

# THE USE OF INQUIRY METHOD IN TEACHING WRITING PROCEDURE TEXT TO THE VII<sup>th</sup> GRADE STUDENTS AT MTs YPM 1 WONOAYU

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## Abstract

Writing is one of the skills to communicate indirectly. Writing is one of the skills to communicate indirectly. This study aims to describe the implementation of the inquiry method in teaching writing procedure text and describe the perceptions of junior high school students. This research uses descriptive qualitative research conducted at MTs YPM 1 Wonoayu. The subjects of this study were teachers and students of 7 grade . The study concluded that the inquiry model offers learning opportunities and student involvement. In particular, this model also encourages active learning for students. From the observation results, it was concluded that inquiry showed a significant difference where inquiry effectively improved the learning outcomes of students' writing skills. and students' perceptions of questioners In this study on Students' Perceptions of the use of the Inquiry method in teaching writing procedure text, almost all questions got 96% (Yes) good responses and 4% (No) negative responses from students who felt that this method was not effective.

**Keywords: writing, inquiry method, procedure text**

## Abstract

Menulis adalah salah satu keterampilan untuk berkomunikasi secara tidak langsung. Menulis merupakan salah satu keterampilan untuk berkomunikasi secara tidak langsung menulis merupakan Penelitian ini bertujuan untuk mendeskripsikan implementasi metode inkuiri dalam pengajaran menulis teks prosedur dan mendeskripsikan persepsi siswa sekolah menengah pertama. Penelitian ini menggunakan penelitian kualitatif deskriptif yang dilakukan di MTs YPM 1 Wonoayu. Subjek penelitian ini adalah guru dan siswa kelas VII Penelitian ini menyimpulkan bahwa model inkuiri menawarkan kesempatan belajar dan keterlibatan siswa. Secara khusus, model ini juga mendorong pembelajaran aktif bagi siswa. Dari hasil observasi, disimpulkan bahwa inkuiri menunjukkan perbedaan yang signifikan dimana inkuiri secara efektif meningkatkan hasil belajar keterampilan menulis siswa. dan persepsi siswa terhadap penanya Dalam penelitian ini tentang Persepsi Siswa tentang penggunaan metode Inkuiri dalam pengajaran menulis teks prosedur, hampir semua pertanyaan mendapat 96% (Ya) respon baik, dan 4% (Tidak) respon negatif siswa yang merasa bahwa metode ini tidak efektif.

**Kata kunci: menulis, inquiry model, prosedur teks**

## INTRODUCTION

Writing is one of the skills to communicate indirectly. By writing, someone can convey their thoughts or ideas accurately to other people. Other people can understand ideas or writings expressed through sources such as books, journals, social media, etc. Writing is a linguistic skill. In writing, things such as the aims and objectives of the author, reader or audience, as well as time or opportunity must be considered.

Writing is a language skill that is used for indirect communication. Writing is not an instant skill but must be practiced continuously and become a habit. Building the habit of writing can organize thoughts, improve written language skills, and help channel emotions. According to (Hedge 2022), the benefits of writing are as follows. Increase one's intelligence, 2) Develop initiative and creativity, 3) Foster courage, and 4) encourage the willingness and ability to gather information. The importance of writing skills is also a concern of the curriculum. (Herman Dojo 2014:178) compares the focal point of the English subject curriculum. She said that in junior high school, English subjects have six aspects of general competence, one of which is writing skills. Four aspects of language skills, namely listening, reading, writing, and speaking are already included in the curriculum.

The curriculum is to build language skills, including writing. Students' writing skills have not been maximized characterized by 1) the frequency of writing activities carried out by students is quite low, 2) the quality of student's written work is quite low, 3) low enthusiasm in participating in English learning in general

and writing learning in particular, and 4) low student learning creativity during writing learning activities. In addition, learning activities are less interesting and tend to be monotonous. This may be noticed when the teacher makes an impression at the start of the lesson; students tend to pay less attention, and some students are not prepared to participate. These settings motivate researchers to uncover solutions using various methods, including the inquiry method. Gulo (2020: 85) defines the inquiry method as a set of learning activities that highlight the process. thinking critically and analytically to search and find solutions to a topic. According to Sanjaya (2007: 193), the first step in learning through inquiry is orientation. Develop questions and theories. They collect data, test hypotheses, and conclude. contribute to understanding and insight (Joyce, 2013). According to this viewpoint, the inquiry method is ideal since it encourages students to think critically and assess; the questions and hypotheses generated by the inquiry method will be addressed during procedural activities.

Based on the statement above, this study aims to characterize the improvement. of procedure text writing skills of Class VII Students of MTs YPM 1 Wonoayu in the 2023/2024 Academic Year using the inquiry method. The hypothesis of action that is built is that with the application of the inquiry method to students of class VII MTs 1 YPM Wonoayu in 2023/2024.

## **RESEARCH METHOD**

The research is characterized as a descriptive qualitative objective design. Descriptive research is used to explore and clarify phenomena or social facts by defining variables using accurate units and the study topic (Arikunto, 2006:20). The Subjects of this study

would be the seventh-grade B students at MTs 1 YPM Wonoayu. the subject of Academic years 2023/2024 in the even semester. There were 32 students in the seventh-grade B at MTs 1 YPM Wonoayu. This study of Teacher actions and students' perception of the use of inquiry method to teaching procedure text. In this study, The data research instrument is observation and questionnaire analysis.

## **FINDINGS AND DISCUSSION**

### **a. First meeting (07 May 2024)**

The implementation of the meeting I action was carried out based on the plan that had been made. At this stage, the teacher and researcher collaborated where the teacher was the teacher while the researcher was the assistant teacher and observer. However, in addition to the researcher, one observer assisted the researcher in observing the Implementation of learning by using this inquiry method. The use Inquiry Method in Class 7<sup>th</sup> B at MTs 1 YPM WonoayuAcademicYear2023-2024.

In the first step, The teacher first observes and directs each student to be ready to start the lesson, starting the lesson by saying greetings and praying. Before the teacher explains the material about procedure text, the teacher reminds students of the lessons they have received in the previous meeting, namely about narrative text, and makes connections. For the class not to be boring, the teacher held a question and answer session related to the material that had been received, namely about narrative text, the teacher asked the students "What is the meaning of narrative text" Then a student answered the teacher's question "narrative text is a type of text which tells a chronological story in the right tense". The teacher also

allowed students to ask questions about the material they did not understand, then a student raised his hand and asked "What is the purpose of learning narrative text", before responding to students' questions, the teacher first allowed other students.

After all groups have finished discussing, the teacher asks students one by one representing their respective groups to present in front of the class the results of their discussions written in summary form for each group, so that students can be more active and not bored in learning. Furthermore, the teacher asks students to respond to the percentage results of each group. the results of student presentations and questions and answers in the discussion, the teacher provides direction and straightens out the questions still lingering in students' minds, namely procedure text. Then the teacher explained and showed pictures; students thought and found out for themselves.

In the last question, the teacher asks students to summarize the lesson material they received, so that students understand what the teacher said and the results of the thinking they got.

In the last step, the teacher rewards each group that correctly explains and answers the questions in the discussion, namely by giving good grades, praise, congratulations, and attractive gifts

#### **b. Second Meeting (14 May 2024)**

The second meeting on Wednesday, May 14, 2024, discussed the language, structure, and how to make a food procedure text. The lesson began with the teacher saying greetings inviting students to pray together and checking the

presence of students. Then the teacher made an apperception by showing pictures of food and then asking questions related to the picture. Furthermore, the teacher explained the learning activities that would be carried out with the stages in the inquiry model.

The core activities begin with students listening and getting some examples related to the language and examples of procedure texts. The teacher explains once again to the students the main points of the activities to be carried out. Next, students are divided into 5 groups and each group consists of 6 people. The division of this group is done by combining the smart and the less smart. This is done so that the smart ones can help the less smart ones it can affect the learning process of seventh-grade students for the better.

In groups, students complete the LKS where students complete the LKS according to the stages in the inquiry model. Starting with students formulating problems, namely by making questions from topics determined by the teacher, namely related to traditional food and the use of correct language, each group will discuss one topic only.

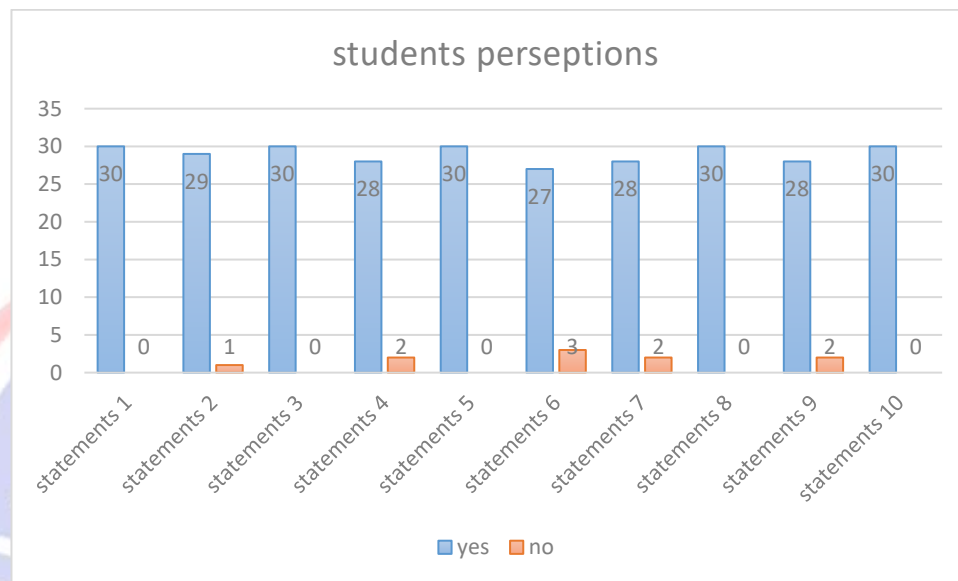
Discuss the material. Students are then directed to look at books that have relevant examples, namely books in the library, and look for material related to the topic being discussed to get actual information to answer the questions that have been asked previously.

## Student perceptions

As for the questionnaire, there are around 10 total statements, which can be displayed in the following table :

NO	STATEMENTS	YES	NO
1.	I understand the procedure text well	100%	0%
2.	I make the procedure text well	97%	3%
3.	I am interested in learning procedure texts through examples from the teacher	100%	0%
4.	I can create my procedure text after being given an example by my teacher	93%	7%
5.	I was helped by teachers who gave examples	100%	0%
6.	I understand learning with the teacher giving examples	90%	10%
7.	I can create a procedure text after the teacher gives an example.	93%	7%
8	I enjoy learning through examples given by the teacher	100%	0%
9.	I am more confident in creating the procedure text given by The teacher.	93%	7%
10	I agree with the methods used by the teacher	100%	0%
	MEANS	96%	4%

The researcher good visualized the data in the table above in the following graphic:



The study was Students' Perceptions about the Use of Inquiry Method in Teaching Writing Procedure Text, almost all the questions got 96% (Yes) good responses, and 4% (No) negative responses of students who felt that the use of inquiry method was a good choice for a new learning method, even getting positive responses from the students. From this study, students became more interested in the ongoing course. The growth of student motivation regarding the spirit of learning because from the beginning the teacher has given an example of how learning will take place.

## CONCLUSION

The use of the inquiry method in teaching writing procedure text for seventh-grade B students at MTs YPM 1 Wonoayu. This is because of the series of activities carried out in the inquiry model makes students more active and more fun. The implementation of



this inquiry method is carried out in stages starting from orientation where at this stage students pay attention to the teacher's explanation regarding the topic and learning objectives as well as the stages of inquiry, formulating problems where students with teacher guidance can formulate questions well, formulating hypotheses after improvements at meeting II students can formulate hypotheses correctly, collecting data or information at this stage students are also directed to look for information in the library this is done so that students' references are wider and students not bored, testing hypotheses and finally formulating conclusions where students can make conclusions from the problems discussed. Formulating hypotheses and formulating conclusions also because the collection of data or information needed has been obtained from supporting sources, namely by seeking information from books related to the material discussed in the library from the discussion above it can be concluded that this inquiry method can be used to increase student enthusiasm and motivation in the learning process.

Second, based on the results of the analysis, it can be concluded that the students' response is very positive, namely 96% and 4% negative towards inquiry learning. It can be said that almost all students like learning with the inquiry model for various reasons, such as being more active in learning, feeling happy, better understanding the material presented, finding their own concepts, and being more excited.

## **SUGGESTIONS**

For the principal of MTs YPM 1 Wonoayu A principal should be able to motivate English teachers to always provide useful learning for them and others. Useful for yourself and others. Improve infrastructure such as books that discuss subjects as well as inspirational stories that can increase student motivation students learning.

For English Teachers Improve our approach to students so they can easily interact with the teacher and provide examples of learning to ask questions related to learning and outside learning. related to learning and outside learning. Always develop learning methods. So that they can adapt to classroom conditions and learning objectives will be easily achieved, teachers must always foster student learning motivation.

For Students, Students should pay more attention to the teacher when delivering learning in the classroom to understand the material presented.

For other researchers To be able to expand the scope and scope of the research, it is hoped that it is not only on the scope of the implementation of the inquiry learning model to increase student learning motivation only, so that later it will produce more complex data.

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