

## **ABSTRACT**

Pitaloka, Citra Dia, 2024, *The Effectiveness Of Inquiry Based Learning On Teaching English Grammar*. Thesis, English Education Department, Kiai Abdullah Faqih University. The Advisor: Salamun, S.S., M.Pd.

Key Word: Teaching Grammar, Inquiry-Based Learning

This study aims to explore and analyze the effectiveness of using inquiry-based learning methodes in improving grammar comprehension at the 12th grade of the Mambaus Sholihin English course in the context of language learning. By integrating the principles of inquiry-based learning into the grammar learning process. This research encourages students to actively participate, ask questions, and identify grammar rules contextually. This research provides valuable insights into the field of language education, offering practical implications for educators seeking innovative and student-centered methodes to grammar teaching. Moreover, it is conducted to get an effective method of teaching English grammar at the 12th grade of Mambaus Sholihin English course Gresik. The sample of the research was 29 students. This researcher used an experimental method in the quantitative by collecting data from the test.

This research method includes inquiry-based learning designs specifically designed to improve students' understanding of grammar. Data was collected through pre-tests, and post-tests to measure grammar proficiency. Data analysis was conducted to evaluate the impact of inquiry-based learning methodes on students' grammar understanding.

The researcher's result showed that using inquiry-based learning methods on teaching English grammar improves students' grammar. This is indicated by the avera of students on pre-test, and post-test scores, the mean score improved from 55.20 in the pre-test to 80.51 in the post-test, on the hypothesis test it is proven that the tcount value 10.69 which was higher than the ttable value,  $t_{t,s} 5\% = 2.05$ , and  $t_{t,s} 1\% = 2.76$ .  $H_0$  is rejected and  $H_a$  is accepted, which means that using inquiry-based learning methods on students' English grammar in the 12th grade of the Mambaus Sholihin English course is effective.

Based on the findings of this study, it can be concluded that the potential of inquiry-based learning provides insight for practical educators to develop more dynamic and effective learning methodes in the context of grammar teaching. The implications of these findings can be used as a basis for improving language learning curricula by emphasizing inquiry-based learning methods as an effective method.