THE EFFECT OF INQUIRY STARATEGY ON STUDENTS' ABILITY WRITING DESCRIPTIVE TEXT AT GRADE X OF SMA NEGERI 1 KISARAN IN 2023/2024 ACADEMIC YEAR

Emma Selyana Ayu Silalahi[1], Hamidah Sidabalok[2]
[1,2] Pendidikan Bahasa Inggris, Universitas Asahan
e-mail : emmaselyanaayusilalahi@gmail.com

Abstract

The identification of the problem in this research, namely : Students' are difficult to organize the text, Students' do not how to write well based on structure and grammar The objective of the research are : To describe how well the inquiry method contributes to writing descriptive text, To find out whether there is a in influence on the descriptive text writing achievement of high school students using the inquiry method This research will be conducted in a pre-experimental design using a quantitative approach. The researcher uses an experimental design because this study wants to measure students" ability in writing descriptive text by using the inquiry method. The researcher will use one class as one group that will get the treatment and a group that will get a pre-test and post-test to find out the results of the treatment. The mean of student's score in pre-test was 60,41 and after giving the material by conventional learning the mean of student's score in post-test was being 60,60. Meanwhile, the mean of student's score in pre-test was 65,83 and after giving the material by using Inquiry Strategy the score mean was being 65,98 in post-test. It means that Inquiry Strategy is effective to students" writing ability in descriptive text. This shows that the use of inquiry strategy to improve students" ability to write descriptive text has a significant impact. Based on the results of this study, it can be concluded that the inquiry strategy is a useful instructional tool for creating descriptive texts.

Keywords: *writing. inquiry, descriptive text*

INTRODUCTION

Writing is frequently seen as a challenging skill while learning English. Numerous endeavors have been undertaken to address this issue. The major objective is to facilitate pupils' learning of writing. Teachers need to come up with engaging instructional strategies if they want to make writing simpler to learn. The instructor must simplify the lecture. According to Brown, utilizing a range of media will boost the possibility that students will retain more information and learn it more effectively, which will improve their performance on the abilities they are required to acquire.

Teachers' role in the classroom is to impart knowledge to their students (Hamalik, 2006:207). Teachers need to understand their students' peculiarities and establish a pleasant learning environment. The content and the different teaching methods should be beneficial to the students and can enhance their capacity for original thought as well as their ability to obtain and evaluate knowledge independently rather than only memorize it.

One of the problems in writing texts, especially descriptive texts, can be found at SMA Negeri 1 Kisaran. Based on the results of observations that have been made, it is known that students in class X face obstacles in writing due to many factors, ranging from poor vocabulary mastery, inadequate sentence structure, and not having friends to share ideas, so that the descriptive texts written by students are still not good.

Descriptive text is one of the genres taught in writing classes. When writing descriptive texts, students should be able to demonstrate their understanding. To make the lesson easier for students to understand, teachers can use diagrams to help students express their understanding in a written descriptive form based on the diagram.

Using techniques is one of the various approaches to support students in their English language learning. Students might be motivated to study English through strategies. Better circumstances and motivation should be created and provided via strategies.

Contextual Teaching and Learning Method includes inquiry-based learning as one of its components. Through by doing self-learning, students using the inquiry learning technique acquire the skills necessary to write descriptive texts accurately and fluently. Instructors can teach writing using the inquiry-based learning approach, particularly when teaching descriptive texts. Conversely, a descriptive text is one that aims to describe a certain person, item, location, animal, etc. An English definition of inquiry is "question, identification, and observation." It is a way of learning. Based on Trianto (2007), inquiry is the broad technique used by humans to locate and comprehend information.

METHOD

Research Design

This research will be conducted in a pre-experimental design using a quantitative approach. The researcher uses an experimental design because this study wants to measure students' ability in writing descriptive text by using the inquiry method. The researcher will use one class as one group that will get the treatment and a group that will get a pre-test and post-test to find out the results of the treatment.

Table 3.3 Design of the Research

Sample	Pre-test	Treatment	Post-test
Experimental group	√	X-1	√
Control group	√	X-2	√

The description:
X-1: The treatment of experimental group by using the inquiry method.
X-2: The treatment of control group without the inquiry method

Techniques of Data Collection

In this study, an experimental design with a pre-test and post-test was employed to determine the impact of applying the inquiry method approaches on students' achievement in narrative writing. The sample was divided into two groups for the experimental and control groups. The control group learned to write without the inquiry method, whereas the experimental group did.
The researcher collects the data use some data collection techniques as follow:
1). Pre-test
A pre-test was administered to both groups—the experimental group and the control group. It is a process that must be finished in a specific period of time. Students will be able to select from a choice of options after being given a topic to write about on paper. They write about their notion after selecting one of the subjects. The pre-test is finished during a lengthy meeting. The researcher then gathers it after that.
2). Treatment
After the pre-test, the researcher assigned descriptive text writing to the experimental group. with displays a visual associated with the experimental group's the inquiry method.
3). Post-test
A post-test was administered to both groups. A control group and an experimental group both existed. The post-test follows the same format as the pre-test. The post-test is the research's final assessment, particularly in terms of determining whether the therapy is effective—that is, whether the treatment must have an impact on students' achievement in procedural text composition or not.

The Technique of Data Analysis

If a test measures what it was intended to measure, then it is legitimate. The most popular technique to assess the difference in means between two groups is to first measure the test with the validity and reliability test in accordance with the formulas above, and then measure with one test. As long as the variables are normally distributed within each group and the variation of scores between the two groups is not significantly different, the test, for instance, can be utilized even with very small sample numbers. In a real mill hypothesis, the groupings will be expected solely by chance. The significance of the sum, the t-test, and the t-table

were compared with the degree of freedom of the test, the t-test, after the data had
been examined using the t-test.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{Da^2 + Db^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

RESULTS AND DISCUSSION

From the data of the test results as available, a t-test calculation was carried
out to determine whether the use of inquiry strategies had a significant influence in
writing Descriptive Text in class X SMAN 1 Kisaran. The t-test formula is as
follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{X^2 + Y^2}{N_1 + N_2 - 2}\right) + \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Before the calculating the data using t-test formula, the research has to find
the mean and standard deviation of experimental group.

Mean and Standard Deviation of Experimental Class

$$M = \frac{\sum X}{N}$$

$$M = \frac{2370}{36}$$

$$M = 65{,}83$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

$$SD_x = \sqrt{\frac{156749}{36}}$$

$$SD_x = \sqrt{4354{,}1}$$

$$SD_x = 65{,}98$$

Mean and Standard Deviation of Control Class

$$M = \frac{\sum x}{N}$$

$$M = \frac{2175}{36}$$

$$M = 60{,}41$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_x = \sqrt{\frac{132225}{36}}$$

$$SD_x = \sqrt{3672,9}$$
$$SD_x = 60,60$$

After getting mean and standard deviation of each group, then analyzing the data by using t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{X^2 + Y^2}{N_1 + N_2 - 2}\right) + \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$M_x = 65,83$$

$$M_y = 60,41$$

$$X_2 = 65,98$$

$$Y_2 = 60,60$$

$$t = \frac{Mx - My}{\sqrt{\left(\frac{X^2 + Y^2}{N_1 + N_2 - 2}\right) + \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$t = \frac{65,83 - 60,41}{\sqrt{\left(\frac{65,98 + 60,60}{36 + 36 - 2}\right) + \left(\frac{1}{36} + \frac{1}{36}\right)}}$$

$$t = \frac{5,42}{\sqrt{\left(\frac{126,58}{70}\right) + \left(\frac{2}{36}\right)}}$$

$$t = \frac{5,42}{\sqrt{(1,80) + (0,05)}}$$

$$t = \frac{5,42}{\sqrt{1,85}} \qquad t = \frac{5,42}{1,36}$$

$$t = 3,98$$

To know degree of freedom (df) is used the formula:

N1 + N2-2

Df= 36+36-2

Df= 70

From the table there is no df of 70. We consult the table of "t" values both at the 5% significance level and the 1% significance level. It turns out that:

At the 5% significance level ttable or tt = 2,00

At the 1% significance level ttable or tt = 2,65

2,00 < 3,98 > 2,65

CONCLUSION

The results of the t-test analysis show that, when compared to the critical value of product moment with degrees of freedom (df) N1+N2-2 or 36+36-2=70, the t-score is 3.98. So, the calculated t-score > t-table

This shows that the use of inquiry strategy to improve students' ability to write descriptive text has a significant impact. Based on the results of this study, it can be concluded that the inquiry strategy is a useful instructional tool for creating descriptive texts.

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