



**IMPROVING STUDENTS' WRITING ABILITY THROUGH INQUIRY-
BASED LEARNING METHOD OF THE JUNIOR HIGH SCHOOL AT
MTS AL-MAHRUS MEDAN**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera Medan as Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan*

By :

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34.16.2.079

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2020**



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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya siap menerima sanksi yang akan ditetapkan.

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ABSTRACT

IMPROVING STUDENTS' WRITING ABILITY THROUGH INQUIRY- BASED LEARNING METHOD OF JUNIOR HIGH SCHOOL AT MTS AL-

MAHRUS MEDAN

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This research was classroom action research which is aimed to find out that inquiry- based learning method can improve the students' English writing ability of second grade MTS Al-Mahrus Medan at Jl. Rumah Potong Hewan, lingkungan VI, Kel. Mabar Hilir. Kec Medan Deli, Kota Medan, Sumatera Utara also to find the teaching –learning process writing in the class. The subject of this research using classroom action research (CAR). The object of this research was to the improvement of students' English writing ability through inquiry-based learning method (IBL). It was conducted in two cycle. Each cycle consist of planning, action, observation, and reflection. The data were gathered through quantitative and qualitative data. The finding show that the students concern actively in learning process, they were enthusiasm in conveying their opinions, asking and respond the question, doing the text in english writing teaching learning process. The students' English writing ability improve from pre-test to post-test. The mean of pre- test in cycle I is 60.93% and the mean at post –test in cycle I is 68.87%%. Meanwhile, the result post-test in cycle II is 2127 and the mean post-test in cycle II is 75.12%. The result shows that students' English writing ability can improve from first meeting to the last meeting through inquiry-based learning method. In other words, students were actively and enthusiast in English writing during teaching- learning process by used inquiry-based learning method.

Key words: English Writing Skill, Classroom Action Research, Inquiry- Based Learning.

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CHAPTER I

INTRODUCTION

1.1. Background of The Study

In studying English there are four skills that must be learnt by foreign language students, they are listening, speaking, reading and writing. In these skills writing is most difficult than other because writing is a merging process of idea and opinion to be expressed in writing language. Sometimes the students feel difficult to write. According to Byrne & Yoroza 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.¹

Writing is very notable in daily life even significant thing in English learning because writing arranged a ideas in a sentence logically. In-fact that writing is the way to express idea, suggestion, expression, imagination, experience and describing, etc. In verbal or non verbal also for measuring students successful in English learning as one of the four skill in basic English skill learning. Writing is formed of the syllabus in teaching of English, but writing is one of hard skill in English field and often frustrating the learners when they are asked to do it. So there are some problem have found be reason why students unable to do writing task, the reasons are no idea, unconfidently, do not how to begin, there is no media, the method teacher teaches.

¹Byrne, G. & Yoroza (1998), *Local area network (LAN) computers in ESL and EFL writing classes*. JALT Journal, 20 (2).p.56.

Writing is important is because by writing can share ideas even in English learning that writing ability determines students succes in learning, which supported by Kingston et al. Who stated that the achievement of students while learning English is measured by the production skills, particularly their writing performance.² The importance writing also said in Al Quran karim, it is Q.S. Al-Qalam versus 1-3³ :

ن وَالْقَلَمِ وَمَا يَسْتَرْوُونَ ١
 مَا أَنْتَ بِنِعْمَةٍ رَبِّكَ بِمَجْنُونٍ ٢
 وَإِنَّ لَكَ لَأَجْرًا غَيْرَ مَمْنُونٍ ٣

Meanings : Nun, by the pen and that which they write (therewith) (1). Thou or not, for they Lord's favour unto thee, madman (2), And lo!thine verely will be a reward unfailing (3).

It means that Allah SWT asked the human being to write beside read , because it is important even in our religion, and whole life. The important of writing also said in this hadis from Abu Khaitsamah ra, that **إذا سمعت شيئا فاكتبه ولو في الحائط** "Apabila engkau mendengar sesuatu (dari ilmu) maka tulislah walaupun di atas tembok." (HR. Abu Khaitsamah dalam Al-Ilmu no.146). By writing we can share information, be one of the ways of communication when can not speak clearly and explore our mind. In Nurhasanah graduating state the porpuse writing is to convey

² Kingston et al, (2002), *Problems in Writing Disability Among theSchool Children. Tamil.Bharatiar University.* <http://sitemaker.umich.edu/varanasudesember2005/conference> schedule. Reyreived on October 12 th, 2014 at 11.43 am.

³ Hamim Tohari, dkk. Lajnah penthasihan Mushaf Al-quran, *The Holy Quran & Arabic Text*, Bandung: Syigma, p. 564

ideas and messages in the process of a writer should explore a mind to find new ideas that make a writing meaningful.⁴ Then the ideas will be a sentence, a paragraph and a text. So we can see how the Alquran have been written perfectly as muslim's paith and easy to understand to share information, this is one of the example the importan of writing.

The problems appears in the MTS Yayasan Al-Mahrus Medan, students difficulties to write in English. These problem caused some factors which is explained above and the most important one is the students not following the class. In learning process, the teacher also has to apply a good strategy in transferring the knowladge to the students. So that the students feel easy to follow the class especially in writing class. There are many strategies that can be used by the teacher in learning process, such as : Inquiry-Based Learning Method, Clustering Technique, Project-Based Learning Technique, and Diary Writing Method.

Inquiry-based learning is a dynamic and emergent process that is built on students' natural curiosity about the world in which they live. As its name suggests, inquiry places students' question and rather than solely those of the teacher, at the center of learning exprience. Students' question drive the learning process of forward. Teacher who uses an inquiry-based approach encourage students to ask and genuinely investigate theory her/him question about the world. Teacher further facilitates students' learning providing a variety of tools, resources, and expriencess that enable learners to investigate, reflect, and

⁴ Nurhasanah, (2014), *Improving Students' Ability in Writing a Narrative Text by Using Roundtable Strategy at Grade VII C of SMPN 11*. Kota Bengkulu, Thesis, p. 1.

rigorously discuss potential solutions to their own question about a topic the class is studying.⁵

Based on the background above the researcher is interested to conduct the research by this method for the students are expected on active in learning process. The researcher uses problem solving by increasing the students' writing ability, then expressed in the title : IMPROVING STUDENTS' WRITING ABILITY THROUGH INQUIRY-BASED LEARNING METHOD OF JUNIOR HIGH SCHOOL AT MTS AL-MAHRUS MEDAN TAHUN 2020/2021)

1.2. The Formulation of The Study

The problem of this research is formulated as follows :

1. What is inquiry-based learning method can increase the students' writing ability ?
2. How is the teaching-learning process when inquiry-based learning method is applied in writing class?
3. What are the strengths and weaknesses of inquiry-based learning method in classroom action research?

1.3.The Objective of Study

1. This research is aimed to see the improving the students' writing ability through inquiry-based learning method.

⁵ David Suzuki, (2011), *Natural Curocity : Building Children's Understanding of The World through Environment Inquiry* , Canada : The Laboratory School at The Dr. Eric Jackman Institute of Child Study Ontario Institute for Studies in Education, University of Taronto, p. 7.

2. To find the teaching- learning situation when inquiry-based learning method is applied in writing class for the eight grade of MTS Al-Mahrus Medan.
3. To find the strengths and weaknesses of inquiry-based learning method in classroom action research.

1.4. Limitation of The Study

Based of the objective the study the researcher limits and focuses this research only on the students' writing ability can improve through inquiry-based learning.

1.5. Significant of The Study

1. Theoretically

The researcher hope that the result of this research can be taken as important reference in making decision on learning process to provide a beneficial for further research English study.

2. Practicaly

- a. For students, to motivate students to learn English writing in class through inquiry-based learning method.
- b. For teacher, to improve the quality of English learning process, and the role of this method, then the teacher know the quality of the inquiry-based learning method and improve the capability through the ways it develops the new methods of learning to increase the knowladge about inquiry-based learning method.
- c. For others researcher, as a source for another researcher who want to make a research which same topics but different location.

1.6. Defenition of Key Terms

Writing is the process of expressing the idea, information, knowladge or exprience and understand the writing to acquire the knowladge or some information to share and learn. According to Nunan that written language is used to communicate with others who are removed in time and space.⁶

The term “ Inquiry” has been burdened with an identity crisis, adoptep in journal’s Gara Gormaly.⁷ Inquiry method are useful for developing problem solving abilities within the context they have learning of knowing of making sense out of exprience. Inquiry consist of three component there are knowladge, process and feeling/attitude or values.⁸

⁶ Nunan. D, (1999), *Second Language Teaching and Learning*. MA : Heinle & Heinle, p.275.

⁷ Gara Gormally, et.al., (2009), *Effect of Inquiry-Based Learning on Students Science Literacy Skill and Confidance*, p. 2

⁸ Keys, C.W., & Bryan.L.A,*Co-Cconstructing Inquiry –Based Science with Teacher : Essential Research for Lasting Reform*. Journal of Research in Science Teaching, p. 16-17.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical, relevant studies, conceptual framework and actional hypothesis of the study. There are many terms which need the clarification which makes the concept of the studying can be understood clearly. So that use of the theories and ideas which are related can avoid the readers from the ambiguity and misunderstanding.

2.1. The Nature of Writing

In the general definition the process of expressing ideas or thoughts in word should be done at our leisure is writing. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.⁹ The written productive language skill is called writing. It is a skill of writer to communicate information to a reader.

2.1.1. Writing Ability

Writing is a tool of communications that contains a thought, message, information, feeling or expression in written form. Writing is one of the skills which must be acquired in language experience, events, ideas, information can be expressed through writing. According to Galuh Nur Rahmah, that writing is specified into the skill in organizing ideas. Organizing ideas skill refers to the art of communicating the information. It involves the writer's way in presenting

⁹Susanto Leo, (2007), *Essay Writing*, Yogyakarta :CV Andi Offset,p. 1.

arguments and supporting the arguments with some convincing both subjective and objective evidence.¹⁰

Writing is the process of thinking to produce ideas, thinking about how to express into good writing, and arranges the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make the into good paragraph. Beside, writing is a physical and a mental act. It is the physical act of committing word or ideas to some medium, wheter it is an object or a syimbol or an email massege.

There are three basic principles in academic writing, follows ¹¹ :

- a. Content : content refers to the topic and its explanation or discussion elaboration, evaluation, describing, and conclusion. In fact, it is the corer the body a peice of writing. Therefore, it is significant that it should be clearly, specific, and relevant.
- b. Register : register refer to the style of language and choice of every vocabularies used in particular piece of writing, this could be formal or informal.
- c. Topic : topic should be free from offences and should avoid sensitive issue in most casses.

¹⁰ Galuh Nur Rahma, (2009), *How to Write Autobomosly Practical and Simple Guide to Writing Skill*. Malang: Press., p. 5

¹¹ Susanto Leo, *ibid*,p.1.

2.1.2. The Process of Writing

In this steps is the process of writing. According to Harmer that the process of writing has four main elements, namely planning, drafting, editing, and final version.¹²

1) Planning.

It is the first step in writing which the researcher plan what they are going to write. This process, the researcher have to think about main issues, they are three main issues, they are purpose, audience (reader), content and structure. In the first place the researcher have to consider the purpose of their writing since thus will influence not only the type of the text, but also the language they use, and the information they choose to include. Secondly, they have to think of the audience they are waiting for, and last the writers have to consider the content structure.

2) Drafting

Then drafting is the next step is writers can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of draft maybe produced on the way to the final version. Each draft will show the changing or/ and the developing of the written text.

3) Editing

Next editing is the third step (reflecting and revising). Since making a draft, usually the writers read what they have written in the draft to see wheter it works

¹² Harmer & Jeremy, (2004), *How to Teach Writing*. Essex : Person Education Limited, p. 4.

or not. Reflecting and revising are often help by the other readers (or editors) so that the writers can make appropriate revisions.

4) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produces their final version. The researcher is ready to send the written text to its audience.

2.1.3. The Characteristics of Written Language

According to Brown state that there are several characteristic of written language which different them from spoken language. The characteristic are¹³ :

1) Permanence

Its mean that writing is permanent. When the writers finish their writing, then they can't reedit their writing. So through refinement and revision are needed before the final draft is submitted.

2) Production Time

One of the important issues in writing is time limitation, especially in educational context. A sufficient length of time will affect the production of a vice versa and good writing. When the time given is not sufficient, so the writers may produce a messy text. Therefore, a edaquetly training in the process of writing will help the students to make the best possible use of such time limitation.

¹³ Brown & H.Douglas, (2001), *Teaching by Principles : and Interactive Approach to Language Pedagogy*. New York : A person education Company, p. 341-342.

3) Gap

When a writer can deliver the message of his or her writing clearly to the target reader so can be said a good writer. Distance, mean a range between the writer and the target audience. In order to shorten the distance, the writer should be able to predict the audience's general knowledge and write from the target audience's prespective.

4) Orthography

In this field, according to Harmer that many different writing system have evolved around the world.¹⁴ Therefore, being able to use such writing system is not an easy matter, especially in a language which has different orthography from the native writing system of the writer.

5) Complexity

Different spoken langauge which tends to have shorter clauses and forms, that in the written language tend to have larger clauses and more complex forms. Therefore the written have to clearly, cohesively, and coherently in delivering the message to the reader by the writer.

6) Vocabulary

In this step that the lexical items used in the text may have different meaning depend on the context embedded then the written English has a greater variety of lexical than spoken conversational English. Therefore, every writer should learn and the benefits from the extensive number of English words.

¹⁴ Harmer, *ibid*, p. 1.

7) Formality

That is the convention of rules that a certain written message is meant to be. So the different forms of language that must be followed caused its different purposes of writing. Since writing is a way to communicate in the written form, anything should be clear in the message. It means that before the writer comes to the end of their writing has already met the purposes of their writing the reader could get the message clearly.

2.1.4. Text

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause or a sentence or a discourse meaningful. Context refers to either linguistic context or non linguistic context. Linguistic context is linguistic unit before and after a text. Non linguistic context is outside a text. So a text is a meaningful linguistic unit in both linguistic context and non linguistic context.¹⁵

A text or (discourse) is a linguistic unit that is functional in context. A text is a grammatical unit that is above or higher than a sentence. In other words, a text is defined as a collection or combination of sentences. A text is a semantic unit, not a grammatical one, and a text may be realized by a sound, words, phrase, clause, sentence or paragraph. Whatever a unit of language may be, as long as it

¹⁵ Sanggam & Kisno, (2008), *Generic Text Structure*. Yogyakarta : Graha Ilmu, p. 1.

expresses meaning in the context (linguistic and social) it is considered as a text.¹⁶

2.1.5. Teaching Writing

According to Harmer there are some criteria of task that the teachers should do to help their students become better writers. They are as follows¹⁷ :

1) Demonstrating

Teachers should be able to draw the feature of the genre of the written text, so that the students are conscious of the differences among the types of written text.

2) Motivating and Provoking

Students many times found themselves lost for words when they were writing. In this matter the teacher can help them by provoking them into having ideas, enthusing them with the value of the task and persuading them what fun it can be.

3) Supporting

Students need a lot of support and help, reassurance once they get going, both with ideas and with the mean to carry them out.

¹⁶ Saragih & Amrin, (2014), *Discourse Analysis*. Universitas Negeri : Unimed Press,p. 9-10.

¹⁷ Harmer & Jeremy, (2004), *How to Teach Writing*, Essex : Person Education Limited, p. 41-42.

4) Responding

Teachers react to the content and construction of a piece supportively and often (but not constantly) make suggestion for its improvement.

5) Evaluating

Teacher make a correction upon writing of the students. It can be a note which indicates where they wrote well and where they made mistake. It is a kind of giving feedback forwards the students' writing. The information above show that the teacher take an important role in the development of the students' writing skill. To be good teacher they who can perform those tasks while teaching writing. They may facilitate the students in their learning so that the students could develop their writing strategies.

Then in teaching writing the students' attention to the importance following aspect of effective writing. They as follows :

a. Paragraphing.

A paragraph is a piece of a written text containing several sentences context about a main topic and a central idea. Similarity state that a paragraph as a piece of text containing several sentences and the maniaure of an essay as a bigger text functions as the unit that essay and the length of the paragraph is relative.¹⁸

¹⁸ Sanggah Siahaan, (2008), *Issues in Linguistic*, Yogyakarta : Graha Ilmu, p. 215.

b. Idea

The writer choose the topic sentence which controlling idea. The controlling the idea can be effective beginning with attracts the attention of the target (readers), the writer can develop the controlling the idea. The ideas have to logically be arranged and coherently connected to each other.¹⁹

c. Grammar and spelling

For communicating in the written language have to be correctly and clear meaning. That the importance of spelling for writing and say that some writes restrict their writing to the only words that they knew.

d. Punctuation

Punctuation is marks that give meaning to words as pauses and change the meaning of words if they are incorrectly used, and they may reveal mystery when they correctly used.²⁰

¹⁹ Muafiq Muslim, (2014), Islam, *Helping EFL Students Improve Their Writing*. International Journal of Huminitie and Social Science. Vol 4, No.2, p. 107

²⁰ Ibid, p. 107.

2.1.6. Types of Writing Performance

According to Brown said that proposes five major categories of classroom writing performance, they are²¹ :

1) Imitative

This type of writing is usually for the beginners, in this type they simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive

In this type students produce language to display their competence in grammar, vocabulary and sentence formation.

3) Self- Writing

Self-Writing is a writing with only the self on mind as an audience. Text like are diary, or journal writing and not taking can be categorized in this kind of writing in which they take a note for something for the purpose of later recall.

4) Display writing

Writing is more focused on task based response in which the students are responding to a prompt or assignments.

²¹ Brown &H. Douglas, (2001), *Teaching by Principles : An Interactive Approach to LanguagePedagogy*. New York : A Person Academy Company, p.343-346.

5) Real Writing

Writing is to exchange useful information. After the different writing may have different purposes, the teacher have to give the students a clear understanding of the writing's types performance so that the students could differentiate and recognize the types in their writing belongs to.

2.1.7. Assessing Writing.

In assesing writing, according to Brown that the good writing must involve some elements such as content, organization, vocabulary, syintax and mechanic.

They are should to decide the creteria of scoring writing²² :

Table 2.1.7 : The Scoring of Writing

Components of Writing	Score
1. Content	30
2. Organization	20
3. Vocabulary	20
4. Syintax	25
5. Mechanic	5
Total	100

²² Brown & Douglas, (2004), *Language Assesment : Principles and Classroom Practices*, Sanfransisco State University, p. 246.

2.2. Student's Ability

For the right answer of the question of “ what is ability?” Exactly, there is no single right answer according to the question. It can be a skill, other a powers to think, or a capability that is largely based on someone's knowledge, experience, or a combination of any of these. An ability can be broad, as indicated when psychologists introduce terms such as “verbal ability” or “motor ability”, or it can be specific, as is implied when a person is said to have the ability to blow a boat or turn a car. People use the word in a variety of distinct ways. Even within psychology, there is variability in the meanings that distinct writers have in mind when they introduce the word “ability”.

One reason why the question “what is an ability ?” Is not an easy one to answer is that abilities are not object – like things that you can see or touch. In common with other psychological concepts, abilities are not physical items that can be directly observed or measured. Ability is an abstract concept. It refers to capacities that we conclude are present in a person. Typically, we do so after noticing that the person performs certain activities or behaviours.

For example, if someone is asked to add $3 + 3$ and they give the correct answer, “6”, we can say that the person has the ability to add those numbers. Strictly speaking, that is just an alternative way of saying that the person is capable of adding them. If the same person also provides the correct answer to a number of distinct addition problems, we might also conclude that he or she has a broad capacity (or ability) to add. And if the person succeeds at each of range of adding, subtracting, multiplying and dividing problems, we regard that person as having ability to do arithmetic in general.

Then another question about abilities , “how many are there ?”, has no uniquely correct answer. Here the problem is that there are many possible answers, and no way to decide that one of them is more correct than the others.

One legitimate way of thinking of an ability is as a very wide capacity that encompasses a whole collection of distinct capabilities. That use of the term “ability” is often face in psychometrics, the branch of science concerned with the measurement of psychological characteristics. Here a classification is sometimes made between just two kinds of ability, they are “verbal ability” and non-verbal ability”. The first of those terms refers to a person’s general capacity to solve intellectual problems and do tasks that involve the use of language, and the second refers to a person’s capacity to perform non-language tasks.

However, it is just as legitimate to use the word “ ability” to donate capabilities that are considerably smaller and more specific. For example, it would be possible to make a short list of fairly common abilities, and include items such as social ability, musical ability, sporting ability, numerical ability, spatial ability, and so on. Or we could choose to make a longer list of even more specific abilities, such as walking, sitting, crossword – solving, car – driving and so on.²³

Devise the intellectual ability of the students in class could illustrated the guiding and directing task of teachers. Their intellectual abilities differ in quality. However, if these abilities are not developed they will remain dormant and never become functional. In class, teachers of every school subject are continually asking questions. Gradually higher order questions are asked to challenge and

²³ Howe, Michael J. A, (1998), *Principles of Abilities and Human Learning*, UK : Psychology Press, p. 53 – 55.

stimulate the intellectual ability of students, so that this ability becomes active and functional. Every task to be done in class or at home strives at developing the thinking and reasoning abilities of students. Students are allowed to solve problems by using trial-and-error, logical-reasoning methods and experimental methods. Teachers help students, in weighing options in developing the ability to choose and in becoming skilled in decision-making and reasoning. The students' intellect is developed gradually by teachers, to comply with the intellectual criterion of adulthood. Every student with a different intellectual ability is guided and directed to develop according to his or her own unique ability.²⁴

So ability can be interpreted as a stable disposition to achieve some result under appropriate conditions. If the student want to get the high level a success rate, it is required will depend on the kind of ability in question. As well, what conditions are appropriate will depend on the kind of ability in question, as well as on other contextual matters. the medium, idea of agent reliabilism is that knowledge arises from cognitive abilities or powers. An ability in turn is a stable and successful disposition for achieving some result under appropriate conditions.

2.3. Inquiry-Based Learning Method

2.3.1. Defenition of Inquiry-Based Learning Method

According to Spencer and Walker said that inquiry is a vibrant approach to learning that involves exploration, questioning, making discoveries, and testing

²⁴ Duminy & Pieter Andries, (1990), *Education for the Student Teacher*, Southern Africa : Maskew Miller Longman, p. 61 - 62.

discoveries to search for understanding. So it can be define as a process that is used to resolve uncertainly by examining an individual's ideas and beliefs.²⁵

Keys and Bryan state that inquiry is not specific teaching method and curriculum model but there is a multiple models and its patterns are not only inevitable but also desirable cause they paint a rich picture of meaningful learning in diverse situation.²⁶

According to Loorine, Sweeney said that effective inquiry is not designed to lead students to the right answer. There is more than right answer. It is process where students are involved in their learning, formulate questions, then build the new understanding, investigate widely and knowledge, even the students can develop a solution or to support a position or point of view. The knowledge is usually presented to others and many result in some sort of action.

2.3.2. Characteristic of Inquiry-Based Learning Method

According to David Suzuki that the characteristics of inquiry-based learning method which one when the teacher use this method have to known²⁷ :

1. A dynamic process.
2. Curiosity and sense of wonder.
3. Requires responsive teaching.

²⁵ Spencer, Trinal & Wilkar,et,al , (2008), *Creating a love for Science Elementaru Students through Inquiry-Based Learning*.Journal of Virginia Science Education. Vol.4, No.2, p.19.

²⁶ Keys & Bryan, (2001), *Co-constructing Inquiry-Based Science with Teachers : Essential Research for Lasting reform*. Journal of Research in Science Teaching, 38, 4, 631-645.

²⁷ Sweeny & Lorine, (2007), *English in Focus for Grade VIII Junior High School (SMP/MTS)*. Surakarta : Ar-Rahma pusat perbukuan dapertemen pendidikan nasional, p. 7.

4. The end point of final is not known at the outset.
5. Involving ongoing, embedded, assesment of thinking and learning.
6. Aims to develop skills that transcend content mastery.
7. Engage students in multiple and diverse means of inevstigation.
8. Then critical discourse.
9. Transmits knowladge building principles.
10. Embedded in knowladge building principles.
11. Make the students' question, ideas and theories at the central.

2.3.3. Step of Inquiry-Based Learning Method.

There are five basic of operations of the process inquiry-based learning, According to Beyer, K. Bayer. As followes²⁸ :

1) Defining the problem or question

Inquiry method starts with a problametic situation that demands some kinds of closure, wheter the form of an answee to a questions, solutions to a problems and a bit of missing information. So can be explored :

- a. Becoming aware of a problem or question.
- b. Making it meaningful.
- c. Then make it manageable.

2) Hypothesizing

In this step is developing a tentative answer. The hypothesis denotes an educated guest a statement of a possible answer, solution and alternative derived

²⁸ Beyer & K.Barry, (1991), *Teaching Thinking Skill. A Handbook for Elementary School Teacher*. New York : USA, p. 72.

from the learners's past experience, analysis of the present and available data. This step will be done as follows:

- a. Classifying and examining the data.
 - b. Seeking relationship, drawing logical findings.
 - c. Stating hypothesis.
- 3) Testing temporary answer

So in the hypothesis is merely a tentative answer, they consist of three parts, they are presented by :

- a. Assembling evidence

Testing a hypothesis is the process requires assembling the appropriate evidence, involve establishing which all of the obtainable data appear relevant to the hypothesis itself under investigation. They are :

- a) Identifying the needed evidence.
 - b) Collecting evidence.
 - c) Evaluating evidence.
- b. Arranging evidence

This step is how the information collected affects the hypothesis. These steps involve arranging evidence for the analysis as follows :

- a) Translating evidence.
- b) Interpreting evidence.
- c) Classifying evidence.

c. Analyzing evidence

In this step, there are three steps in analyzing evidence, they are :

- a) Nothing similarities and differences.
- b) Identifying trends, regularities and sequences.
- c) Looking the relationship to the hypothesis.

d. Developing the conclusion

For developing a conclusion involves two ways, they are :

- a) Evaluating the relationship between hypothesis and evidence.
- b) The make the conclusion.
- e. The conclusion apply to the data and experience.

For the conclusion have to checked against to all the relevant data, the they are two parts :

- a) Testing against new evidence.
- b) The generalize about the result.

2.3.4. The Advantages and Disadvantages of The Method

There is an increasing in the ability of understanding by students towards the material, another one is improve students' skill in problem solving in new situation or different situation that they might at other times and the most important is the inquiry-based learning method provides indirect encouragement to students to work together, be objective, honest and confident, while the disadvantages of this inquiry-based learning method is the students can't managed the timing, some of the students got shy to convey their opinion, and often the students actually gather information that is not relevant to the material.

2.4 Related Study

1. Sukma aji Windy Hantoro (2015) on the title : “ Implementation of Inquiry-Based Learning for Teaching English at SMP Negeri 2 grobogan. This reserach describe qualitative research. It aims to describe and to explain the implementation of inquiry-based learning for teaching of English in SMP Negeri 2 Grobon on the reality and the fact on the field. The reseracher had watches that the role of this method that, the English teacher were as explainer, manager, motivator and last as a inquiry controller.²⁹ As with the theory which in his skripsi that inquiry-based learning method made the learning process to be interactive, inspiring, challenging, joyful and motivating them to participate actively.³⁰ And according to Richard and Lockhart that in this method the teacher such as planner, manager, controller and motivator.³¹

2. Sri Sunarni (2012) on the title : “ The Application of Inquiry Method to Improve Students’ Writing Skill of Tenth Grade of SMK Muhammadiyah Salatiga. This research aims to improve the students’ writing skill in second grade school. The result of the research shown that the application of inquiry method of tenth grade of SMK Muhammadiyah Salatiga can improve students’ writing skill in cycle 1, 2 and 3. It was saw from the discussion that is 85, 5 in the post-test and

²⁹ Sukma Aji Windy Hantoro, (2015), *Implementation of Inquiry-Based Learning for Teaching English at SMPNegeri2 Grobogan in 2014/2015 Academic Year*. University of Muhamadiyah.

³⁰ Ibid, p. 3

³¹ Richard Jeck and Lockhart, (1994) *Reflective Teaching in Second Language Classroom* Cambridge : Cambridge University Press, p. 13

post cycle.³² Caused the students involved to their learning and formulate the questions, develop solutions and knowledge to improve their ability in writing.³³

3. Vera Septi Andini (2016) on the title : “The Effective of Inquiry- Based Learning to Enhance Students’ Learning Outcame ; A Theoretical and Empirical Review. In this research, the researcher conducted by teacher in classroom. The strategies and appropriate learning method will enhance students; spirit and creativity is as the researcher’s selection. Applying this method, the researcher can see the effectiveness of learning model which is determined by the professionalism of teacher and conveying lesson. Teacher must have a study and complete insight about duties professionally, must have an overall picture of how the process in teaching that occurs, and what steps are necessary, then teaching-learning process can be performed well.³⁴

4. Ali Abdi (2014) on the title : “ The Effect of Inquiry-Based Learning Method on Students’ academic achievment in science course, universal journal of educational research. The technique of this research by the group which was assigned as experimental group was traditionally instructed. The result of this research shows that students who instructed through inquiry-based learning

³²Sri Sunarni, (2012), *The Application of Inquiry-Based Learning to Improve Students’ Writing Skill of Second Grade of SMK Muhammadiyah Salatiga in Teacher Academic Year*. Graduating Paper of English and Education Department State Institute for Islamic Studies Salatiga, p.

³³Lorine Sweeney, (2007), *Social Studies Explorations-a Professional Journe*, Edmonton Regional Learning Consolation. Vol 1, Issue 4 www.erl.ualberta.ca Retrieved in 11 may 2015 at 12. 45 in Sunarni’s *skripsi*, p. 29

³⁴ Vera Septi Andrini, (2016), *The Effectiveness Inquiry-Based Learning Method to Enhance student’s Learning Outcame : a Theoretical and Empiral Review*, *Journal of Education and Practice*. ISSN 2222-1735 and ISSN 2222-288x (paper online). Vol17, no 3. www.list.org.

method was achieved higher score than the ones which were instructed through the traditionally method.³⁵

5. Ariyani Wahyu Utari (2014) in the title : *The Implementation of Inquiry-Based Learning Method in Teaching Writing to The Seventh Grade Students of SMP Negeri Boyolali*. Universitas Muhammadiyah Surakarta. The teacher implemented inquiry-based learning method through the stage : The teacher goes through the process that consist of five steps ; *observing, questioning, collecting information or experimenting, associating or information processing, and communicating* with process standard. The teacher didn't always implement inquiry-based learning. In the second and fourth meeting the teacher did not implement inquiry-based learning totally appropriate with the process. The lesson didn't pas observing, questioning, collecting information, and associating stage because of limited time. The materials only tajen from the book English focus in every meeting. The materials comprise such as defention, social function, generic, structure. Then the objective of this teaching writing to develop the students become more creative, and be active in writing aspect : structure, spelling, punctuation, and vocabulary.³⁶

32. Ali Abdi (2014), *The Effect of Inquiry-Based Learning Method on Students' academic aachievement in science course, universal journal of educational research*.

³⁶ Ariyani Wahyu Utari (2014), *The Implementation of Inquiry-Based Learning Method in Teaching Writing to The Seventh Grade Students of SMP Negeri Boyolali*. Universitas Muhammadiyah Surakarta.

2.5. Conceptual Framework

Based on the explanation above we have known that writing is how people express their mind, experiences, imagination and etc to share another people, the aims to share information or entertaining, describing, etc. Writing is important in a life, cause not every people can express their feeling by speaking in front up public, but somebody need to write. Writing one of the four skill in learning English and writing is as the measurement for students in learning English. Writing is more complex than other skill, is something crucial and indispensable for the students, because their success depends on the greater part of their ability in writing.

Inquiry-based learning one of the methods which can use in the teaching-learning process in the classroom, a pedagogy which best enables students to experience the process of knowledge creations. In this method the students more active and the teacher as the facilitator, the students critical thinking, a students – centred approach. So the students’s interest will be higher then teaching – learning process will be run well and fun.

2.6. Hypothesis.

Based on the conceptual framework above, the hypothesis in the research is improving students’ writing ability through inquiry-based learning method.

CHAPTER III

RESEARCH METHODOLOGY

This section elaborates the methodology of the research study. The methodology consists of location of research and participants, research design, instrument of research, procedure, data collection and data analysis.

This research would be conducted at MTs Al-Mahrus Medan and the researcher cooperates with the English teacher of the eighth grade students to find out the answers of the problem. From the reasons below so that the researcher can be easy to collect the data. The researcher chooses this location as follows :

1. The location of the school is nice to do the research, its causing the school open for some days.
2. The school welcome in this situation (situation of pandemic corona virus)
3. The researcher wants to give the contribution for this school in improving students' writing ability.
4. The school want to upgrade the accreditation of the research through the permit from the education office.

3.1. Subject of The Research

The subject of this research was the VIII grade students of MTs Al-Mahrus Medan. The participants from class VIII consist of 31 other individual who give the information of the subject under research classified as information. That is English teacher who teaches the VII grade students of Mts Al-Mahrus Medan.

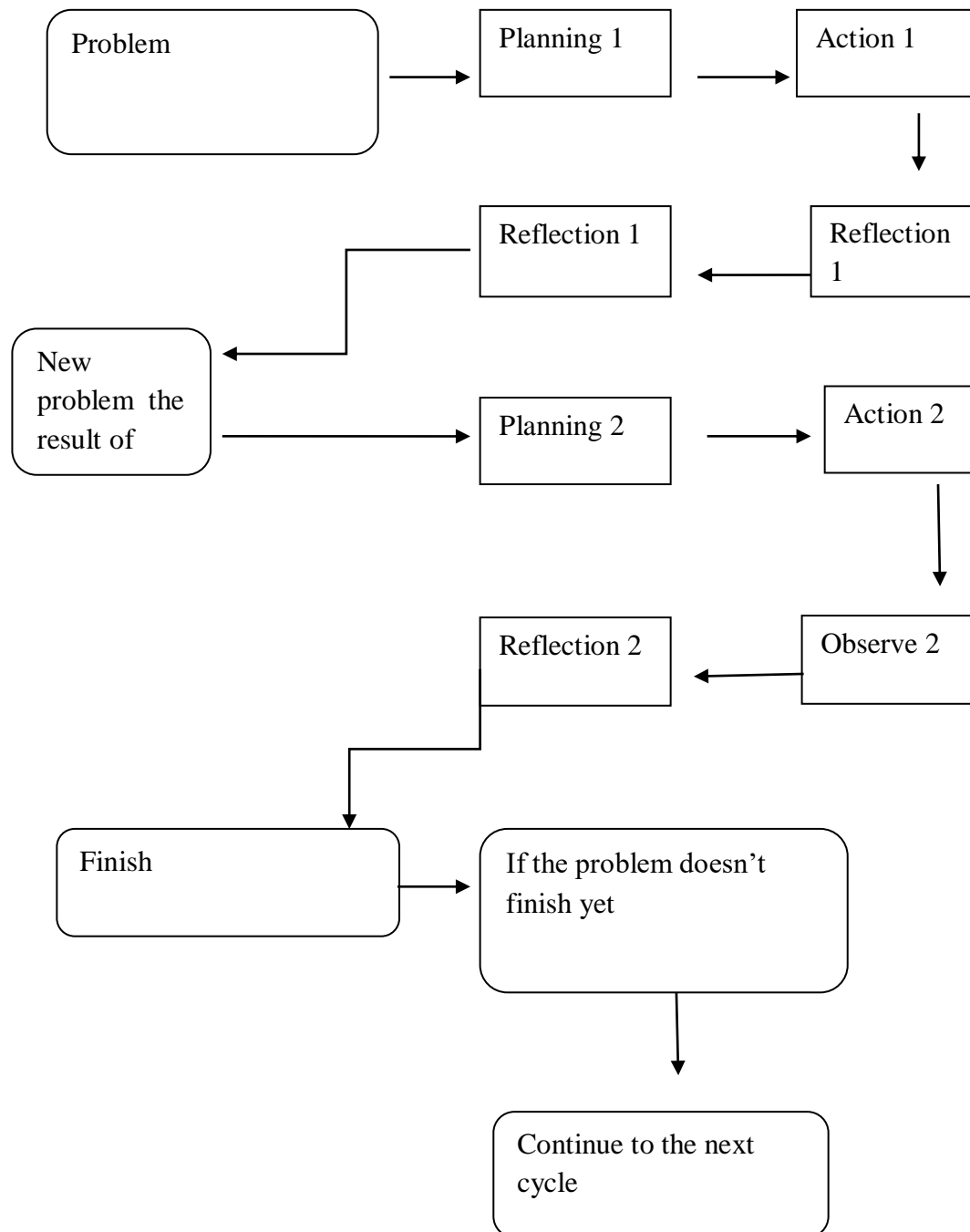
3.2. Research Design.

This research is conducted by applying classroom action research (CAR). The researcher chooses CAR because the researcher find the problem in learning process that low focus and attention to the learning process then this method is a way of problem solving in social situation with a view to increase the quality of the acts that we do withing, involves the collaboration and co-operation of the writer, teachers, students and other people.³⁷ Action research is a method used improving educational practice.

It invloves action, evaluation and reflection, and based on gathered evidence , changes in practice are implemented. There are four steps to do classroom action research. They are planning, acting, observing and reflecting. So classroom action research is utilized because it is aimed improve outcomes of teaching and learning. It will help the teacher be aware of process.

³⁷Wina Sanjaya, (2011), *Penelitian Tindakan Kelas*, Jakarta : Kencana, p. 24.

According to Suharsimi Arikanto procedure of implementing of this research can be describe on the following pictures.³⁸



³⁸Suharsimi Arikanto, et.al, (2012), *Penelitian Tindakan Kelas*, Jakarta : Pt Bumi Aksara, p. 74.

3.3. Instrument of Collecting Data

There were some instruments that used by the researcher in this research in collecting the data, they were :

a. Observation Sheet.

Observation sheet was used to know the students and teachers activity during the researcher teaches and learning process by using inquiry-based learning method. The instruments give monitor and records the students' improvement during the lesson.

b. Interview

The researcher gives some questions to get the information from the participants and teacher, so interview was used in order to get the important information related to the main object of this research.

c. Test

Written test uses to know students' ability of writing before and after implementing guided question method. The forms of test are easy test. A test can help students learn the language by requiring the to study hard, emphasizing course objectives, and showing them where they need to improve.³⁹

³⁹ Harold S, Madson, (1983), *Technique in Testing*. England : Oxport University Pres , p. 5.

3.4. Procedure of Data Collection

The research design in this research consists of four steps in doing action that should to be done by the teacher if they wants to conduct a research about action classroom research, the steps are : planning, action, observation and reflection.⁴⁰

a. Cycle I

1. Planning

The activity in planning are :

- a. Preparing the material and design the steps in doing the action. The researcher helped by the teacher to design each cycle in two or three meetings.
- b. Preparing teaching aids
- c. Preparing the media.
- d. Making lesson plan.
- e. Designing students worksheet.
- f. Designing an observation sheet, and etc.

2. Action.

- a. Giving a pre-test.
- b. Teaching writing through inquiry-based learning (IBL) method.
- c. Giving a post-test.

3. Observation

The researcher observer wheter using inquiry-based learning (IBL) method can improve students' writing ability and the researcher is helped by the teacher

⁴⁰.Suharsimi Arikanto, (2010), *Prosedur Penelitian Suatu Pendekatan Praktik*, jakarta : Rineka Cipta, p. 138-139.

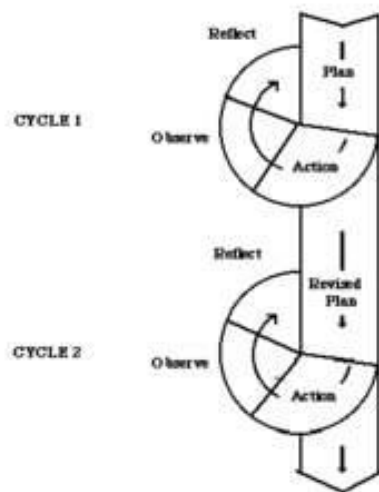
as her collaborator to observe activities in teaching and learning process while inquiry-based learning method is being carried out on teaching writing.

4. Reflection

In this stage data of observation is collected and analyzed by researcher. If there is found problem it will move to the next cycle with the same concept as the first one, re-planning, re-acting and, re-observing. The result will be used as reference for the next planning.

Figure : four activities in each cycle.

(Kemmis and Mc Taggart, (2000 : 45) as quote by samsu sumadoyo, (2013 : 41)



3.6. Technique of Collecting Data

The data for this study were collected through quantitative and qualitative way.

1. Test

The test is a blank essay for the students to be written through the title and picture. The test implemented in the research consist of pre-test and post-test, in this research the pre-test will be given in the first time. The researcher enters the class, then the post-test will be given in the last session in the last teaching implemented. The researcher has some indicators to make evaluation about the test (descriptive text). The are vocabulary, content, organization, syintax, and mechanic.

Table 3.6 : The Scoring of Writing By Brown and Douglas

Components of Writing	Score
1. Content	30
2. Organization	20
3. Vocabulary	20
4. Syintax	25
5. Mechanic	5
Total	100

2. Observation

Observation is one instrument in collecting data. Observation could be systematically used to observe and note the phenomena investigated like the students feeling, thinking and something they do in teaching-learning process. The researcher analyzes the result of pre-test and post-test to know whether the students' writing ability improve or not use observation checklist.

3. Interview

There are two steps of this interview, first step is will gather information from the teacher is like what the obstacles that he/she facing in the teaching writing in the class and the achievement in writing descriptive text in MTs Al-Mahrus Medan, the next step is to gather information from all the students to collect more detail data on the problems they had faced during English teaching and learning process and also the effect of the method.

3.7 Technique of Data Analysis

One of the important elements of research was technique of data analysis. In this research the researcher analyzed all the data by using the quantitative and qualitative data. The qualitative data was analyzed from the observation, interview. The quantitative data was analyzed by the test and it was calculated all the students' score of writing test.

To know the progress of the students' score for each cycle, the *mean* (\bar{x}) of students' score were calculated in order to know the categories of students writing

ability and the percentage of the students who was get score 70 was calculated by using the scientific formula as follow⁴¹ :

$$x = \frac{X}{N}$$

Notes :

x = The mean of students' score

X = The total of score

N = The Number of the students

And the number of students' mastery in one test was calculated by using formula as follow :

$$P = \frac{R}{T} \times 100\%$$

Notes :

P : The percentage of the students who get the points 70.

R : The number of the students who get point 70.

T : The total number of students who do the test.

Based on the formula score improvement, the researcher could make a conclusion wheter the inquiry-based learning method can improve the students' writing ability. The researcher could know the differencess between the students achievement before and after doing the research. Finally, by the analyzing the result of the test, it can be concluded that inquiry- based learning can improve

⁴¹ Anas Sudijono, (2006), *Pengantar Evaluasi Pendidikan*, Jakarta : PT. Raja Grafindo Persada, p. 327.

writing ability or not. While technique for the qualitative data consist of three steps⁴² :

1. Data Reduction

Data reduction was the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up fields note or transcriptions. It means that the researcher had been reducing the data before, during after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The data display compound with organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyze what will happen with the data presented. In this study, the researcher will use observation, interview and diary notes in displyaing the data, because it is most common data display was used in qualitative research.

3. Conclusion drawing and verification

The last step of anlysis is drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible, configuration, casual flows and preposition.

⁴² Andrea Danil, (2010), *Perception Gaps Between Headquarters and Subsidiary Managers : Differing Prespective and Subsidiary Roles and Their Implications*, Wiesbaden : Gabler, p. 138.

CHAPTER IV

RESERACH FINDINGS AND DISCUSSION

4.1. Research Finding

In the research finding the students in one class consisted of 31 students, there were 15 males and 16 females but in this pandemic the students divided into two waves in the meeting. They used the masks for protection and the interaction between the teacher and students was limited, the time given was only 20 minutes for meeting.

4.1.1. The Preliminary Study

The researcher decided to did the preliminary study consist of, pre-test, interview and observed. Before conducting the cycle because the preliminary study is intended to know the students' improvement in writing.

Firstly, giving the pre-test. The researcher gave writing test, that was an essay blank with the a picture of a rabbit and the students filled the essay according to the intruction. The students filed the essay in their paper and did it by self. Timing was limited for ten minutes, after that students read the result one by one. This test is used to evaluate students improvement and how the result of their writing. The English teacher made 70 as Minimun Passing Grade in English lesson especially in writing lesson.

So from this evaluation, the researcher saw that the students' improvement in writing test was low, it can indicated from the mean score of the students was 1889 and percentage of the students' score of the pre-test was 11 students who

passed was 35 %. And the other students failed or didn't get score up to 70. This data can be seen under!

The Table 4.1. The Result of Pre-Test.

NO	Name	Score	Information	
			Passed	Failed
1	ADP	67		Failed
2	AN	60		Failed
3	AS	35		Failed
4	ABR	65		Failed
5	AU	63		Failed
6	AD	67		Failed
7	DSY	32		Failed
8	DK	76	Passed	
9	FH	78	Passed	
10	FA	70	Passed	
11	FJ	73	Passed	
12	FNH	72	Passed	
13	GP	57		Failed
14	KA	50		Failed
15	MAA	43		Failed
16	MA	69		Failed
17	MAR	42		Failed
18	MA	76	Passed	

19	MF	75	Passed	
20	MFA	54		Failed
21	MIH	57		Failed
22	NW	50		Failed
23	NA	71	Passed	
24	NSA	70	Passed	
25	NR	56		Failed
26	NPP	58		Failed
27	SR	68		Failed
28	TT	70	Passed	
29	SW	40		Failed
30	TS	75	Passed	
31	SB	50		Failed
Total		1889	11	20
The Mean Score		60.93		

Secondly was interview from the students, the teacher and the mother of students. The number of students who took for research 31 but the researcher interviewed three of them as a representative because the head master limits it.

The questions are : 1) Was what they are like and dislike in English lesson? What was the English lesson is interesting? and what made the students difficult to learn English especially in writing class? The students answered that “ some of them didn’t like learn English caused the method used by the teacher made them read the story and translate it. Some of the students said English lesson very interesting but they got difficult to follow the class, the students want to the

teacher didn't make them frustrated and monotonous in their learning. They want to be competent but also fun.

So from the result one of the students said that English lesson is difficult while another students said fun lesson but the method of lesson made them lazy to learn and only focus to open the dictionary. Beside it the lesson difficult because they dont know the meaning of a word, the meaning of text that they have read and open the dictionary to know the meaning of the task. After did the interview the teacher conclude that the method of the study should change and make the happy in teaching- learning process.

Then the researcher interviewed the teacher about the respon of students in writing class? The teacher said "that the students have to push in the learning process and followed the intruction from the teacher to do a task, caused the students weren't active and lazy to learn". Then the researcher asked what are the method the teacher used in the class, and what the obtacles that faced the teacher in writing class? the teacher answered " that only used the command method when explained the lesson, for example in between explanations, the teacher asked the students to explain the topic or translated the text".

After that the researcher interviewed one of their parents to know their activity and process to learn English at home during this pandemic before do the research. So the parents said " as long as pandemic the daughter learnt a lot by online and every task did at home" so they just did the task in home. The teacher begun to do the class in English learning which the students followed the class face to face then continues by WhatsApp and the time was in the morning or

afternoon. In this research the researcher decided to use the inquiry-based learning method in the teaching-learning process as a solution for their difficulties. In the teaching-learning process the researcher entered the class several times to meet face to face and provided an overview of the method to be carried out and taught with the method even though it is limited and continues with online learning.

Thirdly, the researcher observed the school and the student, the situation of the class and how they learn in this pandemic. The students divided into two waves in learning class. The first wave entered in the morning until 09 : 30 o'clock and followed by the second wave until 12 o'clock. So the teacher only has 20 minutes in one lesson. The students sit apart and use the mask during the class. The teacher guides the researcher in the class and the headmaster gives the limited time for the researcher to do the research, just explain the material then give the task and the students go home.

4.1.2. Data Analysis of Cycle I

First cycle the researcher conducted four steps, there are: planning, action, observation and reflection. For the first cycle the researcher conducted three meetings and the test was given at the end of the learning process.

1) Planning

The researcher arranged the planning for some weeks before doing the research in the school, the researcher arranged the lesson plan before coming to the school to observe the situation of the students, in the lesson plan the researcher entered the class six meetings for teaching the students by classroom action research, some days for the interview, observation and conducting the research in the class as the lesson plan

arranged, in the lesson plan also the students requested to make a descriptive text about the school and they consisted in some students, but because before the researcher conducted the research a danger situation came to Indonesia that was a pandemic situation, so the students can't come to the school and the teaching-learning process was limited. Finally the researcher changed some of the steps in the lesson plan. The researcher entered the class for two meetings and next the researcher continued by online and the test collected via an online group, the students answered the question by an online group.

So in fact the lesson plan arranged was conducted well in doing the research even though the researcher changed for some steps in the middle of the research. The researcher still used the media that had been prepared for the lesson, changed the media to be a picture of an animal. In the lesson plan the researcher asked the students to analyze the media in a group consisting of two students, because they must maintain social distancing. In doing the research the researcher added some steps in the last of the research and the steps were not put in the lesson plan that were the students collected all the tasks online and analyzed their final task one by one. So the researcher taught them as a planning program using the inquiry-based method but via online and offline. The researcher used an observation sheet to see the condition of the students' activity and response in the WhatsApp group, the researcher was assisted by an English teacher as a collaboration in the teaching-learning process and would be observed in the teaching learning process which the inquiry-based learning method was implemented.

2) Action

The researcher conducted inquiry-based learning method to taught the students in the class and the online group, for first meeting in the class the researcher gave the topic about a the descriptive the connected to a Rabbit habits, character and types used inquiry-based method and made them understand about the topic. The researcher gave the students a picture on the piece paper and asked the students to mention what was it, after explain asking the students what is related to the study, then the students answered it and the researcher gave them questions and make the conclusion about the material, after that the researcher asked them to describe the picture after the researcher asked every questions and explained it as their task.

In the next step the researcher divided the students into some groups just consist 2 students in one group. Each group presented a picture they hold and the other students asked questions about each part of the picture, the researcher as a facilitator also helped them and invited them to think about the Rabbits's picture and supported them to explored their knowledge, so the students followed the class even the students help each other in learning process. This action did in the first and second meeting, in the next meeting the students asking and answered the question about their descriptive via online group. The researcher sent the voice to explain the descriptive text and analyzed another thing for the example and the students answered one by one in the group. They got the topic and answered. Its like a spam. So they very good in response and the process running well eventhough their grammar unregularly but the the researcher cant handle well and response one by one, they were so unpatiently to answer with anthusiastic.

3) Observation.

The teacher observed the researcher while did the research, how the students' behaviour before learning and respon in the writing and how the teacher teaching them and response back to the students via offline and online class. in the class the researcher begun the learning process with D'ua and Taawud, list attendance, gave some question about their morning, have they are breakfast and gave a motivation its like asking their condition, read sholawat and gave a yel-yel. Then did the learning process. Most of the students had participated in the process and they were answered when the researcher asking them about the topic and a rabbit's picture even in the online group they answered one by one but its like a spam, but the teacher can response all of the students one by one, the researcher gave the conclusion upon their answered to suitable on the topic.

There were some of students run away from the topic and the teacher made him an explanation about the topic. So the researcher made them speak up in the offline and online class eventhough in WhatsApp group can't face to face but they gave argument, a question and conclusion even they did a joke the topic which discussed the teaching-learning process. They followed the rule and participated although some of them still lack of vocabularies..

The activity of students and reserarcher in offline and online class could be seen in photographs as evidence which took by researcher during the teaching and learning process. The researcher can see the students were participted stand up in front of the class in the frist meeting and answered the question, argument and did the task in the online class. So they more active than before, it can see the complete information about observation sheet.

There are two kinds of observations' result, they were collected by quantitative and qualitative, in the first cycle the researcher gave the post-test to know the students' improvement after used the method, and the result showed that the students' improvement increased when used the method of Inquiry-based method, but there are some students still got the low score so the second cycle would apply.

Then the result could be seen by quantitative, of the post-test in the first cycle. They got the total score was 2127 and the number of them who took the test was 31. So the mean of theirs score of the test was 68.61%. It can be seen that the students' score in writing class was increased. The percentage of the students' score of the post-test was 21 students who passed. It was only 67%. On the other hand the other students failed. The post-test can be seen under!

The Table. 4.1.2.3. The Result of Post-Test I

No	Name	Score	Information	
			Passed	Failed
1	ADP	76	Passed	
2	AN	70	Passed	
3	AS	50		Failed
4	ABR	70	Passed	
5	AU	75	Passed	
6	AD	75	Passed	
7	DSY	43		Failed
8	DK	80	Passed	

9	FH	72	Passed	
10	FA	78	Passed	
11	FJ	70	Passed	
12	FNH	77	Passed	
13	GP	65		Failed
14	KA	70	Passed	
15	MAA	60		Failed
16	MA	71	Passed	
17	MAR	63		Failed
18	MA	77	Passed	
19	MF	77	Passed	
20	MFA	65		Failed
21	MIH	70	Passed	
22	NW	55		Failed
23	NA	75	Passed	
24	NSA	77	Passed	
25	NR	68		Failed
26	NPP	70		Failed
27	SR	72	Passed	
28	TT	77	Passed	
29	SW	45		Failed
30	TS	75	Passed	
31	SB	60		Failed

Total	2127	21	10
The Mean	68.61		

Then qualitatively data taken by interview. The researcher did the interview after implemented the inquiry-based learning method. Some of students who got the low and high value during learning process. The researcher asked the students as follow : a. What are you enjoy in writing class used the inquiry-based learning method? b. After implemented the method are your writing improvement? And the researcher asked the teacher about her opinion towards inquiry-based learning method. The students said “ that they with the learning process and followed the method applied, the students enthusiast and fun in the class. the English teacher also said “ that this method helped them to speak up and more active.

Based on the interview above there was improving of the students’ writing ability. The result show from the pre-test to post-test of cycle I. In the pre-test students got the score 70 or more were 21 of 31 number of students 67%. In the post-test of cycle I was improved of the pre-test to the post-test in cycle I was about 29 %. So it concluded that the students’ writing ability improved but not succesfully. So the researcher decided to conduct the second cycle.

4) Reflection.

The researcher seen based the students’ result of the test in first cycle, action of improvement was needed. Because there are some of the students run away from the topic as long as the learning process so eventhough the students’ score in post-test was improved but, it needed more improvement in their writing ability. Some of the students still confused some of characteristic in writing class

especially in descriptive text, so the researcher gave the picture with the explanation which put in the picture as sign upon the descriptive.

4.1.3. Data Analysis of Cycle II

In this phase, the researcher conducting the second cycle to make them understand about material, caused in the first cycle, the students' problems were found. Therefore, the researcher as a teacher had a good to conduct this cycle which carried out in just three meetings. It was expected that the second cycle of action research would get better than first cycle, and this cycle the researcher gave them more motivation and also more explanation about the material. The second cycle as follows :

1) Planning

In the second cycle, like as in the first cycle the researcher did as in the lesson plan, gave the material, list of students' name, prayed and begin the learning process with *Bismillahirrohmanirrohim*, and the students was given the material about characteristic of descriptive text, vocabularies of issue the topic in the essay and asked to the students answered the researcher's questions and analyzed the picture of animals for describing it. Like in the first cycle the researcher have to active but as fasilitator in the writing class to out their ability in writing class.

2) Action

The researcher explained again the procedure of inquiry-based learning method, before teaching-learning process. Then the researcher implemented the method after explained to learning process. The researcher asked the students

about their animal they have and explained the criteria with different word one by one which connected to the topic.

This cycle show most of the students were answered seriously. They got the question and response like a spam in online class. one question wasn't answered yet, the other question came. It was like that the students making a competition. Then when they confused or can't take the word in English so the researcher gave them a joke about the rabbits and the another animals to make them fun but related to the topic and motivated them with a song to search it. So they could enjoyable answered the question.

The second cycle the researcher was given the post-test II for students to get better result, and emphasized the students to be more interested in inquiry-based learning method, eventhough through whatsapp group. The students still speak up and gave the opinion and even argument with good respon in learning process.

3) Observation

Like the first cycle, there were two kinds to collect the result, was collected by quantitative and qualitative data. Qualitatively data taken through observation sheet. The students' writing ability improved continuously. The observation sheet as follow : the students speak up and gave many question about the example of descriptive text, argument to their friend, gave a opinion and seriously when did the test. Situation in group more easy than before to handle because the researcher asking them by the name so just they have the name answered the question and gave a opinion, then the other argument one by one and some times some of them making a joke, but literally they have good response to the researcher' explanation

question and task through voice in online class. so from the students respons to the voice and made the researcher happiest when the students had able to answered the question and did the test. Some of them got score up to 70.

Quantitatively, the researcher found the students' result of the post-test II. It showed total score of them was 2329 and the number of them who took the test was 31. So the mean of the students' score of the pos-test II was 75.12%. It can be seen the students' score in writing ability improved. The percentage of the students' score from the post-test students who passed it was 87%. The students failed to get 70 and it was 12%. So from this post-test II, can conclude successfully. It can be seen under!

Table 4.1.3.2. The Result of Post-Test II.

NO	Name	Score	Information	
			Passed	Failed
1	ADP	80	Passed	
2	AN	75	Passed	
3	AS	68		Failed
4	ABR	80	Passed	
5	AU	85	Passed	
6	AD	80	Passed	
7	DSY	64		Failed
8	DK	80	Passed	
9	FH	84	Passed	
10	FA	78	Passed	

11	FJ	83	Passed	
12	FNH	80	Passed	
13	GP	70	Passed	
14	KA	75	Passed	
15	MAA	65		Failed
16	MA	75	Passed	
17	MAR	70	Passed	
18	MA	80	Passed	
19	MF	78	Passed	
20	MFA	70	Passed	
21	MIH	75	Passed	
22	NW	68		Failed
23	NA	77	Passed	
24	NSA	80		
25	NR	80	Passed	
26	NPP	70	Passed	
27	SR	75	Passed	
28	TT	80	Passed	
29	SW	55		Failed
30	TS	80	Passed	
31	SB	70	Passed	
Total		2329	27	31
The Mean Score		75.12		

Based the data, the result showed the improvement of the students' score from post-test I to the post-test II of second cycle. In the post-test I the students who got the score 70 or more were 20 of 31 number of students 64%. In the second cycle of post-test II the students got score 70 or more were 27 of 31 number of students 87 %. So the improvement of the post test I to the post test II of cycle to was 23%. Saying that the inquiry-based learning method could be improved the students' writing ability.

4) Reflection

From the result, it showed that the students had been able to do the test used the inquiry-based learning method in teaching learning process. It also showed that the teaching learning process used this method could be run well. So the based the reflection of the second cycle, the researcher wasn't needed to conduct the third cycle.

4.2. Discussion

The similarity from previous finding that the students be more active, and enjoyable and be a thinker in learning process, the students created the ideas on their witten. Inquiry-based learning method also made them speak up, have many ideas to begin write and convey their opinion. Based the this explanation above, it could been proven that the inquiry-based leraning method improved students' writing ability and the teacher can made the students enjoyable and controlled them, so the students followed the writing class.

So the previous finding and this finding showed the result of used inquiry-based learning method was made the students be active, interactive, inspiring, challenging, joyful and motivating them to participate actively⁴³. Its mean this method is effective for teaching-learning process, because the students not only as listener but play a role in learning while the teacher as the facilitator in the class as Richard and Lockhart said that in this method the teacher such as planner, manager, facilitator, controller and motivator.⁴⁴ But in this research the researcher only did up two cycles and immediately found a significant change. The researcher did cycle 1 to cycle 2 and the students' writing ability improved to 87% in the second cycle .

Differencess of this research toward the another research were the research design, technique of collecting data and the type of text in writing skill. For this research used an essay blank to do test while previous research was multiple choice. So as the conclusion that the researcher conducts different research toward the another research.

⁴³ Sukma Aji Windy Hantoro, (2015), Implementation of Inquiry-Based Learning for Teaching English at SMPNegeri2 Grobogan in 2014/2015 Academic Year. University of Muhamadiyah, p. 3

⁴⁴ Richard Jeck and Lockhart, (1994) Reflective Teaching in Second Language Classroom Cambridge : Cambridge University Press, p. 13

CHAPTER V

CONCLUSSION AND SUGGESTION

5.1. Conclusions

The result of the research to improve students's writing ability through inquiry-based learning method in descriptive text at Mts Al-Mahrus Medan can conclude that :

1. This research showed that the inquiry-based learning method can increase the students's writing ability of the eight grade of Mts Al-Mahrus Medan in Jl. Rumah Potong Hewan. There was significant differences between the students' writing ability using inquiry-based learning method than before. Based on the result in the discussion can be seen that : It showed in from preliminary study the score of students was 1889 and the mean of the students' score of the test was 60.93%. and the researcher conducted first cycle and quantitatively showed that the total score of the students in the post test I was 2127 and the mean of the students' score was 61.67%. Then the researcher conducted second cycle and showed that the students' score from the post test II was 2329 and the mean of the students' score was 75.12%. So it can be concluded that the inquiry-based learning method could be improved the students writing ability.
2. There are some situation in writing teaching learning process when inquiry-based learning method applied with before. Before use this method the student just silent and some of the students not focus, even they dont know how to convey their opinion, they can't concern to the material, they

lazy to do the task from the teacher and complain to the English teacher. It because the teacher just explained the material in the book and command them to translate it. It made the students wasn't active and lazy to open the dictionary. But after did inquiry-based learning method the students very concern about the material, pay attention what the teacher said, answer the questions, asking for the material and speak up in front of the class the students focused and actively conveying their argument, they speak up eventhough their vocabularies still low, but they also asking and responding to the teacher about the material they haven't know, the teacher explained it and asked them back, so it made them have many ideas, suggestion and express their opinion. They were more active and encouraged to answered the questions from both students and teachers even they wrote based their own and more enthusiasm in doing the test.

3. There are strengths of using inquiry-based learning method in the classroom action and whatsapp for the eight grade of Mts Al-Mahrus. Firstly is an increasing in the ability of understanding by students towards the material, secondly is improve students'skill in problem solving in new situation that they might at other times. Thirdly students speak up in front of their friends and most important is the inquiry-based learning method provides indirect encouragement to students to work together, be objective, honest and confident. While the waeknesses of this inquiry-based learning method are the students can't managed the timing, some of the students got shy to cenvy their opinion, and often the students actually gather information that is not relevant to the material.

5.2. Suggestions

From this research, the researcher suggestions based on this pandemic in Indonesian Country on an education.

1. For this pandemic the teacher better use the kind of method in teaching learning process, especially for this method, so the students can be more active and enjoyable and didn't bored in the online group especially in this situation, the students study from home, so the teacher have to struggle to make it easy.
2. For the students always practice to read and write an essay from sender in the Group and memorize the vocabulary, so the students not difficult to follow the English class in learning process especially by online learning.
3. For the other research, the researcher suggested to conduct a research in teaching learning process related to the topic and also the situation to make the research be easier, looking from this situation influence to Indonesia's education.

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APPENDIX 1

RPP

Madrasah : Mts Yayasan Al-Mahrus Medan.

Mata pelajaran : Bahasa Inggris.

Kelas : VIII

Alokasi Waktu : 3 x 40 (3 x meetings)

A. Standar kompetensi.

1.2. Mengungkapkan makna dalam teks tulis fungsional dan esy pendek sangat sederhana berbentuk deskriptif dan untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar.

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berinteraksi dengan lingkungan terdekat dalam teks berbentuk deskriptif.

C. Indikator pembelajaran.

1. Mengidentifikasi general structure dari deskriptif teks.
2. Mengetahui main idea and the title dari suatu teks.
3. Mengetahui function dan deskriptif teks.
4. Mengetahui adjective dari suatu paragraf.

5. Mengetahui language feature dari suatu teks.
6. Mengetahui synonym atau antonym dari suatu teks.
7. Mengidentifikasi pernyataan yang benar dari suatu teks.
8. Mengetahui pronoun yang digunakan.

D. Tujuan pembelajaran.

1. Siswa dapat mengidentifikasi general structure dari deskriptive teks.
2. Siswa dapat mengetahui main idea and the title dari suatu teks.
3. Siswa dapat mengetahui function dan deskriptive teks.
4. Siswa dapat mengetahui adjective dari suatu paragraf.
5. Siswa dapat mengetahui language feature dari suatu teks.
6. Siswa dapat mengetahui synonym atau antonym dari suatu teks.
7. Siswa dapat mengidentifikasi pernyataan yang benar dari suatu teks.
8. Siswa dapat mengetahui pronoun yang digunakan.

E. Materi Pembelajaran

1. Definition of descriptive text (*pengertian deskriptif teks*)

Descriptive text is a text which says what a person, place, or things is like.

The function is to describe and reveal a particular person, place, or thing.

Deskriptif teks adalah teks yang menjelaskan gambaran seseorang, tempat atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat, atau benda tertentu.

2. The general structure of descriptive text (*struktur deskriptif teks*)
- a. Identification : identifying the phenomenon to be described.
(*identifikasi gambaran umum mengenai benda yang ingin di deskripsikan*)
 - b. Description : describing the phenomenon in parts, qualities or characteristic form its.
(*deskripsi : deskripsi mengenai bagian, jumlah, atau ciri-ciri dari benda tersebut*)

3. The language feature of descriptive text (*ciri-ciri deskriptif text*)
- a. Focus on one specific object (*hanya fokus pada satu objek tersebut*)
 - b. The use of simple present tense (*menggunakan pola simple present tense*)

Pola :

(+) S + V1 + S/es

Example : the cats eat a fish

(*kucing-kucing itu makan ikan*)

(-) S + do/does +not + V1

Example : I do not bring wallet.

(*saya tidak membawa dompet*)

(?) + do/does + S+ V1

Example : does she likes a fish ?

(*apakah dia suka ikan?*)

c. The use adjective (*menggunakan kata sifat*)

Example : long, funny, love.

Contoh : panjang, lucu, cinta.

d. Pronoun (*kata ganti*)

I = MY

YOU = YOUR

WE = OUR

THEY = THEM

HE = HIM

SHE = HER

IT =ITS

<p>I have a cat, a cute cat. The fur is white and soft, I like to touch it.</p>	<p>Identification (<i>identifikasi</i>)</p>
<p>It has two cute ears. I like to play with its. It also has two beautiful eyes and four legs. My cat likes to eat fish. It also likes to eat other food except vegetables. My cat cage broken last night. So, today I will make a new cage for its.</p>	<p>Description (<i>deskriptif</i>)</p>

F. Metode pembelajaran

1. Inquiry- based learning
2. Diskusi
3. Tanya jawab

G. Langkah – langkah kegiatan pembelajaran.

Pertemuan 1

<p>kembali kepada murid tentang gambar dan descriptive text.</p> <ul style="list-style-type: none"> - Dan setelah memberikan mereka beberapa pertanyaan dan menganalisis gambar tersebut guru membagi siswa ke beberapa kelompok untuk mendiskusikan pertanyaan yang di ajukan oleh siswa. - Guru membagikan materi yang telah di siapkan ke setiap kelompok dan mempersilahkan setiap kelompok agar mencari sumber lain untuk dijadikan bahan pemecahan soal yang di tujukan. - Guru melibatkan peserat didik secara aktif dalam setiap kegiatan pembelajaran. <p>2. Elaborasi</p> <ul style="list-style-type: none"> - Guru meberikan waktu agar setiap kelompok mempersentasikan hasil diskusinya. - Guru memberikan soal post-test. 	<p>5 Menit</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------	--

<ul style="list-style-type: none"> - Guru memberikan waktu kepada Siswa untuk mengerjakan soal post- test tersebut. <p>3. Konfirmasi</p> <ul style="list-style-type: none"> - Guru menambahkan dan memberi penguatan sedikit tentang teks deskriptif. - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat terhadap materi yang telah di pelajari. <p>➤ Kegiatan Penutup</p> <ul style="list-style-type: none"> - Guru memberikan motivasi agar siswa mau belajar lebih giat lagi. - Berdo'a dan mengucapkan salam. 		

Pertemuan 4

POST-TEST

H. Sumber Belajar

- Buku pendamping bahasa Inggris untuk SMP semester genap kelas VIII-A
- Internet.
- Kamus bahasa Inggris.

I. Penilaian.

Tes tertulis

Soal : Essay

J. Rubrik penilaian

Components of Writing	Criteria	Score
6. Content	Topic is clear, interesting, have facts, original, have new insight	30
7. Organization	Have the preliminary, have the content and closing	20
8. Vocabulary	Use the correct vocabulary and correct pronunciation, words and give the news vocabularies.	20
9. Syntax	Cohesive and coherent, unambiguous, have a standard language, and communicative, have a conjunction	25

10. Mechanic	According EYD, the sentence and paragraph is neat and clearly, the margins are appropriate, and handwriting is not wrong	5
Total		100

$$P = \frac{X}{N} \times 100\%$$

Where :

P = The percentage of classes that have reached absorption.

X = The number of students who have reached 70

N = Number of students in class.

Mabar, jl. Rumah Potong Hewan, lingkungan IV, 11 juli 2020

The teacher of English

The researcher

(Lidiya Sri Wulandari, S.Pd)

(Irma Suryani)

APPENDIX 2

PRE-TEST AND POST-TEST I

QUESTION OF POST-TEST 1

Name :

Class :

Day / Date :

Please Describe this Picture !



APPENDIX 3

QUESTION OF POST- TEST II

Nama :

No Absen :

Class :

Please Describe this Picture !



APPENDIX 4**THE QUANTITATIVE DATA**

NO	NAME	PRE-TEST	CYCLE I	CYCLE II
		Score	Score	Score
1	ADP	67	76	80
2	AN	60	70	75
3	AS	35	50	68
4	ABR	65	70	80
5	AU	63	75	85
6	AR	67	73	80
7	DSY	32	40	65
8	DK	76	79	82
9	FH	78	78	80
10	FA	70	75	78
11	FJ	73	76	81
12	FNH	72	75	80
13	GP	57	66	73
14	KA	50	70	75
15	MAA	43	60	65
16	MA	69	72	76
17	MAR	42	60	70
18	MA	76	77	80
19	MF	75	78	79

20	MF	54	65	72
21	MIQ	57	70	75
22	NW	50	55	68
23	NA	71	75	79
24	NSA	70	78	80
25	NR	56	65	70
26	NPP	58	70	71
27	SR	68	72	75
28	TT	70	75	82
29	SW	40	45	55
30	TS	75	77	80
31	SB	50	60	70
	Total $\sum x$	1889	2127	2329
	The Mean Score	60.93	68.61	75.12

APPENDIX 5**THE STUDENTS' SCORES RESULT FOR PRE-TEST**

NO	NAME	PRE-TEST	
		SCORE	Got score of over 70
1	ADP	67	Failed
2	AN	60	Failed
3	AS	35	Failed
4	ABR	65	Failed
5	AU	63	Failed
6	AR	67	Failed
7	DSY	32	Failed
8	DK	76	Passed
9	FH	78	Passed
10	FA	70	Passed
11	FJ	73	Passed
12	FNH	72	Passed
13	GP	57	Failed
14	KA	50	Failed
15	MAA	43	Failed
16	MA	69	Failed
17	MAR	42	Failed
18	MA	76	Passed

19	MF	75	Passed
20	MF	54	Failed
21	MIQ	57	Failed
22	NW	50	Failed
23	NA	71	Passed
24	NSA	70	Passed
25	NR	56	Failed
26	NPP	58	Failed
27	SR	68	Failed
28	TT	70	Passed
29	SW	40	Failed
30	TS	75	Passed
31	SB	50	Failed
$\sum x$		1889	
The Mean Score		60.93	

APPENDIX 6**THE STUDENTS'SCORE RESULT FOR POST-TEST I**

NO	NAME	POST—TEST I	
		Score	Got Score over 70
1	ADP	76	Passed
2	AN	70	Passed
3	AS	50	Failed
4	ABR	70	Passed
5	AU	75	Passed
6	AR	73	Passed
7	DSY	40	Failed
8	DK	79	Passed
9	FH	78	Passed
10	FA	75	Passed
11	FJ	76	Passed
12	FNH	75	Passed
13	GP	66	Failed
14	KA	70	Passed
15	MAA	60	Failed
16	MA	72	Passed
17	MAR	60	Failed
18	MA	77	Passed
19	MF	78	Passed

20	MF	65	Failed
21	MIQ	70	Passed
22	NW	55	Failed
23	NA	75	Passed
24	NSA	78	Passed
25	NR	65	Failed
26	NPP	70	Passed
27	SR	72	Passed
28	TT	75	Passed
29	SW	45	Failed
30	TS	77	Passed
31	SB	60	Failed
Total Σx		2127	
The Mean Score		68.61	

APPENDIX 7**THE STUDENTS' SCORE RESULT OF POST-TEST II**

NO	NAME	POST-TEST II	
		SCORE	Got score of over 70
1	ADP	80	Passed
2	AN	75	Passed
3	AS	68	Failed
4	ABR	80	Passed
5	AU	85	Passed
6	AR	80	Passed
7	DSY	65	Failed
8	DK	82	Passed
9	FH	80	Passed
10	FA	78	Passed
11	FJ	81	Passed
12	FNH	80	Passed
13	GP	73	Passed
14	KA	75	Passed
15	MAA	65	Failed
16	MA	76	Passed
17	MAR	70	Passed
18	MA	80	Passed
19	MF	79	Passed

20	MF	72	Passed
21	MIQ	75	Passed
22	NW	68	Failed
23	NA	79	Passed
24	NSA	80	Passed
25	NR	70	Passed
26	NPP	71	Passed
27	SR	75	Passed
28	TT	82	Passed
29	SW	55	Failed
30	TS	80	Passed
31	SB	70	Passed
Total $\sum x$		2329	
The Mean Score		75.12	

APPENDIX 8

DISTRIBUTION OF STUDENTS' WRITING ABILITY FOR PRE-TEST, POST-TEST I, AND POST-TEST II.

		<i>Criteria</i>	<i>Total Students</i>	<i>Percentage</i>
PRE- TEST	p^2	Passed	11	35%
	p^2	Failed	20	65%
POST- TEST I	p^2	Passed	21	67%
	p^2	Failed	10	33%
POST- TEST II	p^2	Passed	27	87%
	p^2	Failed	4	13%

APPENDIX 9**THE ATTENDANCE LIST**

NO	Name of Students	July 21 th 2020	July 22 th 2020	July 23 th 2020	July 24 th 2020
1	Adek Dwi Pasha	✓	✓	✓	✓
2	Agil Nugroho	✓	✓	✓	✓
3	Agus Salim	✓	✓	✓	✓
4	Alifsyahdil Baihaqi Ramadhan	✓	✓	✓	✓
5	Anisa Ulandari	✓	✓	✓	✓
6	Ardian	✓	✓	✓	✓
7	Danu Supra Yoga	✓	✓	✓	✓
8	Dilla Khumairoh	✓	✓	✓	✓
9	Fany Herawati	✓	✓	✓	✓
10	Fauziah Afsari	✓	✓	✓	✓
11	Fenni Junindar	✓	✓	✓	✓
12	Fitri Nuraini Hasibuan	✓	✓	✓	✓
13	Genta Prayoga	✓	✓	✓	✓

14	Khairul Azmi	✓	✓	✓	✓
15	Muhammad Aidil Azmi	✓	✓	✓	✓
16	Muhammad Aldo	✓	✓	✓	✓
17	Muhammad Alfa Rozi	✓	✓	✓	✓
18	Muhammad Arris	✓	✓	✓	✓
19	Muhammad Fahri	✓	✓	✓	✓
20	Muhammad Faisal	✓	✓	✓	✓
21	Muhammad Iqbal Handika	✓	✓	✓	✓
22	Nabila Wahyuni	✓	✓	✓	✓
23	Nadia Aulia	✓	✓	✓	✓
24	Nadin Syafika Azimi	✓	✓	✓	✓
25	Nadya Ramadhani	✓	✓	✓	✓
6	Naila Putri Purnama	✓	✓	✓	✓
27	Selvia Ramanda	✓	✓	✓	✓
28	Triana Tasya	✓	✓	✓	✓
29	Suci Wahyuni	✓	✓	✓	✓
30	Tria Sartika	✓	✓	✓	✓

31	Satria Budi	✓	✓	✓	✓
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APPENDIX 10

INTERVIEW SHEET WITH THE STUDENTS

First meeting.

1. The researcher : Do you like English ?
The students : Suka, tapi sangat mudah membuat bosan.
2. The reseracher : Do you enjoy in teaching and learning process in the classroom ?
The Students : Kami menikmati jika hanya ketika kami belajar dengan materi yang kami mengerti dan ketika belajar dengan pak mukhtar, dikarenakan dengan bapak tersebut kami lebih santai dan penjelasannya lebih jelas. kadang kami menikmati dan kadang tidak menikmati, karena kami harus mencari artinya ke dalam kamus, bahkan kami harus menghafal setiap hari.
3. The researcher : Do you like teaching and learning writing ?
The students : Suka, tapi juga kesulitan dalam menulis karena kami tidak paham tentang grammar dan beberapa artinya
4. The researcher : What are your problems in writing ?
The Students : Menerjemahkan tulisan untuk memahaminya atau menulis sesuatu dengan bahasa inggris, dan grammar, kemudian kesulitan yang lain yaitu membacanya dengan baik dan benar.
5. The researcher : Is the teaching and learning process interesting?
The students : Terkadang menarik dan terkadang tidak.

6. The researcher : How does your teacher explain the material ?

The students : Guru menjelaskan dengan menggunakan buku panduan, dan jarang menggunakan media. Jika dengan buku lidiya, beliau selalu memberikan kami petunjuk dan memandu kami

APPENDIX 11

THE LAST INTERVIEW WITH THE STUDENTS

1. The researcher : What do you think about the activities ?

The students : Kami sangat suka belajar dengan cara miss, walaupun singkat tapi secara online, kami selalu ,emumngu setiap pertanyaan yang miss berikan dan kami juga diberikan masukan-masukan terkadang miss suka memeberikan kami emitikon dan bahkan candaan-candaan disela-sela pembelajaran disamping kami harus menjawab dan memahami materi yang mim berikan sehingga kami sangat menikmati diskusi dalam pembelajaran.
2. The students : What are the learning activities you like and dislike to do ?

: Aktivitas yang sangat suka kami akukan yaitu ketika miss memberikan kami pertanyaan dan kami tahu jawabannya, hehe. Dan yang tidak kami sukai yaitu menghapal.
3. The researcher : After learned how do you think about the learning activities by inquiry-based learning method ?

The students : Sangat asyik dan menikmati, walaupun pembelajaran bahasa Inggri termasuk sulit tapi kami sangat menikmati dan suka dengan pembelajaran miss, dikarenakan tidak memaksa kami untuk menjawab tapi kami tetap berlomba untuk mencari tahu apa yang tidak kami ketahui dan ingin kami ketahui, soalnya topiknya menarik dan miss menyampaikannya dengan jelas dan sangat menarik kami.

4. The researcher : Do you enjoy the teaching and learning process in the classroom ?

The students : Ya, Kami sangat menikmati.

5. The reseracher : What do you think about our material? Are they difficult or easy ? are tou interesting ?

The students : Mudah tapi sulit, maksudnya memang pembelajaran bahasa inggris merupakan momok diantara mata pembelajaran, bahkan kami lebih menyukai pembelajaran matematika, tapi karena miss membawa bidang ini dengan mengajak kami untuk terus pacu dan berpikir tapi santai, sehingga kami menikmatinya.

6. The researcher : How do you feel about your writing skill ? is there any improvement ?

The students : Ya, kami merasa lebih mudah untuk mmebuat kata0kata disebabkan kami kosa-kata kami telahbertambah, meskipun grammarnya masi belum sempurna.

APPENDIX 12

THE FIRST INTERVIEW WITH THE ENGLISH TEACHER

1. INTERVIEW SHEET WITH THE TEACHER

First Meeting

1. The researcher : What is the background of your education miss ?

The teacher : Latar belakang dari pendidikan Bahasa Inggris, lulusan Universitas Muhammadiyah Sumatera Utara (UMSU) tingkat S1, tahun 2009.

2. The researcher : How long have you been teaching here ?

The teacher : Mengajar di Mts Al-Mahrus sudah 12 tahun lamanya

3. The researcher : How are the students response in study English, are the students active in the classroom ?

The teacher : Murid-murid aktif belajar jika saya memacu mereka dalam belajar, dalam arti misalkan saya masuk kelas dan memberikan mereka materi, nah ketika saya memberikan tugas, maka saya harus memrintah mereka dan memandu mereka dalam mengerjakan tugas tersebut, sehingga mereka itu tidak datang rasa malasnya, jika saya hanya membiarkan mereka bekerja sendiri, termasuk dalam hal tugas maka mereka akan malas.

The researcher : What are the obstacles that youre facing in teaching English classroom ?

The teacher : Ketika anak-anak tidak paham apa yang saya sampaikan dan tidak mengerti arti dari sebuah kalimat atau penjelasan dari yang telah dibaca dibuku, maka mereka mengeluh dan itu datangnya malas sehingga mereka tidak serius dalam belajar, bahkan jadi contekan-contekan.

4. The researcher : How do you teach English Grammar especially writing text to the students in the classroom ?

The teachers : Saya hanya menggunakan buku dari sekolah dan seperti yang saya bilang sebelumnya, saya memberikan mereka instruksi untuk mereka dalam proses pembelajaran dan juga memberikan pertanyaan.

5. The researcher : Do you use any teaching media and method to assist your teaching

The Teachers : tergantung kepada materi yang saya sampaikan, jika sesuai speaking maka menggunakan speaker, seperti itu, tetapi secara umum hanya menggunakan buku panduan. Sedangkan untuk metode saya lebih menggunakan metode ceramah tapi dengan instruksi, maksudnya setelah saya menjelaskan maka saya akan memerintahkan murid untuk mengerjakan tugas atau memandu mereka untuk setiap kegiatan menulis di kelas, disebabkan mereka malas harus membuka kamus lagi, maka mereka selalu bertanya.

Last Meeting

1. The researcher : What did you think about inquiry- based learning that I had taught improve the students' achievement in writing ability in the classroom ?

The teacher : Metode ini cukup menarik untuk terus digunakan dalam proses mengajar, walaupun waktu kamu singkat dikelas dan dilanjutkan secara online melakukannya tapi mereka cukup enjoy, hanya saja memang metode ini membutuhkan waktu yang lama, tapi untuk pencapaiannya sudah sangat baik, terimakasih sekali lagi.

APPENDIX 13**OBSERVATION SHEET**

No	The teacher's activities	Yes	No
1.	Teacher comes on time	✓	
2.	Greeting the students before the lesson begins	✓	
3.	Praying before the lesson begins	✓	
4.	Checking students attendance	✓	
5.	Remaining previous materials	✓	
6.	Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom	✓	
7.	Teacher tells to students the goal of the study	✓	
8.	Teachers prepare the topic and show to the students the step of inquiry-based learning.	✓	
9.	Teachers give explanation about the topic of the study.	✓	
10.	Teacher explains the material clearly	✓	
11.	Guiding the students in collecting data or information by using some books or other sources	✓	
12.	Asking for the students to answer question from their	✓	

	friends.		
13.	Correcting the question together the students by the result of discussion	✓	
14.	Guiding the students to answer and respond from answer's their friends	✓	
15.	Teachers give the task to the students	✓	
16.	Teachers conclude the material of teacher	✓	
	Students	✓	
17.	The students came to class on time	✓	
18.	The students pay attention then give their response	✓	
19.	The students study seriously	✓	
20.	The students active in the classroom activities	✓	
21.	The students are enthusiastic in studying by inquiry-based learning	✓	
22.	The students asking the question	✓	
23.	The students participate in learning process.	✓	
24.	The students ask the teacher about material that they do not understand	✓	
25.	The relationship between students and the teachers	✓	

26.	The students do test seriously	✓	
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APPENDIX 14

THE SCHEDULE OF RESEARCH AT MTS AL-MAHRUS MEDAN

DAY/DATE	ACTIVITIES
13 July 2020	<ul style="list-style-type: none"><li data-bbox="708 528 1358 741">• Meet with the principle of MTS AL-MAHRUS MEDAN to ask permission for doing research.<li data-bbox="708 801 1358 1014">• Meet with the BKM to talk about the conditions of the class, students and English teacher.<li data-bbox="708 1173 1358 1386">• Meet the English teacher of the class VII-A talk about activities that would do when the research done.
14 July 2020	<ul style="list-style-type: none"><li data-bbox="708 1641 1358 1765">• Give the pre-test to the students of class VII-A.<li data-bbox="708 1825 1358 1948">• Interview the English teacher of the class VII A for the first meeting.

	<ul style="list-style-type: none"> • Interview the students of class VII- A.
20 July 2020	<ul style="list-style-type: none"> • Give explanation about the Inquiry –Based Learning Method in teaching writing. • Give the post-test for the students of class VII-A for the first cycle.
21 July 2020	<ul style="list-style-type: none"> • The application of Inquiry-Based Learning in the teaching learning process in writing ability to the students of class VII A at the second cycle. • Interview the students of the class VII-A about the material and method of teaching learning process. • Interview to the English teacher pf VII-A for the last Interview.
22 July 2020	<ul style="list-style-type: none"> • The application of Inquiry-Based Learning Method in teaching learning process.

23 July 2020	<ul style="list-style-type: none"> • The next meeting to continue the teaching learning process through Inquiry-Based Learning Method.
24 July 2020	<ul style="list-style-type: none"> • Give the post-test II to the students of VII-A in second cycle. • Saying Goodbye and thanks to the students of the class VII-A.
26 July 2020	<ul style="list-style-type: none"> • Taking the respon letter and say goodbye to the students and the principle of Mts Al-Mahrus Medan. Jln. Potong Hewan.

APPENDIX 15

THE SCHEDULE OF MEETINGS

FINDINGS	TEST	
I_s	PRE-TEST	
II	CYCLE I POST-TEST	
III	CYCLE II	POST-TEST II

APPENDIX 16

PHOTOGRAPHY

The location of Research





Profil and Visi dan Misi



Interview with Teacher, Students and Parent



Interview with the parents of one of the students



The researcher while explain the lesson in the learning process



The each group explain about the subject in teaching learning process





With the English Teacher

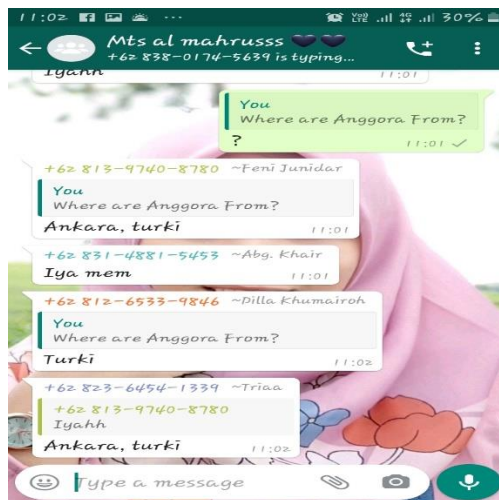


With The HeadMaster of Madrasah



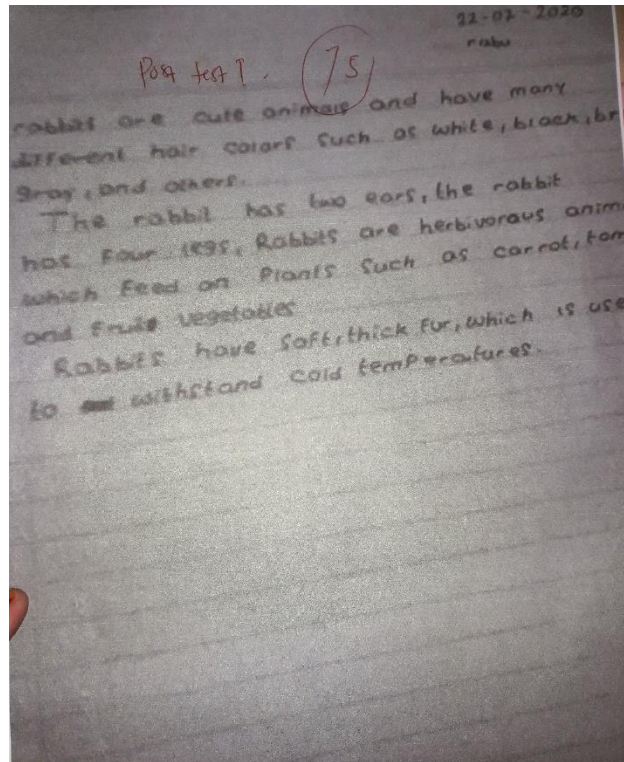
THE ATMOSPHERE IN THE ONLINE



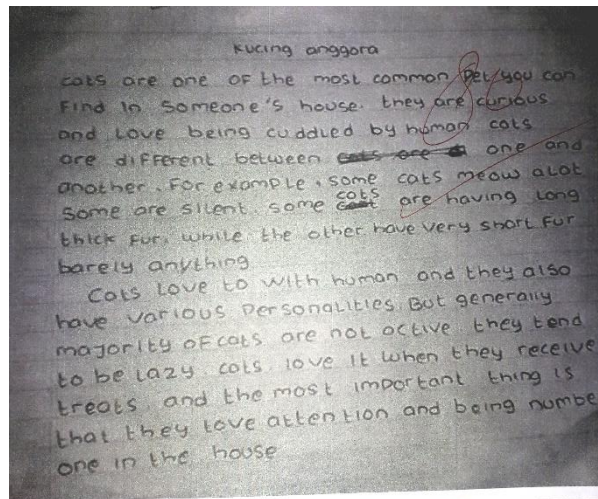




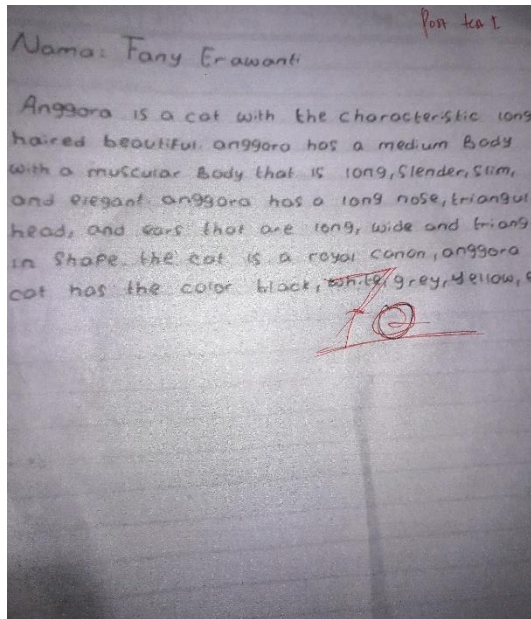
POST TEST 1



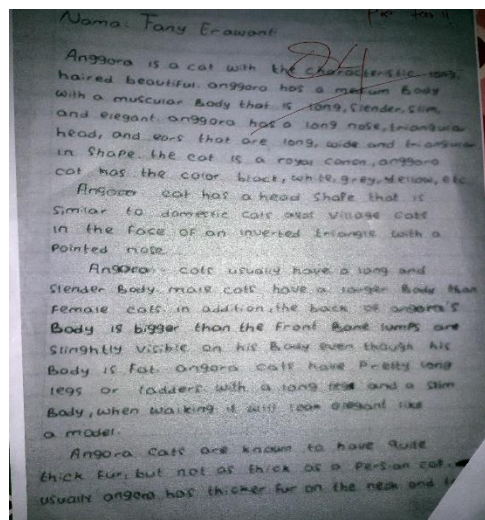
POST TEST II



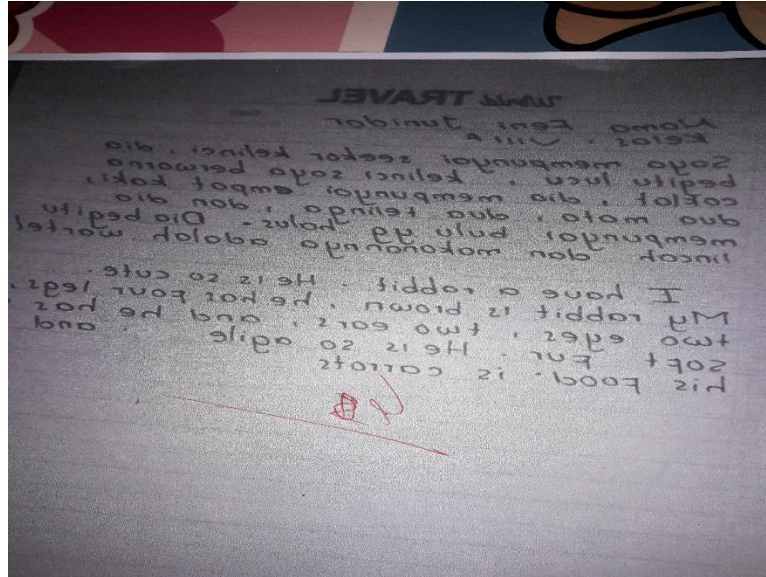
POST TEST I



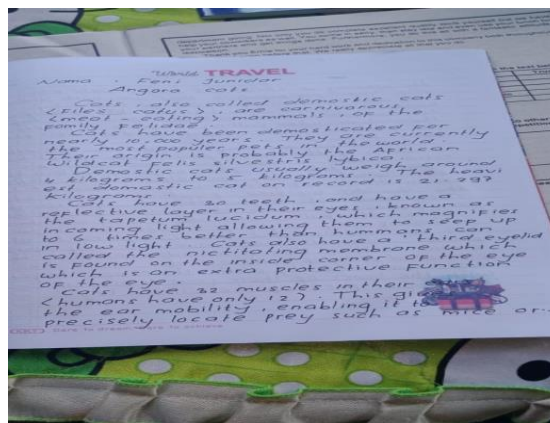
POST TEST II



POST TEST I





POST TEST II



CURRICULUM VITAE

PERSONAL DETAILS



Full Name : Irma Suryani
Gender : Female
Place, Date of Birth : Tanjung Mulia, 22 August 1997
Nationality : Indonesia
Marital Status : Single
Height, Weight : 155 cm/ 50 kg
Health : Perfect
Religion : Moslem
Address : Jln. Pukat III, Medan Tembung.
Mobile : 082277034554
E-mail : irma [suryani.ritonga@gmail.com](mailto:irma_suryani.ritonga@gmail.com)
 : @itsarianisuriani
 : Murai Syeiraa

EDUCATIONAL BACKGROUND

- 2004-2010 : SDN 117480 Tanjung Mulia Barat.
- 2010-2013 : MTS Pondok Pesantren Ridho Allah,
Kamp. PerlabianLuar
- 2013-2016 : MAN Rantauprapat LabuhanbatuInduk
- 2016-2020 : State Islamic University of North Sumatera


Course

- 2016 : Adzkia Stan

Oganization

- 2017-2018 : Volunteer Generasi Sumut Mengajar
Lembaga Dakwah Kampus (LDK- Al izzah)
Volunteer Dama Mengajar

RESEARCH PERMIT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-7439/ITK/ITK.V.3/PP.00.9/07/2020 13 Juli 2020
Lampiran : -
Hal : Izin Riset

Yth. Bapak/Ibu Kepala Madrasah Tsanawiyah Yayasan Al Mahrus
Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


Nama : Irma Suryani
NIM : 0304162079
Tempat/Tanggal Lahir : Tanjung Mulia, 22 Agustus 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Tanjung mulia Kelurahan Dusun Pintas Kecamatan Kampung Rakyat

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Madrasah Tsanawiyah Yayasan Al Mahrus, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving Writing Ability Through Inquiry-Based Learning Method At Madrasah Tsanawiyah Yayasan Al Mahrus.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.



Medan, 13 Juli 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan


Digitally Signed
Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info: Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

RESPONSE LETTER

 YAYASAN AL MAHRUS MDTA - MADRASAH TSANAWIYAH Jl. Rumah Potong Hewan Lingkungan IV Kelurahan Mabar Hilir Kecamatan Medan Deli Kota Medan	 SK. Kepala Badan Pertahanan Nasional No : 9 - XVII. PPAI - 2008 Tgl. 01 September 2008
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

No : 237 /Srt Blsn/MTs AM/VII/2020
Hal : Surat Balasan
Lamp : -

Kepada Yth :
Bapak Pimpinan
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Di -
Tempat

Yang bertanda tangan dibawah ini Kepala Madrasah MTs Al Mahrus bahwa :

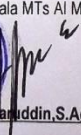
Nama : Baharuddin,S.Ag
Jabatan : Kepala Madrasah
Alamat : Jln Rumah Potong Hewan Lingk.IV Mabar

Dengan ini menerangkan :

Nama : **IRMA SURYANI**
NPM : 0304162079
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)

Menerima mahasiswa Bapak untuk mengadakan Penelitian di MTs Tsanawiyah Al Mahrus.
Untuk mengikuti kegiatan penulisan skripsi berjudul **"Improving Writing Ability Through Inquiry-Based Learning Method At Madrasah Tsanawiyah Yayasan Al Mahrus"**.

Demikian surat diperbuat ini untuk dapat dipergunakan sebagaimana mestinya.

Medan 1 Agustus 2020
Kepala MTs Al Mahrus

Baharuddin, S. Ag

