

# **Guided Inquiry Process and Students' Science Achievement at the Middle School Level**

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## **Abstract**

The primary purpose of this study is to investigate the guided inquiry process and formal instruction in teaching science to Grade Seven students. Specifically, this study aims to compare the science achievement between the students who are taught by guided inquiry process and those who do not receive it. The design adopted in this study was posttest-only control group design which is one of the true experimental designs. Two townships were randomly selected from four districts in Yangon Region. One School from each township was selected by using random sampling technique. The participants in this study were (120) Grade Seven students from the selected schools and they are also selected in random. The instrument used in this study was Posttest Question. Independent samples “*t*” test was used to find the difference in the achievements of students who learned by guided inquiry process and those of students who learned by formal instruction. According to the result, there were significant differences between the achievement of students who learned by guided inquiry process and those of students who learned by formal instruction at knowledge, comprehension and application level. Therefore, the research findings showed that guided inquiry process could improve students' achievement at knowledge, comprehension and application level.

**Key Words:** inquiry, science, guided inquiry, science achievement

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