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**The Effect Of Using Inquiry Based Teaching Assisted By The Boss  
Baby Cartoon On The Students' Achievement In Learning  
Grammar**

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**ABSTRACT**

*This research was carried out the effect of using Inquiry Based Teaching Assisted by The Boss Baby Cartoon on The Students' Achievement in Learning Grammar. The objective of this study described that Inquiry Based teaching Assited by The Boss Baby Cartoon on The Students' Achievement in Learning Grammar. This research has been conducted at SMA SWASTA AL-HIKMA JL. Marelana Raya Pasar 4 Barat. The population of this research was the tenth grade students of SMA SWASTA AL-HIKMA JL. MARELAN RAYA. Academic year 2019/2020. There were three classes of tenth years in this school with total number 108 students. Two classes were taken as sample. The researcher used cluster sampling. There were 68 students as sample that were divided into two classes, for experimental class (X MIA 2) consisted of 33 students and for control class (X IIS 1) consisted of 35. The students had been given the multiple choice, which consisted 20 items. The finding showed that students who taught by using Inquiry Based Teaching got the better score than those who taught by using Listening Team, which was proven from the result of analysis showed that *t*-observed (5.24) was higher than *t*-table (1.66). It meant that alternative hypothesis (*H<sub>a</sub>*) was accepted.*

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**INTRODUCTION**

English is as an international language use as a tool for communication in daily life and academic activities. In Indonesia, English as foreign language is formally teach in school from junior high school until university. Language function as communication tool so that the language has central function is assist the intellectual, social and student emotional

are reflected towards language, which is the grammar it self. According to Harmer (2001:12) explains grammar as the decription of the ways in which word can change their forms and can be combined into sentences in language.

Therefore,in teaching grammar an English of strategies is to make the lesson be easy for students to learn and understand. English teacher must knew how to stimulate students'curiosity and must be able to present the lesson so that the lesson was more interesting to need learning.

There were some students' problems in learning grammar. The first was students got bored in learning grammar, because most of teachers just try to force the students memorized the pattern of tenses in grammar and it always happened in every teaching in learning grammar. There was any changing of strategy from the teacher to the students to make students were not bored in learning grammar. The second, the students got a low achievement in learning grammar. There were so many factors in which student got a low achievement in learning grammar. The first factor was internal factor and the second factor was external factor. Internal factors came from family and the external factor came from environment and the others people who involved in their life. Students needed motivation from internal and external factors especially for their learning.

As we know, the students got a low achivement in learning grammar because in their background of life is from Indonesia so students got some difficult to learn grammar because they taught learning grammar was a foregin language. Students can feel there were so many difference grammar in English and in Indonesia. They felt studying Indonesian language was easier than English language because students learnt Indonesian earlier from their born until know.

In achieving the successful of grammar in learning English, a teacher should be able to create inquiry based teaching assisted by the boss baby cartoon. The aims of using a variety ways and learn grammar inquiry based teaching. The aims of using a variety of ways and learn grammar in inquiry based teaching were to make the lesson easy for the students to learn of understanding grammar. So the students enjoyed and would not get bored in learning process

### **The formulation of Problem**

The formulation of problem of this study was formulated ,”Is there any significant effect of using inquiry based teaching assisted by the boss baby cartoon on the students' achievement in learning grammar?”

### **The Objective of the Study**

The objective of study was to find out the signficiance effect of using inquiry based teaching assisted by the boss baby cartoon on the students achievement in grammar.

### **The Significance of the Study**

#### 1.Theoritically

As theoritical, this research can achieve to understand learning grammar in which it is very useful for all of students especially for studying tenses

#### 2.Pratically

The researcher expects that the result of the study was useful for:

- a. The teacher, to contribute for them in improving and enriching their teaching strategies , and as a means of learning the students' comprehend in grammar.
- b. Students, to get experience of using inquiry based teaching in grammar,it would help them to measure their ability in comprehend grammar.
- c. Other reseacher ,hopefully this can be use as reference in conducting the some study for obtaining better result

### **B.Review of Literature**

### **a. Inquiry Based Teaching**

Branch (2004: 11) defines inquiry based teaching is a process where students are involved in their learning , formulate question investigate widely and then build new understanding , meaning and knowledge. Elliot (2000:404) defines by saying that inquiry teaching is a term for teaching that permits students to be active partners in search for knowledge.

Slameto (2003:116) says that inquiry based teaching is a teaching term which follows the concepts in giving opportunity to students to develop their intercultural potency through their own efforts to find something as the answer to certain problem through investigation.

The definitions imply that inquiry based teaching strategy that focuses on students' investigation on questions that are challenging in which the question be active and creative to find answer. It is not teacher centered of whole activities in class. In some cases, teacher places him or herself as an enable. It means that teacher provides initial question that triggering the students self finding.

Teacher gives students opportunity to learn. Teacher arranges classroom condition in way that encourages student to think about the means of solving problems, and teacher works from assumption that students should actively seek information rather than passively accept it in lectures. However, teacher is not only source of information rather than. Students may use other source of information rather than students may use other source to find out the information. Teacher's role is not transferring knowlegde but it merely enabling, coaching, and supporting students discover of subject matter by themselves.

### **b. The Steps of Inquiry Based Teaching**

According to Dewey (2010: 2) provide some steps in inquiry based teaching

1. Asking, there is a question or a problem the learners begin to describe.
2. Investigating, in order to answer the question, students begin to gather Information by doing investigation
3. Creating, students are asked to create new thought and ideas outside their new ideas outside their discussing prior knowledge.
4. Discussing, students share their new ideas with others.
5. Reflecting, students to look back to the triggering question, investigation and new though

### **c. The Advantages of Inquiry Based Teaching**

1. It is essential, it can awake one's confidence, interest ,self-esteem.
2. Its best when working on interdisciplinary projects that reinforce multiple skills or knowledge areas in different facets of the same projects.
3. It can work with any age group

### **d. The Disadvantages of Inquiry Based Teaching.**

1. This approach requires mental process.
2. This approach requires a large number of class hours lesson than other strategies

### **C. Conceptual Framework**

Grammar is an important element of language. By mastering the grammar language will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills. This study is intended to find out the improving of students' grammar by using inquiry based teaching. Learning grammar can improve students' grammar.

In inquiry based teaching the teacher will give the task to students to identify, analyze subttile in cartoon especially for simple present tense So students are more active

because teacher only give them instruction and guide them. Students try to look more information about what teacher says. So , it is expected that applying inquiry based teaching in learning grammar. In teaching English grammar the teacher must be able to present the lesson such as way to make it more interesting and relevant to needs of learning.

The aims of the study comprise the following : a)finding out the approaches used by the lectures in teaching grammar ,b)outlining the difficulties encountered by students in studying grammar and c)explaining the grammar mastery levels of the students.

#### a. Technique of Collecting the Data

1. Giving pre test
2. Giving the treatment
3. Giving post- test
4. Collecting the students' answer sheet
5. Scoring the students' answer on the two groups

#### b. Technique of Analyzing Data

From the data the calculation was made to find out whether apply Inquiry Based Teaching assisted by the boss baby cartoon could be helpful in learning grammar. The data were calculated by using t-test from Sudijono (2018)

1. Listing the students' score of Experimental and Control Group in Pre-test and Post-Test
2. Finding the Mean by using the formula

- a. Mean of Experimental Group.

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2018: 81})$$

- b. Mean of Control Group

$$M_y = \frac{\sum Y}{N}$$

3. Finding the Standard Deviation (SD) by using formula

- a. Standard Deviation (SD) of Experimental Group

$$SD_1 = \sqrt{\frac{\sum X^2}{N}} \quad (\text{Sudijono, 2018 : 157})$$

- c. Standard Deviation of Experimental Group

$$SD_2 = \sqrt{\frac{\sum Y^2}{N}}$$

4. Finding the Standard Error by using the formula

- a. Standard Error of Experimental Group

$$SE_{M1} = \sqrt{\frac{SD_1}{N-1}} \quad (\text{Sudijono, 2018 : 282})$$

Standard Error of Control Group

$$SE_{M2} = \sqrt{\frac{SD_2}{N-1}}$$

5. Finding the Standard Error diferrential between  $M_x$  and  $M_y$  by using the formula

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \quad (\text{Sudijono : 2018 : 283})$$

6. Finding  $t_o$  by using the formula

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}} \quad (\text{Sudijono : 2018 : 284})$$

Where :

$M_x$  = Mean score of experimental group  
 $M_y$  = Mean score of control group  
 $N_1$  = Number of students in experimental group  
 $N_2$  = Number of students in control group  
 $SD_x$  = Standard deviation of experimental group  
 $SD_y$  = Standard deviation of control group  
 $SE_{M1}$  = Standard Error of Mean of experimental group  
 $SE_{M2}$  = Standard Error of Mean of control group  
 $SE_{M1-M2}$  = Standard Error differential between  $M_x$  and  $M_y$   
 $t_0$  = Test Observation

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$M1$  : Mean of the difference of Experimental Class  
 $M2$  : Mean of the difference of Control Class  
 $SE M1$  : Standard Error of Experimental Class  
 $SE M2$  : Standard Error of Control Class

#### Statistical Formula

The statistical formula :

If  $t$ -test  $>$   $t$ -table =  $H_a$  is accepted and  $H_o$  is rejected

If  $t$ -test  $<$   $t$ -table =  $H_a$  is rejected and  $H_o$  is accepted

Where :

$H_a$  : There is a significant effect of using inquiry based teaching assisted by the boss baby cartoon on the students' achievement in learning grammar. (the hypothesis is accepted).

$H_o$  : There is no significant effect of using inquiry based teaching assisted by the boss baby cartoon on the students' achievement in learning grammar. (the hypothesis is rejected)

#### D. Research Finding

It was found that using inquiry based teaching assisted by the boss baby cartoon on the students' achievement in learning grammar gave significant effect. The students were taught by using inquiry based teaching assisted by the boss baby cartoon got higher score than those taught by using listening team technique. The result of test showed that the  $t_{observe}$  was higher than  $t_{table}$  ( $5.24 > 1.66$ ). It means that the inquiry based teaching assisted by the boss baby cartoon gave the significant effect on the students' achievement in learning grammar.

#### E. Result and Discussion

This study is intended to find out the improving of students' grammar by using inquiry based teaching. Learning grammar can improve students' grammar. In inquiry based teaching the teacher will give the task to students to identify, analyze subtitle in cartoon especially for simple present tense. So students are more active because teacher only give them instruction and guide them. Students try to look more information about what teacher says. So, it is expected that applying inquiry based teaching in learning grammar. In teaching English grammar the teacher must be able to present the lesson such as way to make it more interesting and relevant to needs of learning.

The aims of the study comprise the following : a) finding out the approaches used by the lectures in teaching grammar, b) outlining the difficulties encountered by students in studying grammar and c) explaining the grammar mastery levels of the students.

#### F. Conclusion and Suggestion

### **a. conclusion**

Based on the data analysis, it was found that there was the significant effect of inquiry based teaching assisted by the boss baby cartoon. It showed the final result which was proved from the total score of pre-test and post-test before giving treatment, 1645 and 2540 respectively. It was found  $t_{\text{observe}} > t_{\text{table}}$  or  $5.42 > 1.66$  with  $df = 66(33+(35-2))$ . Most of students responded well to the lesson by using Inquiry Based Teaching assisted by the boss baby cartoon. It was characterized by an increase of students' learning outcomes, students' activity in learning grammar. So, Inquiry Based Teaching can be concluded to be effective in learning grammar.

### **b. Suggestion**

1. It is advisable that teachers should apply inquiry based teaching assisted by the boss cartoon as the alternative in learning grammar.
2. It is suggested that teachers should enrich their especially by applying inquiry based teaching on the students' learning grammar.
3. It is suggested that students are able to teach grammar by applying inquiry based teaching assisted by the boss baby cartoon, to be better in grammar and also to enrich the idea of memorizing learning grammar.
4. Other researchers should consider observing this writing as their orientation to make another research about the same topic.
5. Teachers should make the learning process enjoyable, because students love to watch and learn best when they enjoy themselves.
6. Researchers hope the school institution can support teachers to create enjoyable, fun and interesting situations in learning.
7. Students who were taught by using inquiry based teaching assisted by boss baby cartoon got better achievement than the students who were taught by using listening team technique.

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