INQUIRY-BASED INSTRUCTION TO INTENSIFY STUDENTS' LEARNING ACTIVITIES IN WRITING PROCEDURE TEXT IN VII-5 GRADE SMP NEGERI 5 PADANG SIDEMPUAN

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Abstract: This study aimed to improve students' ability in writing procedure text in grade VII-5 SMP Negeri 5 Padang Sidempuan by implementing an Inquiry-based Intrusction. This study did in VII of junior high school level with 32 participants that consists of 16 girls and 16 boys, and the researcher herself involved as a participant observer. This is a qualitative study because investigated the value of teaching learning, and concentrated mainly on finding out how the Inquiry learning improve students' achivement in writing. The data collected by interview, classroom observation and students texts. The finding are as follows. The Inquiry-Based Instruction Approach implementation is significant to improve students' ability in English writing a notice text in grade VII-5 SMP Negeri 5 PadangSidempuan. The teaching phase of the Inquire-Based Instruction is parallel with the stages in teaching writing. The researcher noticed that the elaboration supported students' knowledge in vocabulary, grammar, and text features. An Inquiry learning significants improvements in features of the students' final written products. But, teacher who intends to implement the Inquiry-Based Instruction Approach in a classroom need to have a sufficient knowledge regarding the approach, in order to be able to implement the approach better. The Inquiry-Based Instructions approach is better implemented in small classrooms to avoid teacher's difficulties in classroom management. Thus, through the limitations contained in this study, recommending further studies related to studies on issues that have not been discussed in this research

Keywords: Teaching Writing, Procedure text, an Inquiry-Based Instruction, Classroom Action research, Qualitative Study

Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam teknik menulis surat di kelas VII-5 SMP Negeri 5 Padang Sidempuan dengan menerapkan Pendekatan pembelajaran berbasis inkuiri. Penelitian ini dilakukan pada siswa kelas VII SMP dengan jumlah peserta 32 orang yang terdiri dari 16 anak perempuan dan 16 anak laki-laki, dan peneliti sendiri terlibat sebagai observer partisipan. Penelitian ini merupakan penelitian tindakan kelas dengan pendekatan kualitatif karena menyelidiki nilai belajar mengajar, dan dengan fokus penelitian adalah untuk mengetahui bagaimana penerapan Pendekatan pembelajaran berbasis inkuiri untuk meningkatkan prestasi siswa dalam menulis. Pengumpulan data dilakukan dengan wawancara,

observasi kelas dan teks siswa. Adapun hasil penelitian melalui penerapan Pendekatan pembelajaran berbasis inkuiri signifikan untuk meningkatkan kemampuan siswa dalam menulis teks pemberitahuan di kelas VII-5 SMP Negeri 5 Padang Sidempuan. Fase pengajaran dengan pendekatan pembelajaran inkuiri sejajar dengan tahapan dalam pengajaran menulis. Peneliti memperhatikan bahwa elaborasi mendukung pengetahuan siswa dalam kosa kata, tata bahasa, dan fitur teks. Pembelajaran Inkuiri memberikan peningkatan yang signifikan pada fitur produk akhir tulisan siswa. Namun, guru yang ingin menerapkan Pendekatan pembelajaran berbasis inkuiri di kelas perlu memiliki pengetahuan yang cukup tentang pendekatan tersebut, agar dapat menerapkan pendekatan tersebut dengan lebih baik. Pendekatan pembelajaran berbasis inkuiri lebih baik diterapkan di kelas kecil untuk menghindari kesulitan guru dalam pengelolaan kelas. Dengan demikian, melalui keterbatasan yang terdapat dalam penelitian ini, merekomendasikan studi lebih lanjut berkaitan studi tentang isu-isu yang belum dibahas dalam penelitian ini..

Kata Kunci: *Mengajar Menulis, Prosedur teks, Pembelajaran berbasis Inkuiri, Penelitian Tindakan Kelas, Pendekatan Kualitatif*

I.   INTRODUCTION

The process of writing can be emphasized and reinforced, in the stages that involve drafting, revision and editing. Many researches tell us that young students will be more interested in writing if they have their writing goals (Nunan, 2005). Students in secondary school need good models to which they can look for affirmation and direction. They find that environments are rich area to be made as their writing sources. Since written language may be the primary means of building writing skills, teachers should provide optimal situations to encourage their students writing. Efforts to teach writing in good English require long learning activities and must start from the beginning from elementary school to university students (Aminah, 2018).

Although the largest numbers of limited English proficient students are at the elementary level, increasing numbers of new arrivals are

entering secondary grades. Students progress in English at different rates depending on a number of variables including educational background, native language spoken, literacy skills in their native language, and previous contact with English. In any case, students generally have the greatest difficulty becoming proficient English writers. For a second language learner, writing is an extension of listening and speaking. Good mastery of writing skills can be obtained by students through learning vocabulary and grammar as basic components of writing, and also learning to communicate their ideas through written text (Arifa, 2021). Therefore, the student must be provided opportunities to build, extend, and refine oral language in order to improve written output. Since writing involves some risk-taking, it is important for students to be comfortable taking risks. They need to know that their efforts are appreciated and that the message they are trying to convey is valued over the form.

To write well, we must have good cavabilities in writing proces and aspects of writing and the writer must be able to organize the idea, to construct the sentence, to use punctuation and spelling well (Khanza and Nufus, 2019). Rose (2008) then notice that students have most problems with written English grammar if English is not their first language or if they are struggling with writing. Then, Brown (2001) adds that EFL students in particular encounter more problems in producing a good piece of writing procedure text. Procedure text is a piece of writing that tell us in

formation of making or doing something through several steps or directions.(Ameliah et. all, 2019). for their insufficiency knowledge about text features. This means that, EFL students might find many difficulties in producing a well-written piece for the lack of knowledge in grammar and text features.

Regarding this, according to pilot study in Kelas VII-5 in SMP Negeri 5 Padang Sidempuan it was found that the students' learning outcome still considered as unsuccessful. Moreover, teachers need to give the students' activities to practice writing because writing helps learner to understand themselves, their culture and the others culture.   Then, English teachers can use various techniques taken from different teaching methods popularized in foreign language teaching methodology (Silberman, 1999).   An inquiry-based instruction approach seems relevant to improve junior high school students in learning writing, because the classroom activities proposed by the approach tend to provide meaningful and joyful learning experiences (Depdiknas, 2013). The researcher want to findout how an Inquiry-Based Instruction Approach can improve students' ability in writing a notice text. Since the Inquire-Based Instructions Approach proposes some stages for the learning activities, the research want to find out how the stages in the approach can develop the students' ability to produce a simple adequate piece of writing in kelas VII-5 in SMP Negeri 5 Padang Sidempuan.

The researcher implemented the approach because the learning cycle of the approach can result in greater achievement in science (Abraham & Renner, 1989). The stages also contribute for better retention of concepts, improved attitudes toward science and science learning, improved reasoning ability, and superior process skills than would be the case with traditional instructional approaches (Cavallo, & Merrick, 2001; McComas, 1992). Some of these activities can be adapted and used in teaching to encourage students to participate, to think, to speak and to interact with teacher and with one another about aspects of the lecture topic or theme. Using small group work requires some organisation and forward planning and often the creative use of space when in cramped or tiered lecture rooms, but can be very rewarding and enjoyable for lecturers and students. The learning cycle is designed to adapt instruction to help students to become aware of their prior knowledge, to foster cooperative learning and a safe positive learning environment, to compare new alternatives to their prior knowledge, to connect it to what they already know, to construct their own "new" knowledge and to apply the new knowledge in ways that are different from the situation in which it was learned (Sunal, 2012). Moreover, The Inquiry learning also make students who participate actively and having enough opportunities to join the learning process will be more innovative, creative and have self reliance according to their

talents, motivations, and physical as well as psychological development (Depdiknas, 20013).

An Inqury-Based Instruction is a type of method that is often referred to as Learning Cycle developed by Karplus in 1967. Karplus named the learning cycle of the method as a component phases, for the approach are based on three distinct phases of instruction namely exploration, elaboration/concept introduction and conformation/concept application. In this case, exploration provides students with firsthand experiences with science phenomena, elaboration/concept introduction allows students to build science ideas through interaction with peers, texts, and teachers, and confirmation/concept application asks students to apply these science ideas to new situations or new problems (Depdiknas, 2013).

Moreover, educators should constantly evaluate and adjust their teaching approaches to meet the educational needs of their students and society. Federal, state, and local legislation has underscored the importance of developing students' abilities and performance in science, math, reading, and writing. Inquiry-based teaching is a teaching method that combines the curiosity of students and the scientific method to enhance the development of critical thinking skills while learning science. The use of inquiry models will create fun learning, as well as affect students' conceptual understanding and assist students in formulating problems and finding answers and solving problems to satisfy their

curiosity and to help their theories and ideas about the world (Juniati and Widiyana, 2017).

As learners encounter problems they do not understand, they formulate questions, explore problems, observe, and apply new information in seeking a better understanding of the world. Inquiry creates concrete experiences and active learning that encourages and provides space for students to take initiative in developing problem-solving, decision-making and research skills, thereby enabling them to become lifelong learners (Salam, 2017).The natural process the learners follow when seeking answers and deeper understanding closely follows the generally accepted scientific method. Students engage in five activities when they engage in inquiry learning and use the scientific method, as noted in the National Science Education Standards published by the National Academy of Sciences. Although these tasks occur in a logical progression, inquiry is a fluid process, and one task may lead back to a previous task. According to the National Academy of Sciences (1995), when students learn through inquiry, they: question; investigate; use evidence to describe, explain, and predict; connect evidence to knowledge; and share findings.

When students engage in inquiry, they utilize skills from across multiple disciplines (e.g., science, math, social science, language arts, and creative thinking) by collaborating with others, collecting and interpreting data, organizing and developing representations of their

data, and sharing their findings with others. Inquiry-based teaching methods provide flexibility to the teachers and students by facilitating student contribution of their strengths, so students of different developmental levels and learning styles learn together. Inquiry-based methods align with the hands-on, experiential education provides. Inquiry-based learning requires students to actively use their hands and minds, and as a result, students are able to assemble ideas to create their own knowledge and understanding.

From the explanation previously presented, the author is interested in conducting research   entitled *Inquiry-Based Instruction to Intensify Students' Learning Activities in Writing Procedure Text in VII-5 Grade SMP Negeri 5 Padang Sidempuan.*

II.   METHODOLOGY OF THE RESEARCH

This study did in VII-5 grade in SMP Negeri 5 Padang Sidempuan. The researcher choose the school because she is one of English teacher there, that give her a good access to perform the research. SMP Negeri 5 Padang Sidempuan is one of favorite junior high school in Padangsidimpuan. The researcher is one of participant of the research, because the researcher performs the teaching process during this study. The researcher also the observer of the study, for when the treatment was held in the target class, the researcher made dome field notes and investigate the students' participant from video recorded by a colleague. Thus, the researcher is a participant observer, who did the treatment and analyzed the achievement of the study (Sugiono, 2005).   Then, other

participants of this study are students in Kelas VII-5 in SMP Negeri 5 PadangSidempuan. There were 32 students, which consists of 16girls and 16 boys. For the significant of the study, this research only takes three participants from the target class to make easier to analyze the students' text. The three participants closed randomly from the 32 students, and three of them were classified as low achiever students, mid achiever and high achiever.

This study is classroom actional research (CAR/PTK). Thus, the researcher created and performed the teaching program, and concentrated to find out how the Inquiry Based Instruction approach help in developing students' achievement in writing a notice. This study search applies in three cycles which involves planning, acting, observing, and reflecting (Mulyasa, 2009: 79). This study designed into eight meetings did in three cycles. The CAR process includes seven manageable steps.

1. Planning stage

During the planning, the researcher made some preparation to implement the Inquiry-Based Instruction Approach in the target class, in order to make a difference in student learning outcome. The research findings will then lead him to plan the action, such as changing a teaching strategy, prepared some teaching resources, and made a relevant Lesson Plan.

2. Acting stage

During the stage, the researcher performed teaching writing in the target class by implementing the main issue. Through the teaching and learning

process, the researcher studied the students' development. The researcher did her best strategy for data collections, regarding data about individual students or an entire class. Although a tightly controlled experimental design is usually impractical, the researcher did a quasi-experimental design, by comparing student outcomes before and after the study.

3. Observation stage

During collecting data by qualitative study, the researcher focuses on individual participants. Start with data from the pilot study, then student's text and ended by the recorded data. The goal of data analysis is to look for patterns. Thus, the researcher analyzes the result of students' learning outcome by implementing qualitative study. The researcher compared the result of the pilot study to the students' texts product after the treatment, according to the theories used in this study.

4. Reflecting stage

The successes and failures of the treatment provide as a reflecting to the researcher to make a better plan in the next cycle of this research. It will help to discover what works best in the classroom situation. It is a powerful integration of teaching that provides a solid basis for instructional decisions.
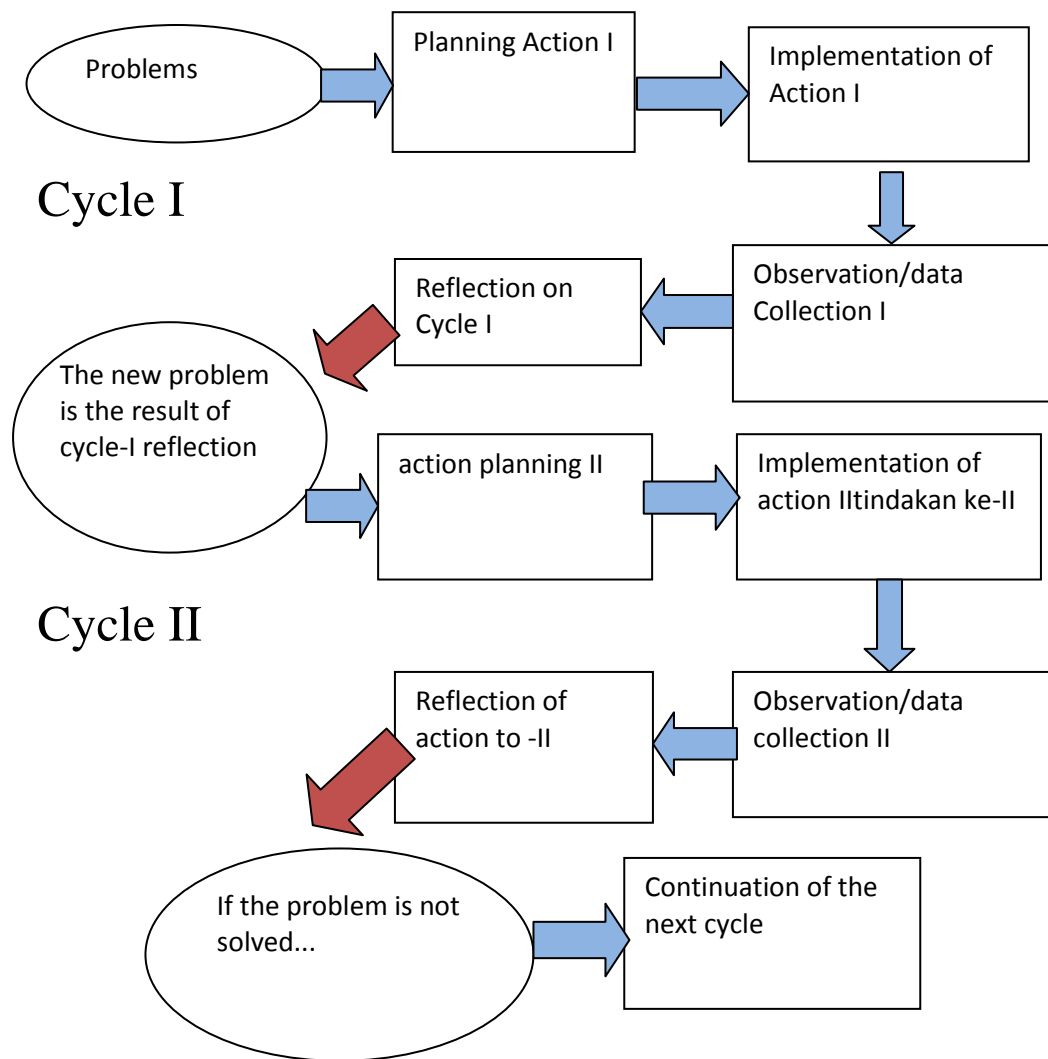
Problems → Planning Action I → Implementation of Action I

Cycle I

Reflection on Cycle I ← Observation/data Collection I

The new problem is the result of cycle-I reflection → action planning II → Implementation of action IItindakan ke-II

Cycle II

Reflection of action to -II ← Observation/data collection II

If the problem is not solved... → Continuation of the next cycle

Figure 1. Classroom Action Research Implementation Scheme
(Arikunto and Supardi, 2015)

This study is enable the researcher to find out the benefits of an Inquiry-Based Instruction Approach in teaching to write a notice text. The researcher took data from the pilot study, then student's text and ended by the recorded data. The goal of data analysis is to look for patterns. Thus, the researcher analyzes the result of students' learning outcome by implementing qualitative study. The researcher compared the result of the pilot study to the students' texts

product after the treatment, according to the theories used in this study. The following instruments are used by the researcher to analyze the students' text.

The scoring is as follows: 90—100 for very good text; 80—89 for good text; 70—79 for adequate text; <70 for inadequate text.

III.   RESULT

This Classroom Action research activity begins with preliminary research activities related to students' writing skills in English. In the preliminary research activities carried out by observing the writing skills of class VII-5 students of SMP Negeri 5 Padang Sidempuan. From observations made on students consisting of 32 people with 16 girls and 16 boys it was understood that students' writing skills needed to be taken as an effort to improve students' writing skills so that they were better. Thus it is necessary to conduct action research aimed at improving students' ability in writing procedure text in grade VII-5 SMP Negeri 5 Padangsidimpuan by implementing an Inquiry-based Intrusion. This research was conducted in January, February and March 2022 and This research was conducted in three (3) cycles, with the details of cycle I, cycle II and cycle III as follows.

A. The First Cycle

By considering the finding from the pilot study, the researcher made a teaching designed relevant to the Inquire-Based Instruction, made the teaching plan, designed the observation sheet, and the entered the target class. For the first meeting of the first cycle, the researcher entered the target class and studied the classroom situations, did socialization regarding the research and explained to the students what they are going to do and what kind of contribution the researcher

hoped from them. Some students gave some questions and the researcher described the answers as clear as possible. After that, the researcher motivated the students to study English better and described some advantaged them will get by mastering English in the future.

In the second meeting, the researcher did the action or treatment by teaching genre and notice text. In this case, the researcher did exploration phase. It means that during the first session in the second meeting of the first cycle, the researcher did an initial effort to build students' knowledge regarding the teaching material through increased understanding of text and kind of texts.

During this session, the researcher focuses on how to make the students understand the teaching material better. The researcher tries to involve the students to broaden, deepen, or compile the lessons. After that, the researcher did elaboration phase. During this phase, the researcher introduces a notice in details. The researcher explained the generic structure and the language features of the text. This phase should help students organize the information from the Exploration phase in the next meeting. At last, still did in the second meeting, the researcher did eelaboration phase. In this session the researcher asked students to write a notice by her guided. The researcher provides students with clear explanations and examples or models of some famous notice.

During the third meeting, the researcher did this phase by giving   variety of ways such as discussion, multimedia presentations, explaining sections of a textbook, and focused student activities. Students need to see and practice clear examples or models, and what the new ideas or skills represent regarding the

writing skill, so the students may easily follow her. The Confirmation phase then, is a phase which goal is to help students finish restructuring old knowledge structures, applying and transferring the new idea to new situations. It means that, the researcher began to ask the students to write their notice according to the explanations they got from the researcher. This learning phase required some writing practice necessary for accomplishing transfer into long-term memory. Here, the researcher acted as the mediator between the students' prior knowledge and the scientific view of the new idea.

In the third and fourth meeting, the students then asked the students again to write their text. If in the third meeting the researcher still helped the students to do their task, in the fourth meeting the students should did it by them. Thus, during sessions of the cycle the researcher did data collection. The researcher gathered data about individual students and entire class. The researcher did some field note to be described then, means while one of the researcher colleague helped by recording the teaching learning process. The following tables then show the results of the first cycle of this research.

Table 1. The Schematic Structure of Students' Text in the First Cycle

No	St. Name	THE STRUCTURE			Score Average	Criteria
		The Tense	The Social Purpose	The Ilustration		
1	S-1	50	50	60	53, 33	Inadequate
2	S-2	60	70	70	66, 66	Inadequate
3	S-2	70	70	70	70	Inadequate

Table 2. The Students' Participation in The First Cycle

No	The Stage	The Score		
		S-1	S-2	S-3
1	Exploration	60	60	60
2	Elaboration	60	65	65
3	Confirmation	65	70	65
	The Avarage Score	61, 66	65	63, 33
	The Criteria	inadequate	inadequate	Inadequate

However, the tables above explaines that St-1, St-2 and St-3 still wrote unsatisfying text regarding the tense and illustration. St-1 got 61, 66 as an avarage score for the first cycle, St-2 got 66, 66 and St-3 got 70. Text of St-1 (low achiever), St-2 as a high achiever student, and St-3 as one of the mid achiever students. Fom the tables above, we can conclude that the student's achievements regarding the writing a notice text still unsatisfied. It can be seen from the scores they got by analyzing the texts they produced. Only St-3, who represents the high achiever students, got better score for the generic structure and the language feature.

Although the low and mid achiever student still did inadequate text, comparing the students' text on the pilot study, the students' ability in writing get better improvement. The phases gave many chances for the students to wrote better and better writing products. However, the researcher considered that the same texts required more exploration dealing with the linguistic features. Students' knowledge in vocabulary, grammar, and text features still need improvement. The moral lesson

from the texts contributed student's moral value and improves their culture knowledge.

B. The Second Cycle

For the second cycle, the researcher entered the target class again and did more socialization. In the second meeting, the researcher did the action or treatment by teaching genre, during the elaboration phase, the researcher explained notice again in more details, in the elaboration phase, the researcher asked students again to write a notice by her guided, and in confirmation phase then, the researcher asked students to restructuring the texts according to the explanations they got. The following tables are the finding data from the second cycle.

Table 3. The Schematic Structure of Students' Text in the Second Cycle

No	St. Name	THE STRUCTURE			Score Average	Criteria
		The Tense	The Social Purpose	The Ilustration		
1	S-1	60	60	70	70	Adequate
2	S-2	70	75	75	73, 33	Adequate
3	S-2	75	80	80	78, 33	Adequate

Table 4. The Students' Participation in The Second Cycle

No	The Stage	The Score		
		S-1	S-2	S-3
1	Exploration	70	75	65
2	Elaboration	75	70	70
3	Confirmation	75	75	70
	The Avarage Score	71, 66	73, 33	68, 33
	The Criteria	Adequate	adequate	Inadequate

Thus, the tables above explaines that only St-1 that still wrote unsatisfying text. St-2 as a high achiever students repsesented the using of tense and goog illustration. St-3 as one of the mid achiever students shown text that represented good tense. The researcher concluded that the student's achievements regarding the writing a notice text has been better, although st-1 still wrote unsatisfied text.

C. The Third Cycle

In the third cycle, the researcher again entered the target class again and studied the classroom situations. The researcher did more socialization regarding the the English knowledge potential in the future. The researcher explained as clear as possible. In the second meeting, the researcher did the action or treatment by teaching genre. In this case, the researcher did exploration phase again. It means that during the first session in the second meeting of the first cycle, the researcher did the effort again to build students' knowledge regarding

the text. The researcher focuses on how to make the students understand the teaching material better. The researcher did more try to involve the students.

During the elaboration phase, the researcher explained notice again in more details. The researcher explained again the generic structure and the language features of the text. The researcher did more encouragements to help students to understand the information. In the elaboration phase, the researcher asked students again to write a notice by her guided. The researcher again provides students with clear explanations and examples or models of some famous notice. The researcher did this phase by multimedia presentations. For the Confirmation phase then, the researcher asked students to restructuring the texts according to the explanations they got. The researcher again acted as the mediator between the students' prior knowledge and the scientific view of the new idea.

Table 5. The Schematic Structure of Students' Text in the Third Cycle

No	St. Name	THE STRUCTURE			Score	Criteria
		The Tense	The Social Purpose	The Ilustration	Average	
1	S-1	70	75	75	72, 33	adequate
2	S-2	80	85	80	81, 66	Good
3	S-2	85	90	90	87, 33	Good

Table 6. The Students' Participation in The Third Cycle

No	The Stage	The Score		
		S-1	S-2	S-3
1	Exploration	85	80	80
2	Elaboration	80	78	80
3	Confirmation	70	85	80
	The Avarage Score	83, 33	80	80
	The Criteria	Good	good	Good

The table explains that satisfying text regarding the tense, social purpose and the ilustration of the text. The avarage scores for the three particpants are 72m 33, 81, 66 and 87, 33. Concerning the text the students wrote during the first cycle, the text analysis shows that the text features as proposed by the theorists (Gerrot and Wignell, 1995; Eggins, 2004), still unsatisfied. The researcher analyzed the social purpose, the schematic structure, the language feature. However, in the second and the second cycle the structure they wrote got improvement. The researcher concludes that it happens because the students got more information during the elaboration phase regarding a notice. Regarding the language features, the researcher analyzed the employment of generalication of noun, simple prsesent tense, However, exploration and confirmation phases did many contributions to the student's improvements regarding the writing skills. The session gave many chances for the students to wrote better and better writing

products. Inquiry learning is a model that guides students in developing thinking skills and scientific attitude pressure (Lovisia, 2018)

Then, the researcher considered that the same texts required more exploration dealing with the linguistic features. Learning activity is an activity carried out by teachers and students to achieve a certain goal that has been set (Ahmad et. all, 2018). The researcher found that the elaboration phase supported students' knowledge in vocabulary, grammar, and text features. Knowledge provided during the stages helped students to construct new texts in the next cycles. Then, in producing a good piece of writing, students require the researcher encouragement; need to know text features, language pattern, and adequate vocabularies of the focus text. The exploration and the confirmation then helped students regarding the competence in punctuation, capitalization, spelling, and structure that helped them to revise their final written products. This study revealed that the implementation of particular stages in teaching writing made learning writing more enjoyable. Elaboration supported some required knowledge in text forming, built students' confidence and reduced their anxiety in constructing their written piece. Then, exploration and elaboration made learning writing became an interesting and a cheerful activity.

CONCLUSION

The researcher found the following conclusions: 1) The Inquiry-Based Instruction Approach implementation is significant to improve students' ability in English writing a notice text in class VII-5 SMP Negeri 5 PadangSidempuan; 2) The teaching phase of the Inquire-Based Instruction is parallel with the stages in

teaching writing. The researcher noticed that the elaboration supported students' knowledge in vocabulary, grammar, and text features; 3) Regarding the students' texts, the students' texts in the the first cycle reveal inadequate grammar and insufficient potential vocabulary related to the text. Most of the texts are uncompleted and unintelligible; 4) After the researcher implemented the teaching program, the researcher noticed many significant improvements in features of the students' final written products. The following are the researcher offers the following recommendation for further studies: 1) Teacher who intends to implement the Inquiry-Based Instruction Approach in his/her classroom need to have a sufficient knowledge regarding the approach, in order to be able to implement the approach better; 2) The Inquiry-Based Instructions approach is better implemented in small classrooms to avoid teacher's difficulties in classroom management; 3) Since the teaching program with sufficient time and broaden cycle might contribute on more significant finding regarding the primary issue, the researcher recommends a further study relates to teaching students to write a notice text by an Inquiry-Based Instruction approach in a bigger scale.

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