

CHAPTER I

INTRODUCTION

1.1 Background

The most extensively used and internationally recognized language is English. Writing is one of the four abilities in English. Writing is one of the English language learning skills that can be utilized as a technique for communicating without speaking. According to Amelia & Prystiananta, (2021) claim that writing is a challenging activity that calls for children to have certain skills, like command of grammar, vocabulary, and punctuation, in a language literacy exercise.

Writing shares ideas with others and draws on the power of communication to complete the writing process, which includes formulating an outline, organizing thoughts into a draft, rewriting the draft, and lastly proofreading the draft to ensure accuracy. As a highly personal process, writing can be characterized as communication that develops from our ideas (Hamid et al., 2021). Writing is a talent that people utilize for communicating and sharing ideas (Sitorus, 2021). Writing is among the talents that are hardest to perfect because it requires that we accurately translate what we say into written words in accordance with social purposes, linguistic traits, and linguistic elements (Sobari & Husnussalam, 2019).

Meanwhile, the learning method is one of the ways used by a teacher or educator to improve learning outcomes for students. Learning methods can be in the form of discussion, inquiry learning, and lectures. According (Al-Rawi, 2013) The learning technique is the process the instructor uses to organize and carry out a variety of educational tools and activities to accomplish specific goals.

One of learning methods that assume can improve students' writing competence is inquiry learning. According to (Purwanita et al., 2019) inquiry is a teaching strategy that gets students ready for real-world circumstances where they have to perform their own experiments and use critical thinking to find solutions. Based on students' inherent interest in the world they live in, inquiry-based learning is a dynamic process (Amelia & Prystiananta, 2021). Through a complicated process called inquiry-based learning, students create questions, look for answers, develop new meanings and knowledge, and then share what they

have learned with others. Students are actively engaged in resolving realistic (real-life) problems in the context of the curriculum and community in classrooms where teachers prioritize inquiry learning. (Isra' & Asrobi, 2018) .

The reason the researcher uses this method is to prove that the inquiry learning method can be effective for students and that students can understand, write, and spell sentences correctly. Therefore, for the continuation of this research, it will be conducted at SMPN 4 Palopo. Based on the statements above, the researchers wanted to try using the inquiry learning method in writing with the inquiry learning method approach developed so that learning is more productive and meaningful. Where students can actively ask questions and find answers to the problems they encounter in writing.

1.2 Problem Statement

Based on the introduction above, the formulation of the research problem is: is the inquiry learning method effective in teaching students to write descriptive texts at SMPN 4 Palopo?

1.3 Objective of The Research

Based on the formulation of the problem above, the researcher intends to find out the effectiveness of the inquiry learning method in teaching students to write descriptive texts at SMPN 4 Palopo.

1.4 Significance of The Research

In this research, the researcher hopes that it can provide benefits for:

1. For students learning English, of course, in terms of writing using the inquiry learning method, they can gain knowledge by writing properly and correctly.
2. For teachers, the results of this study are expected to help increase creativity in an effort to maximize the use of inquiry learning methods, especially in teaching writing.
3. For future researchers, this research is expected to become a reference. The researcher uses the inquiry-based learning method.

1.5 Scope of The Reseacrh

This study focused on eight-grade students of SMPN 4 Palopo learning descriptive text to determine the effectiveness of the inquiry learning method before and after using it.

1.6 Operational Definition

a. Writing

Writing is a medium of human communication that involves the representation of a language through a system of physically inscribed, mechanically transferred, or digitally represented symbols.

b. Inquiry Learning Method

Inquiry is an approach to learning that involves a process of exploring the natural or material world, and that leads to asking questions, making discoveries, and testing those discoveries in the search for new understanding.

c. Descriptive Text

Descriptive text is a text that states or expresses by describing a particular person, place, event or thing.

CHAPTER II

RIVIEW OF LITERATURE

This chapter presents some pertinent ideas, previous studies, conceptual framework and hypothesis.

2.1 Some Pertinent Ideas

1. Writing

a. The definition of writing

The four skills of hearing, speaking, reading, and writing should be acquired when studying English. Writing is the most challenging of the four abilities to develop. Jack C. Richards and Willy A. Renandya agree, stating that "writing is the most difficult skill for second language learners to master." In addition to coming up with and organizing ideas, it can be challenging to turn those thoughts into understandable language. There are numerous definitions of writing that professionals have provided from various sources. Writing is a complex process and, as such, contains elements of mystery and surprise, but we know and believe that writing is a skill that anyone can learn to manage, Rise B. Axelrod and Charles R. Coopers remarked. Writing is "the ability to express one's ideas in written form in a second or foreign language," according to Marianne C. Murcia. It implies that writing is an activity that allows us to communicate our ideas in writing. On the other hand, writing is a physical activity that demands resources and energy, according to Barnet and Stubbs. Like any physical act, it takes practice to perform properly and to please both the performer and the audience. According to the definitions given above, writing can be distinguished from other abilities as being the most challenging one. Grammar, vocabulary, punctuation, spelling, and other knowledge must all be combined into a paragraph in order for it to be considered strong writing . The researcher draws the conclusion that writing is more than just a communication tool from the previously discussed concepts. It is a method of thinking and a method of remembering. Writing is difficult as a result of that. It requires hard work. When writing, we must simultaneously compose words, phrases, sentences, and paragraphs. It is a method

of learning. Without initially considering, investigating, watching, asking questions, experimenting, and reading, none of us can write much of interest.

b. Types of Writing

A subject taught in junior high according to the government's basic skills and competency standards, junior high schools are required to teach the following forms of writing: process, descriptive, recount, and narrative. A procedure is a passage of text that instructs the listener or reader on how to perform a task. Its goal is to give directions on how to do something, go somewhere, or make something. Recipes, travel itineraries, instruction manuals, and directions are a few examples of procedure text. The following are the procedures characteristics:

a) Gathering instructions: procedural text typically consists of three components. The aim or purpose of the procedure is stated in an opening statement or title, which is followed by a list of the items required to complete the procedure. The steps that must be taken to accomplish this goal are listed in the last section. Some processes have additional phases, such as ones where each step's necessity is explained. b) In procedural grammar, the following grammatical elements are typically included in texts: (1) Verb-starting sentences that begin as orders (2) words or numbers that indicate the order in which the method should be performed. (3) an adverb indicating the appropriate way to carry out the action.

c. Writing Classroom Activity

1) Writing process

The act of writing is viewed as both thinking and discovery (Hedge, 2003:302). The act of writing is the outcome of using techniques to control the composing process, which involves gradually producing a text. Setting objectives, coming up with ideas, organizing material, choosing relevant material, creating a draft, reading and refining it, and finally reviewing and editing are all part of the process. As was already mentioned, writing is a difficult activity that requires not only linguistic proficiency but also imagination to arrange a group of words and sentences into a text that is legible and intelligible. Additionally, writing essentially consists of establishing a claim, offering proof to back it up, or expanding on it for clarity.

There are various steps that can make writing a text easier. Prewriting, first draft, responding, revision, editing, evaluating, and post-writing are the steps involved. Every phase serves a purpose in turning a piece of writing into an excellent piece.

2) Prewriting

Pre-writing is a lesson strategy that motivates kids to write. It prompts ideas for beginning (Ricards and Renandya, 2002:315). It forces them to come up with ideas after staring at blank pages. Students can use the following five prewriting strategies to explore and think about a topic before putting words on paper:

- a) The free-writing technique means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Students write without correcting errors or organizing the information; instead, they explore an idea by writing whatever comes to mind. Free writing is the act of writing about anything without stopping to correct spelling, grammar, or material organization errors.
- b) Students create who, why, when, what, where, and how questions about a subject using the questioning technique. Students will benefit from these questions while they write their papers. Students engage in questioning to develop ideas by formulating as many inquiries as they can regarding the subject at hand.
- c) Students use the brainstorming process to gather thoughts and information related to their subject. Put these things in a row one after the other without attempting to separate important elements from minor ones or arrange the details in any particular sequence. The pupils' only objective is to compile a list of all the instances of their subject.
- d) Another method for producing content for a paper is the clustering technique, commonly referred to as diagramming or mapping. For those who prefer to think visually, this technique can be useful. In clustering, relationships between the main idea and any recurring details are typically shown using lines, boxes, arrows, and circles.
- e) A fantastic follow-up to the first four pre-writing techniques is creating a scratch outline. A scratch outline frequently comes after free writing,

questioning, list-making, or diagramming; alternatively, it could start to take shape in the middle of these techniques. Making an outline from scratch can actually help you determine whether you need to do more prewriting. You know you need to conduct additional prewriting to clarify your main argument or to give it different types of support if you are unable to create a strong outline.

3) Factor effecting writing

Hasani (2016) claims that a number of issues prevent junior high school students from developing their writing skills in the English language, including a lack of student motivation, a lack of writing time, a lack of reading and writing practice, a lack of feedback and comments on students' writing, a lack of teaching resources and facilities, crowded classrooms, ineffective teaching strategies, and the social backgrounds of the students. The main reason junior high school students have difficulty writing in English is due to all of these variables. not writing for fun. Opportunities influence students' writing inventiveness, but sadly, most teachers do not adopt this approach in their classrooms, so the outcomes are unpleasant for many students who wish to develop their academic writing abilities (Alfaki, 2015). Given that the nature of the writing task changes depending on its stage, proper writing activities call for enough time to finish the assignment. Students require a significant amount of time to edit, revise, gather dispersed ideas, organize concepts properly, and compose specific papers. In any other case, they cannot learn to write in English.

2. Inquiry Learning

a. Definition of Inquiry Learning Method

The inquiry learning method gives pupils the chance to actively ask questions and solve their own problems through experimentation. The Student Achievement Division (2013) defined inquiry-based learning as a method of teaching and learning that centers the learning process around the questions, ideas, and observations of the students. The Student Achievement Division, cited by Kuhlthau, Maniotes, and Caspari (2007: 2), There is more to inquiry than just asking the proper questions and receiving the correct answers. Investigation, inquiry, search, quest, research, pursuit, and study. It is improved by being a part

of a learning community where people engage with one another and learn from one another. According to Nurpitasari (2012), an inquiry strategy is a collection of learning exercises that are specifically tied to a student's ability to search for and observe things.

b. Inquiry learning model steps

The following are the steps using the inquiry model, per Suchman in Arikunto (2014), pp. 84–85:

- 1) Asking kids to envision themselves in an alternative situation
- 2) The elements surrounding these situations should be identified.
- 3) Make assumptions about the conditions and formulate problems.
- 4) Collect information from these circumstances by posing questions with a "yes" or "no" response.
- 5) Draw inferences from the information gathered.

c. Benefits of Inquiry Learning

According to B. Suryosubroto (2002), inquiry learning has the following advantages:

- 1) To encourage student engagement.
- 2) The outcomes attained via self-discovery and self-investigation will be ingrained in memory and difficult to forget.
- 3) Children who learn to think critically and attempt to solve problems on their own will carry this trait into their social interactions.

d. Inquiry learning characteristics.

The inquiry learning model has distinct qualities that set it apart from other models, such as discovery learning, even if it can be divided into two different categories. The following are some of the primary characteristics of the inquiry learning model, according to Sanjaya (2007) (in Warmi 2016, p. 73).

The inquiry approach views students as learning topics because it promotes the maximum amount of student action in seeking and discovering information. In the inquiry approach, the teacher is positioned not as a source of knowledge but as a facilitator and motivator for student learning. This is because all of the activities that students engage in are intended to help them discover

something for themselves, and it is expected that this will foster a confident attitude.

3. Descriptive Text

a. Definition Descriptive text

Text that describes a person or something in a descriptive way is referred to as descriptive text. Descriptive text is a sort of text that is frequently used in daily life to describe objects, places, people, animals, and other things, according to (Indriyastuti, 2020). A descriptive text is a piece of writing in English that describes the appearance, smell, sound, or texture of the thing or living thing that is being described. Without conducting an extensive and in-depth study, the communicative goal of descriptive texts is to describe and highlight the broad qualities of specific items, locations, or living things.

b. The Structure of Descriptive Text

In each descriptive text, there are two parts that characterize the descriptive text itself (Indriyastuti, 2020). The two sections are :

1) Identification

Identification is part of the descriptive text, which contains the topic or "what" to be described.

2) Description

Description is the last part of the Descriptive Text which contains a discussion or description of the topic or "what" in the Identification regarding physical appearance, quality, general behavior and properties.

2.2 Previous Studies

There are several The researcher who have conducted research on the inquiry learning method in improving students' writing skills as follows:

1. (Syahrul, 2019) "The Effectiveness Of Inquiry Based Learning In Teaching Writing Of Descriptive Text". The objective of the research was to find out whether or not the use of Inquiry Based Learning is effective in teaching writing of descriptive text in terms of content and vocabulary. The research instrument that the researcher used in this study was writing test. It can be concluded that there was a significant difference between the students' writing skill before and after using Inquiry Based Learning in Teaching Writing of Descriptive Text at the first-grade students of SMP Negeri 2 Pattallassang. Therefore, H0 was rejected and H1 was accepted.

2. (Amelia & Prystiananta, 2021) “Using Inquiry Based Learning Strategy In Teaching Writing Descriptive Text”. This research aimed to look at the effect of inquiry based learning strategy on students’ ability to write a descriptive text. The instrument of this research was a writing test. The data shows that the application strategy can increase students’ skills in writing descriptive text. Based on the implementation of inquiry based learning strategy, it positively affects students' ability in writing.
3. According to (Isra’ & Asrobi, 2018) “The Use of Inquiry-Based Learning Strategy in Teaching Writing Skill for the Eighth Grade Students Junior High School”. Based on the above phenomenon the above present researcher intended to investigate the use of Inquiry Based Learning Strategy in teaching writing ability for the eighth grade students of MTs. NW Dames in the school year 2016-2017. Based on the research result and discussion, it can be concluded that Inquiry-based learning strategy (IBL) is significantly effective in students’ writing skill. The alternative hypothesis (Ha) which state that the use of Inquiry-based learning strategy in teaching writing skill for the eighth grade students of MTs. NW Dames in the school year 2016-2017 was accepted.

In the three previous studies there were differences in the place of research. As for the similarities of the three previous studies, namely that there is an influence of the inquiry learning method on learning to write.

2.3 Conceptual Framework

Based on the explanation above, the conceptual framework that underlies this research is presented in the following chart :

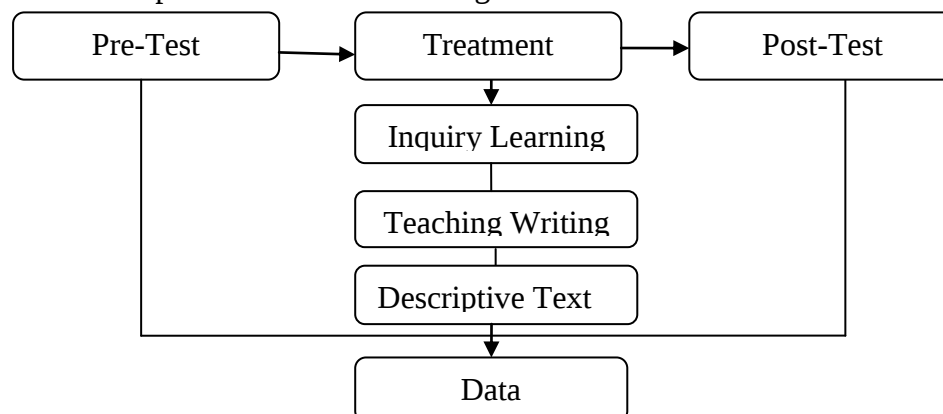


Figure.1 Conceptual framework

The conceptual framework above shows that in this study, the researcher focused on the effectiveness of the inquiry learning method to improve the ability to write descriptive texts for eight-grade students at SMP Negeri 4 Palopo. As shown in the table above, students must write in the form of descriptive text. Before doing the learning, the researcher will give a pre-test. Then the researcher did the treatment five times. After being given treatment, the researcher gave a post-test. To get the results, the researcher took data from the pre-test and post-test scores.

2.4 Hypothesis

The research hypothesis is formulated as follows:

H0 = There is no significant effect of the inquiry method on the students' ability to write descriptive text.

H1 = There is a significant effect of the inquiry method on students' ability to write descriptive text.