

THE EFFECTIVENESS OF APPLYING INQUIRY BASED LEARNING MODEL IN SUPPORTING STUDENTS' CREATIVITY IN LEARNING ENGLISH

Nurwinda Laili Puspitasari, Urai Salam, Eni Rosnija

English Language Education Study Program of FKIP UNTAN, Pontianak

Email: winda.laili@live.com

Abstract: This study aims to find out the effectiveness of Inquiry Based Learning (IBL) Model in supporting students' creativity in learning English hortatory exposition text for eleventh grade students of SMA Pontianak Academic Year 2014/2015 . This research was a quasi experimental research with non-equivalent control group design. The sample used was purposive sampling where XI MIA 1 as the experimental class and XI MIA 3 as the control class. Questionnaire was the tool to investigate the level of students' creativity in learning hortatory exposition text. The questionnaire was administered as measurement before and after the treatment. The calculation of questionnaire score was based on Likert's Scale. The calculation of effect size shows the number of 2.06 (>1.00) which is categorized as "strong". The data revealed that the students in experimental class got more opportunities for sharing their ideas in the IBL classroom and those opportunities resulted to the improvement of students' creativity.

Keywords: IBL, Creativity, Hortatory Exposition Text.

Abstrak: Penelitian ini bertujuan untuk mengetahui keefektifan Inquiry Based Learning Model (IBL) dalam mendorong kreativitas siswa dalam belajar teks Bahasa Inggris hortatori eksposisi untuk siswa kelas sebelas SMA Pontianak tahun ajaran 2014/2015. Penelitian ini adalah sebuah penelitian quasi experimental dengan rancangan non-equivalent control group. Sampel yang digunakan adalah purposive sampling dimana XI MIA 1 sebagai kelas eksperimen dan XI MIA 3 sebagai kelas kontrol. Questionnaire digunakan untuk mencari tahu tingkat kreativitas siswa dalam belajar teks hortatori eksposisi. Questionnaire digunakan sebagai tolak ukur sebelum dan sesudah perlakuan. Penghitungan nilai questionnaire berdasarkan Skala Likert. Penghitungan tingkat keefektifan menunjukkan hasil 2.06 (> 1.00) yang mana dikategorikan sebagai efek yang kuat. Data menyatakan bahwa siswa di kelas eksperimen mendapatkan kesempatan lebih untuk membagi ide mereka di kelas IBL dan kesempatan itulah yang menghasilkan peningkatan akan kreativitas siswa.

Kata Kunci: IBL, Kreativitas, Teks Hortatori Eksposisi

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 (as cited in Hammond et al, 2001) 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. Treffinger et al (as cited in Lucas et al, 2012) stated that creativity complex and multi-faceted, occurring in all domains of life. If the students are creative, then their ability in mastering all skills in learning English will be increased.

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 (2004), 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. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action. By using IBL 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 21th 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. Alberta Learning (2004) stated that Inquiry Model is based on more than 30 years of research from around the world, with thousands of children, adolescents and adults in a variety of inquiry settings, and holds true whether the inquirer is a six-year-old, a senior high school student, an undergraduate student at university, lawyer, a teacher or a researcher.

A raising issue about inquiry started from John Dewey's critique. John Dewey who is a well-known educational philosopher gave his critique that science education was not taught to train the students' scientific thinking. In his critique, Dewey mentioned that science must not be taught as a subject to be memorized, but as a subject which is emphasize in the process and way of thinking.

Barrow (2006) informed that the inclusion of inquiry into science curriculum was recommended by John Dewey in 1910, a former science teacher. Dewey's model of inquiry is students need to active where the teacher as facilitator. According to Dewey (as cited in Barrow, 2006) problems to be studied must be related to students' experiences and within their intellectual capability; therefore, the students are to be active learners in their searching for answers. Inquirers are able to make relation with their prior knowledge and experience to set their new assumptions in inquiry classroom. The assumptions which are arised must be supported by data collecting and verificating.

Justice et al (2006) stated that inquiry can be considered an effort to translate constructivist theory into practice: a methodology of constructivism using curiosity, exploration, and active involvement to drive engaged learning. Taber (2011) mentioned that the basis of modern constructivist perspective is how people make sense from their learning. It assumes that learners come with the knowledge based their own experience in the environment. This is also supported by Alberta Learning (2004) which stated that by using an inquiry model helps students to internalize a process for inquiry that is transferable to everyday life situations. Learners can get experiences through the things around them, as an example is table. There are many types of table, it can be wooden, glass, or metal and also table is vary in their shapes, but we know that the function of table is always same.

Looking out to the characteristic of Inquiry Based Learning as explained by Alberta Learning (2004) which involve students in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge and the creativity criteria as explained by Lucas et al (2012), inquisitive, persistent, imaginative, collaborative, and disciplined, it can be said that IBL can provide the activities that can support students' creativity in learning.

Bush (as cited in Alberta Learning, 2004) stated his perception that inquiry-based learning as an opportunity for students to experience learning through inquiry and problem solving, characterized by exploration and risk taking, by curiosity and motivation, by engagement in critical and creative thinking, and by connections with real-life situations and real audiences. That is why using IBL can help the teachers to produce creative students. The application of IBL in English classroom will promote students to be active in learning process. Student are hoped to be creative in finding any related sources in helping them to forming the concept of the lesson.

According to Alberta Learning (2004) the phases of Inquiry Model are planning, retrieving, processing, creating, sharing, and evaluating. In planning phase the students are asked to identify the topic and possible information sources. The retrieving phase is meant to collect and evaluate information where

in creating phase is meant to organize the information and create product. The next phase is sharing where the students need to communicate their ideas and the last phase is evaluating where the students are asked to evaluate their own learning. Through the IBL phase, it is clearly seen that IBL requires the students to work actively in learning process. Students cannot remain silent in IBL classroom, they need to be creative to find the material, to ask question, to find the answer of the question, to associate, and to communicate. Seeing the benefit from IBL classroom, Hacker stated (as cited in Alberta Learning, 2004) through reflecting on the process during inquiry-based learning activities, students are given opportunities to explore and understand both the cognitive and affective domains of “learning to learn”.

One of the key points to make students get better experience in learning and waking up their interest to learn is an interesting topic. Alberta Learning (2004) stated that Inquiry-based learning begins with the inquirers’ interest in or curiosity about a topic. That is why in IBL classroom, teachers need to know what topic that may arise students’ curiosity. When the students get their interest in a topic, they will be motivated to learn and when the students do not have background of a topic, the teacher needs to provide them motivating information. In IBL classroom, past experience is needed as students’ background when they are starting to learn something.

An interesting topic must be something which is related to their real life experience, so the students have their past experience to be related to the topic. When we are going to support students’ creativity in IBL classroom, not only interesting topic that should be raised, but the topic must support the students to think critically. Hortatory exposition text is one of the worth interesting topic to be aroused in IBL classroom.

Agustine (2012), give her understanding that hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. So, hortatory exposition text is a text which tries to persuade the readers to believe in something and done things as recommended in the text. Reading a hortatory exposition text will start the students to make their assumption, whether they are agree or disagree with the text. For the example, the students are given a hortatory exposition text entitled Mobile Phone Should be Banned in School. Each student makes their own assumption whether they should agree or disagree with this text and supported with their argument. Some students may agree because they think that mobile phone can disturb their concentration when learning, they can play games or have a chat with their friend or even cheating, but the rest will be disagree because they see that mobile phone is needed to find any sources related to the lesson or for calling their parents in emergency situation.

In conclusion, it is expected that IBL Model can support students’ creativity with the help of interesting material, hortatory exposition text. The criteria of IBL classroom will facilitate students to be creative in learning because it requires the students to be independent in their learning and try to use their critical thinking. In order to prove that IBL can support students and to find out how effective IBL can support students’ creativity in learning English hortatory

exposition text, the writer conducts a quasi experimental study for eleventh grade students in SMA 9 Academic Year 2014/2015.

METHOD

There are many methodologies that can be used in research area, but considering the aim of this research, the writer will use experimental research. Lodico et al (2006) said that experimental research is about studying the effect or the impact of an approach under stringent and controlled conditions to make statements of causality. There are three levels of experimental research: pre-experimental, quasi experimental and true experimental study. In this research, the writer will use quasi experimental study with some considerations. Cohen et al (2007) mentioned in their book that although pre experimental study appears to be akin to an experiment, the lack of a pretest, of matched groups, of random allocation, and of controls, renders this a flawed methodology. So, to get better result, the writer decided not to use pre-experimental study.

Based on Cohen et al (2007), true experimental include some several features: one or more control groups, one or more experimental groups, random allocation to control and experimental groups, pretest of the groups to ensure parity, post-test of the groups to see the effects on the dependent variable, one or more interventions to the experimental group(s), isolation, control and manipulation of independent variables, and non-contamination between the control and experimental groups.

There are some features that the writer cannot fulfill like random allocation to control and experimental groups and non-contamination between the control and experimental group so the result is purely the cause of treatment. Random allocation cannot be done because it will cause the disturbance of class organization and there are some things that the writer cannot handle, so non-contamination is duobtly done. Considering to the writer's weakness, quasi experimental is the appropriate method to be used in this research. Lodico et al (2006: 185) states, "quasi experimental study, involves random assignment of whole groups to treatments. To ensure that the groups are similar, researchers often administer a pretest to both groups. Cohen et al (2007) in his book, Research Methods In Education, give a design of quasi experimental study as belows:

<i>Experimental</i>	<i>O1</i>	<i>X</i>	<i>O2</i>

<i>Control</i>	<i>O3</i>		<i>O4</i>

Scheme: A quasi-experimental design

The above design shows that O1 is observation 1, the observation to see the condition of experimental group before the treatment, X as the treatment, O2 as observation 2, the observation to see the condition of experimental group after the treatment, O3 as observation 3, the observation to see the condition of control group before the usual teaching learning process is applied, and O4 as observation

4, the observation to see the condition of control group after the usual teaching learning process is applied.

There were some steps that the writer followed in conducting this research: (1) defining the population, (2) taking the sample, (3) administering questionnaire before treatment, (4) giving the treatment, (5) administering the questionnaire after treatment, and (6) organizing and analyzing the data.

In considering the time, the writer decided to take sample because there are too many students with too many groups to be observed. Cohen et al (2007) stated that researchers must take sampling decisions early in the overall planning of a piece of research. Factors such as expense, time, and accessibility frequently prevent researchers from gaining information from the whole population. Therefore they often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. This smaller group or subset is the sample.

In this research, the writer took two samples for the quasi experimental design, one as the experimental group and another one as the control group. In taking the samples, the writer used purposive sampling. Cohen et al (2007) stated that purposive sampling is taking the sample based on the researcher's judgment of their typicality of the particular characteristics being sought. In other words, purposive sampling is taking sample to fulfill the specific needs of the researcher. The characteristics of each class like the number of the students, the level of their creativity, and also the level of classroom participation were the things to be considered by the writer. The writer choice fell on XI MIA 1 as the experimental group and XI MIA 3 as the control group. Both of the classes have the same number of students, 34 and the students in both classes have the same characteristics in case of their creativity and the level of active participation because from all of the eleventh classes, XI MIA 1 and XI MIA 3 based on the writer observation in her teaching practice.

In collecting data, the writer used questionnaire. The questionnaire helped the writer to find out students' creativity based on their choices in answering every question. In setting the questionnaire, the writer used Likert's Scale. Jamieson (2004) mentioned that Likert's scales are commonly used to measure attitude, providing a range of responses to a given question or statement. Because creativity is a kind of attitude, so Likert's scales will fit it. Cohen et al (2006) mentioned that a Likert's scale provides a range of responses to a given question or statement and such a scale could be set out thus : 1 is strongly disagree, 2 is disagree, 3 is neither agree not disagree, and 5 strongly disagree. Based on Cohen explanation, the writer will give 1-5 scale to the students' choice.

For the data analysis, the writer used Excel to compute students' mean score after and before treatment for both classes. The interval of students' score also be calculated by using Excel. After calculating the students mean and interval score, the writer used the following formula to calculate standard deviation for both classes.

$$Sd = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - 1}}$$

(Hinton, 2004: 87)

Where Sd is standard deviation, $\sum D$ is the total sum of squared interval score, is the total of interval score, and N is the number of students.

After getting the students' score after treatment, the writer did a t-test to measure the difference between two classes; experimental and control class. Cohen et al (2007) described that t-test is used to discover whether there are statistically significant differences between the means of two groups, using parametric data drawn from random samples with a normal distribution. In other hand, t-test helps us to prove the hypothesis. The formula of t-test will be described as below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S = \frac{\sqrt{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}}{n_1 + n_2 - 2}$$

(Djudin, 2011: 22)

Where t is t- test, X_1 is mean of experimental class, X_2 is mean of control class, S_1^2 is variance of experimental class, S_2^2 is variance of control class, n_1 is number of students in experimental class, and n_2 is number of students in control class.

The writer also need variance to calculate the t-test. According to the understanding from Sugiyono's book, 2003, variance can be calculated as the squared of standard deviation.

In order to know the effectiveness of IBL in supporting students' creativity in learning English, the writer will used effect size formula. Glass, et al. (as cited in Cohen, et al: 2007) calculate the effect size as:

(mean of experimental group – mean of control group)

standard deviation of the control group

Based on Glass, et al. the effect size can be categorized as: weak effect if the result 0-0.20, modest effect if 0.21-0.50, moderate effect if 0.51-1.00, and strong effect if more than 1.00.

FINDINGS AND DISCUSSION

Findings

After conducting a quasi experimental research in for the eleventh grade of SMA 9 Pontianak, the writer obtained the data for the shake of this research findings. First, the writer calculated the mean score before and after the treatment both in experimental and control class, the data will be shown in the table belows:

	Mean Score Before	Mean Score After	Students' Interval Score	Squared Students' Interval Score
Experimental Class	70.94	95.97	851	23853
Control Class	71.32	64.35	-237	9551

Analyzing the table above, the writer get data that the mean of score before the treatment in experimental class is 70.94 where in the control group is 71.32. It might be assumed that both classes do not have significant gap with the students' creativity, so they may start equally before the treatment. This equal starting will help the writer to provide better result.

Provided by the table, the sum of students' interval score in experimental class is 851 and the sum of students' interval score in control class is -237. From this data, we can interpret that the students' interval score in experimental class is higher than in the control class. This result shows that experimental class performed better than control class.

After computing students' mean score and students' interval score by Excel, the writer came to the next step, calculating standard deviation for both classes:

- a. Standard deviation for experimental class

$$Sd = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - 1}}$$
$$Sd = \sqrt{\frac{23853 - \frac{(851)^2}{34}}{34 - 1}}$$
$$Sd = \sqrt{77,36}$$
$$Sd = 8,8$$

$$\begin{aligned}\text{Variance} &= Sd^2 \\ &= 8,8^2 \\ &= 77.44\end{aligned}$$

b. Standard deviation and variance for control class

$$\begin{aligned}Sd &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - 1}} \\ Sd &= \sqrt{\frac{9551 - \frac{(-237)^2}{34}}{34 - 1}} \\ Sd &= \sqrt{239.36} \\ Sd &= 15.5\end{aligned}$$

$$\begin{aligned}\text{Variance} &= Sd^2 \\ &= 15.5^2 \\ &= 240.25\end{aligned}$$

After getting the standard deviation for both classes, the writer did a t-test to prove the first hypothesis of this research, whether IBL Model is effective or not in supporting students' creativity in learning English hortatory exposition text. The result of of t-test will be shown as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$\begin{aligned}S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\ S &= \sqrt{\frac{(34 - 1)77.44 + (34 - 1)240.52}{34 + 34 - 2}} \\ S &= 12.59\end{aligned}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{95.97 - 64.35}{12.59 \sqrt{\frac{1}{34} + \frac{1}{34}}}$$

$$t = 10.27$$

According to Alhusin (2002), H_0 is rejected if $t_{obtained} > t_{critical}$ and H_0 is accepted if $t_{obtained} < t_{critical}$. In looking to $t_{critical}$ we need t distribution critical values table. Before looking to the table, we need to pay attention to the df. From $\alpha = 5\%$ and $df = 34+34-2 = 58$, $t_{critical}$ shows the number of 1.668. In this research, $t_{obtained} (10.27) > t_{critical} (1.668)$, therefore H_0 is rejected which means H_a is accepted. From the result of t-test, it is proved that IBL Model can support students' creativity in learning English hortatory exposition text.

Already proved the first hypothesis, the writer came to the next step, calculating the effect size in order to know the level of effectiveness of IBL Model in supporting students' creativity in learning English hortatory exposition text. The calculation will be shown as follows:

$$\frac{(\text{mean of experimental group} - \text{mean of control group})}{\text{standard deviation of the control group}}$$

$$\frac{25.03 - (-6.97)}{15.5} = 2.06$$

As computed by the formula above, the effect size is 2.06 with the category "strong effect". Thus, the IBL Model is effective in supporting students' creativity in learning English hortatory exposition text to the eleventh grade students of SMA 9 Pontianak in academic year 2014/2015.

Discussion

In this research, the first step to be administered by the writer was conducted measurement before treatment in both experimental and control group. The measurements before treatment was in form of questionnaire with 23 statements to be responded by choosing strongly disagree, disagree, neutral, agree, or strongly agree. The measurement before treatment of the control group was on Tuesday, 28th April 2015 and for the experimental class was given on Monday, 4th May 2015. The result showed that the mean score of the control group was 71.32 while the mean score of experimental group was 70.94. Both of classes have 34 students, means that those classes were in the similar level.

After administering the measurement before treatment of both classes, the writer gave the treatment to experimental group where the control group was taught as usual by the teacher in SMA 9 Pontianak, but both classes learned about English hortatory exposition text. The treatment was given three times in three meetings for experimental group.

The first meeting for the experimental group was on Monday, 4th May 2015, the same day of administering first questionnaire. The teacher gave her generosity to offer me extra 30 minutes before class to administer the questionnaire. Before coming to the class, the writer already told to the students in experimental class learn English hortatory exposition text at home on 28th April 2015.

In this first treatment, when the writer asked how many students who already learned hortatory exposition text at home, the result showed only 2 students who raised their hands. Then, the writer asked the students any idea about English hortatory exposition text, but there was no answer, in consequence, the writer allowed the students to browse about English hortatory exposition text by using their hand phone or any gadgets they have. After 10 minutes passed, the writer asked the same question and there are some students who gave ideas about hortatory exposition text, such as: what hortatory exposition text is, the purpose of hortatory exposition text, and the generic structure of hortatory exposition text.

After hearing students' ideas about hortatory exposition text, the writer asked the students to listen to an audio entitled Television for Social Construction, the audio played twice. After listening to the audio, the writer asked the students to mention what were the points of the audio. Some students gave their ideas that this audio told about television which is the part of our daily life, television can promote science, education, and industry, television influences our life, television sometimes show violence, and it is important to use television for socially constructive purpose.

After listening activity, the writer asked the students to form group which consisted of four until five students. The writer asked the students to find any English hortatory exposition text from the internet and take a note from that text. The note consisted of the title of the text, the main points of the text, two questions about the text and the answers of those questions. Then, the writer asked each group to read their notes. Many ideas and comments aroused in this session, every students seemed so curious in giving ideas. Before the class ended, the writer asked the students to do an exercise, answering 5 questions from a text entitled Mobile Phone Should be Banned in School in their group but every student need to make their own copy of the answers, they may discuss with their friends in the group, but if they have different ideas from their groups, it was allowed. After having done with their individual's work, teacher allowed students to share their findings and gave feedback. In the end of the class, students and teacher reviewed today's material.

The second meeting for the experimental group was on Thursday, 7th May 2015. The class started with some students' opinion about the text of Mobile Phone Should be Banned in School. Some students agreed because many students use mobile phones for playing games and cheating, but the others disagreed because for them mobile phone is needed in emergency situation or to find any information about lessons. Then, one of the students raised a topic about family planning program. Some of students agreed because it is one of the ways to press the overgrowth population and if the overgrowth population can be handled, the unemployment problem also can be overcome. Yet, for some students, having many children is a blessing, and to overcome the problem of the rising number of unemployment problem is the needed of a training of becoming businessman. Then, the writer gave an audio to be listened by the students, the title is Online Job, this audio was played twice.

After listening to the audio, some students mentioned some points about this audio, such as: many people willing to take online job, online job offers

flexibility, we can have good income from online job, and we need to be careful in doing online job. Some tips are provided by the students like: online job can help us work flexibly because we can do it as part time job and still have good income, we can start online job from selling clothes, writing blogs, or in advertising area, but we need to be careful with the deceivers, as the sellers we have to ask for the payment before sending the items, and as the buyers we need to have well information with the online shop that we want to spend money with.

Next, the students were asked to form group that consisted of four until five students, they needed to find any text about hortatory exposition text, but different with they had at the first treatment. The discussion also aroused with many comments and ideas after they finished in finding the text and list the points of the text and made two questions with its answers. Before the class ended, as the first treatment activity, the students were asked to answer five questions from a text entitled Never Try Smoking.

The last treatment was conducted on Wednesday, 13th May 2015. The activities in this treatment also similar with the activities in the first and second treatment. In starting the class, the writer asked students' opinion about Never Try Smoking text and all of the students agreed that we should not try smoking because when we have tried once, we can never stop smoking.

After hearing their ideas about the text, the writer asked the students to raise an issue, and one of the students raised an issue about bullying. Some of students agreed that bullying must be committed as a crime because the negative side to be faced by the victims will be everlasting, but some of them disagreed because sometimes the offenders are still young, they need socialization.

Then, the writer asked them to make a group and find any hortatory exposition text from the internet and made notes as in the first and second treatment. In this discussion, the students still curious as in the first and second treatment, many ideas aroused by them. In the end of the class, the writer gave them an exercise with five questions from Distance Learning text. Before ending the class, the writer asked the students about what they got from the text, and students aroused their ideas like, I do agree with this type of learning because learning does not always mean to meet face to face, distance learning provides more flexibility for the students who also want to do work and study, and distance learning can be failed because not all students can be adapted with this learning type.

By seeing the students' performances in the treatments, the writer saw that the students participate actively in the classroom discussion, some of them were get difficulties in delivering their ideas, but they tried with the help of their friends. In the treatment times, the writer saw that the students had many good ideas to be shared; they were not as passive as the writer's observation before.

After having done with the treatment, the writer administered questionnaire as the final measurement in the experimental group on Wednesday, 13th May 2015, the same day with the last treatment. Having the generosity by the teacher, the writer got 30 minutes extra after class to administer the questionnaire for the last measurement. The mean score of questionnaire after treatment from

experimental group is 95.97, which can be said that there is an improvement from the score before the treatment.

Before having the treatment, the writer got the data from the questionnaires that many students did not have strong passion in learning hortatory exposition text, they did not like to learn before the class, did not really used to find any information by themselves, they were depend on the teacher's explanation, and they did not like to ask or give any ideas in the class discussion. Yet, after having the treatment, the students are curious to learn hortatory exposition text and learned before the class, they also already used to find any sources related to hortatory exposition text from the internet, they are also enjoying group discussion and sharing their ideas in the class discussion.

The last thing to be done was administering questionnaire as the final measurement in the control group, the mean score of final measurement in the control group is 64.35 which is lower than the result of before. Many students in the final measurement have lower curiosity in learning hortatory exposition text rather than the score before. Their performances after the first questionnaire were worse than before. This is caused they did not eager to learn hortatory exposition text; the teaching model did not support them to participate actively in the classroom.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings, the writer concludes that the result of T-test in the experimental group was higher than the t-table ($10.27 > 1.668$), it means that IBL Model was effective in supporting students' creativity in learning English hortatory exposition text. The result of effect size computation also showed that IBL Model had strong effect in supporting students' creativity because the effect size is 2.06 which was more than 1.00. Strong effect was happened if the effect size is more than 1.00. The students could explore more in IBL classroom, they also had the opportunity to collect many information in the internet, by having that opportunity, and students would get deeper understanding about the lesson. Students were also trained to work effectively in the group discussion. It could be concluded that by applying IBL Model, students' creativity in the eleventh grade students of SMA 9 Pontianak was supported. The support of IBL Model was by providing activities in the classroom that can train students to act and think creatively, like asking questions, making relation, being persistent, explore more, and being disciplined.

Suggestions

Based on the research findings and conclusion , the writer recomended these following suggestions: (1) English teacher should be able to choose the right Model based on the students problem in the classroom. The use of IBL Model in teaching learning process of English hortatory exposition is to help the students to be more creative because they are dependent on their teacher before. (2) The

teacher should choose the interesting material or topic to be brought in the classroom. An interesting topic will be the trigger of students' active action. When students get their interest, they will have curiosity in learning and have a lot of ideas to be presented. (3) Besides providing interesting material, the material should be authentic too. Authentic means near with students' daily life. The authentic material is needed to make the students have prior knowledge about the lesson. If the students have prior knowledge about the lesson, the students have the opportunity to participate actively because they have ideas to be shared. (4) IBL Model is one of the suitable model to promote student driven learning, where students play the active role and the teacher as the facilitator. (5) IBL Model also one of the suitable Model to support students' creativity in learning English. This already proved by this research that IBL is effective in supporting students' creativity in learning English hortatory exposition text.

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