

**THE IMPLEMENTATION OF GUIDE AND FREE INQUIRY LEARNING
MODEL TO IMPROVE STUDENT'S LEARNING OUTCOMES IN
SENIOR HIGH SCHOOL ON LEARNING
ACID-BASE TITRATION**

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ABSTRACT

The thesis entitle the implementation of guide and free inquiry learning model to improve student's learning outcomes in senior high school on learning acid-base titration. This research aimed to know if guide inquiry learning model is higher than free inquiry learning model due to the increasing of student's achievement and character. The population of research is senior high school students year XI and due to the limitation, SMA SWASTA HARAPAN BANGSA students year XI was chosen as sample. The samples were two classes which are selected randomly. The experiment class 1 was treated with guide inquiry learning model while the experiment class 2 was treated by free inquiry learning model. The research instruments used are questions (instrument test) for pre test and post test and character observation sheet. These instrument have been validated by the expert validator. For instrument test, it was analyzed by using SPSS 17 for the validity and reliability and using Microsoft Excel for its difficulty level and distinguish index. From 30 items of instrument test, finally gotten 20 items valid and reliable to be used. As this research aimed to know student's achievement using guide inquiry learning model higher than free inquiry learning model, the researcher done analyzing process based on the result of pre test and post test. The average of pre test in experiment class 1 is 24.5 while in experiment class 2 is 25.67. After done learning process, the average of post test in experiment class 1 is 85.5 while in experiment class 2 is 63.67 . Normality and homogeneity test were done in order to make the data can be statistically analyzed. Then, using independent sample t test (one-tailed), gotten the result as 0.00 below the significant level of 0.05, means there is significant different in student's achievement. Affective aspect was analyzed to the students treated by guide inquiry learning model. The characters observed were cooperation and activeness, from two times class conducted, the students overall got the development of experiment class 1 are cooperation as 32.96% and activeness as 31.48% while for the experiment class 2 cooperation as 3.15% and activeness as 7.78%.