

CHAPTER IV

A. Finding

The researcher was doing the research approximately one month from January, 11th 2018, until February 13th 2018. The topic of material that is discussed is about narrative text and recount text. The researcher did treatment in 10 (ten) meeting, 1 meeting for pre-test, 8 meeting for treatment, and 1 meeting for post-test. The table below explains the topics taught by researcher.

Table 4.1 The Schedule of treatment

Meeting	Date	Time	Material
1	January, 22 nd 2018	40 minutes	Pre-Test
2	January, 23 rd 2018	2 x 45 Minutes	Narrative Text
3	January, 25 th 2018	2 x 45 Minutes	Narrative Text
4	January, 26 th 2018	2 x 45 Minutes	Narrative Text
5	January, 30 th 2018	2 x 45 Minutes	Narrative Text
6	February, 01 st 2018	2 x 45 Minutes	Recount Text
7	February, 06 th 2018	2 x 45 Minutes	Recount Text

8	February, 08 th 2018	2 x 45 Minutes	Recount Text
9	February, 12 th 2018	2 x 45 Minutes	Recount Text
10	February, 13 th 2018	40 minutes	Post-test

In conducting the research, the researcher went to several steps; the first is pre-test, the second one is treatment using Inquiry Based Learning, the third one is post-test. Before conducting the research, the researcher had to first conduct validity and reliability test. To know the validity of an instrument can be used correlation coefficient by using *product moment* formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Information:

rx_y = Product moment correlation coefficient

N = Number of subjects

X = Number of item scores

Y = Total score

The validity test of research instruments used *software Statistical Packages for Social Sciences (SPSS) for Windows Release 22*. There are 5 items measured in this research, they are: content, organization, vocabulary, language use and mechanic. Validity test used two classes: Science class 2 and Social class.

Table 4.2 Analysis of Validity Test in Science Class

No. Item	r_{xy}	r_{table}	Status
1	0,908	0,374	Valid
2	0,744	0,374	Valid
3	0,837	0,374	Valid
4	0,831	0,374	Valid
5	0,645	0,374	Valid

The validity test, showed that the test was valid in science class. The number of students was 26 and the table shows r_{count} was higher than r_{table} . Which means that these data was valid.

Table 4.3 Analysis of Validity Test in Class Social

No. Item	r_{xy}	r_{table}	Status
1	0,861	0,468	Valid
2	0,932	0,468	Valid
3	0,955	0,468	Valid
4	0,973	0,468	Valid
5	0,949	0,468	Valid

The validity test, it showed that the test was valid in class social. The number of students was 16 and the table shows r_{count} was higher than r_{table} which means that these data was valid.

Table 4.4 Analysis of reliability in science class

Cronbach's Alpha	N of Items
,835	5

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	52,42	12,334	,803	,757
Organization	59,96	16,438	,566	,825
Vocabulary	60,58	16,814	,745	,777
Language_use	57,00	15,680	,712	,780
Mechanics	72,04	21,958	,580	,846

T test is reliable with value of Cronbach's Alfa more than 80. The table above shows the value is 835 with high category.

Table 4.5 Analysis of reliability in social class

Cronbach's Alpha	N of Items
,907	5

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	40,25	32,067	,773	,885
Organization	47,25	30,467	,892	,862
Vocabulary	47,69	29,429	,933	,852
Language_Use	45,63	19,983	,939	,882
Mechanics	55,69	41,696	,749	,929

T test is reliable with value of Cronbach's Alfa more than 90. The table above shows the value is 907 with high category

1. Description about the students' writing skill before being treated using Inquiry Based Learning based on the score

The researcher conducted the English writing test for the tenth graders at MAN 3 Banjar on January 22nd 2018 March in class X Agama 1. The scoring was based on five slightly different categories given the following point values: content 30 point, organization 20 point, vocabulary 20 point, language use (syntax) 25 point, mechanics 5 point and total 100 point. More information about the scores can be seen in the table.

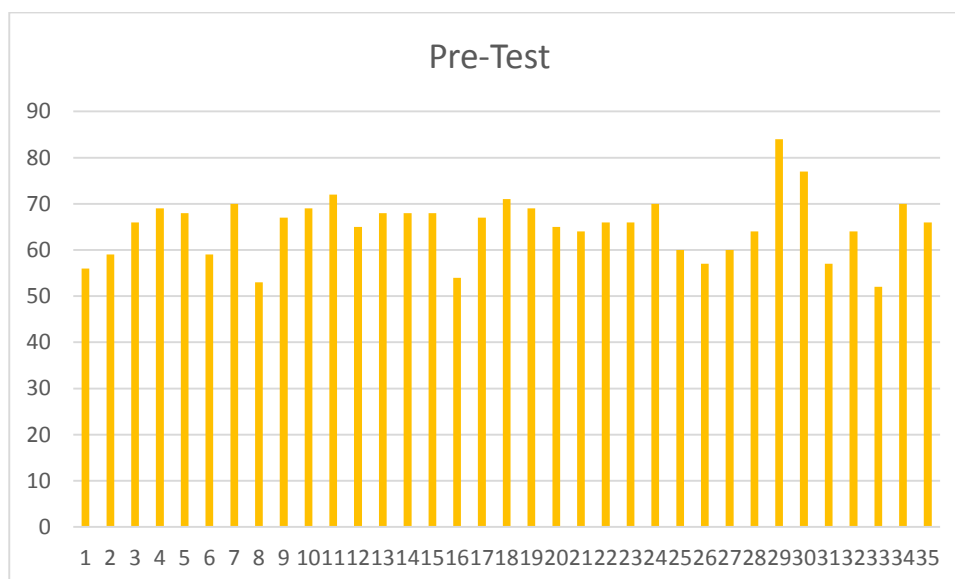
Table 4.6 The pre-test in class X Agama 1

Name	Cont	Org	Voc	Lang	Mech	Score
Student 1	17	12	12	11	4	56
Student 2	17	13	13	13	3	59
Student 3	20	13	14	16	3	66
Student 4	20	14	14	17	4	69
Student 5	22	13	13	17	3	68
Student 6	17	13	13	13	3	59
Student 7	22	14	14	16	4	70
Student 8	16	11	11	12	3	53
Student 9	21	14	13	15	4	67
Student 10	22	14	13	16	4	69
Student 11	22	15	15	16	4	72
Student 12	20	14	13	14	4	65
Student 13	22	14	14	15	3	68
Student 14	22	13	13	16	4	68
Student 15	20	14	14	16	4	68
Student 16	18	11	11	11	3	54
Student 17	21	14	14	14	4	67
Student 18	22	14	15	16	4	71
Student 19	22	14	13	16	4	69
Student 20	22	14	13	12	4	65

Student 21	20	14	13	14	3	64
Student 22	21	14	13	15	3	66
Student 23	21	13	13	15	4	66
Student 24	22	15	13	16	4	70
Student 25	20	14	12	11	3	60
Student 26	17	13	13	11	3	57
Student 27	19	13	12	13	3	60
Student 28	20	13	12	15	4	64
Student 29	27	17	16	20	4	84
Student 30	26	15	15	17	4	77
Student 31	19	11	11	13	3	57
Student 32	20	14	13	14	3	64
Student 33	17	11	10	11	3	52
Student 34	22	14	13	17	4	70
Student 35	22	14	12	15	3	66
The Highest Score						84
The Lowest Score						52
Median						66
Mean						65.14

- * Cont : Content
 Org : Organization
 Voc : Vocabulary
 Lang : Language use
 Mech : Mechanics

Chart 1.1 The pre-test in class X Agama 1



This table and chart show the result from Pre-Test in class X Agama 1. The highest score is 84 and the lowest score is 52. The mean score is 65,14 and the median score is 66.

2. Description about the treatment process using Inquiry Based Learning

In this research, the researcher wants to know about the effectiveness of Inquiry Based Learning in writing skill to the students of class X Agama 1. The materials were taught based on the 2013 curriculum and syllabus from MAN 3 Banjar. In treatment the topic of material that were discussed were about narrative text and recount text. Researchers gave the treatment in 8 meeting, four meeting for narrative text the schedule was as follows: January 23rd, 25th, 26th, and 30th 2018. And than, four meeting for recount text the schedule was as follows; February 01st, 06th, 08th, and 12th 2018. The duration of each teaching was 2 times 45 minutes (90 minutes).

In learning process, the researchers focused on the activities of students in learning process which was in accordance with the strategy that the researcher uses in teaching. In learning that requires students to be active and think critically. So the researcher as a teacher of course must prepare all the needs in the learning process like making lesson plans, materials, media and exercises that will be implemented in learning using treatment with a special strategy of Inquiry Based Learning. For the strategy, there were stages in which students formulated a problem in accordance with the topic of learning and then they found a solution or an answer to the problems they have found, then the teacher's task was to evaluate the results of students activities.

The learning process based on Inquiry Based Learning consisted of 6 stages divided into 3 activity is pre-activity, while-activity and post-activity.

a. Pre-activity

This activity was before the researcher as teacher started of learning, In pre-activity, the researcher prepared the students to be ready for learning activity. In beginning teaching learning process, the researcher greeted the students, checking the students' attendance and condition. The researcher also reviewed materials discussed in the last meeting. The researcher asked the students to mention what they have learned in the last meeting. The researcher gave an overview of the material to be learned by (power point, quiz, picture, and video), and researcher gave some question to students. Below was example adapted from learning activity in the classroom.

Teacher : "Assalamu'alaikumWr. Wb."

Students : "Wa'alaikumsalamWr. Wb."

Teacher : "Good morning students!"

Students : "Good morning Miss"

Teacher : "Are you happy for today ?"

Students : "Yes."

In the first meeting, during pre-activity the researcher gave an overview of the material to be learned by *Slide Power Point*. In second meeting the researcher reviewed about materila last meeting and ask questions related the material to be studied. The third meeting, after reviewing the material reseacher asked to student read and analysis the

story about *Timun Mas*. The fourth meeting in pre-activity was the same as the first meeting in which the researcher gave an overview of the material to be learned. The fifth until the eighth meeting, the topic about recount text and this activity is the same such as giving an overview of the material to be learned and asking questions related to the material.

b. While-activity

This activity is a core activity in the learning process. In this research, the researcher did the treatment using Inquiry Based Learning. There were 6 stages that must be passed by students in the learning process. The first one is *Orientation*. At this stage, the researcher took steps to foster a conducive atmosphere or learning climate. The things that were done in this orientation stage are as follows; The first, The researcher described the topics, objectives, and learning outcomes expected to be achieved by students. The second, the researcher described the main points of activity that the student must do to achieve the goal. At this stage, the steps of Inquiry were described and the objectives of each step, from the step of formulating the problem to the step of formulating the conclusion. At last, the researcher described the importance of topics and learning activities. This was done in order to provide student learning motivation.

The next stage is *Formulating the problem*. It is a stage where the researcher brought the students into a puzzle-filled problem. The issue presented was a matter that challenges students to solve the puzzle. The puzzle in the formulation of the problem certainly had the answer, and

students were encouraged to find the right answer. The process of finding answers was very important in Inquiry learning. Therefore, through the process the researcher hope students again valuable experience as an effort to develop mental through the process of thinking.

The third stage is *Formulating hypotheses*, Hypothesis is a temporary answer to a problem being studied. As a temporary answer, the hypothesis needs to be verified. One way that the researcher as teachers could do to develop the ability to guess (hypothesize) on each student is to ask questions that can encourage students to formulate a temporary answer to the possible probability of an answer to a problem studied. The other stage is *Collecting data*, Collecting data is the activity of capturing the information needed to test the proposed hypothesis. In Inquiry learning, data collection is a very important mental process in intellectual development. The process of collecting data requires not only a strong motivation in learning, but also persistence and ability to use learning potential.

The researcher as the teachers, in this stage the researcher asked students to ask questions that can encourage students to think about finding the information they needed. In each meeting during the treatments the researcher gave motivating for students to looking for information they want to know. This process the interaction between teachers and students is more active and clear.

And the fifth stage is *Testing the hypothesis*, Testing the hypothesis is to determine the answer that is considered acceptable in accordance with

the data or information obtained based on data collection. Testing the hypothesis also means developing rational thinking skills. For this stage the teacher should give confidence to the students and provide an opportunity for them to present the results they had gained. That is, the truth of the answer given is not only based on argumentation, but also must be supported by the data found and can be accounted for.

The last stage is *Formulating conclusions*. It is the process of describing the findings obtained based on the results of hypothesis testing. In this stage teachers and students conclude the results that have been studied. To reach an accurate conclusion, teachers should be able to show students about relevant data.

In the first meeting, the researcher gave a video to be observed by the students. The researcher guided the students to ask questions, and the researcher gave the students an opportunity to collect information data possible from sources. In the second meeting the researcher asked students to observe the story and ask questions about structure in narrative text. In the third meeting the researcher asked students to analyze the story about *Little Red Riding Hood* with grammar used. In the fourth meeting, the students worked individually, the researcher showed the video to students and asked students to analyze and recount the story about Changing Batteries. In the fifth and the seventh meeting, the students observed the text about experiences and in the sixth meeting, the students worked in groups, observed and asked questions about the story. The eighth meeting is the last meeting for treatment and the

researcher to evaluate the material, the researcher asked the students to write the story about their experiences.

c. Post-activity

The final activity that will be conducted in eight meeting for treatment was same. The learners and teachers did reflections on the learning activity and its benefits, providing feedback on the process and learning outcomes. Afterwards, the teacher rewarded the best group in presenting the work of the group. Then, Learners and teachers prayed and closed the activity. Before closing the meeting, the teacher explained what students would do in the next meeting. Below is example adapted from learning activity in the classroom.

Teacher : “For the next meeting, please look for drama of narrative story. Becasue the time is over, see you next meeting. And don’t forget with your assignment!”

Students : “Yes, Miss”

Teacher : “Wassalamu’alaikumWr. Wb.”

Students : “Wa’alaikumsalamWr. Wb. Thank you Miss!”

3. Description about the students’ writing skill after being treated using Inquiry Based Learning based on post-test score

The researcher conducted the English writing test for the tenth grade at MAN 3 Banjar on January 22 and March 13 in class X Agama 1 (IIK I). Post-test conduted on 13th of March. The scoring was based on five slightly differrent categories given the following point values: Content 30 point,

Organization 20 point, Vocabulary 20 point, Language use (syntax) 25 point, Mechanics 5 point and total 100 point. More information about the scores can be seen in the table.

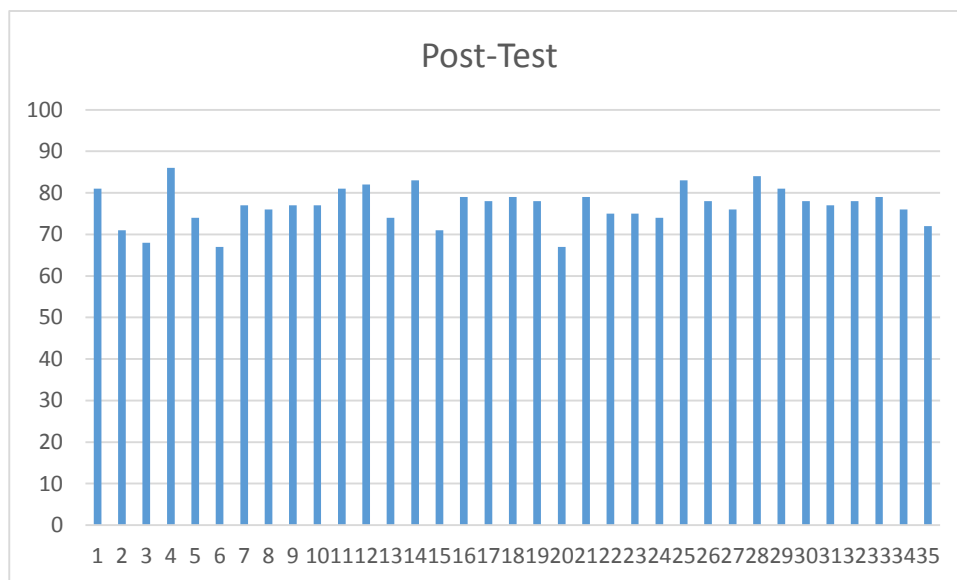
Table 4.7 The post-test in class X Agama 1

Name	Cont	Org	Voc	Lang	Mech	Score
Student 1	26	16	16	19	4	81
Student 2	22	14	14	18	3	71
Student 3	21	13	14	17	3	68
Student 4	27	18	17	20	4	86
Student 5	23	16	15	17	3	74
Student 6	21	14	13	16	3	67
Student 7	25	15	15	18	4	77
Student 8	25	15	15	17	4	76
Student 9	25	16	15	17	4	77
Student 10	25	15	15	18	4	77
Student 11	26	16	16	19	4	81
Student 12	26	16	16	20	4	82
Student 13	23	15	15	18	3	74
Student 14	27	17	16	19	4	83
Student 15	22	14	14	17	4	71
Student 16	25	16	16	18	4	79
Student 17	24	16	16	18	4	78
Student 18	25	16	16	18	4	79
Student 19	26	15	15	18	4	78
Student 20	22	13	13	15	4	67
Student 21	26	15	16	18	4	79
Student 22	25	15	14	17	4	75
Student 23	25	15	14	17	4	75
Student 24	24	15	14	17	4	74
Student 25	27	17	16	19	4	83
Student 26	25	16	16	17	4	78
Student 27	25	15	15	17	4	76
Student 28	27	17	17	19	4	84
Student 29	27	16	15	19	4	81
Student 30	25	16	15	18	4	78
Student 31	25	15	15	18	4	77
Student 32	25	16	15	18	4	78
Student 33	25	16	16	18	4	79

Student 34	25	15	14	18	4	76
Student 35	24	14	14	17	3	72
The Highest Score						86
The Lowest Score						67
Median						77
Mean						76.88

* Cont : Content
 Org : Organization
 Voc : Vocabulary
 Lang : Language use
 Mech : Mechanics

Chart 1.2 The post-test in class X Agama 1



This table and chart show the result from Post-Test in class X Agama 1. The highest score is 86 and the lowest score is 67. The mean score is 76,88 and the median score is 77.

4 . Description about effectiveness students' writing skill by using Inquiry

Based Learning in pre-test and post-test

**Table 4.8 The difference between the pre-test and post-test in class X
Agama 1**

NAME	DIFFERENT		SCORE
	PRE-TEST	POST-TEST	
Student 1	56	81	25
Student 2	59	71	12
Student 3	66	68	2
Student 4	69	86	17
Student 5	68	74	6
Student 6	59	67	8
Student 7	70	77	7
Student 8	53	76	23
Student 9	67	77	10
Student 10	69	77	8
Student 11	72	81	9
Student 12	65	82	17
Student 13	68	74	6
Student 14	68	83	15
Student 15	68	71	3
Student 16	54	79	25
Student 17	67	78	11
Student 18	71	79	8
Student 19	69	78	9
Student 20	65	67	2
Student 21	64	79	15
Student 22	66	75	9
Student 23	66	75	9
Student 24	70	74	4
Student 25	60	83	23
Student 26	57	78	21
Student 27	60	76	16
Student 28	64	84	20
Student 29	84	81	-3
Student 30	77	78	1
Student 31	57	77	20
Student 32	64	78	14
Student 33	52	79	27
Student 34	70	76	6
Student 35	66	72	6

The table above showed the different score between pre-test and post-test. Among the 35 students sampled, student got a higher pre-test score than the post-test. Generally it can be concluded that the students' score after treatment with Inquiry Based Learning increased when compared with students before treatment.

. Inferential analysis is aimed at testing the research questions and hypothesis. Those tests were used to analyze whether the hypothesis using parametric or non parametric research. The researcher did normality and homogeneity test by using One-sample Kolmogorov-Smirnov SPSS version 22.

Table 4.9 Result of Normality Test

		Pre_test	Post_test
N		35	35
Normal Parameters ^{a,b}	Mean	65,14	76,89
	Std. Deviation	6,704	4,575
Most Extreme Differences	Absolute	,147	,110
	Positive	,120	,093
	Negative	-,147	-,110
Test Statistic		,147	,110
Asymp. Sig. (2-tailed)		,055 ^c	,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

In normality test based on Kolmogorov-Smirnov, data were stated as

distributed normal when sig. score was above 0.05. In the table above, it showed that both pre-test and post-test had normal distribution data. The sig. score in pre-test was 0.05. Meanwhile the sig. score in post-test was 0.200. Researcher concluded the data is normal because the score was above 0.05.

Homogeneity test was used to test whether the data from the two groups have the same variant in order that the hypotheses can be tested by t-test. Like normality test, this kind of test also used SPSS version 22 software. Homogeneity test was calculated by using Levine. The following tables contained the result of test of homogeneity between both of the score.

Table 4.10 The result of Homogeneity test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil_ Belajar	Equal variances assumed	3,199	,078	-8,559	68	,000	-11,743	1,372	-14,481	-9,005
	Equal variances not assumed			-8,559	60,019	,000	-11,743	1,372	-14,487	-8,999

In the test of homogeneity, the data was stated as homogeny distribution when sig. score was above 0.05. Sig. Score in these columns were 0.078. These

was bigger than 0.05 which means that these data had homogeny distribution data .

In this study, the researcher used Paired Sample T-test in this test which was conducted on two paired samples. Paired samples can be interpreted as samples with the same subject but subject to different treatments.

Table 4.11 The result of Paired samples T-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	65,14	35	6,704	1,133
	Post_test	76,89	35	4,575	,773

In the result of analysis using paired samples test there are results of two samples for pre-test and post-test data. The value of pre-test obtained the mean of learning outcome of 65.14. As for the value of post-test obtained the mean value of learning outcome of 76.89. The number of respondents or students who were sampled is 35 students.

Table 4.12 The result of Paired samples T-test

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	-11,743	7,762	1,312	-14,409	-9,076	-8,950	34	,000

The table above showed the results of pre-test and post-test that has been done on 35 students as a sample in this research. The t-test statistic is -8,950 and df in this result is 34. While the value of sig. (2-tailed) by 0,000 \leq 0.05. Because the sig value. (2-tailed) by 0.000 is smaller than 0.05. Then it can be concluded that the use of Inquiry Based Learning is effective for the subjects of english writing in students of class X Agama 1.

B. Discussion

From the statistical measurement above shows that *Ho* (Null Hypothesis) is not accepted or rejected; *Ha* (Alternative Hypothesis) is accepted. because value of t_{count} is higher than of t_{table} (value of critic "t"). It means, there is significant difference in students' writing skill using Inquiry Based Learning. Based on the score pre-test and post-test there is differences score before and after using using Inquiry Based Learning in writing skill. it is mean the effectiveness using IBL to increase students writing skill. It can see the score of the test and post-test.

Based on result of the test there were different highest and lowest scores of the test. The highest score of students who used Inquiry Based Learning was 86 and the highest score of students who did not use Inquiry Based Learning using technique was 84. While the lowest score of the students who used Inquiry Based Learning was 67 and the lowest score of the students who do not use Inquiry Based Learning was 52.

Based on the table 4.7, students' writing skill who used Inquiry Based Learning with objective the score. Writing skill of students who use Inquiry Based Learning with five components, they are Content 30 point, Organization 20 point, Vocabulary 20 point, Language use (syntax) 25 point, Mechanics 5 point and total 100 point. This evidence support the Joe Excline (2014) finds out that through the process of inquiry, individuals construct their understanding.

According to the result of the research, the students who used Inquiry Based Learning increased their writing skill than the students who do not use Inquiry Based Learning. According to their English teacher, the students had difficulties in writing english paragraph and got confused where they should start to write, and also their proficiency in writing skill were not in the same level. The students needed a strategy to make their writing easier.

Based on table 4.10, the students' writing skill who use Inquiry Based Learning with objective test score. Showed the different score between pre-test and post-test. Among the 35 students sampled, 1 student got a higher pre-test score than the post-test. It happened because the condition of students at the time of test execution also affected their writing result. Thus, if bad condition such as sick, have a problem and not intrested about the material. of students it make their imagination in writing is also disturbed. For overall it can be concluded that the students score after treatment with Inquiry Based Learning increased when it was compared to students before treatment.

In treatment the researcher using Inquiry Based Learning. The eighth times to treatments, The treatments conducted in class X Agama 1. The topic to treatment are narrative text and recount text. The activity in treatment has divide into 3 activities: pre activity, while activity and post activity. Duration of each meeting was 90 minutes. The researcher used various media such as slide power point, picture, video, paper sheet, puzzle, and outline.

The opinions of some figures about Inquiry Based Learning, namely; Investigations and problem solving have been proposed for many years because they help students learn metacognitive strategies. According to Brown (1994), students who can use this strategy are better language learners. And discusses how inspiring teachers guide students' thought processes and personal reflection to influence positive learning outcomes; it has become a basic element of inquiry-based learning (IBL).

In the context of education, inquiry-based learning (or inquiry-based learning) has been recognized as a powerful tool for learning about the subject domain, and more importantly for learning how to learn, as it helps people to develop their self-learning skills. It can be concluded that the Inquiry Based Learning is a teacher process to guide students 'thinking and help develop students' self-learning skills.

In general, writing skill is difficult than other skills in English lesson. It happened also with students at MAN 3 Banjar especially class relegion I. Students assume English lesson is very difficult like writing text, pronunciation, translation, etc. Assumed of students had a negative impact

because it made them lazy to learn English lesson. Based on fact above the researcher used the Inquiry Based Learning to teach English lesson especially writing text in the topic of narrative and recount text. This strategies made the students more active with question and answer, critically in analyzing the text and making a text suitable with the topic.

Writing skills is very important in the learning process of students. The role of a teacher who can guide students is needed to develop students' writing skills. Writing is considered a productive skill along with speaking (Harmer, 2007 p. 265). Since ideas or thoughts are abstract things that come from our minds, it is not easy to turn them into understandable or readable forms. A similar definition is also expressed by Rohman (as quoted in McDonald & McDonald, 2002 p.7). He points out that useful writing is described as the process of putting thoughts into words and words into paper. Oshima and Hogue also stated that making good writing is a complicated process. It requires the ability to write grammatically correct sentences and arrange them logically into paragraphs or essays (Oshima & Hogue, 2006).

Harmer (1998, p. 261-262) stated the teacher not only needs to deploy some or all of the usual roles when they ask students to write, but also they should have the ones of these important roles when they are teaching writing, the roles are: motivator, resource, and feedback provider.

Majid (2013, p.222) explained the third characteristics of Inquiry Learning strategies: First, the inquiry strategy emphasizes the activity of students to search and discover of material being studied for themselves.

Second, all students' activities are directed to find their own answers which they ask, so that students can develop their confidence (*self-belief*). Thus, the inquiry learning strategy accelerates the teacher as a facilitator and student motivator. Third, objectives of using inquiry learning strategies are to develop systematic, logical, and critical thinking or to develop intellectual abilities as part of mental processes. Basen on the definiton above, the researcher gave motivation and confidence to students that writing was easy if they like it. The reseacther also provides some writing exercises ranging from sentence to a story with a fun of learning and provided an opportunity for them to develop their English skills independently with guidance of teacher.

The topics in class treatment were narrative and recount text. Narratives are stories about person or a group of people overcoming problems (Joyce & Feez, 2000, p. 24). Anderson and Anderson (2004) and Joyce and Feez (2000) propose that the structures of narratives includes orientation, complication, evaluation, resolution, and coda. The goals in this research not only to develop students' writing skill but to make the students understand the way to write and structure about the text. The second topic is Recount text. It is a piece of text that retells past events, usually in the order in which they happened. According to Knapp (2005, p.224), Recount Text basically is written out to make a report about an experience of a series of related event. The researcher gave opportunity the students to write their experience such as experience when the special moment of them. It made the students happy and remember their experience that ever happened.

The result in this thesis showed the effectiveness of Inquiry Based Learning to increase students writing skill. The score of pre-test and pos-test showed the different results in the writing skill students class Agama 1. It means, after using Inquiry Based Learning, the students can improve their writing skill.