IMPROVING ABILITY IN WRITING REPORT PARAGRAPH AT THE ELEVENTH GRADE STUDENTS THROUGH INQUIRY LEARNING

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Abstract

The objective of this research was to find out whether or not inquiry learning could improve students' ability in writing report paragraph. The researcher applied pre-experimental research design which was conducted by using pre test and post test. The sample was the eleventh grade students of SMK Negeri 4 Palu, the researcher took one class of the sample. It was XI D Keperawatan. It consisted of 10 students. The sample is called total sampling. In this research, the researcher used test to measure the students' skill in writing. The results of this research showed that the t-counted value was 15.02 while t-table value was 2.26. Based on the analysis result, t-counted value was higher than the t-table value (15.02>2.26), therefore the hypothesis of this research was accepted. It means that inquiry learning can improve the eleventh grade students' skill in writing report paragraph of SMK Negeri 4 Palu.

Keywords: Improving; Writing Skill; Report Paragraph; Inquiry Learning.

INTRODUCTION

English plays a significant role in developing the quality of human resources. Therefore, our government decides that English as the foreign language must be mastered by the students of senior high school for instance, as one of the compulsary subjects. Like other languages, English consists of four language skills; listening, speaking, reading, and writing. All of these skills should be mastered equally in order to master English. Writing is considered the most important skill to be acquired. Through writing people can share their experience and knowledge with other people.

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Writing is one of the combination channels. It was presented by using graphic symbols, letters or combination of letters. Such symbols have to arrange words, and words are arrange to form sentences. The sentences have to be related to each other. Byrne (1988:1) states "writing of sentences arranged in particular order and linked together in certain ways". However short the sequence is, two or three sentences, they should form a coherent paragraph.

Writing is a type of symbolic system which is used to represent elements or exspressible elements and statements in language. It is a tool of thinking. By writing, we can tell about people, event, and things in the world. Based on the statement, it can be concluded that writing is expressing ideas, facts, feelings, experiences, and thoughts in written form. Schulz and Turnbull (1984:157) states "writing is the most advanced of the language arts components". The goal in teaching written language skills is to prove the learner's ability to communicate thought that are legible and meaningful clearly.

Based on the preliminary observation at the eleventh grade students of SMK Negeri 4 Palu when they were studying English, the researcher found out some problems. Firstly, they lack of English vocabulary. Lack of English vocabulary became one of the reasons why they think that writing is difficult thing. Secondly, lack of experiences in writing also became difficulties in writing. Students were not interested in writing because they were not accustomed to it.

As states Alberta (2004:1) the definition of inquiry learning method is "processes where students are involved in their learning, formulated questions, investigated widely and built new understandings, meaning and knowledge". Based on the definition, the method makes students get new knowledge that can be used to answer a question, develop a solution, and support a point of view. The knowledge is usually presented to others and many result in some sort of actions.

Based on the statement, the researcher formulated a research question as follows: *can the implementation of inquiry learning improve the writing paragraph at the eleventh grade students of SMK Negeri 4 Palu?* The objective of this research was to find out whether the use of inquiry learning method could improve writing report paragraph at the eleventh grade students of SMK Negeri 4 Palu or not. She focused on content, organization, and vocabulary.

METHODOLOGY

In conducting this research, the researcher used pre-experimental research design in which she wanted to improve the students' skill by using inquiry learning method. She took one group as a sample and she gave them pre test and post test. The pre test was conducted to know the students' basic knowledge, while the post test was conducted to find out the improvement of their ability after conducting the treatment. The design of this research is proposed by Best (1981:70) as follow:

$$O_1 \quad X \quad O_2$$

Where O_1 = pre-test
X = treatment
O_2 = post-test

According to Best (1981:8) "population is any group of individuals that have one or more characteristics in common that are of interest to the researcher". The sample of this research was the eleventh grade students of SMK Negeri 4 Palu. In conducting this research, the researcher drew sample from the population in order to find it easy to collect the data to be generalized to the entire population. Creswell (2005:146) defines "a sample is a subgroup of the target population that the writer plans to study for generalizing about the target population". The sample of this research was the second semester at the eleventh grade students of SMK Negeri 4 Palu. It was XI D Keperawatan that consisted of 10 students as the total sampling.

Based on the title, the researcher used two variables, dependent and independent variables. The dependent variable of this research was the eleventh grade students' skill in writing report paragraph. Meanwhile, the independent one was the use of method that focused to improve the students' skill in writing report paragraph. This method was Inquiry Learning.

In collecting the data, the researcher used tests. It covered pre-test and post-test about writing report paragraph. Pretest was administered before giving treatment and posttest was given after doing treatment.

In scoring each item of writing report paragraph, the researcher used the scoring procedures for writing assessment that was proposed by Djiwandono (1999:33) as follows:

Table 1

Scoring Rubric of Writing

No	Criteria	Scores	Explanation
1	Content and Organization	4	a. The topic sentence states the main idea in a clear

				and interesting way.
			b.	Details are creatively elaborated and fully developed to support focus.
			c.	Well organized and perfectly coherent
			d.	Generally has opening or closing.
		3	a.	The topic sentence states the main idea clearly.
			b.	Lack opening or closing.
			c.	Lack some transition between ideas.
		2	a.	The topic sentence is attempted but it is too broad or too specific.
			b.	The composition only contains one generic structure of report paragraph. Two of the generic structures are missing.
			c.	The sentences contain very limited supporting details related to the main idea.
		1	a.	The sentences contain very limited supporting details related to the main ideas.
			b.	The topic sentence tells about the main idea but it is confusing or unclear.
			c.	The composition does not contain any generic structure of report paragraph (all of generic structure are missing).
2	Vocabulary	4	a.	Use vocabulary; use appropriate words; no errors.
		3	b.	Use vocabulary; few appropriate words; no errors.
		2	c.	Lack of vocabulary; few appropriate words; some errors.
		1	d.	Lack of vocabulary; some unappropriate words; some errors; not enough to score.

In assessing the students' writing, the researcher considered to choose two criteria of the writing aspects: content, organization, and vocabulary that were based on the focused of this research. She gave score refers to each point for each aspect or category of the students' scoring rubric.

After collecting the data through the test, the researcher analyzed the data by using simple statistic formula. She counted the individual score by using the formula proposed by Arikunto (2006:308):

$$\sum = \frac{X}{N} \text{ X } 100\%$$

Where:

$\sum$ = standard of score
X = raw of score
N = maximum score

After the researcher getting the mean score of pre-test and post-test, she computed the mean score of the deviation by using formula that was purposed by Arikunto (2010:245):

$$Md = \frac{\sum d}{N}$$

Where:

Md = the mean deviation of pre-test and post-testdifference
$\sum d$ = deviation of pre-test and post-test
N = The number of the students

Then, the researcher calculated the square deviation by using formula proposed by Arikunto (2010: 247):

$$\sum x^2 = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2$ = the sum of score deviation
$\sum d^2$ = sum of square deviation
N = Number of Students

After getting the mean and sum square of deviation score, in order to find out whether the students' pre test and post tes had significant difference, the researcher applied the formula proposed by Arikunto (2010:250):

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

t = the value of $t_{counted}$
Md = the mean deviation of pre-test and post-test difference
$\sum x^2 d$ = the sum of deviation squared in each subject
N = the number of students
1 = constant number

If the *t*-counted is equal to or higher than the *t*-table, it means that the hypothesis of the research is accepted, while if the *t*-counted is lower than the *t*-table, it means that hypothesis of the research is rejected.

FINDINGS

In collecting the data, the researcher took the sample of the research by using total sampling. The sample was XI D Keperawatan as experimental class and as control class. She administered the test to the students' twice, pre-test before applying the treatment and post-test after applying the treatment by using inquiry learning method. The pre-test was administered in order to measure the students' skill in writing report paragraph in the first meeting. After giving eighth meetings, she gave post-test in order to find out the improvement of the students' writing skill in report paragraph by using inquiry learning method. She presents the calculation of mean score of the pre-test and post-test by using formula below:

The mean score of pre-test   The mean score of pre-test

$$Md = \frac{\sum d}{N}$$ $$Md = \frac{\sum d}{N}$$

$$= \frac{312.5}{10} = 31.25$$ $$= \frac{625}{10} = 62.5$$

The deviation on the pre-test and post-test is presented in Table 2 as follows

Table 2
Deviation of Pretest and Posttest in Experimental Class

No	Initials	Pre test	Post test	Σd (posttest-pretest)	Σd^2
1	And	37.5	62.5	25	625
2	Lil	25	62.5	37.5	1406.25
3	Fit	25	50	25	625
4	Lia	25	50	25	625
5	Kin	25	62.5	37.5	1406.25
6	Nur	37.5	75	37.5	1406.25
7	Ika	37.5	75	37.5	1406.25
8	Lin	37.5	62.5	25	625
9	Rin	25	62.5	37.5	1406.25
10	Del	37.5	25	25	625
	Total			312.5	10156.25

After obtaining the deviation score, the researcher counted the mean deviation of the students as shown below:

$$\text{Md} = \frac{\sum d}{N}$$

$$= \frac{312.5}{10}$$

$$= 31.25$$

After finding the mean deviation of pre test and post test, the researcher computed the sum of square deviation as shown below:

$$\sum x^2 = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 10156.25 - \frac{(312.5)^2}{10}$$

$$= 10156.25 - \frac{(97656.25)}{10}$$

$$= 10156.25 - 9765.62$$

$$= 390.63$$

Furthermore, the researcher computed and analyzed the data in order to find out the significant difference. The computation is as follows:

$$t = \frac{\text{Md}}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{31.25}{\sqrt{\frac{390.63}{10(10-1)}}}$$

$$t = \frac{31.25}{\sqrt{\frac{390.63}{90}}}$$

$$t = \frac{31.25}{\sqrt{4.34}}$$

$$t = \frac{31.25}{2.08}$$

$$= 15.02$$

After analyzing the data of the test, the result of the data analysis showed that $t_{counted}$ was 15.02. The results of the data analysis showed that there was a significant difference between the pre test and post test mean score. By applying 0.05 level of significant with 10 of freedom (df) or 10 − 1 = 9, the researcher found that $t_{counted}$ (15.02) was higher than t_{table} (2.62).

DISCUSSION

Based on the tests result, it shows that after teaching learning process by using inquiry learning as the technique in teaching report paragraph, it can improve the students' score. It can be seen from the mean of students' pre test which the students got lower scores in writing a simple report paragraph. They were confused in developing the idea in paragraph. The most difficult things of each student were on the content, organization and vocabulary of writing. That is why the researcher emphasized the treatment not only in the technique but also in every component of writing. In doing pre test, students got law scores in their writing. Most of students who made many mistakes in writing content and organization were 72.5%. The students' mistakes in writing vocabulary were 65%. Based on the percentage, the researcher found out that the students of SMKN 4 Palu need to improve their writing.

The researcher then applied inquiry learning to improve their skill in writing report paragraph. She treated the students for eight meetings. In the treatment, the researcher observed the students' writing by looking at the result of their writing. It was found that the students' skill in writing was improved. In teaching report paragraph through inquiry learning, there were some steps the researcher used. Firstly, confirmation inquiry; she as the teacher taught a particular theme or topic. The teacher then developed questions and procedured that guides students through an activity where the results was already known. This method was great to reinforce concepts taught and to introduce students into learning to follow procedures, collects, and records data correctly and to confirm and deepen understandings. Secondly, structured inquiry; she provided the initial question and an outline of the procedure of report paragraph and the students formulated explanations of their findings through evaluating and analyzing the data that they collected related to the topic given by the teacher. Thirdly, guided inquiry; she only provided the research question for the students. The students were responsible for designing and following their own procedures and write it down and then communicated their results and findings. And the last, open/true inquiry; students formulated their own research question, designed and

followed through with a developed procedure, and communicated their findings and results. Finally, the teacher asked some students to present their result in front of the class.

Based on the result of post test, the use of inquiry learning was effective to improve students writing. It can be seen from the percentage of the test. The number of students who made mistake in composing content and organization was decreased into 32.5%. The students incorrectness in writing vocabulary was decreased into 40%. It means that the classroom average result is improved. The use of inquiry learning as a technique provided the students attention when the researcher asked them to write report paragraph through inquiry learning. Besides the result of pre test and post test, the improvement also was proven by using formula t-test. It shows that the result was 15.02. It was higher than t-table which is the result was 2.62. Because the t-test result was higher than t-table result, the researcher proved that using inquiry learning as the technique in teaching report paragraph gave positive effect in improving students' ability in writing.

In conducting this research, the researcher applied Just-in-Time Teaching (JiTT) technique to improve students' reading comprehension. The mechanics of JiTT began with the teacher posted reading text and gave a number of queries (commonly called "warm ups") on a course web site prior to each class meeting. Students must log on and post replies by a certain deadline. Each question has a time limit to answer. If the students passed the specified time limit, the question is automatically locked and students are no longer able to answer the question. This is can train students' skills in scanning and skimming a reading text. Teachers reviewed the student replies before class and made students' response as the material that can be discuss in the class. This technique can increase learning during classroom time, to enhance students' motivations, and to encourage students to prepare for class. In this research, the researcher chose reading material from the internet which are the story from national and international fable so that can make students more interest to read. The researcher used Edmodo to upload reading materials for students and asked them to read it, then there are some questions that the researcher gave to the students to check their understanding.

To conduct this research successfully and correctly, the technique of data collection were systematically done before analysis and conclusion were made. They were pre-test, treatment, and post-test as mentioned and explained previously. It can be seen they were discussed together in order to solve some weaknesses that found during the teaching and learning process. The students are very enthusiasm to follow every step of Just-in-Time

Teaching technique and being active in the classroom. The researcher noticed that the teacher used both English and Indonesian in presenting the material.

In her research, the researcher gave the treatments for eight times. But, before that activity was done, she administered a pre-test. When the students got the test, they still had no clue about the text. They did not understand the text because there were many unfamiliar vocabularies for them. Nevertheless, they kept answering the questions in the test given. They should do this step to measure their ability in comprehending reading. By seeing the result, it could be known that the highest score was 46,88 and the percentage was 0.06%. On the other hand, the lowest score was 21,88 and the percentage was 0.12%.

After administering pre-test, the researcher moved to the next step. She gave treatments for eight meetings. In the first meeting, the students were given a text in form of narrative. The researcher tried to describe about the steps to in applying the technique. Unfortunately, there were many students which are still confused with the application of JiTT because this technique was still new for them. Then the researcher made an example for them by logging on to the Edmodo application and explained them how to use it. Furthermore, the researcher uploaded the reading text and gave them some questions in form of multiple choices for 7 questions and 5 questions for essay to test their reading comprehension. Then asked them to turn in their answer at a set of time which are given by the researcher.

In the second and third meetings, the researcher took the data from students answer in Edmodo and tried to discuss their answers in the class with them. The researcher asked them some questions related to their answer. Many of them still felt afraid of speaking and telling their opinion. Then, the researcher confirmed the true answer and guided the students to make a conclusion from it.

After discussing their answer from "Warm-up questions" which are given before the class by using Edmodo, the researcher gave another narrative text to the students. Then the researcher asked them some questions related to the text but only three of them could answer the questions bravely. Furthermore, the researcher found it very hard for the students to understand her explanation. That is why the researcher thought that she needed to be patient in teaching because besides they were lack of vocabulary, they also had not really usual with the activity of reading comprehension yet. But the most common problem was that they were lack of vocabulary. There were many unfamiliar words that they found in the text made them could not answer the questions perfectly. Again, the researcher explained the unfamiliar words in the text to the students to help them increasing their knowledge of

vocabularies. In answering the students' question about the meaning of any difficult words, the researcher did not tell the meaning directly, but she gave any example based on the context of the words they asked.

In the fourth and fifth meetings, they started understanding the way to apply the technique, the reading content, and the unfamiliar words. They also could share their thought and could express their idea about the text. Based on this fact, the researcher believes that there was a progress of the students' ability in comprehending reading text. The improvement was clearly seen in the sixth until eight meetings. The students were able to express their idea about the text. Their comprehension of the text increased. It could be seen by their ability in guessing the meaning of some unfamiliar words in the text. Therefore, they could answer the questions of the test given confidently.

After conducting the treatment, the researcher finally administered the post-test to the students. It could be concluded that the students had a positive progress in the post-test than in pre-test. The highest score was 78.13 and the percentage was 0.06%. On the other hand, the lowest score was 50 and the percentage was 0.06%. Based on the findings it indicated that the application of Just-in-Time Teaching technique could improve the students' reading comprehension.

CONCLUSIONS AND SUGGESTIONS

The use of inquiry learning as a method in teaching writing report paragraph has improved the students' abilities in writing report paragraph, it can be seen in the differences from their results in pre test and post test which is the mean of pre test 31.25, while the mean of post test improved up to 62.5. This is also proven through the t- test calculation, since the t- test result from both results of pre test and post test is higher than t- table. It means that the use of inquiry learning as the one of method in teaching can improve the eleventh grade students' skill of SMKN 4 Palu in writing report paragraph. It attracted students' attention when they are asked to write report paragraph. They were focused to participate in the writing lesson while teaching learning activity was happening. In teaching and learning process, teacher should be able to make the activity of teaching learning process become enjoyable and fun, so that the students have a high motivation in learning. The teacher should be able to use various methods in teaching learning process.

Regarding to the teaching writing report paragraph by using inquiry learning and based on the conclusion of the research, the researcher suggests that the teacher may use

inquiry learning as the method in teaching writing since it is proved that this technique can improve the students' abilities especially in writing report paragraph. Before applying inquiry learning to the students in teaching learning process, the teacher should make sure that the students have understood and have enough vocabulary and information about report paragraph. Meanwhile, for the future researchers, the result of this study can be used as valuable sources to conduct further research to improve the students' ability in writing sentences or paragraph in different strategies in the implementation phase or a different research design, or language skills, or even genres. Finally for the students, this research is used to improve their ability in writing report paragraph, and it will be help and encourage students to express their ideas and opinion into a paper.

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