

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 on students' ability to write a descriptive text. The method of this research was quasi-experiment. The population of this research was eighth-grade students of MTsN Kota Solok. The total population was 65 students. The research results show that the pre-test means score in experimental and control classes was 46,8 and 44,4. The mean score of post-test in the experimental class was 55 and control class 51,6. 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 $t_{\text{calculated}} > t_{\text{table}}$. In conclusion, the students who were taught using an Inquiry based learning strategy have better results in writing descriptive text than those who were taught without 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 activity. Writing is a means of communicating which with this activity, students are expected to express their ideas in writing. Writing conveys ideas to others and uses the energy of sharing to complete the writing process, thinking the thoughts, preparing the outline, transferring the procedure into the 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 learned in writing skills. The descriptive text describes the sensory experience and how something looks, sounds, and tastes (Lestari et al., 2017). It presents in two parts that consist of identification and description.

Identification gives a short introduction about the object and description describes the object for the reader. When readers read the text, they can get precise information about things, animals, and people. The descriptive language feature of descriptive use adjectives, compound adjectives, and simple present tense (Fitriani et al., 2019).

Students assume that writing descriptive text is difficult. When the teacher asked them to write the text, they were confused about 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 that the teacher did not use innovative strategies to teach the descriptive text and make them bored. It can be seen that many of them did not submit their writing task.

One of the strategies that can be used to solve the problem was inquiry based learning. According to Maryam et al., (2020), the process of inquiry begins with collecting sources and data using the human senses, like listening, seeing, touching, tasting, and smelling. Furthermore, all students' abilities or by inquiry is a process that involves students in the learning activity, formulate the question, investigating objectively and then developing new understanding, knowledge and meanings. The new knowledge gained by students is expected to be applied to answer the question to create a point of view. Then, the new knowledge is usually conveyed to others and results in action.

According to Ulansari et al., (2018), the inquiry learning model is developed to find and use various sources of information and ideas to improve their understanding of specific problems, topics, or issues. This model requires students to be able not just to answer questions or get the correct answer. This model requires students to conduct investigations, explorations, searches, experiments, searches, and research.

Inquiry based learning is a dynamic process developed based on students' natural curiosity about the world they live in. This learning model is a crucial thing that should be conducted in MTSN Kota Solok because the students have weaknesses. Students need teachers' guidance to focus on students' questions on the learning experience that can improve the quality of the learning process. A teacher who applies this learning approach encourages students to ask a question and analyze their 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 learning is the way for the students to develop all skills to solve the question when the teacher asks them to write a descriptive text. In inquiry based learning, the students can explore their ability to express their thoughts and feelings in the text (Masyithah et al., 2017). Before the students start to write descriptive text, they seek the information about the topic given by the teacher so that without awareness, the students can construct the text using all their senses.

Inquiry based learning is seeking through the process of asking a question about truth, information, or knowledge. Throughout their life, the individual will continue to carry out the investigation process. The application of the inquiry learning model provides more opportunities for students to get the chance to learn how to find facts, concepts, and principles through their own direct experiences. Thus, students learn by memorizing material from textbooks or teacher lectures and get the opportunity to practice and develop process skills, thinking skills, and be scientifically inclined (Maryam et al., 2020).

In addition, inquiry based learning is triggered by questions or problems in education based on 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, Masyithah et al., (2017) state that inquiry based learning is a teaching strategy in which students work in similar ways as scientists. In inquiry based learning, students formulate their questions, create hypotheses, and design investigations that test these hypotheses and answer them.

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. Students are responsible for the learning process, which improves their learning and develops their self-reflection skills.

RESEARCH METHOD

The design of this research was experimental research, in which the researcher gave treatment. The researcher used a pre-test post-test control group. The population was the second-grade students of MTSN Kota Solok. It consists of 3 classes. The total of people is 65 students. The researcher used the purposive sampling technique.

Table 1. Procedures of the Research

		Experimental Class
Pre- Test	Pre Teaching	1. Greeting
		2. Giving motivation
		3. Giving apperception
		4. Brainstorming
		5. Greeting
	Whilst Teaching	1. Guiding the students to the topic by giving some questions.
		2. Introducing the topic to the students.
		3. The teacher gives an exciting topic of descriptive text.
		4. The students think about the information they have and want.
		5. Teachers help students to understand the information they find.
Post Teaching	6. The teacher explains the generic structure and language features in descriptive text.	
	7. Help students how to compare, contrast, and synthesis data. Help them through the disorder that occurs in this phase.	
	8. The teacher builds on their students' confidence and teaches the skill and strategies that enable students to narrow down or focus their creation.	
	9. Teach the student audience appreciation skills and strategy and focus on the positive help to support students through the phase.	
	10. Ask students to make descriptive text-based the topic that has been explained before.	
		Control Class
Post-test	Pre Teaching	1. Greeting
		2. Giving motivation
		3. Brainstorming
	Whilst Teaching	1. Introducing the topic for the students
		2. Explain the topic to the students
		3. The teacher gives some questions for the students.
		4. The teacher gives material or lesson with brief dialogue.
		5. The teacher explained the generic structure and language features for the students.
	Post Teaching	6. Give some vocabulary that can be used in simple presents.
		7. The teacher gives some titles for the students.
Post-test		8. The teacher asks the students to make that text in the target language.
		1. Making conclusions
		2. The teacher gives other exercises.

The instrument of this research was a writing test. The students were asked to write a descriptive text with generic structure and language features in this test. After getting from each instrument of this research, the researcher analyzed the data. The data analysis was aimed to test the hypothesis of the study.

FINDING

Students' scores 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. The researcher measured the students' ability in some content, organization, grammar, vocabulary, and mechanics in this research. The student's score was computed by combining scorer 1 and 2 of writing post-test.

Table 2. Result of Post Test in Experimental Cass

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

Table 3. 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 was VIII.E as experimental class and class VIII.F as control class. Before doing treatment, the researcher had done a pre-test for both two types to know the basic knowledge of student's writing skills and determine whether the sample has homogenous ability in writing.

Table 4. 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

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

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

Table 6. Result of Normality Testing of the Sample

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

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			

Table 8. Result of t-Test

Class	(n)	S ²	S	(α)	\bar{x}	t _c	t _t	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			

The data shows that the application strategy can increase students' skills in writing descriptive text. There were several things that cause students' ability in writing descriptive text could be increased. It can be used as a visual design to enable students to see the relationship between ideas, make the task livelier and more enjoyable, and make it easy for students to explore almost any topic in writing descriptive text. In addition, the application of inquiry based learning strategy in writing descriptive text is added with others tools, such as pictures or images, colored markers, and branches. It makes students interested and easier to develop and organize their ideas to write a descriptive text. This strategy was not only a teacher's center but also a student's center. Based on the implementation of inquiry based learning strategy, it positively affects students' ability in writing.

DISCUSSION

Based on the analysis of final test data, the average of students' studying value in writing descriptive text shows that the application of inquiry based learning strategy can improve students' ability in writing descriptive text. In line with Arini (2017), inquiry based learning strategy is one of the innovative teacher's strategies in teaching. And some experts, where they say that inquiry has a good effect on the teaching-learning process. Inquiry based learning strategy shows facts and the subject's overall structure and the relative importance of individual parts of it. It helps students associate ideas, think creatively, and connect in writing (Handoyono & Arifin, 2016).

Several things 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 makes it 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 is added with others tools, such as pictures or images, colored markers, and branches. It makes students interested and easier to develop and organize their ideas to write a descriptive text. This strategy was not only a teacher's center but also a student's center. Moreover, through this strategy, students were also able to interact and communicate to express their ideas in solving their problems in writing descriptive text in a fun atmosphere in the classroom (Hastuti et al., 2018). By spirit and high motivation that arouse in them, students increased their ability to learn English, not only in writing skills but also inquiry based learning, improving speaking skills (Irham, 2020) and reading skills (Sari, 2017).

Furthermore, in applying inquiry based learning strategy, the steps can be described as follow: at the time on the first conditioning in the class, the teacher should prepare mentally of students who required the active involvement of students by growing their self-confidence, motivating them, establishing a good relationship with them, and explaining the benefits of this strategy in teaching-learning writing descriptive text. Then, the teacher explained the subject and how to apply an inquiry based learning strategy for the issue. After that, students did an assignment in writing descriptive text based on the topic. Last, the teacher gave reflection and conclusion of the materials (Fatkhiyah, 2019).

Inquiry based learning is also can be effective in teaching reading skills. In line with Sari (2017), 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. This technique encouraged students to take the initiative to question the phenomenon, conduct field observations,

analyze the data, and draw conclusions. Thus, it is to integrate students and synergize various skills of language and different methods.

Many researchers find some benefits 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 descriptive text but also in other kinds of text; (4) the achievement of reading interest and reading learning outcomes through the Storybook-Based Inquiry model provides more optimal results (Astawa et al., 2015).

On the other side, there was a limitation of this technique. Inquiry based learning is not a suitable technique for unmotivated students. It is hard to conduct in a limited time and not easy to conduct if the students are used to learning traditionally. However, it was not a crucial problem. A good teacher can manage the classroom. The implementation of an inquiry based learning strategy positively affected students' ability to write a descriptive text. The teacher could learn what the way was and the technical condition on a good learning atmosphere in the classroom to make it more fun and interested for students. Using an inquiry based learning strategy, students could freely express all their potential and ability to learn without embarrassment and fear of making mistakes (Irawan et al., 2018). So, students were more active, creative and innovative. This fact showed that students who were taught using an inquiry based learning strategy could improve their ability to write descriptive text than students taught by the direct method.

CONCLUSION

Inquiry based learning could improve writing skills by improving critical reading and creating ideas that make writing more knowledgeable and 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 is also supposed that the teachers be creative to set situations that position the student as a scientist. So the students take the initiative to question the phenomenon, conduct field observations, analyze the data, and conclude.

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