

THE APPLICATION OF INQUIRY METHOD IN WRITING DESCRIPTIVE TEXT FOR SEVENTH GRADE STUDENTS

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ABSTRACT

The aim of this research is to describe how the method technique is used in producing descriptive writings in class VII Junior High School Medan. This study examines the use of the inquiry method in producing descriptive writings, as well as the impacts of the method's use and the challenges English teachers experience when using it in class VII SMP Medan. This study use descriptive qualitative research. The subject of this study is students of class VII of Junior High School Medan. The object of this research is to learn to write description text with inquiry method. The information gathered came from a variety of sources, including events, informants, and records. To clarify the effects of the application of inquiry method and the problems faced by English teachers in applying this method. Data was collected through observations, interviews, and documents from writing learning activities. According to the findings of this study, the following are the result of applying inquiry method in writing descriptive text: (1) make students has learning experience that demands independence, critical, creative, and innovative. And another result about problems that faced by teacher in applying inquiry method in writing descriptive text include: (1) different capability of the students that can be see when the teacher explained the materials, (2) the lack of vocabulary, and (3) students are less prepared to enter English class with not bring dictionary.

Keywords: Descriptive Text, Inquiry Method, Writing.

INTRODUCTION

In the application of education in Indonesia, the teacher's way of delivering teaching materials to all students in the class is very influential on the cognitive, affective, and psychomotor aspects of students. Therefore, in a learning process in the

classroom, a teacher or educator must be able to optimize the meaning of learning for a student in the classroom. With the aim of achieving a desired goal with something that has been previously planned. For efforts to improve an interaction between a teacher and a

student well, an innovation is needed in the learning process. One of them is in learning English

To increase a child's achievement, of course, it cannot be separated from various factors that influence it. Because in this case, it is very necessary for a teacher to be more creative in teaching and be able to make the learning atmosphere in the classroom interesting and liked by many students and not boring. The class atmosphere in question needs to be planned and can also be built in such a way, of course, by using a very appropriate learning model. So that all students can get an opportunity to interact with each other. A teacher who teaches in the classroom is required to be able to choose and be able to apply it with a method or strategy that is in accordance with the current state of the class.

According to Solihatin and Raharjo in Dedy Irvandy (2007) the method also serves to create a new atmosphere in learning that will prevent students from feeling bored when teaching and learning activities are taking place. Therefore, In addition, the teacher's abilities and skills in selecting and using various models, methods, and learning strategies must always be improved.

Learning by inquiry is one component important in a constructivist

approach that has a long history of innovation or educational reform. In learning with discovery or inquiry, the students in the class are encouraged to study harder and harder and are encouraged to become more active students with certain concepts and principles that have been determined. A teacher also encourages students' ability to have an experience as well as an experiment which it is very possible for them to discover some principles for themselves. Piaget provides a definition of the inquiry approach as education that prepare situations for students to conduct their own experiments. Ask questions and find answers to questions yourself that they propose (Piaget in Sofan and Iif, 2010: 103).

Cathie in Pappas states that inquiry learning can change information into useful knowledge. It emphasizes development skills and nurture the development of good habits of mind. Elizabeth Pappas in his online journal also states that inquiry learning is key to student motivation, accountability, and success, both academically and in the real world. Learn how to question the world around us, and ability in a systematic, self-directed approach to uncovering the answer to the question we seek is a fundamental skill in

understand our existence on a deeper level.

Writing is one aspect skills covered in the scope of Language subjects Indonesia. One of the goals that must be achieved in learning Indonesian language is that students can have the ability to write. According to Tarigan (1980: 1) "Writing skills" can only be obtained and mastered by way of practice and much exercise". One of the lessons in writing is writing essays description.

METHODS

The type of research method that will be used by researchers in conducting this research is a qualitative method. Researchers chose this method because research in this method emphasizes collecting facts and identifying researcher data. The components in this research method are describing, analysing, and interpreting the findings clearly and precisely. Researchers choose qualitative methods as research methods because researchers really want the results of in-depth studies and comprehensive results on the phenomena that will be studied by researchers later. In addition, the researcher uses this qualitative research method because the researcher catches that the subject in this study is a student who cannot be approached with a

quantitative approach, such as doing questionnaires and questionnaires. So, the researchers choose qualitative by looking for data through interviews, documentation, and observation. In this qualitative approach, the researcher collects as much information as possible from the participants, then shapes the information into certain categories or themes.

This research examines several students of class VII where the researcher conducts research. This research begins on Wednesday, December 01, 2021.

Data Sources

Sources of data used by researchers in this qualitative research is through the process of interviewing, observing, taking photo samples and others. And the sources of data currently used by researchers in this study include:

A. Primary Data Source

This primary data source was obtained by the researcher when the researcher conducted the interview process and observed directly in the field. This primary data source is data which is taken directly by the researcher to the source without an intermediary between the interviews.

B. Secondary Data Source

This secondary data source was obtained by the researcher when the researcher carried out the documentation process and conducted a literature study which was by seeking help from print media and internet media as well as in field notes.

Data Collection Techniques

The data analysis technique used by the researcher in this study is a qualitative data analysis technique. From observation questions, interviews, and documentation. Then the researcher analysed the answers of each respondent and identified them according to the aims and objectives of the study.

Observation

Observation is an activity where researchers collect data related to some of the problems that exist in research through a direct observation process carried out in the field.

Documentation

Documentation is an activity which takes photos or videos when the learning process takes place. The existence of this documentation method can support the data needed by researchers.

FINDINGS AND DISCUSSION

Learning to write descriptive text with the inquiry method by the researcher follows the learning steps

that have been planned. The implementation of learning begins by conveying the basic competencies and learning objectives to be achieved. The basic competence conveyed by the researcher is being able to write descriptive text according to the abilities and imagination of students. Meanwhile, the objectives to be achieved in learning are that students are expected to be able to: (a) find topics that can be developed into descriptive text with choosing one card to determine the topic of descriptive text, (c) develop a framework that has been compiled into a descriptive text, and d) Write a good and correct descriptive text. In this case, using this inquiry method in writing a descriptive text, the researcher can only adjust what is obtained with the objectives of the learning process that have been determined previously.

Entering a core activity in learning using this inquiry method, the researcher begins to carry out the learning process by first explaining a concept in writing a good descriptive text. As well as explaining the concept of writing the steps for learning to write a descriptive text that is easily written using an inquiry method. The researcher also explains the tools that support the realization of good writing, such as pictures or media and examples of

objects around that can be described. Researchers also provide examples of descriptive texts by applying the inquiry method in class so that students understand more about writing descriptive texts. However, even though an example of a descriptive text has been given by applying the inquiry method in the classroom, the teacher still faces several problems in applying the inquiry method in teaching descriptive text.

At this time, the researcher applied or applied this inquiry method in writing descriptive text in the seventh grade of junior high school in Medan. The data in the research conducted by the researcher is divided into two parts, namely: 1) how is the effect when a teacher applies this method in class, and 2) What problems are faced by English teachers in applying this method to class VII students in the classroom? class. The first result of this research is the effect of applying the inquiry method in writing descriptive text is to make students more independent in solving their own problems. This can be seen when students choose a card containing a descriptive text topic that has been provided by the researcher. After students get a topic that will be made into a descriptive text, students will think richly and deeply about the topic, then

begin to develop a framework that has been compiled into a good descriptive text. This process will provide students with a learning experience that demands independence, critical, creative, and innovative.

However, despite some successes in applying the inquiry method in writing descriptive texts, researchers also find second result that prove there are still face some problems in the classroom in applying this method. Problems that arise include: (1) A clear difference in the ability of students when a teacher is explaining a material, and there are some students who do not understand the material taught by the teacher quickly. In this learning process, a student will definitely be late in receiving a material from a teacher and also slow in developing an idea about how to write a good descriptive text. (2) Lack of vocabulary that is clearly visible when faced by a teacher in writing a descriptive text. The text using this inquiry method is a lack of vocabulary for students which makes it difficult for students to write the text.

This will certainly affect the results of the descriptive text written by students. So this causes some students have difficulty in writing descriptive texts because they lack vocabulary mastery. It also limits students' imagination in

writing descriptive texts because of the limited vocabulary they have, (3) students are less prepared, that can be seen when some students do not bring a dictionary when entering English class so that this makes students difficult in translating the sentences that they will enter into their descriptive text.

CONCLUSIONS

Based on an explanation and discussion that has been described above, it can be concluded that the application of the inquiry method in writing descriptive texts to class VII students of SMP MEdan has a fairly good effect on student learning outcomes in class. This is because the application of this method in class can make students more independent in solving their own problems. Students will think richly and deeply about the topic, then begin to develop a framework that has been compiled into a good descriptive text. This process will provide students with a learning experience that demands independence, critical, creative, and innovative. But in this case the teacher still faces several problems in applying this method, these problems include: different capability of the students that can be seen when the teacher explained the materials, the lack of vocabulary, and students are less prepared to enter English class with not bring dictionary.

Learning on the ability to write in descriptive texts by using the inquiry method carried out by a teacher when teaching in class follows the learning steps which have been planned in advance to produce maximum results. Learning in the ability to write descriptive texts using this method must also be carried out in accordance with existing theories. However, there are still some students who have problems in making descriptive texts with the inquiry method, this needs to be the attention of the teacher in making the text as a basis for developing ideas into coherent and cohesive writing. The teacher provides a good understanding of descriptive text material and trains students to get used to memorizing everyday vocabulary for the success of a lesson, especially descriptive text. Then the teacher is expected to take part in motivating students to always carry a dictionary during English lessons.

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