need in-depth analysis. Then the qualitative approach will further encourage the achievement of data that is more profound, especially with the involvement of researcher itself in the field. In qualitative research, The researcher have the main role of instrument and collecting data that can be directly related to the instrument or research object.³⁹

³⁸ ILexy J. moeleong, (2006), *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, P. 4

³⁹ Sugiyono, (2005), *Memahami Penelitian*, Bandung: CV Alfabeta , p. 2

B. Participant And Research Site Of The Study

This Research Was Conducted At MTs. Hifzhil Qur'an Medan, 2019/2020 academic year, the location of the research is on Jl. Willièm iskandar/pancing kel Sidorejo, medan tembung. The subject of this research were 38 students of second grade of MTs Hifzhil Qur'an Medan. The reasons of choosing the location were as follows

1. The researcher choose this school, because one of our friend is alumnus from this school, So the researcher have asked him about this school
2. The location accessible and close to campus.

Based on the observation that researcher conducted some reason to do this research that is the students still find some difficulties in learning grammar tenses, because there is no grammatical form like tenses in Indonesia, it does not has to change the verb form to reflect the time of an event, but in english almost all verbs can show the different between the present and past by a change in the verb form. and the next reason is students' less interest in learning and passive in the class. And they were lack in stocking the vocabulary especially was verb

This study conducted using inquiry based learning design with observation and interview. The design applied in order to analyse the effect of inquiry based learning to improve students' achievement on simple past tense.

C Technique Of Collecting Data

To collect the data, the researcher and teacher deal to apply inquiry based learning strategy, in apply and analyse the process of application this strategy in the class, the researcher observe in the class while teacher was teaching to check students respons. Before apply this strategy first the researcher took interview with the teacher and students. And after applied this strategy the researcher also took interview with the teacher and students. Techniques of collecting data in this research were using qualitative data from observation and interview.

C.1 Observation

The researcher has decided to choose MTs Hifzhil Qur'an, as an observation research and The researcher conducted the observation for a month, the researcher would discuss with the teacher about the class atmosphere and students' achievement in english. And also the students' opinion about learning english before applying the inquiry based learning. And the next day the researcher would ask the teacher permission to observe the class environment also interview the students and want to find out any problem that should be solved in the field. After observed the class the researcher and teacher discuss about any alternative that should be used to improve the students' achievement by find out another strategy in learning to increase students' understanding on simple past tense. Because the problem here is student's lack of interest and passive in the class, the researcher suggest to apply the inquiry based learning. And the teacher deal with it.

The second session, teacher will try to apply inquiry based learning, and the researcher observe students' activeness, students' involvement. The important point later here are the researcher will analyse students based on two components, active and understanding, to check "active" the researcher came to class while teacher was teaching and observe them, are they active or not, and the researcher score it. And for checking their "understanding" by giving them test.

C.2. Interview

After the researcher and the teacher find out an alternative learning strategy to improve students' problem in the class and deal with inquiry based learning strategy, the researcher took interview with the teacher about process of applying this strategy and observe the class. and after that the researcher also ask the students for the new strategy was applied

D. Instrument

To collect the data of study, the researcher has some procedur to answer students' achievement on simple past tense by using inquiry based learning strategy applied, the researcher took collaborating with the teacher to analysis the effect of this learning strategy. The researcher used recapitulation table. Recapitulation table was used to evaluate students' activeness and understanding, by using number assessment.

E. Data Analysis

To make a conclusion or answer the question of the research, the researcher makes some procedures. First the researcher interview the teacher about this strategy's applying in the class, are there any effect of this strategy from their activeness, understanding in learning, after that the researcher ask the teacher permission to take observation and interview the students. After took observation and interview the researcher would discuss with the teacher about the steps of implementation of this strategy to analyse students' respon and the researcher would observe the class environment to observe students' activeness improvement and understanding increased Here is the table description of students' improvements by using recapitulation table .

Recapitulation table

students	Types of analysis object				
	score			activeness	understanding
	1	2	3		
Students' name					

The students score will be converted to (1,2,3) representing

1.Low : (40-60)

2.Intermediate : (70-80)

3. advanced : (90-100)

The formula

$$P = f \times \frac{100\%}{N}$$

Note

P= percentage

F= frequency

N= number of cases (total of frequency)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. General Theme

This research was conducted at MTs Hifzhil Qur'an, located on Williem Iskandar Street, North Sumatera, Medan. This research was aimed at students of VIII-6 class. In this study, the researcher found that many of the students were less active in learning English and had difficulty understanding it. That is due to various factors, so that researcher is interested in examining the causes by conducting observation and interview to collect accurate data on the causes of simple past learning difficulties. Learning tenses is a difficult lesson for students because this lesson is a little confusing, the formulas are relatively similar but has different meanings and students often made mistakes. change the learning strategy in the class is one of the efforts made by teacher and researcher so that students are more active and easier to understand the simple past tense. Inquiry-based Learning is an approach to teaching and learning that places students' questions, ideas and observations at the center of the learning experience. Teacher play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and

further questioning. Underlying this approach is the idea that both educators and students share responsibility for learning.⁴⁰

B. Specific Theme

The simple past tense is used to express events that occurred in the past and have ended in the past. Simple past tense is one part of tenses. Simple past tense was studied at the junior high school on the second semester.

In this study, the teacher and researcher applied the inquiry learning strategy, there are many learning strategies that teachers can use to make the teaching and learning process more effective. Choosing strategies is the way that used by a teacher to deliver learning material that aim to make it easier for students to receive and understand learning material, Inquiry based learning is one of the effective learning strategies used in the classroom

Inquiry-based learning is an approach to teaching and learning that places participants' ideas, questions and observations at the center of the learning experience. Education plays an active role throughout the process by building a culture in which ideas are challenged, tested, redefined and seen as irreparably valued, moving students from questions of inquiry to positions of understanding and further questioning.

⁴⁰ Secretariat Special Edition #32, *Capacity K-12 Building Series*, May 2013, http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased, Accessed 14 des 2016, p. 2.

C. Research Discussion

To answer research Discussion about the effect of inquiry - based learning strategy to improve students' achievement on simple past tense on students of VIII-6 class. First, the researcher conducted preobservation and interviewed English teacher and some students about the students' problems in learning grammar especially simple past tense. The result of preobservation, the researcher found if the students still difficult in understanding simple past tense because there is no grammatical form in Indonesia like english, and the verb must change best on the time signal, and they were less interest in learning english because they confused sometimes on the tenses. They also were lack of vocabularies and they should change the sentence formula and sometimes they misuse time signal on a certain verb.

The result of interviewed with students of VIII is they were lack of interest in learning grammer, they said tenses is a bit complicated because there are sixteen tense, and sometimes they were confused to applying compatible form for each tenses and time signal, so they did not know the tenses as well, and the other students said they were still confused about differences between regular verb and also irregular verb.

Then, the researcher took collaborating activities with english teacher to observe the environment of english teaching activities in VIII-6. The researcher started the preobservation from the class about teacher was applying inquiry based learning on simple past tense subject. The researcher found english teacher explained simple past tense too fast, The teacher did not ask the students to

memorize many verbs more, to make sure them pass the simple past tense easier. Because it becomes an obstacle for them and they should open the dictionary all the time. So, there were some students felt confused about the material and the researcher also found only some students understood about simple past tense. To make sure them understood about the material, the english teacher gave simple past tense test who has been prepared by english teacher and the researcher to the students.

Second, after the researcher took preobservation and interviewed the teacher and students and the data result before applying the inquiry based learning on simple past tense. After the researcher had the result of process of learning before taking inquiry based learning strategy. And now the process of getting the data for inquiry based learning strategy started. First the researcher used checklist table that consist of two component and those are activeness, and understanding.

The researcher used those components to know the students' improvement for this applying strategy for their eager to learn from activeness, and their understanding. For checking the activeness in learning in the class researcher will observe it while the teacher was teaching in the class. And for the understanding the teacher and researcher deal to do the same by giving them test to know the result for the result before and after applying simple past tense, is there any significant improvement for applying the strategy.

Many steps in applying inquiry based learning was started by teacher and researcher, first the teacher come in to the class and then checking the class and also check the students attendent list, and open the class by reciting doa after that,

the teacher start the teaching and learning. The teacher introduce the subject, simple past tense, in inquiry based learning strategy, here the teacher just explain the material briefly and only explain the important points, and the teacher had asked the students to learn it at home before the class, and must write it on their notebook, to make sure them understood it tomorrow. Based on researcher monitoring, by applying this strategy, the students more active and interest in the class, because they should understand the subject by themselves, this strategy trigger their curiosity, because the teacher only gives any clues, and they are demanded to be active.

Instead of knowing their activeness and interest's improvement in learning simple past tense in the class, they also would had been checking from understanding improvement. Because this is the most significant fact to evaluate their improvement better or not by giving them many test. The test consist of multiple choice and essay test.

After students' writing test done, the english teacher gave the result of students writing test to the researcher and analysed the students' test with observation recapitulation table.

Most of the students have been increased on simple past tense by applying inquiry based learning and the rest still low in understanding simple past tense, it knew from their result in answering the tests.

Grammer misuse formula (essay test form)

Sinta did not wrote a letter for her mom

Does sinta made a cake for me last night?

Those both of sentences still wrong, the first sentence still follow the positive form by using verb-2, if we change it to negative, the verb must be changed to verb one form. And the second sentence still follow the present formula and still using verb -2 on interrogative form.

Lack of vocabulary mastery (multiple choice test)

I ...some delicious foodsa in this restaurant

- | | |
|-------------|---|
| a. Drinking | c. Ate |
| b. Eat | <input checked="" type="radio"/> d. Eaten |

2. they ...that i am happy

- | | |
|---------|--|
| a. Says | c. Said |
| b. Say | <input checked="" type="radio"/> d. Saying |

some students still lack of vocabularies, it made them difficult in understanding simple past tense.

Discussion

After the researcher took observation in the class between teacher and students on VIII-6, the researcher collected and gave conclusion if students on VIII are compatible with the strategy was applied in the class, the inquiry based learning strategy worked on them. Based on the collecting data was conducted by the researcher, their enthusiasm in learning was improved and their understanding

also increased. The students more active in the class because this learning strategy ask the students to be active and it focused on students learning centre. Their understanding more increased because they was more involved in learning, they should find out and solve the material by themselves, the teacher here just being the instructor and guide the class and make sure them to understand the material. The students became active and tried to find out simple past tense material from some english tenses book references as like the teacher was instructed before, and sometimes teacher asked the question to trigger their understanding.

Based on the data collection, by using recapitulation table, to check students activeness and understanding in the class. The researcher use number assessment, point (1) it was for low level, (2) it was for intermediate level and (3) for the advanced level.

On the recapitulation table, there were collected assessments on students of VIII-6, and the result of analysis of inquiry based learning strategy to improve students' achievement on simple past tense that was conducted the researcher in Mts Hifzhil Qur'an Medan are increased and improved it was proved on accumulation of recapitulation table score : the students activeness was dominated on 3 level and reached 70% advanced, and the second was 2 level and reached 22% intermediate and the last for 1 level and reached 8% still low. From this case, it can be seen that students in the class more active than before. Instead of activeness, the next component assessted was understanding. The result of students ' understanding by using recapitulation table and the score was. Their

understanding was dominated on 3 level and reached 57% for 2 level were 35% and the last for 1 level consist of 8%.

From this result it showed that this strategy is compatible use in the learning and teaching process in the class, it made students active and Make it easy for students to understand the lesson because they have to play a more role in finding material.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

Based on collecting data and discussion in the previous chapter, the researcher conclude that students of VIII 6 made increased. They have experienced an increased learning in the class after applied the Inquiry Based learning Strategy, from the review points (activeness and understanding) they have improved quite well. It shows them more enthusiastic in the class, their activeness assessment score were dominated on 3 level and reached 70% advanced, and the second was 2 level and reached 22% intermediate and the last for 1 level and reached 8% still low. While the understanding assessmet were dominated on 3 level and reached 57% for 2 level were 35% and the last for 1 level consist of 8%.

B. Suggestion

After the researcher conducted research and also analyzed the data, the researcher gave suggestion for english teacher, students, and others researcher because english learning activities should able to make students comortable and enjoy while studying . this purpose of the research that teacher and students work together in learning activities and also find solution together if there were students who have difficulty, passive, and also did not understand about the lesson, moreover, this research was expected all element could work together to achieve the solutions.

- For English Teacher

The researcher expect this learning strategy to be additional teaching reference for teacher. Besides that, English teacher is able to use inquiry based learning strategy in teaching tenses, the teacher also can apply this learning strategy to any grammar lessons. Therefore, the teacher can found new strategy to teach tenses in the class to make some students teaching learning explorations.

- For The students

This research can be used to help students to be more active and increased understanding because it can make them more involved in the class.

- For other researcher

This research could be used references in next research to find out teaching learning strategy in the class to make the class environment more explored

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APPENDICES 1

Recapitulation table

After completing the assessment. This is the accumulated score for the assessment of student activeness and understanding

Score accumulation	
Activeness score	Understanding score
70	70
90	60
40	60
60	60
80	60
90	60
60	70
60	90
90	100
60	60
80	60
60	70

60	70
80	70
80	70
40	100
80	100
40	60
80	90
80	100
80	60
80	90
80	60
80	80
60	80
40	80
60	80
40	60
80	60
60	80
80	40
80	60

80	60
80	60
80	60
80	60
80	80
80	40

To make it easier the researcher to categorize students' abilities, the researcher converted the assessment into three representing numbers (1 (low), 2 (intermediate), 3 (advanced))

Assessment		
Students	Activeness or interest	Understanding
Student 1	2	2
Student 2	3	2
Student 3	1	1
Student 4	2	2
Student 5	3	2

Student 6	3	2
Student 7	2	3
Student 8	2	3
Student 9	3	3
Student 10	2	2
Student 11	3	2
Student 12	2	2
Student 13	2	2
Student 14	3	2
Student 15	3	2
Student 16	1	3
Student 17	3	3
Student 18	1	3
Student 19	3	1
Student 20	3	3
Student 21	3	2
Student 22	3	3
Student 23	3	2
Student 24	3	3
Student 25	2	3

Student 26	1	3
Student 27	2	3
Student 28	1	3
Student 29	3	1
Student 30	2	3
Student 31	3	1
Student 32	3	3
Student 33	3	1
Student 34	3	2
Student 35	3	3
Student 36	3	1
Student 37	3	3
Student 38	3	1

90**86**

Activeness assessment

(3)

$$\frac{63}{90} \times 100\% = 70\%$$

(2)

$$\frac{20}{90} \times 100\% = 22\%$$

(1)

$$\frac{7}{90} \times 100\% = 8\%$$

Understanding assessment

$$3. \frac{49}{86} \times 100\% = 57\%$$

$$2. \frac{30}{86} \times 100\% = 35\%$$

$$1. \frac{7}{86} \times 100\% = 8\%$$

Nama : Rosma Panjaitan
KLS : VIII⁶
tgl : 08-08-2020

Fill the blanks with the suitable verb to this sentences!

1. I some delicious foods in this restaurant

- a. eating ate
 b. eat eaten

2. I a cup of coffee with him last night

- a. drinking drunk
 b. drank drink

$$B = 5 \times 0 = 40$$

3. we in this house three years ago

- a. came coming
 b. come have come

$$40 + 60 = 100$$

4. They that I am happy

- a. says said
 b. say saying

5. We to each other yesterday

- a. talking talked
 b. talk have talked

change this sentences to negative and interrogative!

1. (+) My family visited Bali last year

- (-) My family did not visit Bali last year
 (?) did my family visit Bali last year

$$B = 6 \times 10$$

$$= 60$$

2. (+) Dinda made a cake for me last night

- (-) dinda did not make a cake for me last night
 (?) did dinda make a cake for me last night

3. (+) Sinta wrote a letter for her mom

- (-) Sinta did not write a letter for her mom
 (?) did sinta write a letter for her mom

Fill the blanks with the suitable verb to this sentences!

1. I ... some delicious foods in this restaurant

- a. eating c. ate
 b. eat d. eaten

2. I ... a cup of coffee with him last night

- a. drinking c. drunk
 b. drank d. drink

3. We ... in this house three years ago

- a. came c. coming
 b. come d. have come

$$B = 5 \times 18 = 90$$

$$90 + 20 = 110$$

(60)

4. They ... that I am happy

- a. says c. said
 b. say d. saying

5. We ... to each other yesterday

- a. talking c. talked
 b. talk d. have talked

change this sentences to negative and interrogative!

1. (+) My family visited Bali last year

(-) my family did not visit Bali last year

(?) did my family visit Bali last year

$$B = 2 \times 10 = 20$$

2. (+) Dinda made a cake for me last night

(-) Dinda not made a cake for me last night

(?) did Dinda made a cake for me last night

3. (+) Sinta wrote a letter for her mom

(-) Sinta did not wrote a letter for her mom

(?) did Sinta wrote a letter for her mom

Nama : Anzwa aisa khairani harahide
 kelas : VIII-C

Fill the blanks with the suitable verb to this sentences!

1. I some delicious foods in this restaurant

- a. eating ate
 b. eat d. eaten

$$B = 5 \times 8 = 40$$

2. I a cup of coffee with him last night

- a. drinking c. drunk
 drank d. drink

60

3. we in this house three years ago

- came c. coming
 b. come d. have come

4. They that I am happy

- a. says said
 b. say d. saying

5. We to each other yesterday

- a. talking talked
 b. talk d. have talked

change this sentences to negative and interrogative!

1. (+) My family visited Bali last year

(-) my family did not visit Bali last year (-)

(?) did my family visit Bali last year?

$$2 \times 10 = 20$$

2. (+) Dinda made a cake for me last night

(-) dinda ^{did} not made a cake for me last night (-)

(?) did dinda make a cake for me last night?

3. (+) Sinta wrote a letter for her mom

(-) Sinta did not wrote a letter for her mom (-)

(?) did Sinta wrote a letter for her mom ?

Wati Wulandari VIII-6

Fill the blanks with the suitable verb to this sentences!

1. I some delicious foods in this restaurant

- a. eating ate
 b. eat d. eaten

2. I a cup of coffee with him last night

- a. drinking c. drunk
 b. drank d. drink

$$B = 5 \times 8 = 40$$

3. we in this house three years ago

- a. came c. coming
 b. come d. have come

$$40 + 60 = 100$$

4. They that I am happy

- a. says said
 b. say d. saying

5. We to each other yesterday

- a. talking talked
 b. talk d. have talked

change this sentences to negative and interrogative!

1. (+) My family visited Bali last year

(-) My Family did not visit Bali last year

(?) did my Family visit Bali last year?

$$B = 6 \times 10 = 60$$

2. (+) Dinda made a cake for me last night

(-) Dinda did not make a cake for me last night

(?) did Dinda make a cake for me last night?

3. (+) Sinta wrote a letter for her mom

(-) Sinta did not write a letter for her mom

(?) Did Sinta write a letter for her mom?

Nama : Siti Nasyilla al-pudra roka .
 kelas - VIII-G

Fill the blanks with the suitable verb to this sentences!s

1. I ... some delicious foods in this restaurant

- a. eating c. ate
 b. eat d. eaten

2. I ... a cup of coffee with him last night

- a. drinking c. drunk
 b. drank d. drink

$$B = 5 \times 8 = 40$$

$$S = 0$$

3. we ... in this house three years ago

- a. came c. coming
 b. come d. have came

4. They ... that I am happy

- a. says c. said
 b. say d. saying

80

5. We ... to each other yesterday

- a. talking c. talked
 b. talk d. have talked

change this sentences to negative and interrogative!

1. (+) My family visited Bali last year

- (-) my family did not visit Bali last year $B = 4 \times 10$
 (?) Did my family visit Bali last year? = 40

2. (+) Dinda made a cake for me last night

- (-) Dinda did not make a cake for me last night
 (?) Does Dinda make cake for me last night?

3. (+) Sinta wrote a letter for her mom

- (-) Sinta did not write a letter for her mom
 (?) Does sinta write a letter for her mom?

Appendices

Fields Note

No : **Fn. 01**

Day, Date : **Monday, February 3th, 2020.**

Place : **Mts Hifzhil Qur'an**

Activity : **Research and Data Collection**

Respondent : **R : researcher**

P: principal

1	The researcher came to school on Monday, February 3 th , 2020. Then, the researcher met with the principal to explain the intent and purpose of the researcher to ask for research permission at MTs hifzhil qur'an. The researcher asked permission first to make pre-observations to find out the atmosphere of learning and teaching English in the classroom. And then To welcome the researcher. The principal gave the researcher permission to conduct the research at the school.
2	The principal invited the researcher to meet the eighth grade English teacher and gave her the opportunity to choose the object of research
3	Researcher and English teachers discuss about the research

Appendices

Fields Note

No : **Fn. 02**

Day, Date : **Monday, August 10th, 2020.**

Place : **Mts Hifzhil Qur'an**

Activity : **Pre-Observation**

Respondent : **R : researcher**

ET: english teacher

1	Researcher come back to school on Monday, August 10 th , 2020 to meet the English Teacher and make pre-observation and collecting data
2	Researcher discuss about students' difficulties in learning English with the English teacher and conduct interview
3	The researcher conduct interview with several students of grade VIII 6 regarding the things that made learning english is difficult for them, especially about the simple past tense. Then the researcher records important information from several students.
4	The researcher returned to meet the teacher after interviewing several students, the researcher returned after taking data and after the thesis proposal trial.

Appendices

Fields Note

No : Fn. 03

Day, Date : Selasa, 25 Agustus 2020.

Place : Mts Hifzhil Qur'an

Activity : Pre-Observation

Respondent : R : researcher

ET: english teacher

S : Students

1	The researcher came to school to conduct research, from data collection in class VIII-6, after the researcher conducted an interview with the teacher before. Regarding to student problems in learning simple past tense, the researcher proposes to apply an inquiry learning strategy, to make students more involved in learning and make them independent and easier to understand.
	The English teacher agreed to apply this learning strategy, and this strategy began to be applied in the classroom
3	The English teacher explains this learning strategy in the class and the researcher observes the activeness of students in the class
4	Researchers observe and accumulate the acquisition of student assessments (value of activity and understanding)





Biography

Name : Indana Ulfah

Reg. Number : 0304162094

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Religion : Islam

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Marital Status : Single

Title : An Analysis Of Inquiry Based Learning Strategy
ToImprove Students' Achievement On Simple Past
Tense At Eighth Grade Students Of Mts Hifzhil
Qur'an Medan

Advisor I : Dr.H. Amiruddin Ms, Ma., Mba., Ph.D

Advisor II : Deasy Yunita Siregar, M.Pd

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Mother' Name : Zubaidah

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- a. SDN 142548 Siabu
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- c. MAN Siabu
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Tarbiyah And Teacher Training

