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Catatan

USING INQUIRY BASED LEARNING STRATEGY IN TEACHING WRITING DESCRIPTIVE TEXT

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ABSTRACT

This research aimed to look at the effect of Inquiry Based learning Strategy to improve students' ability in writing descriptive text. The method of this research was quasi experiment. Population of this research was eighth grade students of MTsN Kota Solok. The total population was 65 students. Class VIII.E (20 students) was experimental class and VIII.F (20 students) was the control class. The experimental class was treated by using inquiry based learning in teaching writing of descriptive text, while the control class by using direct method. It was found the mean score of pretest in experimental class and control class were 46,8 and 44,4. The mean score of posttest in experimental class was 55 and control class 51,6. It can be concluded that, the experimental students' learning outcome were higher than students in control class. Students' ability in writing descriptive text analyzed by using t-test statistical which $t_{\text{calculated}} = 2,04$ and $t_{\text{table}}(0,975; 38) = 2,02$ with significant level, $t_{\text{calculated}} > t_{\text{table}}$. So, the null hypothesis (Ho) as rejected while alternative hypothesis (Ha) was accepted. In sum, the students that were taught by using Inquiry Based Learning strategy have better result in writing descriptive text than students who were taught without using inquiry based learning.

Keywords: Descriptive text, Inquiry Based Learning, Writing

INTRODUCTION

Writing is a complex activity that requires students' abilities such as mastering grammar, vocabulary, and punctuation in a language literacy

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activity. Writing is a means of communicating which with this activity students are expected to be able to express their ideas in writing. Writing not only conveys ideas to others but also uses the energy of sharing to complete the writing process itself, thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final result.

Based on the junior high school curriculum, descriptive text is one of the texts that must be learnt in writing skill. Descriptive text is the text describes the sensory experience and how something looks, sounds, and tastes. It presents into two parts that consist of identification and description. Identification, gives a short introducing about object and description gives description of object for the reader. When the reader read the text, they can get the clear information about thing, animal, and people. Language feature of descriptive use adjectives, compound adjectives, and simple present tense.

In fact, students assume that writing descriptive text is difficult. When the teacher asked them to write the text, they were confused how to start writing descriptive text. They did not know about the features of the descriptive text, the students had limited vocabulary, especially, in using descriptive words. The most crucial problem was the teacher did not use innovative strategy in teaching descriptive text and make them feel bored. It can be seen from many of them did not submit their writing task.

One of strategies that can be used to solve the problem was inquiry based learning. According to (Sangadah A, 2017), the process inquiry begins with collecting sources and data using implement in the human senses. Like listening, seeing, touching, tasting and smelling. Furthermore, (Ministry of Learning, 2017) states that that learning covers all students' abilities or by inquiry is a process that involves students in the learning activity, formulate question, investigating objectively and then developing new understanding, knowledge and meanings. The new knowledge gained by students is expected to be applied to answer question, to develop point of view. Then, the new knowledge is usually conveyed to others and results in action.

Moreover, (Williams & Williams, 2017) says that inquiry based learning has many options. According to (Ministry of Learning, 2017) there are several steps teaching through inquiry based learning. First, start with a reflection that includes the affective and cognitive aspects related to metacognition. The second plan, inquirer must understand the main purpose of inquiry learning is to develop students' writing skills starting with the inquirer's curiosity or interest about the topic. Third, the retrieval phase, the inquirers think about the information they have and they want. Before the inquirer focus on the questioner, inquirers may need to

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spend a lot of time exploring and thinking about the information they have gotten. Fourth, processing, the learners focus on the topic area aspect that inquirer decides inquirer. The next task in this process, Fifth, is to create, organize the information, summarize the information into one word and creating a presentation format. The sixth, sharing if the students found the problem they can share directly. The last, evaluating if they had understand about the topic, they can make question the evaluating criteria, they can identify about the process of teaching and learning.

Inquiry-based learning is a dynamic process developed based on students' natural curiosity about the world they live in. This is a crucial things that should be conducted in MTSN Kota Solok because the students have the weaknesses in this part. Students need teachers' guiding in order to make students focuses on students' question on the learning experience that can improve the quality of the learning process. Teacher who apply this learning approach encourages students to ask question and analyze her/his theory of questions about the world seriously (Naryanti, 2017). Based on this opinion, the researchers intend to investigate the application of Inquiry-Based Learning Strategies in teaching writing skills in descriptive text.

LITERATUR REVIEW

Inquiry based learningis the way for the students to develop all skills that they haveto solve the question when the teacher asks them to make writing descriptive text. In inquiry based learning the students can explore their ability to express their thought and their feeling in the text. Before the students part to write descriptive text, they seek the information about the topic that is given by the teacher so that without aware the students able to construct the text using all sense that they have.

According to (Excline, 2017) Inquiry-based learning is a seeking through the process of asking question about truth, information, or knowledge. Throughout his/her life, the individual will continue to carry out the investigation process. This learning approach begins by collecting information and data through the application of the human senses. Like hearing seeing, touching, tasting and smelling. Furthermore, (Edmonton, 2017) states that inquiry based learning is a a process that involves students in the learning activity, formulating question, investigating objectively and then developing new understanding, knowledge and meanings. The new knowledge gained by students is expected to be applied to answer question, to develop point of view. Then, the new knowledge is usually conveyed to others and results in action.

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In addition, inquiry-based learning is triggered by questions or problems in learning based on the process of seeking new knowledge and understanding. In the process, the teacher acts as a facilitator and students are responsible for the learning process which functions to improve their learning and develop their skills in self-reflection. Moreover, (Walker, 2017) states that inquiry based learning is teaching strategy in which students work in similar ways as scientist. In inquiry based learning students formulate their own question, create hypothesis, and designed investigations that test these hypothesis and answer the question ²

Based on some of these opinions, the researcher can conclude that inquiry-based learning is a process that involves students in the learning process, formulating questions, investigating objectively and then developing their understanding, giving meaning and gaining new knowledge. In inquiry-based learning, the teacher acts as a facilitator and students are responsible for the learning process which functions to improve their learning and develop their skills in self-reflection.

RESEARCH METHOD

The design of this research was experimental research, in which researcher gave treatment. The researcher used pre-test posttest control group. The design of the study:

R O 1 X 1 O 2
R O 1 X 2 O 2

This is the explanation of the design:

R = Randomization
X 1 = Treatment (without inquiry based learning)
X 2 = Treatment (with inquiry based learning)
O 1 = Pretest
O 2 = Post test

The population was the second grade students of MTSN Kota Solok. It consists of 3 classes. Total of population are 65 students. Researcher used purposive sampling technique.

Table 1. Procedures of the Research

No	Experimental Class (Inquiry Based Learning)	Control Class (Direct Method)
1	Pre- Test	Pre- Test
	a. Pre teaching	A. Pre teaching
	1. Greeting	1. Greeting
	2. Giving motivation	2. Giving motivation

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<p>10 2</p>	<p>3. Giving apperception 4. Brainstorming</p> <p>b. Whilst teaching</p> <ol style="list-style-type: none"> Guiding the students to the topic by giving some question. Introducing the topic to the students. The teacher gives interesting topic of descriptive text The students think about the information they have and they want. teacher help students to understand the information they find. Teacher explains about generic structure and language feature in descriptive text. Help students how to compare, contrast, and synthesis data. Help them through the disorder that occurs in this phase. Teacher builds on their students' feeling of confidences and teaches the skill and strategies that enable students to narrow down or focus their creation. Teach the students audience appreciation skill and strategy and focus on the positive help to support students through phase. Ask students to make descriptive text based the topic that has explained before. <p>c. Post teaching</p> <ol style="list-style-type: none"> Make conclusions Teacher and students make reflection. Give other exercises 	<p>3. Bainstorming</p> <p>B. Whilst teaching</p> <ol style="list-style-type: none"> Introducing the topic for the students Explain the topic to the students Teacher gives some question for the students. Teacher gives material or lesson with brief dialogue. Teacher explained generic structure and language feature for the students. Give some vocabulary that can be used in simple present. The teacher gives some title the students. Teacher asks the students to make that text in target language. <p>C. Post teaching</p> <ol style="list-style-type: none"> Making conclusions The teacher gives other exercises
	Post test	Post test

The instrument of this research was writing test. In 7's test, the students were asked to write a descriptive text that release with generic structure language features of descriptive text. After getting from each instruments of this research, the researcher analyzed the data. The data analysis was aimed to test the hypothesis of the research.

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FINDING

Students' score that were collected after conducting post-test at the end of the research were used as data. There were 40 students involved in the post-test, 20 students for the experimental class and control class. In this research, the researcher measured the students' ability in some points that consist of: content, organization, grammar, vocabulary, and mechanic. The students score was computed by combining scorer 1 and 2 of writing post-test.

Table 2 : Result of post test in experimental class

Indicator	Mean of Scorer 1	Mean of Scorer 2
Content	2,5	2,6
Organization	2,1	2,1
Grammar	2,5	2,1
Vocabulary	2,5	2,5
Mechanic	1,7	1,6

Table3 : Result of post test in control class

Indicator	Mean of Scorer 1	Mean of Scorer 2
Content	2,4	2,4
Organization	2,5	2,1
Grammar	1,9	2,0
Vocabulary	2,2	2,3
Mechanic	1,7	1,4

The sample of the research were VIII.E as experimental class and class VIII.F as control class. Before doing treatment, researcher had done pre-test for both of two classes to know the basic knowledge of students' writing skill and also to determine whether the sample have homogenous ability in writing.

Table4 : The Data of Students' Pretest Score

Class	N	\bar{x}	S	S ²
VIII E	20	46,8	12,6	158,76
VIII F	20	44,4	11,5	132,25

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Based on the result of students' pre-test at the significance level of $\alpha = 0,05$ it could be concluded, $t_{table} = 2,02$ and $t_c = 1,8$. So, $t_{calculated} < t_{table}$, $\alpha = 0,05$ and $df = 38$ from the distribution of table t, $t_{table} = 2,02$. Where, the hypothesis null could be accepted if $t_{calculated} < t_{table}$. It means that, $t_c = 1,8$

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Table 5: The Data of Students' Post Test Score

Class	N	\bar{x}	S	S ²
Experiment	20	55	10,4	108,16
Control	20	51,7	7,82	61,15

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According to the data above, it means that the mean score of experimental class that was taught by inquiry based learning strategy was higher than the means score of the control class that taught by direct method.

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Table 6. Result of normality testing of the sample

Class	Number of Students (n)	(α)	Critical value of accounting (to)	Critical value of table (It)	Distribution
VIII E	20	0,05	0,0753	0,190	Normal
VIII F	20	0,05	-0,009	0,190	Normal

4
Table 7: Result of homogeneity testing of the sample

Class	(n)	(α)	S	S ²	F _c	F _t	Variances
VIII.E	20	0,05	10,4	108,16	1,8	2,15	Homogenous
VIII.F	20	0,05	7,82	61,15			

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Table 8 : Result of t- test

Class	(n)	S ²	S	(α)	\bar{x}	t _e	t _i	Reference
VIII E	20	108,16	10,4	0,05	55	2,04	2,02	Ho was rejected and ha was received
VIII F	20	61,15	7,82		51,65			

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The data shows that the application strategy can increase students' skill in writing descriptive text. 1

There were several things that cause students' ability in writing descriptive text could be increased, it can be used as the visual design enable students to see the relationship between ideas, and make the task livelier and more enjoyable and also makes students were easy to explore almost any topic in writing descriptive text. In addition, the application of inquiry based learning strategy in writing descriptive text added with others tools, such as pictures or images, colored markers, and branches where it makes students interested and easier to develop and organize their ideas to write descriptive text. This strategy was not only as a teacher's center but also student's center. Moreover this strategy can stimulate students' activity, this case also supported by (Chan et al., 2010) he found that the crucial points of ones school were investigated in order to make important roles in the effect of teachers' beliefs and what teachers do.

Inquiry based learning is also can be effective in teaching reading skill, (Yunus, 2012) found that this finding implies that use of inquiry based learning can affect the student's reading comprehension. It is proved with showing that students who are taught using of inquiry based learning have better reading competence than those who are taught using direct instruction. In line with this, (Sari, 2017) found that the students reading ability was improved and there was a significant difference between the students who were taught by using Inquiry Based Learning and those who were not. With this technique encouraged students to take the initiative to have question the phenomenon, to conduct field observations, to analyze the data, and to draw conclusions. Thus, it is to integrate students and synergize various skills of language and different methods.

Many researchers find some benefit using of using this strategy: (1) students' reading comprehension could increase by using inquiry based learning (Syaprizal, 2017), (2) Applying Based Learning Approach was significantly effective in teaching reading to the tenth grade students by applying Based Learning Approach (Ramasari, 2020), (3) it can be used not only in

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descriptive text but also in another kinds of text (Prisila, 2017), (4) students' comprehension in reading could be significantly improved (Andriani¹²as, 2018) Based on implementation of inquiry based learning strategy, it gives positive effect toward students' ability in writing

DISCUSSION

Based on the analysis of final test data, it obtained that the average of students' studying value in writing descriptive text show that the application of inquiry based learning strategy can improve students' ability in writing descriptive text. In the line with the opinion of experts Edmonton (2004: 15) where he say that inquiry based learning strategy is one of the innovative teacher's strategies in teaching. And some experts, where they say that inquiry gave good effect in teaching learning process. Not only inquiry based learning strategy shows facts, but also shows the overall structure of subject and the relative importance of individual parts of it. It helps students to associate ideas, thinks creatively, and makes connection in writing.

There were several things that cause students' ability in writing descriptive text could be increased, either because inquiry based learning strategy worked well as their visual design enable students to see the relationship between ideas, and make the task livelier and more enjoyable. As well as, inquiry based learning strategy make students were easy to explore almost any topic in writing descriptive text.

In addition, the application of inquiry based learning strategy in writing descriptive text added with others tools, such as pictures or images, colored markers, and branches where it makes students interested and easier to develop and organize their ideas to write descriptive text. This strategy was not only as a teacher's center but also student's center. Moreover, through this strategy, students were also able to interact and communicate to express their ideas in solving their problem in writing descriptive text in fun atmosphere in the classroom. By spirit and high motivation that arouse in them, students increased their ability in learning English, especially in writing skill.

Furthermore, in applying inquiry based learning strategy, the steps can be describe as follow: at the time on the first conditioning in the class, teacher should prepare mentally of students who required the active involvement of students by growing their self-confidence, motivating them, establishing good relationship with them, and explaining the benefits of this strategy in teaching learning writing descriptive text. Then, teacher explained the subject and also how to apply inquiry based learning strategy for the subject. After that, students did assignment in writing

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descriptive text based on the topic. Last, teacher gave reflection and conclusion of the materials.

In other side, there was limitation of this technique. Inquiry Based Learning is not suitable technique for unmotivated students, it is hard to be conducted in limited time, and not easy to be conducted if the students are used to learn with traditional way (Milatasari, 2015). However, it was not a crucial problem, a good teacher can manage the classroom. From the implementation of inquiry based learning strategy, it had positive effect toward students' ability in writing descriptive text, teacher could learn what was the way and the technical condition on good learning atmosphere in the classroom to make it more fun and interested for students. In learning by using inquiry based learning strategy, students could freely express all their potential and ability to learn without any embarrassment and scare to make mistakes. So, students were more active, creative and innovative. This fact shows that students who were taught by using inquiry based learning strategy could improve their ability in writing descriptive text than students are taught by using direct method.

CONCLUSION

Based on the findings in Inquiry Based Learning implementation, the researcher presents conclusion as follows: Inquiry Based Learning could increase better writing skill like improving critical reading and creates ideas that make writing more knowledgeable, make coherence organization especially in writing descriptive text. During the implementation, the students were more enthusiastic and active. They were braver to ask and show their task. It also supposed to the teachers be creative to set situations that positions the student as a scientist. So the students take the initiative to question the phenomenon, to conduct field observations, to analyze the data, and to draw conclusions.

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