

THE EFFECT OF INQUIRY-BASED LEARNING IN WRITING DESCRIPTIVE TEXT

SALAMUN

Universitas Kyai Abdullah Faqih Gresik

Salamjamal45@gmail.com

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ABSTRACT

The research aimed to assess the effectiveness of Inquiry Based Learning (IBL) for writing descriptive texts. Utilizing a pre-experimental design with pre-test and post-test measurements, the study focused on first-grade students at SMP MKU for the 2023/2024 academic year. The research involved 32 students from class VII A, selected from a total of 288 first-year students. Tests served as the primary research instrument, and data were analyzed using a t-test through SPSS 20.

The analysis revealed a notable improvement in students' descriptive writing, with pre-test scores averaging 69.69 and post-test scores rising to 81.25. The paired sample t-test showed a t-count of 7.996, significantly higher than the t-table value of 2.021. This indicates a meaningful difference in writing performance before and after implementing IBL. The results suggest that IBL is an effective strategy for teaching descriptive writing at the SMP level, evidenced by both improved test scores and an increase in word quantity.

Keyword: Inquiry Based Learning, Writing, Descriptive Text.

I. INTRODUCTION

Writing descriptive text is an important skill in language learning as it allows students to express their ideas and observations in a clear and detailed manner.(Sulasmi, Akrim, and Gunawan 2019) It is essential because writing can exchange ideas in English learning with their ability. Writing ability ascertain students learning successfully. The ability to write descriptive text can help students improve their vocabulary, grammar, and sentence structure(Haryadi, Endah, and Dalimunthe 2021). In the fact, when we have got something, feelings, or concept in our care able to use writing to express ourselves. So, we can express ideas, suggestions, and imagination by writing as outlined in written form.

Sometimes the students feel difficult to write. According to (Byrne & Yoroza 2000) that writing is difficult for students also the writing skill is more complicated than that of other language. In writing, students are expected to write on their own, without any interaction or feedback. When the teacher asked them to write the text, they were confused about writing descriptive text(Putri and Aminatun 2021). They did not know about the features of the descriptive text. The students had limited vocabulary, especially in using descriptive words. The students do not know how to write well based on structure and grammar. Most of the students still achieve the substandard goals. So that the ability of students in English learning is lower. And so, that is reason why students are incapable to writing.

Several studies have been conducted to investigate the effectiveness of different teaching methods in improving the ability to write a descriptive text. These studies have found that using a variety of teaching methods, such as inquiry-based learning, peer-editing, and writing

prompts,(Chu et al. 2021) can be effective in developing students' descriptive writing skills. Additionally, providing formative and summative feedback, and giving students opportunities to revise their writing, have also been found to be effective in improving students' descriptive writing abilities. So, the students see clearly to follow in writing class.

Based on the problem above, the researcher needs to accomplish the problems. The problem can be solved using multiple strategies, among another thing project-based learning, problem-based learning, inquiry-based learning, and others. With inquiry-based learning(Salem 2022), the teachers help the students make writing descriptive text maximally. Inquiry-based learning is an educational strategy that focuses on active and independent research processes. In writing descriptive text, this strategy can be used by providing students with a question or topic that will be described, when students conduct research and collect information that will be written in the form of text. In this way, students will be more active and enthusiastic in writing because they feel involved in the learning process and completing tasks that they are interested in(Taymaz 2021).

The effect of inquiry-based learning in writing descriptive text has been studied in several research. The studies found that using an inquiry- based learning strategy can improve students' ability to present information effectively and interestingly(Ybanez and Barcelona 2024). It also found that students who use inquiry- based learning strategy are more motivated in writing and have a higher level of engagement in the learning process. Through inquiry-based learning, the teacher can help the teaching especially in writing descriptive text. Furthermore, an inquiry-based learning strategy can help students to develop their critical thinking and creativity skills. If the students are critical thinking and creativity skills then this strategy makes the students'competence getting information and analyzing the information by themselves(Rouka and Anastasiadou 2020).

II. METHOD

InResearch design is ways in which research data can be verified. Research methods divide this type of design based on whether or not the experiment is perfect in two: pre-experimental design, and true-experimental design. Pre-experimental design is a plan that covers only one group or class given before and after treatment. This design of one group pretest and posttest design was performed against a group without a control group. The researcher used a research design with a pre-experimental one-group pre-test and post-test.

As for the pattern of design research one group pre-test and post-test design as follows:

$$O_1 \text{ X } O_2$$

Notes: O_1 = Pre-test

X = Treatment

O_2 = Post-test

There are types of pre-experimental design, those are one- shot case study, pre-test and post-test, and static group comparison. In the pre-test and post-test observation groups, they are performed twice, those are: before the experiment and after the experiment. The test which is done before the experiment is called the pre-test, and the test which is done after the experiment is called the post-test

Data Analysis

One of the important elements of research was the technique of data analysis. The quantitative data were analyzed by using descriptive statistics. It compared the scores of the pre-test (before using inquiry-based learning) and post-test (after using inquiry- based learning). The results score of the experiment was calculated by using SPSS Software version 20. In this research, the researcher analyzed all the data by using paired sample t-test as the formula to determine the sign's mean and the result of the test. A paired sample t- test was run to measure the effect of Inquiry-Based Learning in writing of descriptive text measure the effect of Inquiry-Based Learning in writing descriptive text.

Then, the researcher presented the result of how many variants of using inquiry-based learning contributed to writing descriptive text used a linear regression analysis test to find R square or coefficient of determination. The score was calculated by using SPSS 20. It shows that 35.9% of the variant of inquiry-based learning contributes to students' writing descriptive text. And the rest, 64.1% of students' writing descriptive text is influenced by other strategy. The researcher gained the data in this research with quantitative data. The quantitative data are gotten from the individual's score from the beginning up to the end of the research. They come from the test given.

For the data collection, the researcher used a test. The test is divided into two kinds. There are pre-test and post-test.

The procedure is as bellow:

1. Pre-tes

Data was collected through pre-test and post-test. At the beginning of the study, the researcher conducted a pre-test. A pre- test was used to measure students' abilities before treatment. Pre- test to measure students' understanding of the course and how far they know about writing paragraphs as descriptive text. In the pre- test, the students begin to create the first draft without using inquiry-based learning.

2. Treatments

After giving the pre-test, the students were given treatment. The researcher had some procedures in the experimental class. For the details, this research can be described on the following table.

Procedure Experimental Class

Pre-Teaching	1. Greeting 2. Giving motivation 3. Giving apperception
Whilst Teaching	1. Guiding the students to the topic by giving some questions "what are the generic structure and language feature in the descriptive text?" 2. Introducing Borobudur to the students. 3. The teacher gives Borobudur of descriptive text. 4. The students think about the information they have and want. 5. Teachers help students to understand the information they find. 6. The teacher explains the generic structure and language features in descriptive text. 7. The teachers help students how to compare, contrast, and synthesize data. Help them through the disorder that occurs in this phase. 8. Teachers teach the students and focus on the positive situation to support students through the phase. 9. The teachers ask students to make descriptive text based on the topic 10. that has been explained before
Post Teaching	1. Make conclusions 2. Teacher and students make reflections. 3. Give other exercises.

3. Post-test

After gaining the score in the pre-test and conducting treatment, the researcher administers a post-test to know how effective the treatment was. The post-test itself would be conducted in 2023 later. The researcher would ask the student to make descriptive text according to the topic. The researcher got the score of each student from the result of their writing descriptive text. This post-test is the final in the research. After conducting the post-test, the researcher will analyze the data

III. RESULTS

In The finding of this study copes with the category of students' pre-test and post-test. To discover the impact of the inquiry strategy on college students' potential in writing descriptive text, the researcher has calculated the data by the usage of quantitative analysis. The researcher administered a test that became given two times. a pre-test become given before treatment which is knowing the students' writing abilities in the descriptive text before doing the treatment, whilst a post-test become given after treatment that is knowing the students' writing competencies after treatment and the result of the post-test of this research can answer the first question of this studies that objectives discover the effectiveness of Inquiry-Based Learning in writing of the descriptive text. The researcher used the formula of t-test to check the hypothesis.

1. The Description of Pre-Test and Post-Test Result Score

The calculation of the result had been gotten by the students in answering the writing test. The score of the pre-test and post-test can be seen in the following appendix 3

Based on the appendix 3 the total score of writing descriptive tests in the pre-test was 2230, and the mean was 69,6875. The researcher got in pre-test the highest score was 85 and the lowest score was 50. While the total score of writing descriptive tests in the post-test was 2600, the mean was 81,25. The researcher got in post-test the highest score was 95 and the lowest score was 60. In the other words, we can say that the improvement was significantly different and the students' ability progressed, as the result of this item is the mean score in the post-test was greater than the mean score in the pre-test. It means that the student's writing of descriptive text has a significant effect after doing the learning process that used Inquiry-Based Learning.

After the result of the scores from the pre-test and post-test, the researcher organized the frequency and the percentage of scores in the pre-test by using IBM SPSS 20. Table 4.2 represent the statistical result: Table 4.2 Frequency of Score in Pre-test

Pretest

	Fre quency	P erce nt	Valid Percent	Cumulative Percent
0	2	6.3	6.3	6.3
5	1	3.1	3.1	9.4
0	3	9.4	9.4	18.8
5	6	18.8	18.8	37.5
0	7	21.9	21.9	59.4
5	6	18.8	18.8	78.1
0	6	18.8	18.8	96.9
5	1	3.1	3.1	100.0
total	32	100.0	100.0	

according to table 4.2, 2 students (6.3 %) got 50, 1 student (3.1%) got 55, 3 students (9.4%) got 60, 6 students (18.8%) got 65, 7 students (21.9%) got 70, 6 students (18.8%) got 75, 6 students (18.8%) got 80, and 1 student (3.1%) got 85.

This is not a surprising finding considering that students only use their knowledge in making a descriptive text. The students seemed a bit difficult to develop their ideas for a good

text. After then, the students accept the treatment through Inquiry-Based learning. It is the students showed good improvement.

Table 4.3 Frequency of Score in Post-test

Posttest

	Fre quency	P erce nt	Valid Percent	Cumulative Percent
0	2	6.3	6.3	6.3
5	1	3.1	3.1	9.4
0	5	15.6	15.6	25.0
5	1	3.1	3.1	28.1
0	6	18.8	18.8	46.9
5	7	21.9	21.9	68.8
0	7	21.9	21.9	90.6
5	3	9.4	9.4	100.0
ot al	32	100.0	100.0	

The data in table 4.3 showed 2 students (6.3%) got 60, 1 student (3.1%) got 65, 5 students (15.6%) got 70, 1 student (3.1%) got 75, 6 students (18.8%) got 80, 7 students (21.9%) got 85, 7 students (21.9%) got 90, and 3 students (9.4%) got 95.

After accepting the treatment, the student's score on the pre-test significantly progresses with the result of the post-test. Moreover, the lower score on the post-test (60) is bigger than the pre-test (50), and the highest score on the post-test (95) is also bigger than the pre-test (85). This result indicates that after treatment by using Inquiry-Based Learning, the students' writing of descriptive text increased from the significance score from the pre-test and post-test

After organizing the frequency and the percentage of scores pre- test and post-test, the

researchers calculate the means and the standard deviation of the writing descriptive text pre-test and post-test scores of the sample by using IBM SPSS 20. The result represents in table 4.4:

Table 4.4 Paired Sample Statistic for Pre-test and Post-test

Paired Samples Statistics					
Mean			Std. Deviation		Std. Error Mean
air	p	6	2	0	1.56124
	retes	9.5313			
1	p	8	2	3	1.75345
	ostte	1.2500			

The previous table shows, the mean of post-test scores (81,2500) is larger than the mean of pre-test scores (69,5313). It indicates that on average, the use of the Inquiry Learning Strategy has caused an improvement in students' scores, but it is important to know that such a conclusion is only a descriptive conclusion. It should be tasted about being meaningful in this progress.

Therefore, Inquiry-Based Learning is effective in students' writing descriptive text, the researcher tested the result of the pre-test and post- test by using paired sample test in IBM SPSS Statistic 20. The testing was done to know whether the null hypothesis could be rejected or not. Table4.5 shows the result of the test.

Table 4.5 Paired Sample t-test

Paired Samples Test									
		Paired Differences						f	ig : (2 - ai le d)
		ea n	td. Devi ati on	td. Erro r Mea n	95% Confidence Interval of the Difference				
					Lo wer	U pper			
ai r	p retest - postte st	11. 71 75	8 .290 0 4	1 .465 4 9	- 14.707 63	8.72 98 7	7.9 96	1	0 0 0

In table 4.5, that obtained is -8.72987. The way to test whether H_0 could be rejected was by comparing the result of obtained and the table. If the result of obtained is larger than the table at the level of significant 0.05, H_0 can be rejected. On the contrary, if the result of obtained is smaller than the table, it can be accepted. In consulting table, the researcher needed to find out the degree of freedom. As can be seen in table 4.4 the Df (Degree of Freedom) is 31, the researcher consulted the table and at the level of significance 0.05, the value of the table is ± 2.021 . Compared to the value of the table, the value of obtained is larger ($-2.021 < -8.72987$). From the presentation of data in the table, the result of the count is 7,996 with a degree of freedom (df)=31 and a significance value (sig.2-tailed) 0,000. Based on the statistical analysis using the t-test table= 2.021 and the count is 7.996, which means that the count is higher than the table. (count > table).

After finding the results of the paired samples t-test to find out whether there is a significance effect of using inquiry-based learning in writing descriptive text or not, the researcher looks for R Square (R^2) or it can also be called the coefficient of determination to see and predict how much the inquiry-based learning variant contributes to students' writing descriptive text. By using a linear regression analysis test in the form of a summary model as shown in the table 4.6

Table 4.6 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599 ^a	.359	.338	7,229

Based on the SPSS 20 model summary output table above, it is known that the coefficient of determination or R square is 0.359. the R square value is the result of squaring the correlation coefficient or $0.599 \times 0.599 = 0.359$. the magnitude of the coefficient of determination or R square is 0.359, which is equal to 35.9%. R square can be called the coefficient of determination because from here it can be seen that 35.9% of the variant from the inquiry- based learning contributes to students' writing descriptive text. While the rest is ($100\% - 35.9\% = 64.1\%$) it shows 64.1% of students' writing descriptive text is influenced by other strategy. It can be concluded from the explanation above, that 35.9% of the variants of the inquiry-based learning contributed to the writing descriptive text of first grade students at SMP Negeri 1 Kalitidu

IV. DISCUSSION

In order to gain the research problems were stated in Chapter I, the researcher conducted an experiment in pre-test and post-test. The researcher discussed the result of this study and compared the related finding. The researcher discussed the theory that has been stated by the researcher. Regarding the result of data analysis, it is strongly related to the effect of writing descriptive text by Inquiry-Based Learning. Related to the theory inquiry is a learning process where students are involved in their learning, formulate questions, investigate, and build understandings, meanings, and knowledge. In inquiry, the students need to learn, formulate the problems, collect data by observation, analyze, and present the result in the form of writing. So, it has been proven that the Inquiry strategy was suitable to teach students' writing ability and has a significant effect on students' ability in writing descriptive text.

The average of students' writing descriptive text shows that the application of inquiry-based learning strategy can improve students' ability in writing descriptive text. In line with Arini, the inquiry-based learning is one of the innovative strategies in teaching. 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, creative thinking, and connect in writing, especially descriptive text.

Based on WildhanBurhanuddin, the inquiry strategy is suitable to teach writing because

teaching the learning process in the classroom is easier. So, it made the class more active and the students follow the material easily.

According to Sri Sunarni using Inquiry-Based Learning in writing can be more effective to increase students' writing skills. It can be seen in students' construct test is well organized. So, Inquiry-Based Learning was suitable to teach writing skills.

Inquiry-Based Learning made the students speak up and the students have many ideas to write and convey their ideas. The students feel enjoyable and controlled. So, the students can follow the writing class. Sukma Aji said that Inquiry-Based Learning made the students joyful and active in class. It is mean the students are not only the listener but play a role in learning when the teacher is the facilitator.

Inquiry-based learning positions the teacher as a facilitator of learning, the student's entire activity is geared on seeking and obtaining answers independently from something dubious. But, Inquiry-Based Learning has many phases in its implementation. Related to Inquiry-Based Learning used to explore teacher's way in teaching writing descriptive text. Tresnawati said inquiry-based learning implemented through some steps included planning, creating, processing, sharing and retrieving, and evaluating. Then, inquiry-based learning, as one of the strategy to teaching English, should be applied by the teachers in various ways with the reference to the steps in implementing inquiry-based learning.

In orther research, Hudri discovered procedures in order to adopt inquiry-based learning in the teaching and learning writing. The finding of the his study, the strategy aids students in improving their ability to write descriptive text. So, inquiry-based learning showed to boost students when they comes to producing descriptive text.

Inquiry-based learning is the way for the student to answer question when the teacher asks the to write descriptive text. According other researcher, the inquiry-based learning can help students to explore in the text. Before the students begin to write descriptive text, the students seek the information about the topic given by the teacher without awareness.

Inquiry is a good asking. The questions have to be answered meaningful. The knowledge gotten by students expected is nor remembering result.³⁷ The researcher found the students were interested to share their ideas and their score become well. It showed that using inquiry based learning increased students' writing descriptive text.

The theory has evidence that this strategy is great when the students were enthusiastic to following the lesson. The students feel easy to write the text with good organization. I was glad while looking at them thinking hard, but still, following the class.

The results of post-test higher than the pre-test score. That is, the scores of post-test were better than the score of pre-test at the end of the research. The students used variety of vocabularies and the content was more interesting.

After the steps were conducted, the researcher got data in pre-test and post-test scores. Next, the researcher analyzed them by paired sample t-test through IBM SPSS 20. The researcher analyzed the descriptive statistic of both pre-test and post-test score.

The researcher used a linear regression analysis test in the form of summary model used to find the R square or coeficient of determination to measure how much the variance of the inquiry-based learning contributes to students' writing descriptive text. After carrying out the linear regression analysis test, the researcher found that the R square was 0.359, which is 35.9%. From the R square result above, it means that 35.9% of the variant of the inquiry-based

learning contributes to students' writing descriptive text Because t-count was higher than t-table, so the alternative hypothesis was accepted and the null hypothesis was rejected. It means that there was differences writing score between before and after being taught by using Inquiry Learning Strategy in the seventh grade of SMP MKU. Based on explanation above, there was a significant effect of using Inquiry-Based Learning towards students' achievement in writing descriptive text.

The result of this research also proved that Inquiry-Based Learning and gaining knowledge of strategy was powerful to increase students' success in descriptive text. The impact of Inquiry-Based Learning turned into also maybe visible from the number of phrases that considerably improved in publish-check. As a result, it concluded that the use of the Inquiry-Based Learning getting-to-know strategy became powerful in the direction of students' writing text and it counseled to be used in teaching writing descriptive text, specifically within the first grade of SMP MKU

V. CONCLUSION

The Based on the result of the research, students' writing descriptive text improved after being taught by Inquiry-Based Learning. It is proven by looking at the mean scores of the student's writing test in pre-test and post- test. The score of students' writing descriptive text before using inquiry-based learning at grade VII SMPN 1 Kalitidu was low because in the pre-test the mean score was 69,68. After using inquiry-based learning, the score of students' writing descriptive text was higher, because the mean score of students' writing descriptive test was 81,25. So, the student's writing test in the post-test was higher than in the pre-test. The score above can be indicated that inquiry-based learning has worked well and is useful to be applied in the classroom. It can be concluded that there was a significant difference between the students' writing descriptive text before and after using inquiry-based learning at the first-grade students of SMPN 1 Kalitidu. Therefore, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. The result implied which Inquiry-Based Learning in writing descriptive text in the first grade of SMP Negeri 1 Kalitidu was effective.

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