THE EFFECT OF INQUIRY METHOD ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY

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ABSTRACT

The aim of this research is to know whether there is a significant effect of inquiry method on Students' writing descriptive text ability at the X grade students of SMA Negeri 1 Angkola Barat in 2012-2013 Academic Year. The research method used is experimental method. The population of this research consists of 4 classes. They are all of the X grade students with 142 students. Two classes, they are X^1 and X^2 are taken as two groups of sample by cluster sampling. The whole amount samples is 70 students. The data are collected by using 20 items test as an instrument. The writer uses statistic processes in analyzing data. They are descriptive analysis by using the formula of "t-test".After calculating the data, it is found that theresult of writing ability on descriptive text taught by using inquiry method is categorized "good". While the students' writing ability on descriptive text taught by using conventional method is categorized "enough". And from the data that has been collected, it is found that the result shows the score of $t_{test}>t_{table}$ (3.6 > 2.00). It means that there is a Significant Effect of Inquiry method on Students' Writing Descriptive Text Ability at the X Grade Students of SMA Negeri 1 Angkola Barat. It can be concluded the hypothesis in this research is accepted.

Keywords: The Effect of Inquiry Method, Students' Writing Descriptive Text Ability

A. INTRODUCTION

English is one of important languages that should be mastered by students, because it is one of international languages that used by many people in the world. Basically there are four language skills in English subject that should be mastered, they are listening, speaking, reading and writing.

Writing is very important for the students, because writing is one of skill in English. Now, most of materials of English in senior high school is based on the text or by using genre. Such as descriptive, narrative, report, spoof, exposition and so on. In this case, the students hoped can develop their skill in writing the form of descriptive text in English. So, the students hoped can write the descriptive text well, because the descriptive text is a text

which lists the characteristics of something.

But, unfortunately not all students are successful in descriptive text mastery. In other word, many students still low in writing descriptive text. They find many difficulties because some factors such as the lack of students' interest, the lack of understanding the grammar, the lack of vocabulary, curriculums, teachers, teaching method, facilities and environment. It is proved from the data of the value or DKN in final semester at the X Grade students of SMANegeri 1 Angkola Barat. The data shows the value of examination on average of 60,00 (DKN of SMA Negeri 1 Angkola Barat). Meanwhile, they are expected to get the 65,00 as criteria of minimum value (KKM of SMA Negeri 1 Angkola Barat). From the value, writer knows the result in writing descriptive text is low.

To improve that condition the school has done many efforts such as the increasing of the school facilities, using of teaching methods, and using of teaching media.

In this case, teacher has important role in improving students' writing ability. There are many methods that can be used in teaching writing, such as inquiry method, problem based learning, direct instruction, demonstration method, recitation method, discussion method, lecture method, etc. In this case the writer interested to use inquiry Methods.

1. Writing Descriptive Text

Writing is highly individual process, it can be said that writing is communication developing from our ideas.

Patel and Praveen (2008:125) said that writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. Furthermore Doris M. Cook (2004:57) said that Writing is an excellent way to develop and assess comprehension as well as a way for students to organize and express their ideas, emotion, and experiences. Based on the explanation, the writer concludes that writing is a process of developing thinking about language and expressing ideas, feelings in our written.

To begin writing descriptive, it is necessary to know definition, social function, generic structure and language features of descriptive text.

As Tanti Setiawati (2010:1) stated that a descriptive text is a text which lists the characteristics of something. It usually help writer develop an aspect or their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, and objects. Furthermore, Pardiyono (2008:89) said that description is information about describing an object, it can be a concrete or abstract can be a person, or an animal, or other. Based on the explanation above, the writer concludes that descriptive text is a written English text that gives a very detailed characteristic of something until the readers can imagine in their mind about the object.

A descriptive text is a written English text in which the writer describes an object that has function to describe a particular person, place or thing. As Suparman and Sri Hartatik (2008:33) said that

descriptive text has function to describe a particular person, place or thing. Similarly,Tanti Setiawati (2010:2) said that the social functions of descriptive text are: a) To engage a reader's attention, b) to create characteristics, c) To set a mood or create an atmosphere, d) To set a mood or create an atmosphere.

Descriptive text is a text containing two components, they are identification and description. Pardiyono (2007:124) stated that the generic structure of descriptive text divided into two parts, they are: a) identification: contain of object that will be described, b) description: contain of the description of the object as visual, qualitative and quantitative. Meanwhile, Sanggam Siahaan and Kisno Shinoda (2008:89) stated that the generic structures of descriptive text are: a) identification: identifies phenomenon to described, b) description: describes part, qualities, and characteristics. Based on that explanation, the writer conclude t hat there are two part of generic structure in descriptive text, namely: Identification (object that will be described) and Description (description of the object).

In writing descriptive text, there are many aspects that should be attention, they are: correct grammar, word choice, spelling, and language features. According to Tanti Setiawati (2010:2) stated that the language features of descriptive text are: a) Using simple present tense, b) using action verb, c) using passive voice, d) using noun phrase, e) using adverbial phrase, f) using technical terms, g) using general and abstract noun, using conjunction of time and cause and effect. Furthermore,

Sanggam Siahaan and Kisno Shinoda (2008:89) said that descriptive text has dominant language features as follows: a) Focus on specific participant, b) Use of attributive and identifying process, c) Frequent use of Epithets and classifier in nominal groups.

From the quotations, the writer concludes that dominant language features of descriptive text that generally used are: 1) Specific noun, 2) using simple present tense, 3) using verb; be (is, are), have, linking verb, 4) kinds of adjective.

In this research, the writer makes them as the indicators. Because, in writing descriptive text, the definition, social function, generic structure and the language features are important elements. It is important because each kind of the text is determined by its generic structure and language features. So, to measure writing descriptive text ability can be seen by its definition, social function, generic structure and the lexicogrammatical/language features. And the writer concludes that all of the indicators are very important in writing descriptive text well.

2. Teaching Methods
Inquiry Method

Inquiry method is one of methods that teacher uses in teaching English. Peter Westwood (2008:92) said that Inquiry is encourages students an all grades and in every scientific discipline should have the opportunity to ask questions, plan, and conduct investigations, use appropriate tools and techniques to gather the data, think critically and logically about relationship between evidence and explanation, and communicate arguments. Students

who learn to question, debate, or explore acquire a deeper understanding of the world. By discovering principles, rather than just memorizing them, students learn not just what we know, but how we know it, and why it is important.

Alan Crawford (2005:102) said that Inquiry method is the I- Search allows students to go beyond the information in their books and classrooms and generate new information through interviews, observations, and other sorts of inquiries outside their classroom and schools.

Furthermore, Wina Sanjaya (2010:265) said that inquiry is a learning strategy that emphasizes the students' intellectual.

Based on all explanation above, the writer concludes that inquiry is the teaching method that pushes students to involve themselves in finding and solve the problem with their own way.

In this method the writer uses the steps of Inquiry Method from Alan Crowford (2005:93) stated that the activities of inquiry are: a)choosing a work that encourages discussion: Before the discussion take place, the teacher has chosen a work of part of a work that encourages discussion, b) have the students read the material: The teacher must make sure students have read the material, c) preparing questions for discussion: The teacher prepares four or five discussion questions, d) sharing a question: The teacher writes the first question on chalk board for all of the student to answer, e) the students consider the question and write down their answer: The teacher asks the students to think about the question, and then

briefly write down their answer, f) the teacher elicits answer from the students: As the teacher invites the student to answer the may encourage reluctant speakers to read what they wrote, g) the teacher keeps a seating chart: A seating chart is a list of the students' names with a brief version of each students answer, h) The teacher summarizes the discussion: When discussion of a question seems to have run its course, the teacher reads aloud her summarize of the students' comment.

Kunandar (2010:373) stated that the steps of inquiry method are: a) observation: in this step, student observes the object or material that will be source of the study, b) questioning: after observation, the student asks questions base on the result of observation, c) hypothesis: making prediction of the questions above, d) data gathering: collecting the data or information that can be answering the questions from the problem above, e) data analysis: analysis and thread the data or material that collected by the student, f) conclusion: making a conclusion of the matter.

Teaching method that is used by every teacher has the advantages and disadvantages. According to Peter Westwood, the advantages of inquiry method are: a) Students are actively involved in the process of learning and the topics are usually motivating, b) the activities used are often more meaningful than the typical classroom exercises and textbook study, c) Students acquire investigative and reflective skills that can be generalized and applied in other contents. And disadvantages are: a) it can be a very time-consuming method, often taking

much longer for information to be acquired than would occur with direct teaching, b) it requires a resources-rich learning environment, c)young children (and older children with learning problems) often have difficulty forming opinions, making predictions, or drawing conclusions from evidence. They have major problems with inductive reasoning, d) teacher may not monitor activities effectively, so are not able to give the individual encouragement and guidance (scaffolding) that is frequently needed by learners.

Alan Crawford said that the Inquiry Technique can motivate really inspired discussions in classroom. When students read a provocative text, are asked real question (questions to which the teacher does not already have a "right" answer in mind), are invited o offer different answers to debate each other – then deep thinking ensues.

From the explanation above, the writer concludes the inquiry method can motivate the student to be active in the learning process, encourage them to find out the problem and its solution by themselves, and train the development of their cognitive, affective, and psychomotoric aspect. Meanwhile, the inquiry is really difficult in implementation process because the teacher cannot control it well and its process is really time consuming.

B. *METHODOLOGY OF THE RESEARCH*

The writer chooses SMA Negeri 1 Angkola Barat as the location of the research. It is located on Jl. Sibolga KM. 15 Sitinjak Angkola Barat. The writer conducts the research at SMA Negeri 1 Angkola Barat from the July to October 2012 Academic Year.

The method of this research is experimental method. Suharsimi Arikunto (2009:220) said that experimental method is the way find out the cause-effect relationship between two factors and it is happened by eliminating, unless or avoiding other factors that can influence.

Population is participant that use as the subject of research. Nana Syaodih (2010:250) stated that population is a big group of researching objects. While, In addition, Suharsimi Arilkunto (2009:130) said that a population is a set (or collection) of all elements possessing or more attributes at interest.Based on the quotation, the population of this research is theX Grade students of SMA Negeri 1 Angkola Barat which divided into four classes and the total population is 142 students. Sample is the part of a population that actually represents the characteristic of a population itself. L.R.Gay (2009:124) said that a sample is a group of individuals, items, or events that represent the characteristics of the larger group (population) from which the sample is drawn. It means that sample is a part of represent the population that will be researched. And the writer uses sampling technique. In this research the writer uses cluster random sampling because the sample have alone characteristic from homogeneous population that to be observed and the sample is two classes they are X^1 and X^2 that consists of 70 students.

There are many kinds of technique for collecting data such as questionnaire, observation, interview and test. And in this research, the writer uses test as the instrument to measure the students' ability in writing. The test will be applied in experiment group or class and to the control group. It will be given the same test to the both classes. Then the result of the test will be used as the data of this research.

For data analysis, the writer uses statistics formula to analyze the data. There are two kinds to analyze the data in research, they are: descriptive analysis and inferential analysis. The test is given to the sample simultaneously after they have learnt descriptive text by using Inquiry Method and Conventional Method. Then the data is analyzed into comparative analysis technique using t-test formula.

C. RESULT OF THE RESEARCH

After testing the instrument about writing descriptive text by using Inquiry Method, the writer got the result of teaching methods applied on students' ability in writing descriptive text at the X Grade students of SMA Negeri 1AngkolaBarat.After calculating the score from Inquiry Method, it was found the highest score is 90 and the lowest score is 60. The mean score is 72the median is 70, the mode is 75, standard deviation is 9.9, and standard error is 1.7.

The data of frequency distribution in writing descriptive text by using Inquiry Method at the X Grade Students of SMA Negeri 1 Angkola Barat. The first interval is 90–94 score gotten by 1studentswith

2.8%. The second interval is 85-89 score gotten by 3 students with 8.6%. The third interval is 80–84 score gotten by 4 students with 11.4%. The fourth interval is 75– 79 score gotten by 9 students with 25.7%. The fifth interval is 70–74 score gotten by 7 students with 20%. Then 65-69 score gotten by 6 students with 17.2%.The last interval is 60–64 score gotten by 5 students with 14.3%.

From the scores above, the value of definition of description text is 350 and the mean is 10, it is categorized "very good", the social function is 290 and the mean is 10, it is categorized "very good", the score of the generic structure is 1325 and the mean is 7.6, it is categorized "good", then the score of the language features is 605 and the mean is 5.1, it is categorized "enough".

Based on the scores which students have gotten, mean score of students' ability in writing descriptive text taught by using Conventional Method at the X Grade students' of SMA Negeri 1 Angkola Barat is categorized "enough".

After calculating the scores from Conventional Method), it was found the highest score is 85 and the lowest score is 50. The mean score is 64, the median is 60, the mode is 65, standard deviation is 8.21 and standard error is 1.4.

The data frequency distribution in writing descriptive text by Conventional Method at the X Grade Students of SMA Negeri 1 Angkola Barat; First, interval 80–85 score gotten by1 students with 2.9%. The second interval 74-79 score gotten by 3 students with 8.6%.The third interval 68-73 score gotten by 4 students with 11.4%.The fourth

interval 62-67 score gotten by 11 students with 31.4%.The fifth interval 56-61 score gotten by 9 students with 25.7%.The last interval 50-55 score gotten by 7students with 20%.

From the scores above, the value of definition of descriptive text is 350 and the mean is 10, the social function is 220 and the mean is 6.3, it is categorized "enough", the score of the generic structure is 1170 and the mean is 6.7, it is categorized "enough", then the score of the language features is 595 and the mean is 5, it is categorized "bad".

Based on the scores which students have gotten, the mean score of students' ability in writing descriptive text taught by using Conventional Method at the X Grade students of SMANegeri 1 Angkola Barat is categorized "enough".

The data is analyzed by using t_{test} formula as Anas Sudijono said. The result shows the value of t_{test} is 3.6. While, the sample is 70 students where $N_1 = 35$ students and $N_2 = 35$ students. So, df $(N_1+N_2)-2 = (35+35)-2 =68$. The value of t_{table}at 5% significant level of 60 is 2.00. After the value of calculating and $t_{table,}$both of score are compared. It is found that to calculation is bigger than t_{table} ($t_{tes}>t_{table}$)= 3.6>2.00.

Based on the explanation previously, it has been found that the students' ability in writing descriptive text by using inquiry method is good or there is a significant effect of the inquiry method. So, the hypothesis in this research can be accepted.

D. DISCUSSION

Based on the research finding, actually Inquiry Method is suitable in teaching writing descriptive text than conventional methods that the teacher applied. With Inquiry Method the students can be improve creativity and active in learning process especially in writing descriptive text.

By doing the research, it is found that the using of suitable method is very important in teaching and learning process. Teaching method has important role in determining the success of learning process. It helps teacher to transfer the knowledge to the students. So that, as a teacher we must know which is the best method that suitable for certain material, because it helps students to improve the students' ability in writing many kinds of text, especially descriptive text.

E. CONCLUSIONS

The students' ability in writing descriptive text at the X Grade students of SMA Negeri 1 Angkola by using Inquiry Method is categorized "good". The students' ability in writing descriptive text at the X Grade students of SMA Negeri 1 Angkola Barat by using Conventional Method is categorized "enough". There is a significant effect of inquiry method in writing descriptive text at the X Grade students of SMA Negeri 1 Angkola Barat. It can be seen from the calculation that score of t_{test} is higher than $t_{table.}$

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