

CHAPTER IV

RESULT AND DISCUSSIONS OF RESEARCH

The chapter specially deals with the result findings and discussion of the data obtained from implementation of inquiry method in teaching grammar mastery. Then, it deals with some theories before. This chapter also deals with some interviews based on qualitative reserach of this study, such as interview, observation, and documentation.

These data are answer of two research problems: How does the teacher implementation of inquiry method in teaching grammar mastery for tenth grade at SMA Ma'arif 1 Pamekasan and What are the advantages and disadvantages of inquiry method in teaching grammar mastery for tenth grade at SMA Ma'arif 1 Pamekasan.

A. The Result of Research

The researcher explain about the research result of the implementation of inquiry method in teaching grammar mastery for tenth grade at SMA Ma'arif 1 pamekasan that can motivate the students activities in learning grammar english.

In this part, the researcher describes the research discovery which is gotten in research field either of observation result, interview result, and documentation. The result and discussion include teaching grammar using inquiry method done by the English teacher at tenth grade of SMA Ma'arif 1 Pamekasan.

1. How does the teacher implementation of inquiry method in teaching grammar mastery for tenth grade at SMA Ma'arif 1 Pamekasan?

To obtain the data related in the implementation of Inquiry method in teaching grammar mastery, the researcher conducted an observation in the English learning process at tenth grade at SMA Ma'arif 1 Pamekasan.

Based on the research. The researcher observed in three meeting in the school. It was on 22th July 2020, 28th July 2020, and 29th July 2020.

a. The Result of Observation

1) The First Meeting

To Obtain the data related in the implementation of inquiry method in students grammar mastery, the researcher conducted an observation in the English teaching learning process at tenth grade of SMA 1 Ma'arif Pamekasan. The researcher did the first observation it was conducted on Wednesday, 22th July 2020. It was started on 08.20 o'clock until 10.00. The researcher entered to the classroom as observer only, without doing anything else. The teacher whose name was Fitriatun Nisa', S.Pd. She was controller and the students of the tenth grade did the activity in the classroom following the teacher's instruction. The teacher taught the students using the inquiry method in grammar class.

Furthermore, there are three steps in teaching and learning process of grammar class in the first and second meeting. They are pre-teaching, whilst-teaching, and post-teaching in the

implementation of Inquiry method in teaching grammar mastery for tenth grade at SMA 1 Ma'arif, each steps will be explained by the researcher as follow:

a) Pre-Teaching in The Implementation Of Inquiry Method In Teaching Grammar Mastery

It was the first section in the teaching learning process before the teacher taught in the classroom. It was showed by:

1. The Teacher prepared the lesson plan of teaching grammar before come to the class.
2. As usual the teacher came to class, she gave greeting, pray together and asked the students condition like this one:

“Assalamualaikum, Wr.Wb.” Said the teacher

“walaikumsalam, Wr.Wb, mom” the students answered

“Good Morning, students? How are you today?” said the teacher

“Morning, mom. I’m fine. And you?” The students answered

“Alhamdulillah, I’m very well, Thank you” said the teacher.

3. The next, the teacher check the students attendace to know students who attend and do not attend.
4. The teacher gives motivation for students.
5. The teacher gives the topic would be discuss.

Teacher : Well, are you ready to study ?

Students : Yes, ready mom.

Teacher : Alhamdulillah, okay. I have interesting method today.

The learning method was inquiry method



(Picture 4.1)

b) Whilst – Teaching in The Implementation Of Inquiry Method In Teaching Grammar Mastery

It was about the main activity in the teaching learning process in the classroom. It was showed by:

1. The teacher give material in a text that have to read by students, its about grammar.
2. The teacher explain the material of the grammar but only briefly.



(Picture 4.2)

3. The teacher make students in several groups.



(Picture 4.3)

4. The teacher give assignments to each group.



(Picture 4.4)

5. The teacher order the students to discuss with their group friends.



(Picture 4.5)

6. The teacher ask representatives from each group to present the results of each discussion group



(Picture 4.6)

**c) Post – Teaching in the The Implementation Of Inquiry Method
In Teaching Grammar Mastery**

It was last section in the teaching learning process. It was showed
by:

1. The teacher have to give an evaluation of their group work.

2. The teacher give students the opportunity to ask questions. And then the teacher asked if the students got difficulty or not during teaching learning process



(Picture 4.7)

3. The teacher close the meeting by reciting *Hamdalah* together and saying “*Assalamualaikum Wr. Wb*” and then the students continue the answer “*Wassalamualikum, Wr. Wb*”

2) **The Second Meeting**

In this section, the second meeting of research it was conducted by the researcher on Wednesday, 22 July 2020. It also was started on 10.15 o'clock until 12.00 o'clock. In this meeting the teacher also used three steps in teaching learning process at Tenth grade of SMA Ma'arif 1 Pamekasan. They are pre- teaching, whilst- teaching, and post- teaching. Each steps will be explained by the researcher as follow:

a) **Pre- Teaching The Implementation Of Inquiry Method In Teaching Grammar Mastery**

It is second meeting of teaching learning process:

1. The Teacher prepared the lesson plan of teaching grammar before come to the class.
2. As usual the teacher came to class, she gave greeting, pray together and asked the students condition like this one:

“Assalamualaikum, Wr.Wb.” Said the teacher

“waalaikumsalam, Wr.Wb, mom” the students answered

“Good Morning, students? How are you today?” said the teacher

“Morning, mom. I’m fine. And you?” The students answered

“Alhamdulillah, I’m very well, Thank you” said the teacher.

3. The next, the teacher check the students attendace to know students who attend and do not attend.
4. The teacher prepared the implementation of inquiry method
5. The teacher asked to the students “Are you ready,all”. The student answer “Yes, mom”

b) Whilst- Teaching The Implementation Of Inquiry Method In Teaching Grammar Mastery

1. The teacher continued the activity in the class.
2. The teacher informed the students that the teacher would use inquiry method to teach them.
3. The teacher continue to explain about the material briefly to the students.
4. The teacher gives assignment to the students.
5. The teacher order the students to work on assignments individually.



(Picture 4.8)

**c) Post – Teaching in the The Implementation Of Inquiry Method
In Teaching Grammar Mastery**

It was last section in the teaching learning process. It was showed by:

1. The teacher order the students to collect assignment that are done individually to the teacher.
2. The teacher corrects students assignment.
3. The teacher gives students the opportunity to ask question about material that is not understand by the students.
4. The teacher repeats explaining the material asked by students.
5. The teacher closes the lesson by praying.

3) The Third Meeting

In this part, the researcher would explained and described the third observation. The third meeting of research it was conducted

by the researcher on Wednesday, 29th July 2020. It also was started on 10.15 o'clock until 12.00 o'clock. In this meeting the teacher also used three steps in teaching learning process at Tenth grade of SMA Ma'arif 1 Pamekasan. They are pre- teaching, whilst- teaching, and post- teaching. Each steps will be explained by the researcher as follow:

a) Pre- Teaching in The Implementation Of Inquiry Method In Teaching Grammar Mastery

1. The Teacher starts the lesson by reading the prayer together.
2. The teacher gives greeting, and asked the students condition.
3. The teacher check the students attendace
4. The teacher asked to the students "Are you ready,all". The student answer "Yes, mom"

b) Whilst- Teaching The Implementation Of Inquiry Method In Teaching Grammar Mastery

It was about the main activity in the teaching learning process in the classroom. And in the third meeting, the teacher give explanation or review about the materials have been learned by students.

1. The teacher order the students to focus and understand The teacher explanation.
2. The teacher re explain the lessons learned by students from the first meeting to the second meeting.
3. The teacher provides opportunities for students to survive material that is not yet understood.

**c) Post – Teaching in the The Implementation Of Inquiry Method
In Teaching Grammar Mastery**

It was last section in the teaching learning process. It was showed by:

1. The teacher provides opportunities for students to survive material that is not yet understood
2. The teacher give motivation for the students to more spirit to learn and learn lessons at home respectively
3. The teacher close the class by prayers together

b. The Result of Interview

In the same case, to know the advantages and disadvantages inquiry method on students grammar mastery, the researcher uses interview to collect data. Moreover, the teacher and the students especially know that this method is useful or effective for grammar class. Based on the result interview, this method is very helpful students be active in class. It is supported by the English teacher statement namely Mrs. Fitriatun Nisa', S.Pd, she said:

“This Method is very useful since it gives a advantages to students can improve students’ thinking by letting students ask an discuss and also be able to answer their own questions by discussion. Moreover, this method give the students build their own understanding, and can Increase learning motivation and develop learning

strategies to solve problems, and can teach students more easily and condusive in the classroom”.¹

The teacher also gives a statement about the advantages and disadvantages for the teacher implementing this method. she said:

“The advantages of this method for me in grammar class. I can find out students who are actively in grammar and those who are not. So that I can know students in grammar mastery. Whereas, disadvantages of this strategy for me is time. We need a lot of time when students think and look for answer. So I can not controlled to give the answer directly”.²

The teacher argues that inquiry method is very useful since it gives a advantages to students can improve students’ thinking by letting students ask an discuss and also be able to answer their own questions by discussion. It is supported by the statement of the students. As the result of interview to some students at the tenth grade of SMA Ma’arif 1 Pamekasan.

Eka Silvia Amalia said:

“The method is easier to understand because we don't always hold to the teacher's direction, we can find it ourselves and solve a task given by the teacher. therefore, we can build our own understanding. But, besides that there are drawbacks. With mothers using this method, it takes longer to understand because we find the answers ourselves.”.³

Juliana Ulandari said:

“The disadvantage may be that there are students who have difficulty in making or searching for a thought

¹Direct Interview with Mrs. Fitriatun Nisa’, *As English Teacher At SMA Ma’arif 1 Pamekasan*. On Wednesday, 22th July 2020 at 08.30 a.m.

²Direct Interview with Mrs. Fitriatun Nisa’, *As English Teacher At SMA Ma’arif 1 Pamekasan*. On Wednesday, 22th July 2020 at 09.00 a.m.

³Direct Interview with Eka Silvia Amalia On Wednesday, 22th July 2020 at 10.05 p.m

because they find it themselves and for their strengths we can improve our learning in our own way.”⁴

Mohammad Ali said:

“In my opinion, the disadvantages is sometimes there are students who do not understand the lessons learned. And for its strengths students can gain knowledge widely with a number of sources that we find ourselves, and we better understand and remember more.”⁵

Ummi Hani also said :

“I think the method used by my Teacher is quite pleasant and can make me more active in the classroom, but because the teacher explained only a little and immediately gave us a duty, so we sometimes have trouble answering the task of the teacher because the teacher explained the material only briefly”.⁶

It is also supported by Nurul Hasanah :

"The method used by my teacher is good and fun because we are divided into several groups and I can discuss with friends of my friends in the classroom and it makes me not feel bored in the classroom, but not his teacher just explained the material briefly and sometimes I have not understood the material but fortunately I because the group divided I can ask my friend friends who one group with me”.⁷

Achmat Feri Wahyudi also said:

"I like the method that my teacher uses when the grammar is fun and I can be more active in the classroom because there are group assignments with friends and this method makes me comfortable in class”.⁸

⁴Direct Interview with Juliana Ulandari On Wednesday, 22th July 2020 at 10.07 p.m

⁵Direct Interview with Mohammad Ali On Wednesday, 22th July 2020 at 10.10 p.m

⁶Direct Interview with Ummi Hani On Tuesday, 28th July 2020 at 10.10 p.m

⁷Direct Interview with Nurul Hasanah On Tuesday, 28th July 2020 at 10.20 p.m

⁸Direct Interview with Achmat Very Wahyudi On Tuesday, 28th July 2020 at 10.30 p.m

Faizal Zakaria also said:

“ According to the benefits of the method used by my teacher while teaching there are many chapters, one of them can make students more active in the classroom can make me think more and discuss with friends to be able to answer the question, and more makes my curiosity to more on the material that my teacher made, and also that method can make the class atmosphere more fun and not boring”.⁹

Maulana Ibrahim also said:

“There are some benefits some in my opinion, for example I do not feel bored in the classroom and more I have the best to find answers to the tasks given by the teacher and also make not sleepy in the classroom. And if the advantages of this method, I think students often struggle to seek answers from assignments given by teachers because the teacher only describes briefly about the material”.¹⁰

Puadi said:

“I like how I teach my teacher, because making the classroom atmosphere is not boring because it is used as a group and we are given the task of working on the questions of the teacher in discussing with group friends, so we can work together to find answers and exchange opinions, and we can freely search for answers in each way and in my opinion it can train our creativity , but sometimes we also feel difficulties because sometimes there are problems that are difficult for us”.¹¹

Rahmatun Karimahalso said:

"The benefits of the method used by my teacher are good but there is also a drawback for example I feel difficulties in class when immediately given the

⁹Direct Interview with Faizal Zakaria On Wednesday, 29th July 2020 at 10.10 p.m

¹⁰Direct Interview with Maulana Ibrahim On Wednesday, 29th July 2020 at 10.10 p.m

¹¹Direct Interview with Puadi On Wednesday, 29th July 2020 at 10.10 p.m

assignment because the teacher describes only a few, but because the class is divided into several groups it also facilitates me because I can ask for help from my group mates and also can exchange opinions with them".¹²

Beside the researcher doing interview with the students of tenth grade, the reseracher also doing interview to English teacher at SMA Ma'arif 1 Pamekasan.

“The students are very enthusiastic because they will think and find out what they will answer. I let students discuss and search for new understanding about grammar.”¹³

The students is very enthusiastic when the teacher informed them that the teacher would use inquiry method in the implementation this method either in the first meeting until third meeting, there were some difficulties that the teacher faced in the learning process. *The first*, need a lot of time when students think and look for answer. So, students find it difficult to grasp quickly grammar material at this time. The teacher must explain in more detail during the last meeting, so students better understand the grammar material being studied. *The second*, students often struggle to seek answers from assignments given by teachers because the teacher only describes briefly about the material. Therefore, it can made the students confused what the students explained. Facing this difficulty, the teacher got need a lot of time when students think and look for answer. The teacher also gave clear explanation at the end of the time.

¹²Direct Interview with Rahmatun Karimah On Wednesday, 29th July 2020 at 10.10 p.m

¹³Direct Interview with Mrs. Fitriatun Nisa', *As English Teacher At SMA Ma'arif 1 Pamekasan.* On Wednesday, 22th July 2020.

Additionally, the situation of the class is very important. It should make students feel comfort and enjoyable during process of teaching and learning by this method. The atmosphere in the class will determine the successful of the method. From the results of this research, the researcher can conclude that Inquiry Method can be implemented in teaching grammar mastery. But the English teacher must manage the classroom well. It can be shown that the students are very an attractive, effective, interesting and enjoyable in teaching learning process.

B. Discussion of Research

In this discussion section, the researcher would like to present about the implementation of inquiry method in teaching grammar mastery for tenth grade at SMA Ma'arif 1 Pamekasan, the procedure of the teacher to implemet this method, and how this method help the students in learning grammar, also help the teacher to create in which useful and meaningful to students. Therefore, this method will help both teacher and students in the sucessful of teaching and learning process especially in grammar class since it has some activities that motivate the students in grammar.

1. How the Teacher Implementation Of Inquiry Method in teaching grammar mastery for tenth grade at SMA Ma'arif 1 Pamekasan.

Based on the observation guideline that used by the reseracher, there are three meetings in the implementation of inquiry method in teaching grammar mastery for tenth grade at SMA Ma'arif 1 Pamekasan. The English teacher focuses on making students active in class, because purpose of this method give the students build their own understanding,

band can increase learning motivation and develop learning strategies to solve problems, and can teach students more easily and conducive in the classroom. Moreover, the researcher also conducts interview to get the data. Not only describing the implementation of the method but also knowing how the method helps the students in learning grammar mastery especially for tenth grade class.

The researcher found that implementation inquiry method in classroom such as this steps: in pre teaching the teachers prepare a lesson plan (RPP) for grammar material, then after that the teacher read the prayer together with the students, then check the situation of the class and also the situation the student then give a motivation to the students before giving the material, after students are seen ready to receive lessons from the teacher then teachers will give material to the students. Then, in whist teaching the teacher gave the material in the form of text or that is in the student's book, then the teacher gave explanation about grammar material to students but the explanation given by the teacher was explained briefly, then after that the teacher formed the students into several groups, then the teacher gave the task to each group, and told the students to cooperate and discuss with the group members in completing the After all the groups have finished tracking the task, the teacher has one student or representative from each group to present their answers to the class. It is suitable with Anam Khoirul statement that inquiry method gives free spaces for students to find their own passions and ways of learning. Students are no longer forced to learn in certain styles or ways, they are

developed to be creative and productive learners. The positive value, they not just will know, but also understand essence and the potential for developing certain subject matter.¹⁴

Then, the teacher orders representatives of each group to present the assignment of each group, the teacher corrects every wrong answer from each group, and then the teacher provides an opportunity for all students to ask if there is still material they do not understand, and after that the teacher closes the lesson by praying together.

2. The Advantages of Inquiry Method in teaching grammar mastery for tenth grade at SMA Ma'arif 1 Pamekasan

Based on the observation and interview the advantages of inquiry method are :

a. For Teacher

1) Train Creativity on students to solve the problem in grammar class.

The teacher give the students assigment, the students can discuss with the group friends who have been determined but even though students are still more required to think of themselves and then exchange opinions with friends. And it is suitable with the theory According to the Eva Faryatul that inquiry method can make students can build their own

¹⁴Anam,Khoirul, *Pembelajaran berbasis inkuiri metode dan aplikasi* (Yogyakarta : Pustaka Pelajar 2016), page 12

understanding, and make students get freedom is doing research.¹⁵ So, with inquiry method the teacher can teach easily and manage the classroom more conducive than before using the method and make students more independent.

2) Can teach students more interest and independent in teaching process in the classroom.

Inquiry method can make the teacher focus to make the students more independent in teaching process because with using this method allows students to work alone or as part of a small group. Content can be presented in different forms, including text, video, audio, virtually or physically, helping meet students in their space while adapting to individual needs and preferences. This is an effective way to engage students in the learning process, helping them learn from first-hand experiences. It is suitable with the theory according to Eva Fariyatul that inquiry method can increase learning motivation and develop learning strategies to solve problems.¹⁶

b. For Students

1) Can make students are more active in the classroom.

¹⁵Nurdyansyah, Eva Fariyatul, *Inovasi Model Pembelajaran* (Sidoarjo : Nizamial Learning center, 2016) page 148

¹⁶ Ibid

Inquiry method can make students are more active in the classroom. The students is more active than teacher, the students will find their own understanding, and make the students more independent. It is suitable with Anam Khoirul stated: the student is more active than teacher. Teachers come to class easily bring problems to be solved by students, then they are guided to find the best way to solve those problems.¹⁷

2) Can increase motivation and engagement the students.

Inquiry method helps During this process, most students understand why the rule or formula works, how the idea was developed, and when they can apply the rule, formula or idea. By way of students learning to find their own answers, this method indirectly provides motivation and confidence for students, so as not to always depend on the teacher. It is suitable with Eva Fariyatul said inquiry method or this method can increase learning motivation and develop learning strategies to solve problems.¹⁸

The researcher found that inquiry method for tenth grade at SMA Ma'arif 1 Pamekasan have some advantages for the teacher and students which is very helpful for students learning.

¹⁷Anam,Khoirul, *Pembelajaran berbasis inkuiri metode dan aplikasi* (Yogyakarta : Pustaka Pelajar 2016) page 13

¹⁸Nurdyansyah, Eva Fariyatul, *Inovasi Model Pembelajaran* (Sidoarjo : Nizamial Learning center, 2016) page 148

3. The Disadvantages of Inquiry Method in teaching grammar mastery for tenth grade at SMA Ma'arif 1 Pamekasan

Based on the observation and interview the disadvantages of inquiry method are :

a. For Teacher

1) The Teacher should explain in more detail at the last meeting.

Based on the result of the interview with English teacher at SMA Ma'arif 1 Pamekasan, the teacher need a lot of time when students think and look for answer. So, the teacher can not controlled to give the answer directly. So that at the last meeting, the teacher had to explain in more detail to make sure the students really understood, it is suitable with theory according Eva fariyatul inquiry method although make active students may still not understand or recognize basic concepts, rules, and principles, and students often have difficulty making opinions, making hypotheses, making experimental and make conclusions.¹⁹

b. For Students

1) Take many time in teaching learning process

Based on the results of the interview with some students at SMA Ma'arif , there are some of them who say that the method of inquiry used by teachers in grammar learning in the classroom also takes a lot of time because there are some of them

¹⁹ibid

who have difficulty in answering the problem given by the teacher so that requires a lot of time. It is suitable with the theory Eva Fariyatul said : inquiry method or this method make the learning process requires more time.²⁰

2) Make some students difficult in teaching learning process

In the implementation of inquiry method there are also some students who argue that the method used by teachers make some of them difficulties in the process of learning to teach in the grammar class, because not all students will match the implementation of the method of inquiry, because the size of students ' mastery to receive the lesson is different, there are students who can quickly receive and understand the material submitted by , although the teacher only explained briefly, but there are also students who have to properly get more attention from the teacher because of their lack of mastery, therefore when the teacher explain the material briefly in the class then there are some students who feel difficulties in learning in the class especially in the grammar class.

²⁰ibid

