

**THE EFFECTIVENESS OF INQUIRY BASED TEACHING TO TEACH
WRITING VIEWED FROM STUDENTS' CREATIVITY**

(An Experimental Study at SMP Negeri 1 Karanganyar, 2013/2014)

A THESIS

**Presented to the Graduate School as a Partial Fulfillment of the Requirements
to Obtain the Graduate Degree in English Education Department**



By

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SURAKARTA

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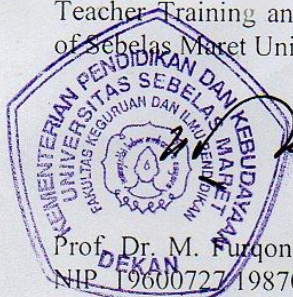
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “*THE EFFECTIVENESS OF INQUIRY BASED TEACHING TO TEACH WRITING VIEWED FROM STUDENTS’ CREATIVITY* (An Experimental Study at SMP Negeri 1 Karanganyar, 2013/2014).”

It is not plagiarism or made by others. Anything related to others’ works is written in quotation, the sources of which are listed on the list of references. If then the pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, July 22nd 2014

Fitria Wulan Sari

ABSTRACT

Fitria Wulan Sari. S891302020. 2014. *The Effectiveness of Inquiry Based Teaching to Teach Writing Viewed from Students' Creativity (An Experimental Study at SMP Negeri 1 Karanganyar, 2013/2014)*. First Consultant: Prof Dr. Joko Nurkamto, M. Pd; Second Consultant: Dr. Sujoko, M. A. Thesis. Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University.

The main objectives of the research are to find out whether (1) Inquiry Based Teaching is more effective than Guided Writing to teach writing skill; (2) students having high creativity have better writing skill than those having low creativity; and (3) there is any interaction between teaching methods and students' creativity in teaching writing skill for the eighth grade students of *SMP Negeri 1 Karanganyar*.

The research applied in this research was an experimental research. The teaching methods are Inquiry Based Teaching and Guided Writing. Creativity as the attribute variable was divided into high creativity and low creativity. The population of the research was the eighth grade students of *SMP Negeri 1 Karanganyar* in the academic year of 2013/2014 consisting of 176 students. The samples of this research were the 8B as experimental class and 8A as control class that consisted of 22 students in each class. The samples were taken by using cluster random sampling. The data were collected from creativity and writing tests. These data were analyzed using: (1) descriptive statistics and inferential statistics which were used to find out the normality and homogeneity of the data; and (2) Multifactor Analysis of Variance (ANOVA) test of 2x2 and Tuckey test were used to test the research hypothesis.

Based on the result analysis, there are some research findings that can be taken: (1) Inquiry Based Teaching is significantly different from Guided Writing to teach writing and Inquiry Based Teaching is more effective than Guided Writing to teach writing. (2) The writing skill of the students who have high creativity is significantly different from that of those who have low creativity and (3) There is an interaction between teaching method and creativity in teaching writing; (a) for the students who have high creativity, Inquiry Based Teaching is more effective than Guided Writing and (b) for the students who have low creativity, Guided Writing is more effective than Inquiry Based Teaching to teach writing.

Based on the research findings, it can be concluded that Inquiry Based Teaching method is an effective method to teach writing skill, and the effectiveness is affected by the degree of students' creativity. In this case, Inquiry Based Teaching works effectively to students having high creativity. Therefore, teachers are expected to create the activity in such a way that can improve students having low creativity.

Keywords: *Inquiry Based Teaching, Guided Writing, writing skill, creativity, Experimental research*

MOTTO

“When there is a will there is a way”

(Fitria Wulan Sari)



DEDICATION

This thesis is dedicated to:

Her dearest parents “Bapak Markun” and “Ibu Sumiyem”

Her beloved husband & my lovely daughter “Mas Agus” and “Ghaida”

Her sister “Ninik”

Her sisters and brothers in law “Mas anin, Mbak Endang, Mas Eko, Mbak ade’,
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I expect that this thesis is able to contribute and improve for the English teaching and learning and also for the readers. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Surakarta, July 22nd, 2014

Fitria Wulan sari

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