

**THE EFFECTIVENES OF INQUIRY BASED LEARNING IN  
TEACHING WRITING OF DESCRIPTIVE TEXT**

*(Pre Experimental Study at the First Grade Student of SMP Negeri 2 Pattallssang)*



A Thesis

*Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar as Partial Fulfilment of the  
Requirement for Digree of Education in Englisgh Department.*

**NURUL SYAHRUL**  
**10535 5713 13**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY TEACHERS AND TRAINING EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
2019**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

---

**LEMBAR PENGESAHAN**


Skripsi atas nama **NURUL SYAHRUL**, NIM **10535 5713 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **035 Tahun 1440 H/2019 M**, tanggal 21 Jumadil Akhir 1440 H/26 Februari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 28 Februari 2019.

Makassar, 23 Jumadil Akhir 1440 H  
28 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.....)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. Baharullah, M.Pd. (.....)
4. Dosen Penguji : 1. Ummi Khaerati Syam, S.Pd., M.Pd. (.....)  
2. Ratu Yulianti Natsir, S.Pd., M.Pd. (.....)  
3. Farisha Andi Baso, S.Pd., M.Pd. (.....)  
4. Wildhan Burhanuddin, S.Pd., M.Hum. (.....)

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

  
**Erwin Akib, M.Pd., Ph.D.**  
NBM : 960 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **The Effectiveness of Inquiry Based Learning in Teaching Writing of Descriptive Text Achievement at the First Grade of SMPN 2 Pattallassang**

Name : **NURUL SYAHRUL**

Reg. Number : 10535 5713 13

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by.

Consultant I


Consultant II


**Ummi Khaerati Syam, S.Pd., M.Pd.**

**Ardiana, S.Pd., M.Pd.**

Dean of FKIP  
Makassar Muhammadiyah University

Head of English  
Education Department

  
**Erwin Akib, M.Pd., Ph.D.**  
NBM: 860 934

  
**Ummi Khaerati Syam, S.Pd., M.Pd.**  
NBM : 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

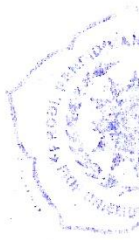
**COUNSELLING SHEET**

Nama : **Nurul Syahrul**  
 Stambuk : 10535 5713 13  
 Jurusan : Pendidikan Bahasa Inggris  
 Dengan Judul : **The Effectiveness of Inquiry Based Learning in Teaching Writing of Descriptive Text Achievement at the first grade of SMPN 2 Pattallassang**  
 Consultant I : **Ummi Khaerati Syam, S.Pd.,M.Pd**

Day / Date	Chapter	Note	Sign
23/2/19		→ See my correction on page 32, 33, 34 - 35, 36, 37	
23/2/19		38 OK	

*Relaxain*

Makassar, February 2019  
 Approved by:  
 Head of English Education  
 Department



**Ummi Khaerati Syam, S.Pd.,M.Pd**  
 NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Nurul Syahrul  
 Stambuk : 10535 5713 13  
 Jurusan : Pendidikan Bahasa Inggris  
 Dengan Judul : **The Effectiveness of Inquiry Based Learning in Teaching Writing of Descriptive Text Achievement at the First Grade of SMPN 2 Pattallassang**  
 Consultant II : Ardiana, S.Pd.,M.Pd.

Day / Date	Chapter	Note	Sign
21/02/2019	I, II iii	Some errors on ungrammatical sentences Recheck copies Put theories in discussion	
22/02/2019	ii, iv Publiso	Perbaiki layout Semua tulisan - nomor - harus ada as bibliography -> Recheck	
22/02/2019	V	Title Page Abstract Review conclusion	
	IV	Complete all parts of your report Put the findings to theories	
		ACC	

Makassar, February 2019

Approved by:  
 Head of English Education  
 Department



Umami Khaerati Syam, S.Pd.,M.Pd  
 NBM: 977 807

## SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Nurul Syahrul**  
Nim : 10535571313  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effectiveness of Inquiry Based Learning in Teaching Writing of Descriptive Text

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini.
4. Apabila saya melanggar perjanjian pada butir 1, 2, 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh keasdasan.

Makassar, May 2019  
Yang Membuat Pernyataan

**Nurul Syahrul**

## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Nurul Syahrul**

Nim : 10535571313

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : The Effectiveness of Inquiry Based Learning in Teaching  
Writing of Descriptive Text

Dengan ini saya menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil karya dari orang lain atau dibuatkan oleh siapapun.

Demikian pernyataan ini dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, May 2019  
Yang Membuat Pernyataan

**Nurul Syahrul**

## MOTTO

***“Do not think to be the best,  
but think to do the best”***





## ABSTRACT

**Nurul Syahrul. 2019. The Effectiveness of Inquiry Based Learning in Teaching Writing of Descriptive Text (Pre-Experimental Study at the First Grade Student of SMP Negeri 2 Pattallassang)** under the thesis of English Department the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Guided by Umami Khaerati Syam and Ardiana)

The objective of the research was to find out whether or not the use of Inquiry Based Learning is effective in teaching writing of descriptive text in terms of content and vocabulary. The researcher applied a pre-experimental design with one group pre-test and post-test design. The subject of the research was the First-Grade student of SMP Negeri 2 Pattallassang academic year 2018-2019. The sample consisted of 33 students. The research was held in six meetings.

The result of the data analysis showed that there was a significant difference between pre-test and post-test. The research findings indicated that using Inquiry Based Learning was effective to improve students' writing skill in terms of content and Vocabulary. It was proven by the students' mean score in terms of content in pre-test was 2.21 and post-test was 3.36. Furthermore, the mean of students' score in terms of vocabulary in pre-test was 2.27 and post-test was 3.33. It showed that the students' writing skill in post-test was higher than pre-test. The value of t-test from content and language use was 10.46 and it was greater than t-table 2.036 at the level of significant ( $p = 0.05$  and degree of freedom ( $df = 33 - 1 = 32$ ), it was found that the result of t-test value was greater than t-table ( $10.46 > 2.036$ ). Therefore, there is a significant improvement of students' writing skill on descriptive text in terms of content and vocabulary by using Inquiry Based Learning.

It can be concluded that there was a significant difference between the students' writing skill before and after using Inquiry Based Learning in Teaching Writing of Descriptive Text at the first-grade students of SMP Negeri 2 Pattallassang.

*Keywords: Writing Ability, Inquiry Based Learning, Descriptive Text.*

## ACKNOWLEDGEMENT

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this proposal thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

This graduating paper would not have been completed without support, and guidance from individual and institution. Therefore, the researcher would like to express special thanks to:

1. Dr. H. Abd. Rahman Rahim, SE, MM. as the Rector of Muhammadiyah University of Makassar.
2. Dr. Erwin Akib, M.Pd., Ph.D., as Dean of Teacher Training and Education Faculty of Muhammadiyah University of Makassar.
3. Ummi Khaerati Syam, S. Pd., M. Pd., as the Head of English Education Department of Muhammadiyah University of Makassar and as the first consultant who has guided. Thank for all her suggestions, recommendations and supports for this graduating paper from the beginning until the end.
4. Ardiana, S.Pd, M.Pd, as the second consultant who has guided, dedication, and support during writing this proposal thesis.
5. All the lectures in English Education Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
6. My parents and all my brothers , who always pray, support, and entertain me when I felt down.

7. All of my friends of English Education Department especially member and demisioner of EDSA (English Department Students Assosiation) in the same struggle, thank you so much for your motivation until the end of present day.

Finally, it is obviously that this proposal thesis is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better of this proposal thesis is hoped. I hope this proposal thesis can be useful to all of people.

Makassar, 21 Februari  
2019

**Nurul Syahrul**



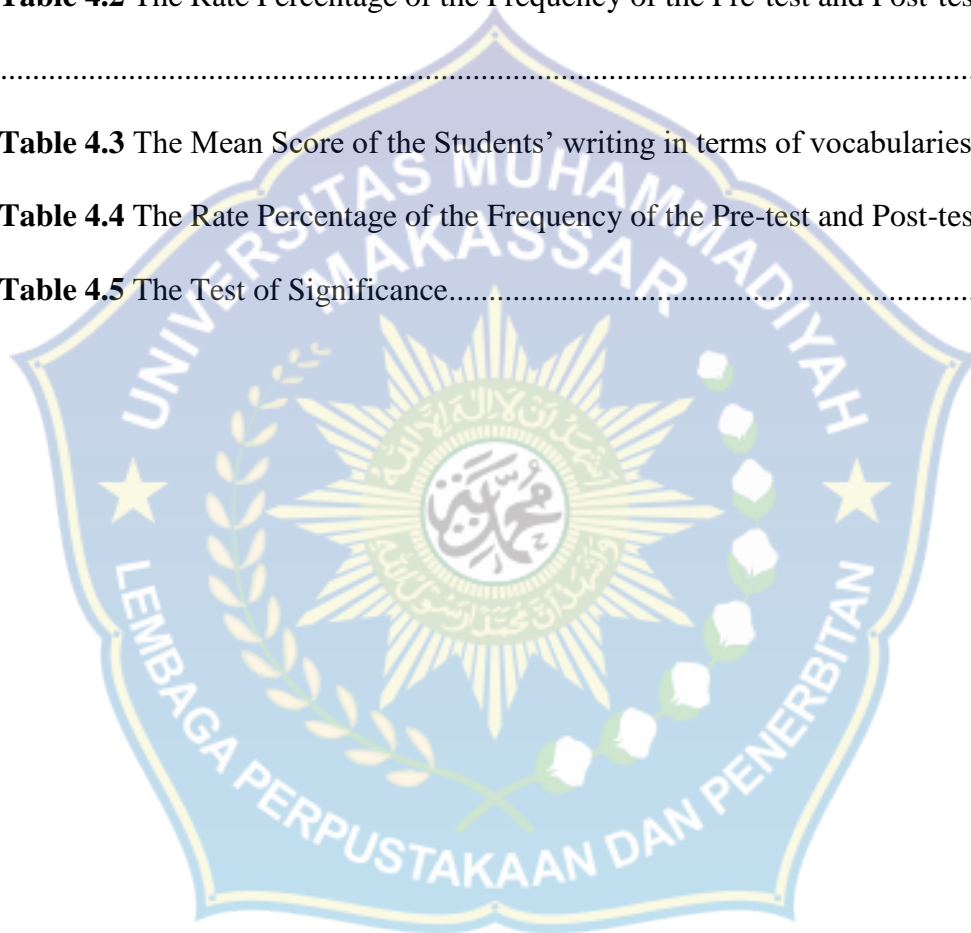
## TABLE OF CONTENT

<b>COVER</b> .....	
<b>LEMBAR PENGESAHAN</b> .....	
<b>APPROVAL SHEET</b> .....	
<b>COUNSELLING SHEET</b> .....	
<b>SURAT PERNYATAAN</b> .....	<b>iii</b>
<b>SURAT PERJANJIAN</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURES</b> .....	<b>xii</b>
<b>CHAPTER I INTRUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Statement of the Problems .....	3
C. Objectives of the Study .....	4
D. Significance of The Study .....	4
E. Scope of the Study .....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>5</b>
A. Previous Related Research Findings .....	5
B. Some Pertinent Ideas .....	7
1. Inquiry Based Learning .....	9

2. Writing .....	14
3. Descriptive Text .....	22
C. Conceptual Framework .....	24
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>26</b>
A. Research Design .....	26
B. Research Variable .....	27
C. Population and Sample.....	27
1. Population .....	27
2. Sample .....	28
D. Research Instrument.....	28
E. Research Procedures .....	28
F. Data Analysis .....	30
<b>CHAPTER VI FINDING AND DISCUSSION .....</b>	<b>32</b>
A. Findings .....	32
1. The Students' Writing Ability in Terms of Content .....	32
2. The Students' Writing Ability in Terms of Vocabulary .....	34
B. Discussion .....	37
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>43</b>
A. Conclusions .....	43
B. Suggestion.....	43
<b>REFERENCES .....</b>	
<b>APPENDICES .....</b>	

## LIST OF TABLES

<b>Table 3.1</b> Aspect evaluated in writing (jacobs et al's :1981) .....	30
<b>Table 3.2</b> Classification Table .....	31
<b>Table 4.1</b> The Mean Score of the Students' Writing in Terms of Content .....	32
<b>Table 4.2</b> The Rate Percentage of the Frequency of the Pre-test and Post-test .....	33
<b>Table 4.3</b> The Mean Score of the Students' writing in terms of vocabularies .....	34
<b>Table 4.4</b> The Rate Percentage of the Frequency of the Pre-test and Post-test .....	35
<b>Table 4.5</b> The Test of Significance.....	36



## LIST OF FIGURES

<b>Figure 1:</b> Conceptual framework .....	24
---	----



# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is the use by humans of a system of a sounds and words to communicate. Language is a sound symbol system which is arbitrary use by society group members to cooperate, communicate, and self-identification. (Chaer, 2007:32) states English language is divided in to four skills. Writing itself is one of four skills which is used to communication indirectly, without face to face interaction. There are so many teaching learning methods that can be used by the teacher but in here, the teacher has to give the teaching learning process which is effective to the students especially in writing course. The conventional method which is felt not effective made the teaching learning process be useless because the teachers just speech in the front of the class and the students just listen it.

In Indonesia, English to be a foreign language because it is learn only in the academic school, like in kindergarten until university and not used for communication in their daily lives. For most Indonesians, English tends to be very difficult because the Indonesian language has no tenses that are similar to the tenses of English (Setiyadi, 2006:24) So, the students have to improve their language in the classroom because by mastering those four skills they able to use it as a meant of communication in spoken or written language.

Teaching is described as the process of interaction between teacher and students, where the teachers hope that their students can mastery the knowledge and it has to be relevant with the goal of learning from the course that is given and



matched with cognitive structure which is had by the students (Herman, 2001:91) Because of that, the learning activity in the school has to be accompanied with the using of appropriate learning model. The model of learning can be defined as the planning or model which is used on the arranging curriculum, arranging materials, give the direction for the teacher in the class to set the learning (Asep, 2009:25).

At school, the teachers have the function to communicate information to their students (Hamalik, 2006:207). The teachers have to create comfortable learning atmosphere and understand the characteristics of their students. The material and the various technique or teaching should give the benefit for the students and can improve the students' creative thinking and make them competent to get the information and analyze the information through discover the information by them self not just remember it.

Inquiry based learning is a component of Contextual Teaching and Learning Method. In Inquiry learning method, the students learn how to make writing descriptive text well and correctly by self-learning. The teachers can use Inquiry learning method to the teaching writing especially in descriptive text. Meanwhile, Descriptive text is the text which has purpose to describe someone, something, place, animal, etc. Inquiry is a learning method which has the meaning question, identification, observation in English. Inquiry is the general process which is done by human to find and understand the information (Trianto, 2007:135).

Meanwhile, the capable of writing is very important to know about the student's ability in constructing their idea, furthermore they can present their idea in the written text form. And next, they can present their idea in writing for the

audiences or their classmates in the front of the class. of course, the incapability in writing harms the students because they cannot solve their problems above.

Based on the above-mentioned statements, the writer tried to use the model of *Inquiry Based Learning* in teaching writing of Descriptive text, *Inquiry based learning* approach is developed in order that the learning is more productive and meaningful. The writer's reason used this method was by discovering information, the students were expected can study through "finding" not just "memorizing". For that, the writer tried to use this method. Students have given about the writing descriptive text material, but they still felt difficult to understand how to make the cohesion and coherent of the text. Because the way or method of convey the information or explaining about topic was not effective. Therefore, "*The Effectiveness of Inquiry Based Learning in Teaching Writing of Descriptive Text Achievement at the first grade of SMPN 2 Pattallassang*" is selected as the title the current study.

## **B. Statement of the Problems**

Based on the background of study explained above, the study limit the discussion by stating research questions :

1. Is the use of Inquiry Based Learning effective in teaching writing of descriptive text in terms of content ?
2. Is the use of Inquiry Based Learning effective in teaching writing of descriptive Text in terms of vocabulary ?

## **C. Objectives of the Study**

Based on the research questions above, the researcher intended to find out the following objective :

1. To find out whether or not the use of Inquiry Based Learning is effective in teaching writing of descriptive text in terms of content.
2. To find out whether or not the use of Inquiry Based Learning is effective in teaching writing of descriptive text in terms of vocabulary.

#### **D. Significance of The Study**

The result of the study gave contribution to:

##### a. Students

The result of this study gave an input to the students to improve their ability in writing by using Inquiry Based learning.

##### b. Teachers

The result of this study will inform the teachers that Inquiry Based Learning can be used to increase the students' ability in writing by using Inquiry Based learning.

##### c. Other Researchers

Other researchers who are interested in teaching Descriptive by using different variables can get basic information from this study to do the further research.

#### **E. Scope of the Study**

This study focused on writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

There have been a number of research studies on teaching writing to Junior High School students by using inquiry-based learning strategy. The results of some research studies show the effectiveness of Inquiry-Based Learning strategy in the teaching writing. One of the research studies was done by Syakir (2003). In his research, he used the application of Inquiry-Based Learning strategy to improve the students' writing. The research design used in this study is Collaborative Action Research. This study showed that the strategy could improve the students' writing skill and it made the students more active and motivated in writing process.

There were relevant previous studies to prove the originality of this research. Here, the researcher summarized some previous studied which could be the guidelines for the researcher in conducting the new one and explained the way this study was different from the previous ones. The following explanations are the highlights of some previous studies related teaching writing of descriptive text.

First, the study on implementation of inquiry was done by Fitria Wulansari (2014) "The Effectiveness of Inquiry Based Teaching to Teach Writing Viewed from Students' Creativity" (An experimental study at SMP Negeri 1 Karanganyar, 2013/2014) . This study used experimental research design. In this study, the researcher applied inquiry for teaching writing. The finding of this study there was Inquiry based teaching method was an effective method to teach writing skill, and

the effectiveness is affected by the degree of students' creativity.

The second study on implementation of inquiry was done by Yuni Nurpita Sari (2012) "The Effectiveness of Using Inquiry Learning Method to Teach Writing Descriptive Text to the First Year Students of MTsN Tunggangri Kalidawir". This study used pre-experimental research design. In this study, the researcher applied inquiry for teaching writing with the material or descriptive text. The students through some steps are formulate the problems, collect data by observation, analyze and present the result in the form of written, picture, or report, finally communicate the result of work for the reader, classmate, or other audiences. The finding of this study there was a significant different from the application of inquiry learning method in teaching writing descriptive text for seventh grade student at MTsN Tunggangri.

The third study on implementation of inquiry is done by Umi Sholikhah (2015) under the title "The Effectiveness of Inquiry Technique to Enrich Vocabulary of Second Grade Students at MTsN Tunggangri Kalidawir Tulungagung". This study used pre-experimental research design. In this study, the researcher applied inquiry for enrich vocabulary. The students through some steps are first learn to observe, find and work by themselves. It is one of contextual teaching learning method where in this technique the students might learn independently through they can improve their critical thinking that happen on their environment. The finding of this study there is significant different on the students vocabulary mastery who were taught before using inquiry technique and after using inquiry technique.

The last study on implementation of inquiry is done by Ulfa Wahidatul Laily (2012) with the title “The Effectiveness on Teaching Speaking Skill by Using Inquiry Method to the Second Grade Students at MTs Sunan Ampel Ringinrejo”. This study used pre-experimental research design. The use of inquiry method for speaking skill in telling their past experience. The finding of this study there was significant difference on the students score in test before they were taught by using inquiry method and after using inquiry method.

The previous studies conducted by the researchers above, the researcher knew that the researcher above have similarities and differences with the writer’s research. The word similar in terms of the method used for teaching. The differences are on the technique of data collection, the sample and the place of the study. This research was designed more specifically on the use of inquiry method in teaching writing descriptive text. In this case the researcher uses the previous studies as guidelines and references in conducting the further research.

Based on previous studies above, the researcher knew that the inquiry method is effective for teaching writing. The researcher would like to research about using inquiry that is applied for teaching writing descriptive text entitled “The Effectiveness of Inquiry Based Learning in Teaching Writing of Descriptive Text”.

## **B. Some Pertinent Ideas**

Teaching is the guidance of learning activities for the purpose of aiding the pupil to learn or activities to convey knowledge to the students. Writing is an activity that produces something from mind become meaningful a text or sentence. It has much purpose not only for media as pouring idea but also giving information.

When we write, we use graphic symbols; that is, letters or combinations of letters which relate to the sound we make when we speak. The symbols have to be arranged, according to certain convention to form word and words have to be arranged to form sentences. Everyday people do writing activity in their live by using mobile phone to sending message aim to give information.

A good arrangement in writing will make a good writing with readable text. Good writing makes the reader hold the message from the writing without arise miss understanding (Byrne, 1979:1) Writing in school have relationship between the student book to read and assigns writing for student to do (Bazerman,1976: 8).

Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text (Hedge, 2003: 302) It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. But writing-good writing- is a product of careful thinking and incorporates the following four characteristic: (1) the appeal to a target audience. (2) a coherent structure. (3) a smooth, detailed development. (4) an appropriate style. White (1973: 7) we do not write just one sentence or even a number of unrelated sentence. Make a good writing by arranged sequence sentences. Shortly, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

### **1. Inquiry Based Learning**

Inquiry-based learning is a pedagogy which best enables students to experience the processes of knowledge creation and the key attributes are

learning stimulated by inquiry, a student-centered approach, a move to self-directed learning, and an active approach to learning. Students should develop research skills and become life-long learners (Spronken-Smith:1)

#### **a. Learning Strategy**

The process of learning works optimally need the planning of making learning strategy. Learning strategy also to reach out the component in the learning. Cited by Nuspitasari (2012), Subiyanto (1990:17) explains the learning component include three components, that are objective, model, evaluation. Three components are called *three anchor points* are the unity. Dahar (1988:163), explains that the result of study which is reached includes five competences:

- 1) Intellectual competence, competence which is presented by the students about intellectual operation which can be done.
- 2) Verbal information (declarative knowledge), knowledge presented in the proposition form and has the static characteristic.
- 3) Attitude, the characteristic can be learned and can effect the someone's attitude toward nouns, events, others live creature.
- 4) Motoric competence involves physic activity, combination of motoric and intellectual competence, for example use microscope.
- 5) Cognitive strategy, the control process is an internal process used the students choose and changes the ways in give attention, study, memorize, and think.

The objective of learning wants the students be able to understand



the concept by their discovery by doing observation. To reflect the objective of learning only can be reached out by use conveying strategy in group to make a report and also communicate it. The writing of knowledge and also communicate its result have the purpose to understand, remember, and apply the concept of knowledge. Besides, it can add the knowledge, form performance in writing and discipline thinking.

The form of writing report shows the way of thinking and studying, for example: (1) Writing the summary encourage the understanding and remembering toward key concept. (2) writing between compare or classify studying information will increase the children understanding toward relationship between something. (3) writing to persuade still active the other ability of thinking, is like arrange again and manage the information.

#### **b. Definition of Inquiry Learning Method**

Inquiry-based learning is an approach to teaching and learning that places students' questions, ideas and observations at the centre of the learning experience (The Student Achievement Division, 2013 : 2). The Student Achievement Division ( 2013 : 1) cited by Kukulthau, Maniotes & Caspari ( 2007 : 2 ) Inquiry requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction.

Nurpitasari (2012), explains that inquiry strategy is the series of study activity related the students' ability maximally to look for and observe

systematically, critically, logically, analytically, so they can formulate their discovery by their self. The main objective of inquiry learning activity are: (1) the students' involving maximally in the study activity process, (2) the objective of activity logically and systematically toward learning objective and (3) develop confidence attitude to students' self about what discovered in inquiry process.

### c. **Suchman's Inquiry Based Learning**

Based on the explanation of inquiry learning commonly, we can see that the available of time and source are the problems of learning. To response this problem, Richard Suchman Develpos inquiry learning which has been modified. The result of reseach which has been done by Suchman about inquiry model shows that Students' skill of inquiry increase and their study motivation also increase. Suchman believe that the students are more aware about their observation process and they can be learned about scientific procedure directly. Furthermore, Suchman argue about the important to bring the students to attitude that the all of knowledge is tentative. Joyce (1992:199) explerin that the Suchman's theory can be explained like this, are :

1. Invite the students imagine is like in the real condition.
2. Identify the components in the conditions.
3. Formulate the problem and make hypothesis on those condition.
4. Get the data from those condition by make question and answer "yes" or "no".
5. Make the conclusion from the data gotten.

Inquiry learning with Suchman's method use the questions presented to the students as alternative to data collecting. Suchman's inquiry is like copied by Kardi (2003c: 10) have two surplus, that are:

1. The research can be finished in the one period meeting. The short in time enable the students can experience inquiry cycle fast, and by training they will be able to do inquiry.
2. More effective in the whole of the field in curriculum.

The main difference between Suchman's inquiry and inquiry commonly are the process of data collecting. Uchman develops a new discovery method direct the students to collect the data by questioning.

#### **d. Process of Inquiry Based Learning**

Inquiry is the learning process based on the reach and the discovery through thinking process systematically. Knowledge is not the quantity of facts result of remember, but result of self-discover process. Thus, in the planning process, the teachers do not prepare the materials which have to be remembered, but design the learning which possible the students can discover the material which have to be understood by their self (Kesuma, 2010:65).

Nurpitasari (2012) and Gulo (2002) explain that inquiry does not only develop intellectual ability but also the whole exist ability, involved emotional development and inquiry skill are the process that begin from formulate the problem, collect the data by observation, analyze and communicate (Trianto, 2007:137).

Trianto, (2007:137) reveals that Inquiry activity is a cycle. The cycle consists of some steps below:

a. Formulate the problem, for example if the student want to describe a person in this step, the students describe about Rafi Ahmad. The teacher is going to ask the students to describe both his appearance and his personality.

b. Collect the data by observation, for example read the other book or source to get more information.

After the test is given by the teacher to the students and the students writing descriptive text about Rafi Ahmad, the students are given opportunity by the teacher to get more information about Rafi Ahmad by reading other book or source.

c. Analyze and present the result in the written, picture, report, draft, table, and other work. in this step, the students will write descriptive paragraph by themselves.

d. Communicate or present the result of work to the reader, classmate and other audience. For example, the student's work is conveyed to the classmate to get input, appear the new idea, do reflection, adhere the picture, written work, and others on the wall of the class, wall of school, wall magazine.

## **2. Writing**

### **a. Writing Problem**

Many students think that the blank page is the big problem to start

write or to get an idea. It will be solved by looking for a good opening sentence. Bazerman (1976: 11) stated that: Many people think writing in just that way “my life will be miserable until I get this paper written, but I don’t know what to write”. A problem can be seen not as something wrong but as something to do. The first type of problem points to a breakdown in the current situation which needs to be repaired, whereas the second is creative, bringing something new into the word”.

In writing process students often find some problems to write their idea in good sentences or sometimes confuse about what must student do or write. Bazerman has a solution to solve it by make a good opening sentence and students effort to write by creatively. Good opening sentence will make the following sentence flow up to full the students paper. Students can get many inspirations from many sources; creatively students also can get idea from their environment, or media such as internet, magazine or other.

Students could find the problem of writing by answer some questions. Some questions bellow can lead the students to find the students’ problems in writing (Bazerman, 1976) According to Byrne (1979) writing is a difficult activity for people both in their mother tongue and their foreign language. It means that not only in Indonesia language but also English language writing is difficult skill for people or students. Beside the statements mention above there are some problem which classified into kinds by Byrne, those are:

a. Psychological problem

writing essentially is a solitary activity and the fact that we are required to write to our own, without the possibility of benefit of feedback, in itself makes the act writing difficult.

b. Linguistic problem

In writing, we have a compensate for the absence of these features: we have to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we procedure can be interpreted on its own.

c. Cognitive problem

Writing is learnt through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who does not know to us.

**b. Writing process**

Writing process is seen as thinking, as discovery (Hedge, 2003:302)

Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities; setting goals, generating ideas, organizing information, selecting appropriate, making a draft, reading and revising it, then revising and editing. Writing process as mention above is a complicated activity not

only needs language skill but also creativity to arrange a set of words, sentence becomes a readable and understandable text. In addition, writing basically of making a point and provide the evidence to support or develop that point to make clearer.

There are some steps to write a text become easier. They are: prewriting, first draft, responding, revising, editing, evaluating, and post-writing. Each step has function to make the writing become a good writing.

### 1) Prewriting

Pre writing is an activity in the classroom that encourages students to write. It stimulates thoughts for getting started (Ricards and Renandya, 2002:315) It makes students face blank pages and generate an idea. There are five prewriting techniques that will help students to develop and think about a topic and get word on paper:

1. Free writing technique means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Student write with ignore about erasing mistakes, organizing material instead explore their idea by putting down whatever in their mind. Free writing means writing topic without stopping with ignore about mistake of spelling, punctuation correctly or organize material.
2. Questioning technique means students generate who, why, when, what, where and how questions about a topic. Those question will help students in writing in their paper. In questioning, students generate idea by asking as many as questions they can think about our topic.

3. Brainstorming technique means students collect ideas and details that relate to students' subject. Pile these items up, one after another, without trying to sort out major details from minor ones or trying to put the details in any special order. Students goal is just to make a list of everything about students' subject that occur.
4. Clustering technique is also known a diagramming or mapping is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering usually use lines, boxes, arrows, and circle to show relationship among the idea and details that occur.
5. Preparing a scratch outline technique is an excellent sequel to the first four pre writing technique. A scratch outline often follows free writing, questioning, list-making or diagramming; or it may gradually emerge in the midst of these strategies. In fact, trying to make scratch outline is a good way to see if you need to do more pre writing. If you cannot come up with a solid outline, then you know you need to do more prewriting to clarify your mine point or it several kinds of support.

In a scratch out line, you think carefully about the point you are making, the supporting item for that point, and the order in which you will arrange those items. The scratch outline is a plan or blue print to help you to achieve a unified, supported, well-organized composition.



## 2) **First Drafting**

The students are focused on fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richards and Renandya, 2002) One dimension of good writing is the students ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also encourage writing for different audience in order to give direction to their writing. Depending on the genre of writing (narrative, expository or argumentative) an introduction to the subject of writing may be a startling statement to arrest the reader's attention, a short summary of the rest of the writing, an act quotation, a provocative question, a general statement, an analogy, a statement of purpose, etc. Such a strategy may provide the lead at the drafting stage.

## 3) **Responding**

Responding the teacher to the students has a central role play in the successful implementation of writing process. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to the students' draft. Response can be oral or in writing, after the students produce the first draft and just before the proceed to revise (Nurpitasari, 2012 :19)

## 4) **Revising**

Students review their texts on the basis of feedback given to the responding stage. They reexamine what was written to see how

effectively they have communicated their meaning to their readers. Revising is not merely checking for language errors. It is done to improve content and the organization or idea so that the writer's intent is made clearer to the readers ( Nurpitasari, 2012 : 19)

### **5) Editing**

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, diction, example and the like (Nurpitasari, 2012 : 19)

### **6) Evaluating**

In evaluating student writing, the scoring may be analytical (based on specific aspect of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to student in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of information (Nurpitasari, 2012: 20)

### **7) Post writing**

Post writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes

publishing, sharing, reading aloud, transforming text for stage performances, or merely displaying texts on notice boards. The post writing stage is a platform for recognizing students work as important and worthwhile (Nurpitasari, 2012: 19)

### c. Good Writing

Good writing is a product of careful thinking and incorporates the following four characteristics. It means good writing is writing which make through careful thinking and good arrangement of the structure or sentence. There are some classifications to good writing:

1. The appeal to a target audience. The writer should identify a problem, or has seen something in new light, and feels that it is worth sharing with others.
2. Coherent structure. For any writing to work, it has to have some kind of organizational scheme. You are probably familiar with one such scheme, the so-called five paragraph essay: one paragraph to introduce the topic, three to discuss three different aspects of it, and one to summarize and conclude.
3. A smooth, detailed development.
4. An appropriate. Well-articulated style. The language you use to get important, well develop idea across should be accurate and appropriate as possible (Nurpitasari, 2012: 20).

**d. Indicators of writing**

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Language use
- 5) Mechanics

**e. The Scope of English subject in Junior High School include**

- 1) Capability of discourse, the ability to understand and or produce spoken text and/ or write are realized in the four skills of language, listening, speaking, reading and writing in an integrated to reach the level of literacy functional.
- 2) The ability to understand and create a variety of functional text short and monologue and the essay form procedure, descriptive, recount, narrative, and report. Gradation of teaching materials appear in the use of vocabulary, grammar, and steps rhetoric.
- 3) Supporting competence, linguistics competence (grammar), sociocultural competence (her use expressions and acts of acceptable language in various contexts communication), competence strategy (solve problems that arise in the process communication with various ways to keep communication takes place), and forming discourse competence (using a forming tool discourse).

### 3. Descriptive Text

Description text is a text that has aims to give detail describes of someone, something, a place or an animal. For example:

#### **My Small House**

I live in small house. It has six rooms: there are three bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It so small with only five chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer.

Commonly, descriptive text has some structures, namely:

1) Identification

It is introducing of subject or the things that will be described.

2) Description

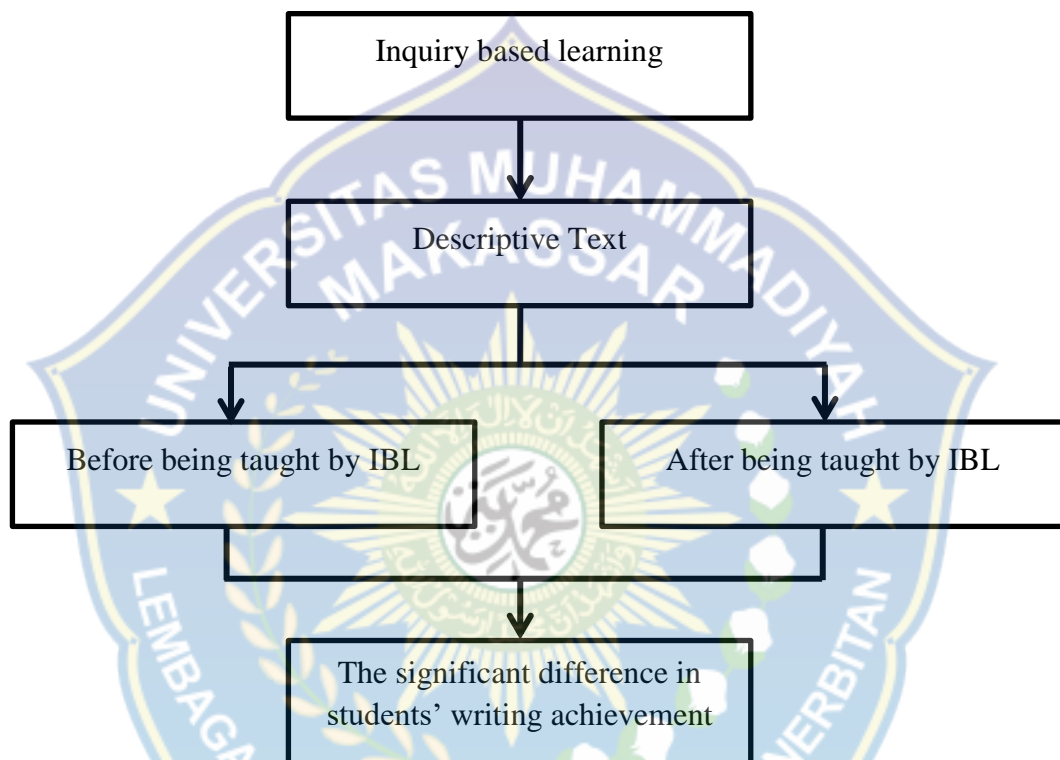
It is information about the characteristics of subject, for examples: psychological characteristic, attitude, performance of physical, special features, quality etc.

Descriptive text often uses particular linguistics element, those are:

- a) Specific noun, for example father, school, my dog etc.
- b) Simple present tense
- c) Detailed noun phrase, noun which get continuation adjective
- d) Various of adjectives which describing characteristic, numbering, classifying.
- e) Relational process used verb which can describe participant condition.

- f) Figurative language, used figurative language are like simile or metapore as the way to give illustration of comparison (Nurpitasari, 2012 : 25 )

### C. Coceptual Framework



**Figure 1: Conceptual framework**

The conceptual framework above gave information about how the effectiveness of using Inquiry based learning in teaching writing of descriptive text and than the researcher seen the difference between Inquiry based learning taught before and after teaching writing of descriptive text.

This conceptual framework showed that the researcher was used Inquiry Based Learning as a technique in teaching writing. It is used to investigate students' effectiveness in learning writing specifically descriptiive text.

In conducting this research, there are two significant elements used namely teaching descriptive text before and without using IBL and using IBL. In addition, before being taught by IBL aims to measure students' effectiveness in heaving descriptive text. After being taught by IBL aims assest to things firstly; to see the students' effectiveness or non effectiveness in using IBL. After applying both before and after being taught by IBL, the researcher is about to see the significant difference in students' writing achievement it means that the resercher is going to see wether there is difference in using Inquiry Based Learning of not.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Scientific research is the application of the scientific approach to studying a problem (Ary 2010 : 19) Experimental is scientific investigation in which the researcher manipulates one or more independent variables, controls, any other relevant variables, and observes the effect of the manipulations on the dependent variables (Ary 2010:284) Experimental research is unique in two very important respect : it is the only type of research that directly attempts to influence a particular variable, and when properly applied, it one or more dependent variable.

This study used pre-experimental with one-group pretest-posttest design. According to Arikunto (2010:123) there are kinds of pre-experimental design, those are: one shot case study, pre-test and post-test group and static group comparison. In pre-test and post-test group of observation do two times, those are: before experiment and after experiment. The test which is done before experiment is called pre-test, and the test which is done after experiment is called post-test (Arikunto 2010:124).

The procedures of pre-experimental research that used one-group pretest posttest design:

1. Administering a pretest with a purpose of measuring writing descriptive text achievement of first year students at SMPN 2 Pattallassang.
2. Applying the experimental treatment teaching writing descriptive text by using *Inquiry Learning Method* to the subject first year students at SMPN 2 Pattallassang.



3. Administering a posttest with a purpose of measuring writing descriptive text achievement of first year students at SMPN 2 Pattallassang.

Different application of the experimental treatment is determined by comparing the pretest and posttest score. The researcher wanted to know the effect of using *Inquiry Learning Method* on the students' ability in writing descriptive text achievement by experimental research.

## B. Research Variable

Variable was a construct or a characteristic that could take on different values or scores (Ary, 2010: 37) the variables in this research are two, they are:

1. Independent Variable ( $x$ ) is variable which is manipulated by a researcher deliberately. It is Called independent variable if a variable is antecedent to another variable. In this research, the independent variable was:

$$X = \textit{Inquiry Learning Method}$$

2. Dependent Variable ( $y$ ) is variable which is measured as the effect of independent variable manipulation. Yet, if a variable is the consequence of another variable, it is the dependent variable. In this research, the dependent variable is:

$$Y = \textit{Students' achievement in writing descriptive text}$$

## C. Population and Sample

1. Population

The population of the study were two classes of the first-year grade at SMPN 2 Pattallassang which consisted of 66 students namely VII.A and VII.B which in each class consist of 33 students.

## 2. Sample

The researcher used cluster random sampling technique to take one class of the first year of SMPN 2 Pattalassang in the academic year of 2018/2019 as the sample. The researcher used lottery to select the class. The sample of the research was class VII.A consisting of 33 students.

### **D. Research Instrument**

The research instrument that the researcher used in this study was writing test. The researcher used test to elicit and collect information on students' writing skill before and after giving treatment. There were two tests in this research, pre-test and post-test. The researcher ensured that the pre-test provided instructions which differ in form or wording from the post-test, though the two test must test the same content, i.e. they are alternate forms of a test for the same groups.

At way, in this post-test the students were given task to write descriptive text by using *Inquiry Learning Method*. Then, to assess students' writing, the researcher set up analytic scoring rubric which included the particulars criteria, namely (1) Content, (2) Vocabulary.

### **E. Research Procedures**

#### 1. Pre-Test

The data were collected through pretest and posttest. During the three weeks study, the students follow the research either on direct meeting. In the beginning of the study, within a week, exactly the researcher was conducted pre-test. Pre-test was used to measure students' ability before treatment. Pretest

here would measure how far the students' understanding about the course and how far they know about writing paragraph as like descriptive. In pre-test the students start making the first draft without using Inquiry method to teaching in the classroom.

## 2. Treatments

The researcher gave treatment for four times, The researcher introduced Inquiry Based Learning method to the students added method technique from Suchman's theory. The Suchman's theory: 1) The researcher invited the students imagine is like in the real condition 2) The students Identified the components in the conditions 3) The students formulated the problem and make hypothesis on those condition 4) The students get the data from those condition by make question and answer "yes" or "no" 5) The students made the conclusion from the data gotten. The researcher explained Inquiry Based Learning and its feature, students understood quickly. The researcher explained about descriptive text using inquiry method. The students did activity of inquiry during four times. Firstly, the researcher gave a theme about My idol. Then, asked the student to formulate the problems. The student formulated the problems of their writing in descriptive text by how the way to describe their Idol correctly. Second, students collected the data by observation. The student did it by reading the book or other source to get the supporter information. Collect the data as many as possible from the source or the object which is observed. Third, student analyzed and presented the result in the written or report. The students made the descriptive text by themselves.

### 3. Post-Test

After gaining the score in pretest and conducting treatment, the researcher administer post-test to know how effective the treatment is. Post-test itself would be conducted in 2018 later. The researcher would ask the student to make descriptive text according to the theme. Then, the researcher got the score of each student from the result of their writing descriptive text.

### F. Data Analysis

The data of the students' achievement in writing descriptive text by using inquiry based learning were analysed by using the following procedures from Jacobs et al's (1981).

**Table 3.1:** Aspect evaluated in writing (jacobs et al's :1981)

Aspetict of writing	Level	Criteria	Comment
Content	4	Excellent to very good: knowledgeble	1. Substantive 2. Through development thesis 3. Relevant to assigned topic.
	3	Good to Average: Some Knowledge Of Subject	1. Adequate Range 2. Limited 3. Development of thesis 4. Mostly relevant to topic, but lack detail.
	2	Fair to Poor: Limited knowledge of subject	1. Tittle substance 2. Inadequate development of topic.
	1	Very Poor: Does not show knowledge of subject	1. Non-substantive 2. Or not enough to evaluate.
Vocabulary	4	Excelent to Very Good: shopisticated range	1. Effective word/idiom choice and usage 2. Word form mastery 3. Appropriate register
	3	Good to Average: Adequate range	1. Occasional errors of word/idiom form, choice, usage but meaning not obscure

	2	Fair to Poor: Limited range 1. Frequent errors of word/idiom form, choice, usage 2. Meaning confused or obscure.
	1	Very Poor: Essentially translation 1. Little knowledge of english vocabularies, idioms, word form, 2. Or not enough to evaluate.

Classification the students' score, the researcher used this classification table as follows :

**Table 3.2** Classification Table

Score Range	Classification
4	Excellent to very good
3	Good to avarage
2	Fair to poor
1	Very poor

Finding the students' improvement score, the researcher used some formulas as follows:

1. Calculating the mean score of the students' writing test by using the following formula:

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

Where :

X : Mean Score

$\sum X$  : Sum of all score

N : Total number of the sample

Gay (1981 : 298)

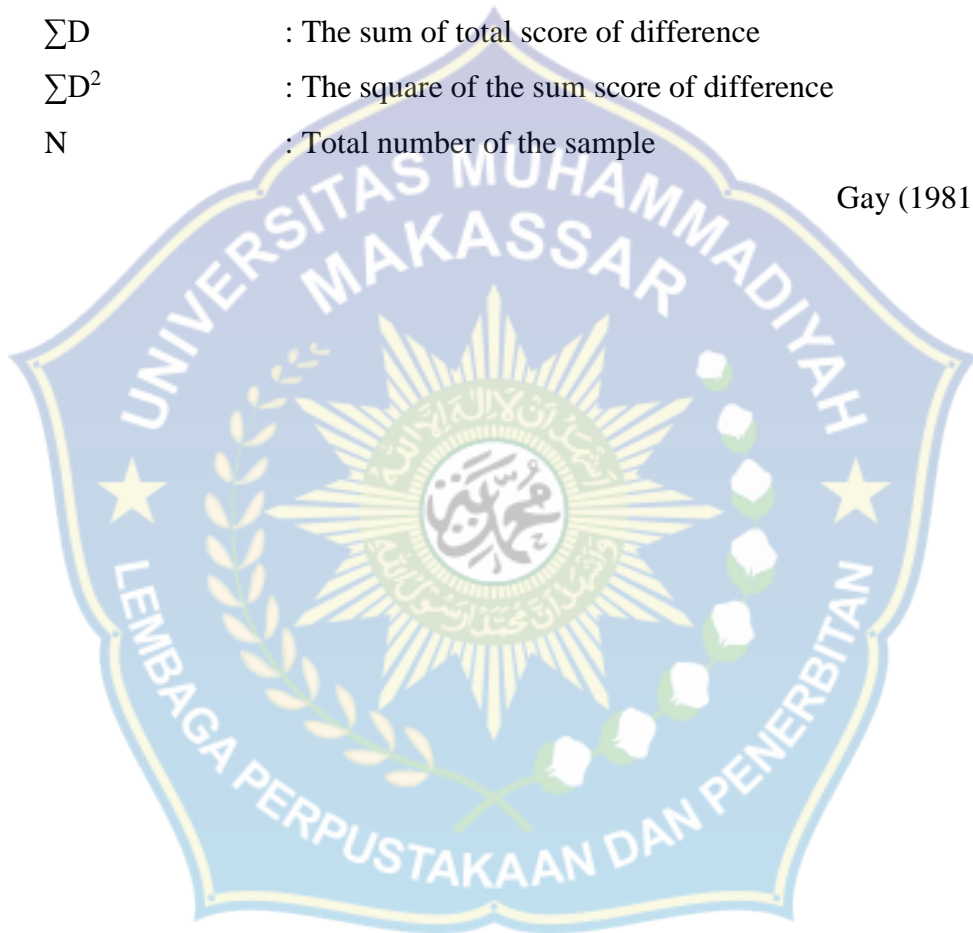
2. Finding out the significant differences between pre-test and post-test, the

researcher used the t-test formula :

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

- t : Test of significance  
 D – : The mean score  
 $\sum D$  : The sum of total score of difference  
 $\sum D^2$  : The square of the sum score of difference  
 N : Total number of the sample

Gay (1981 : 331)



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the writer administered a test that was given twice. A pre-test was given before treatment which is knowing the students' writing skills in descriptive text before doing the treatment, while post-test was given after treatment that is knowing the students' writing skills after doing treatment and the result of the post-test of this research can answer the first question of this research that aims to find out the effectiveness of inquiry based learning in teaching writing of descriptive text.

##### 1. The Students' Writing Ability in Terms of Content

This part presents the result of data analysis about students' writing skills in terms of content. This research indicates positive improvement of students ability which is shown by the following explanation.

##### a. Mean Score

**Table 4.1 The Mean Score of the Students' Writing in Terms of Content**

Variables	Mean score		Percentage of Improvement
	Pre-test	Post-test	
Content	2.21	3.36	52.03 %

Table 4.1 shows that the mean score of the pre-test was 2.21 while the mean score of the post-test increased 3.36. The improvement of the students' mean score of writing in pre-test and post-test was 52.03 %. In the other words

we can say that, the improvement was significantly different and the students' ability progressed, as the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' writing skills in term of content has improved after doing the learning process that used Inquiry-Based learning.

#### b. The Rate of Frequency

Table 4.2 shows the percentage of the frequency in pre-test and post-test. The frequency guided us to the improvement of the students writing in terms of content by providing score on the paragraph they wrote in pre-test and post-test

**Table 4.2 The Rate Percentage of the Frequency of the Pre-test and Post-test**

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent to Very Good	4	-	16	-	48.48
2.	Good to Average	3	10	13	30.30	39.39
3.	Fair to Poor	2	20	4	60.60	12.12
4.	Very Poor	1	3	-	9.09	-
<b>Total</b>			<b>33</b>	<b>33</b>	<b>100 %</b>	<b>100 %</b>

The data in the Table 4.2 indicated that the rate percentage of the pre-test, after assessing students' writing the researcher classified students score through following explanation. From 33 sample of the research, there were 10 students (30.30%) got good to average score, 20 students (60.60%) got fair to poor score, and 3 students (9.09%) got very poor score. While in the post test the researcher found significant improvement of students' score, from 33 samples



of the research 16 students (48.48%) got excellent to very good score, 13 students (39.39%) got good to average score and 6 students (12.12%) got fair to poor score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to improve their writing in terms of content after treatment that used Inquiry Based learning.

## 2. The Students' Writing Ability in Terms of Vocabulary

This part presents the result of data analysis about students' writing skills in terms of vocabulary. This research findings indicated positive improvement of students ability which is shown by the following explanation.

### a. Mean Score

**Table 4.3 The Mean Score of the Students' writing in terms of vocabularies**

Variables	Mean score		Percentage of Improvement
	Pre-test	Post-test	
Content	2.27	3.33	46.6 %

Table 4.3 shows that the mean score of the pre-test was 2.27 while the mean score of the post-test increased 3.33. The improvement of the students' mean score of writing in pre-test and post-test was 46.6 %. In the other words we can say that, the improvement was significantly different and the students' ability progressed, as the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' writing skills in term of vocabulary has improved after doing the learning process that used Inquiry-Based Learning.

### b. The Rate of Frequency

Table 4.4 shows the percentage of the frequency in pre-test and post-test. The frequency guided us to the improvement of the students writing in terms

of vocabulary by providing score on the paragraph they wrote in pre-test and post-test

**Table 4.4 The Rate Percentage of the Frequency of the Pre-test and Post-test**

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent to Very Good	4	-	14		42.42
2.	Good to Average	3	13	16	39.39	48.48
3.	Fair to Poor	2	16	3	48.48	9.09
4.	Very Poor	1	4	-	12.12	-
<b>Total</b>			<b>33</b>	<b>33</b>	<b>100 %</b>	<b>100 %</b>

The data in the Table 4.4 indicated that the rate percentage of the pre-test, from 33 sample there were 13 students (39.39%) got good to average score, 16 students (48.48%) got fair to poor score, 4 students (12.12%) got very poor score while the rate percentage of the post-test, 14 students (42.42%) got excellent to very good score, 16 students (48.48%) got good to average score and 3 students (9.09%) got fair to poor score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to improve their writing in terms of vocabularies after treatment that used Inquiry Based Learning. That was a great improvement and a great modal to improve their writing skill.

### c. The Value of T-test

This part presents the result of data analysis about the effectiveness of Inquiry-Based Learning in teaching writing of descriptive text.

The following was the table to find out the difference of the mean score between pre-test and post-test.

**Table 4.5 The Test of Significance**

Variable	T-test	T-table value
Pre-test – post-test	10.46	2.036

Table 4.5 showed that the value of t-test was greater than t-table value (**10.46 > 2.036**). It indicated that after getting treatment from the researcher, there was a significance difference between the result students' pre-test and post-test.

#### **d. Hypothesis Testing**

To find out degree of freedom (df) the writer used the following formula:

$$\begin{aligned}
 Df &= N-1 \\
 &= 33-1 \\
 &= 32
 \end{aligned}$$

For the level, significant (p) 0.05 and df = 32, and the value of the table is 2.036, while the value of t-test is 10.46. It means that the t-test value is greater than t-table ( $10.46 \geq 2.036$ ). Thus, it can be concluded that the students' writing skills in descriptive text was significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It has been found that the use of Inquiry-Based Learning in teaching writing is effective.

## **B. Discussion**

### **1. The Improvement of Students' Writing Ability in Terms of Content**

This part was the discussion on how Inquiry Based learning was effective in teaching writing on descriptive text for junior high school students. The researcher specified the discussion by concerning in the content. Junior high school students were in the process of learning some skills in English, and one of them is writing. In the process of the research, from pre-test until post-test the researcher analyzed student's ability to choose appropriate topic and some points to be developed in their text. In arranging a good descriptive text, the very first thing which should be done was developing a good main idea to be content. That was one of the student's problems while in the process of writing (Bazerman, 1976). According to Byrne (1979) writing is a difficult activity for people both in their mother tongue and their foreign language.

Most of the students were unable to develop a good content of their descriptive text, they had chosen some topics but they got some difficulties in developing that paragraph into a good content, students were also still unable to give more description on the things that they would describe in their text, furthermore the last problems of the students were unable to synchronize of one paragraph to another paragraph. It has been showed by the data that students' score in pre-test were only in the level of fair to very poor. There were no students in the level very good to excellent. But after the treatment was given, the students had a good progress it has been showed by the table that the students score was significantly higher. Students have been able to develop a

good content of their text, they had been able to give more description and synchronize the entire paragraph. From 33 sample of the research, there were 10 students (30.30%) got good to average score, 20 students (60.60%) got fair to poor score, and 3 students (9.09%) got very poor score.

Furthermore, after giving treatment, the researcher applied Inquiry Based Learning in teaching writing for some meetings made the students easily accepted some feedbacks and the students had understood good writing process. As Fitria Wulansari (2014) has stated in her thesis that Inquiry Based Teaching method is an effective method to teach writing skill, and the effectiveness is affected by the degree of students' creativity. After the treatment was given, the researcher gave post-test to the students in order to see the progress of students writing in terms of arranging a good content in their descriptive text. I was found that there was a positive improvement from students' score in post-test. From 33 samples of the research 16 students (48.48%) got excellent to very good score, 13 students (39.39%) got good to average score and 6 students (12.12%) got fair to poor score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to improve their writing in terms of content after treatment that used Inquiry Based Learning.

Overall data analysis based on the students' score, the researcher concluded that the mean score of the pre-test was 2.21 while the mean score of the post-test increased 3.36. The improvement of the students' mean score of writing in pre-test and post-test was 52.03 %. In the other words we can say

that, the improvement was significantly different and the students' ability progressed.

## **2. The Improvement of Students' Writing Ability in Terms of Vocabulary**

The Using of Inquiry Based Learning has impact in improving the students' writing skill. As a fact, based on the finding, most students have a good score in post-test. It meant that, the treatment succeeded in improving the students' writing skill. Even, this method actually able to make the learning process became more interesting in learning process in the class.

In connection with the finding in every meeting on treatment, the writer concluded that the students enjoyed the class and they felt at ease to write their experience because they have known their errors before that. They could be writing well because they write a descriptive text by their own knowledge.

The writer corrected the students' error of writing by focusing on the aspect of writing which are content and vocabulary. Based on the aspects of writing, the writer corrected the students' error by guiding of them. These aspects also were a guideline of writer in scoring the students' writing test. The students' writing skill increased after the treatment.

Vocabulary became the important indicator of writing. In this case, the researcher analyzed the vocabulary which was chosen by the students in arranging their descriptive text. The researcher found that some of the students were difficult to arrange descriptive text because of lack of vocabulary mastery, they couldn't represent well their ideas in a text because lack of understanding to use appropriate vocabularies which supported their ideas in the text.

Furthermore, after giving pretest the scores were quite lower. From 33 sample there were 13 students (39.39%) got good to average score, 16 students (48.48%) got fair to poor score, 4 students (12.12%) got very poor score. After the treatment was given for some meetings and feedback was given to the students while writing, finally the researcher gave posttest in order to measure the students' progress in choosing the appropriate vocabularies and to see the various vocabularies which were used by the students. In the post test, the researcher found 14 students (42.42%) got excellent to very good score, 16 students (48.48%) got good to average score and 3 students (9.09%) got fair to poor score

In pre-test, the students were unable to use the appropriate vocabularies. Most of them only used some simple vocabularies without understanding its use. It has been proven by seeing the result of pre-test which was no student getting score in the level of very good to excellent, most of them (48.48%) in the level of fair to poor and that represented students' ability in using appropriate vocabularies. But after the treatment was given, the data shown in the table indicated that students were progressive in using the appropriate vocabularies. They had been able to use appropriate vocabularies and able to use various vocabularies. That was a great improvement and a great modal to improve their writing skill.

Being relevant with the result above, Umi Sholikhah (2015) stated that there is significant different on the students vocabulary mastery who were taught before using inquiry technique and after using inquiry technique. It

showed that students' ability to use the appropriate vocabulary was better after getting the treatment. It was supported by the data that mean score of the pre-test was 2.27 while the mean score of the post-test increased 3.33. The improvement of the students' mean score of writing in pre-test and post-test was 46.6 %. That was a significant number of percentage to proof that inquiry based learning was an appropriate teaching method to cater the need of the students through a good treatment.

In addition, to know what was the hypothesis receipt between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_1$ ), the writer used t-test to calculating result showed that on the t-test value 10.46 was greater than t-table value .036 table ( $10.46 \geq 2.036$ ) with degree of freedom (df) 32. It means alternative hypothesis ( $H_1$ ) was concluded that the using of Inquiry Based Learning in teaching writing of descriptive text was able to improve the students writing skill. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Students' writing ability improved after taught by using Inquiry-Based Learning method. It is proven by looking at the mean score of the students' writing test in pre-test and post-test. It was proven by the students' mean score in terms of content in pre-test was 2.21 and post-test was 3.36. Furthermore, the mean of students' score in terms of vocabulary in pre-test was 2.27 and post-test was 3.33. It showed that the students' writing skill in post-test was higher than pre-test. The score above indicated that this method has worked well and very useful to be applied in the classroom.

It can be concluded that there was a significant difference between the students' writing skill before and after using Inquiry Based Learning in Teaching Writing of Descriptive Text at the first-grade students of SMP Negeri 2 Pattalassang. Therefore,  $H_0$  was rejected and  $H_1$  was accepted.

#### B. Suggestion

Based on the research, the writer gives some suggestions as follow:

1. In teaching writing skill, the teacher is hoped to be more creative and has a good feedback in teaching his students in order to maximize teaching learning process and does not make the students to be bored.
2. The teacher should be active in giving the material to involve the students in teaching learning process.

3. Using Inquiry-Based Learning as method in learning could be applied in English teaching learning process, particularly the attempt of improving the students' writing skill in descriptive text.



## REFERENCES

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ary, Donald. 2010. *Introduction to Research in Education*. Canada: Nelson Education, Ltd.
- Asep, Jihad. 2009. *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo.
- Bazerman, Charles. 1985. *The Informed Writer*. Boston: Houghton Mifflin Company.
- Byrne, Donn. 1979. *Teaching Writing Skill*. Singapore: Four Strong Printing Company.
- C. White, Fred. 1943. *The Writer's Art*. America : CBS College Publishing.
- Chaer, Abdul. 2007. *Linguistik Umum*. Jakarta: PT Rineka Cipta. Choyimah, Nurul. 2014. *(basic) Statistics in English Language Education*.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. (6<sup>th</sup> ed.). New York: Routledge.
- Department of Islamic Education State Islamic College (Stain) Tulungagung.
- Djuharie, Otong Setiawan. 2007. *Genre*. Bandung : CV Yrama Widya.
- Feez, S. And Joyce, H. 1998. *Text Based Syllabus Design*. Sydney: Macquarie University.
- Gay, L.R. 1981. *Educational research: competencies for analysis and application*. Ohio: Charles E. Merrill publishing company
- Gulo, W. 2002. *Strategi Belajar Mengajar*. Jakarta: PT Grasindo.
- Hamalik, Oemar. 2006. *Perencanaan Pembelajaran Berdasarkan Pendekatan Sistem*. Jakarta : PT Bumi Aksara.
- Hedge, Trecia. 2003. *Testing for Language Teachers*. Cambridge : Cambridge.
- Hudojo, Herman. 2001. *Pengembangan Kurikulum dan Pembelajaran*
- Herman, Hudojo. 2001. *Pengembangan Kurikulum dan Pembelajaran Matematika*. Malang : Universitas Negeri Malang

- Isnawati, Ida. 2014. *English Instructional Evaluation 1*. Tulungagung: Institut Agama Islam Negeri (IAIN) Tulungagung.
- Jacobs, H.J. et al. (1981). *Testing ESL composition: a practical approach*. Rowley, MA: Newbury House.
- Jihad, Asep. 2009. *Evaluasi Pembelajaran*. Yogyakarta : Multi Pressindo.
- Joyce, B., Weil, M., & Showers, B. (1992). *Models of Teaching* (4th ed.). Needham Height Massachusetts: Ally and Bacon.
- Kardi. S. (2003). *Pengajaran Langsung*. Surabaya: Universitas Negeri Surabaya
- Kesuma, Dharma. 2010. *Contextual Teaching and Learning*. Yogyakarta : Rahayasa Research and Training. *Matematika*. Malang : Universitas Negeri Malang.
- Nurhadi. 2004. *Pembelajaran CTL dan Penerapannya*. Malang : Universitas Negeri Malang.
- Nurpitasari, Yuni. 2012. *The Effectiveness Of Using Inquiry Learning Method To Teach Writing Descriptive Text To The First Year Students Of Mtsn Tunggangri Kalidawir*. Tulungagung : English Education Program.
- Revised Version*. Tulungagung: Institut Agama Islam Negeri (IAIN) Tulungagung.
- Richards, J. and Renandya, W. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Setiyadi, Bambang. 2006. *Teaching English as a Foreign Language*. Yogyakarta : Graha Ilmu.
- Sevilla, G. Consuelo. 1993. *Pengantar Metode Penelitian*. Jakarta : Universitas Indonesia.
- Spronken-Smith, Rachel. 2008. *Experiencing the Process of Knowledge Creation: The Nature and Use of Inquiry-Based Learning in Higher Education*. New Zealand. University of Otago.
- Syakir, A. 2003. *Improving the Second Year Students' Writing Skill by Using Inquiry- Based Learning Strategy at (SLTP Lab. UM Malang)*. Malang Unpublished Thesis. State University of Malang.
- Tanzeh, Ahmad. 2009. *Pengantar Metode Penelitian*. Yogyakarta :Teras. The Student Achievement Division. 2013. *Capacity Building Series*. Ontario.

Trianto. 2007. *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta : Prestasi Pustaka.

Wulansari, F. 2014. *The Effectiveness of Inquiry Based Teaching to Teach Writing Viewed from Students' Creativity (An Experimental Study at SMN Negeri 1 Karanganyar 2013/2014)*.



A

P

P

E

D

I

C

E

S



## **PRE-TEST AND POST-TEST**

### **PRE-TEST**

- Please Describe your favorite idol

### **POST-TEST**

- Please Describe your favorite Animal



## APPENDICES 1 : DATA ANALYSIS

No	Name	Pre –Test Score			Post-Test Score			D: (x2-x1)	D <sup>2</sup>
		Cont	Vocab	Mean (X1)	Cont	Vocab	Mean (x2)		
1	ABD. RIFAI	2	3	2.5	4	3	3.5	1	1
2	AHMAD NOOR	2	2	2	3	3	3	1	1
3	ANDIKA	2	2	2	3	3	3	1	1
4	AWAL MUSAWWIR	2	2	2	3	3	3	1	1
5	IBNU AZRUN ARRAYYAHIN	2	2	2	3	3	3	1	1
6	M. RESKI UMAR	1	1	1	2	3	2.5	1.5	3
7	MUH. IHSAN M SAID	3	3	3	4	4	4	1	1
8	MUH. RAFLI	3	3	3	3	4	3.5	0.5	1
9	MUH. ZAKY AR RAZAK	1	2	1.5	2	2	2	0.5	1
10	MUH FAJRI NUR ILAH	3	3	3	4	3	3.5	0.5	1
11	MUH SYAH FARIZQY AKBAR	2	2	2	4	4	4	2	4
12	MUH TAQWA	2	2	2	4	4	4	2	4
13	RAHMATULLAH	2	3	2.5	3	4	3.5	1	1
14	AMELIA JUANASTA	3	3	3	4	4	4	1	1
15	AMIRAH NURKHALILAH	2	3	2.5	4	4	4	1.5	3
16	ANA FITRIANA	2	3	2.5	3	3	3	0.5	1
17	ANGGI NURAENI	2	2	2	4	3	3.5	1.5	3



18	AZZAHRA MUSRIDA Z	2	2	2	3	2	2.5	0.5	1
19	CITRA AYU NINGISH	3	3	3	4	4	4	1	1
20	FEBRIANI ENDANG SAWITRI	2	2	2	3	3	3	1	1
21	INDRIYANTI AMALIA	2	2	2	4	3	3.5	1.5	3
22	MUTMAINNAH	2	2	2	4	3	3.5	1.5	3
23	NABILA AMALIA SULTAN	2	2	2	3	3	3	1	1
24	NANA HIJRAH NIMAH	3	3	3	4	4	4	1	1
25	NUR AIDA RAMADHANI	3	3	3	3	4	3.5	0.5	1
26	NUR SALMI	2	2	2	4	4	4	2	4
27	NURUL ASMA	2	1	1.5	3	2	2.5	1	1
28	NURUL ASTI RAIS	3	3	3	4	4	4	1	1
29	NURUL MAGHFIRA	1	1	1	2	3	2.5	1.5	3
30	NURWINDAH	2	1	1.5	4	3	3.5	2	4
31	PUTRI	2	2	2	3	3	3	1	1
32	RIANTI	3	3	3	4	4	4	1	1
33	RIRIN KARTIKA PUTRI	3	2	2.5	2	4	3	0.5	3
<b>JUMLAH</b>		<b>73</b>	<b>75</b>	<b>74</b>	<b>111</b>	<b>110</b>	<b>110.5</b>	<b>37.5</b>	<b>55</b>
<b>MEAN</b>		<b>2.21</b>	<b>2.27</b>	<b>2.24</b>	<b>3.36</b>	<b>3.33</b>	<b>3.34</b>		

## Mean Score of Pre Test and Post Test

### 1. Mean Score of Students' writing skill in terms of content

**Pre Test**

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{73}{33}$$

$$X = 2.21$$

**Post Test**

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{111}{33}$$

$$X = 3.36$$

### 2. Mean Score of Students' writing skill in terms of vocabulary

**Pre Test**

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{75}{33}$$

$$X = 2.27$$

**Post Test**

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{110}{33}$$

$$X = 3.33$$

### 3. Total Score of the Students' Mean Score in writing

**Pre Test**

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{74}{33}$$

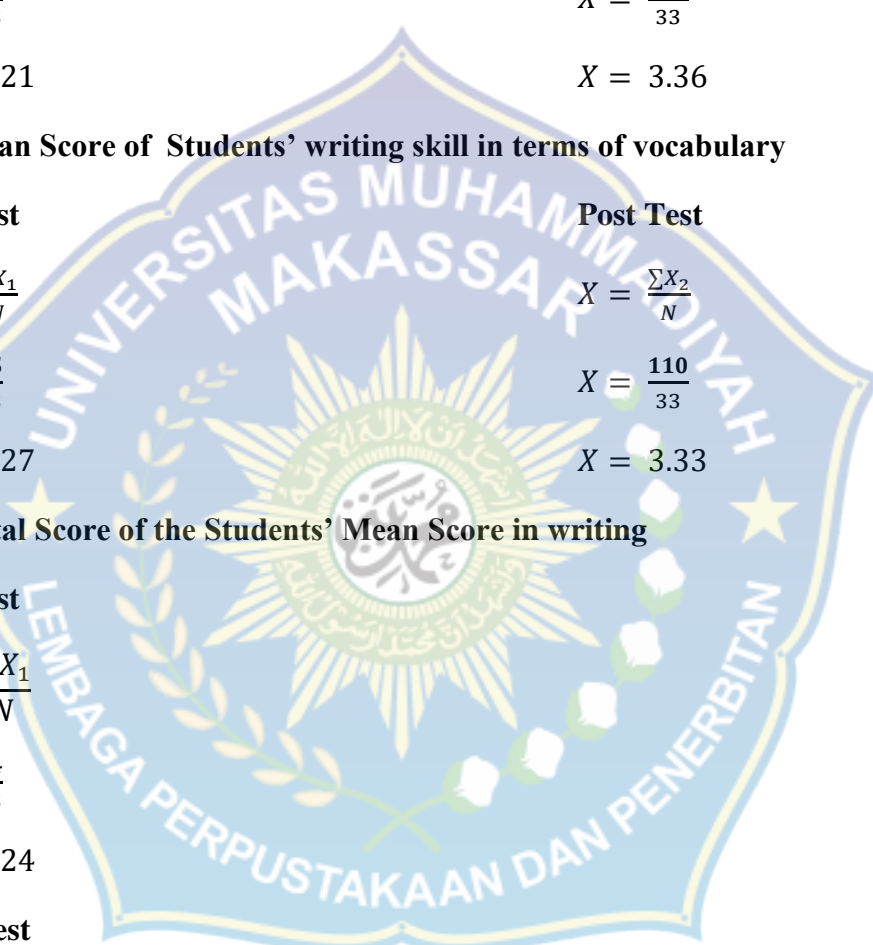
$$X = 2.24$$

**Post Test**

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{110.5}{33}$$

$$X = 3.34$$



## The Percentage of Students' Improvement in Pre Test and Post Test

### 1. The Improvement of the Students' writing in terms of content

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{3.36 - 2.21}{2.21} \times 100$$

$$P = \frac{1.15}{2.21} \times 100$$
$$P = 52.03 \%$$

### 2. The Improvement of the Students' writing in terms of vocabularies

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{3.33 - 2.27}{2.27} \times 100$$

$$P = \frac{1.06}{2.27} \times 100$$

$$P = 46.6 \%$$

### 3. Total of the Improvement of the Students' Speaking

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{3.34 - 2.24}{2.24} \times 100$$

$$P = \frac{1.1}{2.24} \times 100$$

$$P = 49.10 \%$$

## Test of Significance Difference of Students' Score between the Score of the Pre Test and Post Test

### 1. T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where  $D = \frac{\sum D}{N} = \frac{37.5}{33} = 1.13$

$$t = \frac{1.13}{\sqrt{\frac{55 - \frac{(37.5)^2}{33}}{33(33-1)}}$$

$$t = \frac{1.13}{\sqrt{\frac{55 - \frac{1406,25}{33}}{33(32)}}$$

$$t = \frac{1.13}{\sqrt{\frac{55 - 42,613}{1056}}}$$

$$t = \frac{1.13}{\sqrt{\frac{12,387}{1056}}}$$

$$t = \frac{1.13}{\sqrt{0.117}}$$

$$t = \frac{1.13}{0.108}$$

$$t = 10.46$$

### 2. T-table

Level of Significance ( $p$ ) = 0.05

Degree of Freedom (df) = N-1 = 33-1= 32

T-table = 2.036

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMPN 2 PATTALASSANG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1
Materi Pokok	: Teks deskriptif tentang tingkah laku/tindakan/fungsi hewan,
Alokasi Waktu	: 4 x 40 menit ( 2x pertemuan )

### A. KOMPETENSI INTI

- KI 3** : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. KOMPETENSI DASAR dan INDIKATOR

KOMPETENSI DASAR	IPK
3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial teks deskriptif terkait dengan orang, binatang, dan benda. 3.7.2 Mengidentifikasi struktur teks teks deskriptif terkait dengan orang, , binatang, dan benda. 3.7.3 Mengidentifikasi unsur kebahasaan teks deskriptif terkait dengan orang, binatang, dan benda.
4.7. Teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks	4.7.1.1 Menanyakan dan menyatakan sifat dan ciri fisik orang secara lisan dengan akurat.

deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	4.7.1.2 Menanyakan dan menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat.
4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.2.1 Membuat teks descriptive secara tulisan tentang orang dengan struktur teks dan unsur kebahasaan yang benar sesuai dengan konteks. 4.7.2.2 Mempraktikkan teks descriptive secara lisan tentang orang dengan struktur teks dan unsur kebahasaan yang benar sesuai dengan konteks.

### C. TUJUAN PEMBELAJARAN:

1. Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan dan menanyakan binatang sesuai dengan konteks penggunaannya.
2. Mengidentifikasi ungkapan yang digunakan untuk menyatakan binatang sesuai dengan konteks penggunaannya
3. Mengidentifikasi nama binatang dan karakteristiknya
4. Membuat teks tulis pendek yang menggunakan ungkapan untuk mendeskripsikan binatang
5. Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan binatang
- 6.

### D. MATERI PEMBELAJARAN

- **Fungsi sosial**

Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

- **Struktur teks**

(gagasan utama dan informasi rinci)

- A. menyebutkan nama binatang dan nama bagian – bagiannya yang dipilih untuk dideskripsikan
- Menyebutkan sifat binatang
- Menyebutkan tindakan dari atau terkait dengan binatang yang semuanya sesuai dengan fungsi sosial yang hendak di capai
- *The horse is very strong, cows are big, chicks are cute etc*

## Unsur kebahasaan

1. Kata sifat terkait fisik, mental, psikologis
2. Kata Tanya, what..... how look like? How?
3. Nama hewan yang sangat lazim dirumah, kelas, sekolah dan sekitarnya
4. Adverbial, very
5. Kata ganti, it, they, this, that, those and these
6. Kata kerja dalam simple present tense, be, have
7. Ucaapan tekanan kata dan intonasi
8. Ejaan dan tanda baca
9. Tulisan tangan

## Topik

Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

### **My Lovely Cat**

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

## **E. PENDEKATAN, MODEL, DAN METODE PEMBELAJARAN:**

- Pendekatan : Scientific Approach
- Model : Inquiry Based Learning
- Metode : Diskusi, Tanya jawab dan pemberian tugas

## F. LANGKAH-LANGKAH PEMBELAJARAN

NO	JENIS KEGIATAN	ALOKASI WAKTU	
1.	<b>KEGIATAN AWAL</b>	<b>10 menit</b>	
	<ul style="list-style-type: none"> <li>- Guru memulai pelajaran dengan mengucapkan salam.</li> <li>- Guru meminta seorang peserta didik untuk memimpin doa</li> <li>- Guru memeriksa kehadiran peserta didik</li> <li>- Guru melakukan apersepsi dengan memberikan pertanyaan-pertanyaan terkait materi yang sudah dipelajari sebelumnya yang ada hubungannya dengan materi yang akan dipelajari.</li> <li>- Guru menyampaikan tujuan pembelajaran yang akan dicapai</li> <li>- Guru menyampaikan kegiatan pembelajaran</li> </ul>		
2.	<b>Kegiatan inti</b>		<b>60 menit</b>
	<b>Sintak Pembelajaran</b>	<b>Kegiatan pembelajaran</b>	
	<b>Mengamati</b>	<ul style="list-style-type: none"> <li>• Peserta didik memperhatikan berbagai macam gambar hewan.</li> <li>• Peserta didik menirukan pengucapan kata yang ditunjukkan secara terbimbing</li> <li>• Peserta didik melihat contoh kalimat teks deskriptif yang mendeskripsikan hewan</li> <li>• Peserta didik memperhatikan langkah langkah penulisan text descriptive seputar gambar hewan yang diperlihatkan.</li> </ul>	
	<b>Menanya/problem statement</b>	<ol style="list-style-type: none"> <li>a. Peserta didik mempertanyakan tentang fungsi social, structure text dan unsur kebahasaan,</li> <li>b. Peserta didik mempertanyakan format penulisan dalam membuat teks descriptive</li> <li>c. Apakah peserta didik pernah mendeskripsikan hewan dengan fisik, mental, pssikologis?</li> <li>d. Apakah peserta didik mengetahui ungkapan-ungkapan yang digunakan ketika mendeskripsikan hewan ?</li> </ol>	
<b>mengeksplorasi</b>	<ul style="list-style-type: none"> <li>• Peserta didik mengerjakan LKPD 1 untuk membedakan general description</li> </ul>		



		<ul style="list-style-type: none"> <li>• Peserta didik mengerjakan LKPD 2 menuliskan kata adjective</li> </ul>	
	<b>Mengasosiasi</b>	<ol style="list-style-type: none"> <li>1. Peserta didik diminta untuk membagi kelompok terdiri dari 3 sampai 4 orang</li> <li>2. Peserta didik membuat teks descriptive yang menggambarkan fisik, mental, psikologis hewan</li> </ol>	
	<b>mengomanikasi</b>	<ul style="list-style-type: none"> <li>• Peserta didik menyampaikan teks deskriptive yang telah dituliskan di depan kelas</li> <li>• Peserta didik yang lain memberikan feedback pada teks deskriptive yang disampaikan</li> </ul>	
<b>3.</b>	<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>• Peserta didik ditanya perasaannya setelah mengikuti pembelajaran (Refleksi).</li> <li>• Guru memberikan pertanyaan untuk mengetahui pemahaman peserta didik terhadap materi pembelajaran.</li> <li>• Peserta didik diminta membuat kesimpulan dari materi pembelajaran.</li> <li>• Peserta didik diberikan tugas untuk pembelajaran berikutnya.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>	<b>10 menit</b>

#### G. MEDIA PEMBELAJARAN:

- Teks deskriptif tentang hewan
- Gambar

#### H. SUMBER BELAJAR

- “Bahasa Inggris; When English Rings the Bell kelas VII SMP, Kemendikbud, 2013”.
- Lingkungan sosial sekolah atau peserta didik.
- [w.contohtext.com/2017/11/contoh-describing-people-dan-terjemahannya.html](http://w.contohtext.com/2017/11/contoh-describing-people-dan-terjemahannya.html)
- <https://englishcoo.com/contoh-descriptive-text-about-someone/>

#### I. PENILAIAN HASIL PEMBELAJARAN

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Instrumen

1. Mengidentifikasi fungsi sosial teks deskriptif terkait dengan orang, binatang, dan benda.	Lisan	Tanya jawab	<ul style="list-style-type: none"> <li>• Why do we need to describe people, thing and animal ?</li> <li>• When do you use it ?</li> <li>• How to describe ?</li> </ul>
2. Mengidentifikasi struktur teks deskriptif terkait dengan orang	Lisan	Tanya jawab	<ul style="list-style-type: none"> <li>• What the expression we use ?</li> </ul>
3. Mengidentifikasi unsur kebahasaan teks deskriptif terkait dengan benda.	Lisan	isian	<ul style="list-style-type: none"> <li>• What the expression we use ?</li> </ul>
4. Mengidentifikasi unsur kebahasaan teks deskriptif terkait dengan orang.	Tulis	Isian	Please find out description expressions and responses based on the text
5. Menanyakan dan menyatakan sifat dan ciri fisik orang secara lisan dengan akurat.	Tulis	Membuat dialog	Work in pair. Please find out the expression how to describe in the text
6. Menanyakan dan menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat.	Lisan	Membuat dialog	Work in pair. Please find out the expression how to describe in the text
7. Membuat teks descriptive secara tulisan tentang orang dengan struktur teks dan unsur kebahasaan yang benar sesuai dengan konteks.	Tertulis	Membuat teks deskriptive	
8. Mempraktikkan teks descriptive secara lisan tentang benda dengan struktur teks dan unsur kebahasaan yang benar sesuai dengan konteks.	Lisan	Performance	

Rubrik

1. Aspek Tingkah laku/Keterampilan

ASPEK	KETERANGAN	SKOR
Isi teks	Informasi yang disajikan sangat relevan (appereance dan personality) dan mudah dipahami	4
	Informasi yang disajikan relevan (appereance saja atau personality saja) dan mudah dipahami	3
	Informasi yang disajikan kurang relevan (appereance dan personality) dan agak susah dipahami	2
	Informasi yang disajikan tidak relevan dan tidak bisa dipahami	1
Tatabahasa	Tidak ada kesalahan tata bahasa	4
	Ada kesalahan tetapi tidak mempengaruhi makna	3
	Sering membuat kesalahan sehingga makna sulit dipahami	2
	Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	Menggunakan kosakata dan ungkapan yang tepat	4
	Kadang-kadang menggunakan kosakata yang kurang tepat	3
	Sering menggunakan kosakata yang tidak tepat	2
	Kosakata sangat terbatas sehingga sangat sulit berbicara	1

$$\text{Nilai peserta didik} = \frac{\text{Jumlahskoryangdiperolehsiswa}}{\text{Jumlahskormaksimal}} \times 4$$

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : SMPN 2 PATTALASSANG  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/1  
Materi Pokok : Teks deskriptif tentang tingkah laku/tindakan/fungsi orang,  
Alokasi Waktu : 4 x 40 menit ( 2x pertemuan )

## E. KOMPETENSI INTI

- KI 3** : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## F. KOMPETENSI DASAR dan INDIKATOR

<b>KOMPETENSI DASAR</b>	<b>IPK</b>
3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.4 Mengidentifikasi fungsi sosial teks deskriptif terkait dengan orang, binatang, dan benda. 3.7.5 Mengidentifikasi struktur teks deskriptif terkait dengan orang, , binatang, dan benda. 3.7.6 Mengidentifikasi unsur kebahasaan teks deskriptif terkait dengan orang, binatang, dan benda.
4.7. Teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	4.7.1.1 Menanyakan dan menyatakan sifat dan ciri fisik orang secara lisan dengan akurat. 4.7.1.3 Menanyakan dan menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat.
4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.2.3 Membuat teks descriptive secara tulisan tentang orang dengan struktur teks dan unsur kebahasaan yang benar sesuai dengan konteks. 4.7.2.4 Mempraktikkan teks descriptive secara lisan tentang orang dengan struktur teks dan unsur kebahasaan yang benar sesuai dengan konteks.

## G. TUJUAN PEMBELAJARAN:

1. Setelah mengidentifikasi teks yang diberikan, peserta didik mampu menyebutkan fungsi social dari teks deskriptif dengan benar.

2. Setelah mendiskusikan teks yang diberikan, peserta didik mampu mengetahui struktur teks dalam teks descriptive
3. Setelah mendiskusikan teks yang diberikan, peserta didik mampu mengetahui unsur kebahasaan dalam teks deskriptive
4. Setelah menggali informasi tentang deskripsi orang peserta didik mampu mengidentifikasi struktur teks teks deskriptif lisan berdasarkan informasi tentang deskripsi orang, dengan benar.
5. Setelah menggali informasi tentang deskripsi orang peserta didik mampu menyampaikan hasil diskusi teks deskriptif tulisan tentang orang dengan tepat.
6. Setelah menggali informasi tentang deskripsi orang peserta didik mampu mengidentifikasi struktur teks teks deskriptif berdasarkan informasi tentang deskripsi benda dengan benar.
7. Setelah menggali informasi tentang deskripsi orang peserta didik mampu menyampaikan hasil diskusi teks deskriptif tulisan tentang benda dengan tepat.
8. Setelah menggali informasi tentang deskripsi benda peserta didik mampu menjawab soal deskripsi benda dengan benar.
9. Setelah mengidentifikasi unsur kebahasaan teks deskriptif, peserta didik mampu menggunakan kalimat deklaratif dalam simple present tense dengan tepat.
10. Setelah membuat teks descriptive dalam bentuk simple present tense, peserta didik mampu menyampaikan hasil pekerjaan di depan kelas dengan percaya diri.

## H. MATERI PEMBELAJARAN

- **Fungsi sosial**  
Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.
  - **Struktur teks**
    - Identifikasi (nama keseluruhan dan bagian)  
This part identifies particular things to be described. What is the text about?  
berisi tentang identifikasi hal / seorang yang akan dideskripsikan.
    - Sifat yang menjadi pencirinya.  
Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.  
To describe about a person, we have to include **appearance** and **personality**.  
What do they look like ?
1. Appearance  
To talk about appearance we can mention:  
General adjectives
    - Age

- Height
- Figure
- Hair
- Face
- Eyes
- Mouth
- Nose
- Other characteristics : earrings, tattoo, glasses, moustache, beard, and etc

General Adjectives	Age	Height	Figure	Hair
Beautiful Pretty Cute Handsome Cool Funky Attractive And etc.	Young Middle aged Old	Tall Short	Slim Skinny Fat	Long hair Short hair Wave hair Blonde hair Curly hair Straight hair (Size+shape+colour+noun) Eg: long curly brown hair.
Face	Eyes	Nose		
thin face round face Square face	Blue eyes Brown eyes White eyes	Long nose Sharp nose /Pointed nose Flat nose (pesek)		

3. How does she/he look like

4. Personality
- ✓ Funny
  - ✓ Nice

- ✓ Good
- ✓ Polite
- ✓ Unfriendly
- ✓ Rude
- ✓ Naughty

My friend Inna  
 I want to tell you about my lovely friend. My lovely friend Inna. She is very beautiful and attractive. She is young, slim, and tall. She has long straight black hair and small black eyes. Her nose is pointed and her mouth is big. She is funny, nice, and friendly.

...jadi penciri orang, binatang,

**Unsur Kebanasaan**

- Kalimat deklaratif (positif dan negatif), dan *interogative* (Yes/No question; Whquestion), dalam *simple present tense*.
  - Yes/No question
    - Do you usually... ? I usually...
    - Do you always...? I always..
    - Is she beautiful ? yes, she is
    - Is he lazy ? no, isn't
    - Are they tall ? yes they are
    - Is her hair long?
  - WH question
    - What does it look like ?
    - What does she look like ?
    - What does he look like ?
    - What do they look like ?
    - What color is her hair ?
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.

Singular	Plural
A	The
This	Those
That	These
I	Their
You	Our
He	We
She	You
It	They

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- **Topik**

Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

**J. PENDEKATAN, MODEL, DAN METODE PEMBELAJARAN:**

- Pendekatan : Scientific Approach

- Model : Inquiry Based Learning
- Metode : Diskusi, Tanya jawab dan pemberian tugas

#### K. LANGKAH-LANGKAH PEMBELAJARAN

1	JENIS KEGIATAN	ALOKASI WAKTU				
1.	<p><b>KEGIATAN AWAL</b></p> <ul style="list-style-type: none"> <li>- Guru memulai pelajaran dengan mengucapkan salam.</li> <li>- Guru meminta seorang peserta didik untuk memimpin doa</li> <li>- Guru memeriksa kehadiran peserta didik</li> <li>- Guru melakukan apersepsi dengan memberikan pertanyaan-pertanyaan terkait materi yang sudah dipelajari sebelumnya yang ada hubungannya dengan materi yang akan dipelajari.</li> <li>- Guru menyampaikan tujuan pembelajaran yang akan dicapai</li> <li>- Guru menyampaikan kegiatan pembelajaran</li> </ul>	10 menit				
2.	<p><b>Kegiatan inti</b></p> <table border="1" data-bbox="309 936 1257 1552"> <thead> <tr> <th data-bbox="309 936 647 1077">Sintak Pembelajaran</th> <th data-bbox="647 936 1257 1077">Kegiatan pembelajaran</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 1077 647 1552">Mengamati</td> <td data-bbox="647 1077 1257 1552"> <ul style="list-style-type: none"> <li>• Peserta didik memperhatikan berbagai macam gambar orang.</li> <li>• Peserta didik menirukan pengucapan kata yang ditunjukkan secara terbimbing</li> <li>• Peserta didik melihat contoh kalimat teks deskriptif yang mendeskripsikan orang</li> <li>• Peserta didik memperhatikan langkah langkah penulisan text descriptive seputar gambar orang yang diperlihatkan.</li> </ul> </td> </tr> </tbody> </table>	Sintak Pembelajaran	Kegiatan pembelajaran	Mengamati	<ul style="list-style-type: none"> <li>• Peserta didik memperhatikan berbagai macam gambar orang.</li> <li>• Peserta didik menirukan pengucapan kata yang ditunjukkan secara terbimbing</li> <li>• Peserta didik melihat contoh kalimat teks deskriptif yang mendeskripsikan orang</li> <li>• Peserta didik memperhatikan langkah langkah penulisan text descriptive seputar gambar orang yang diperlihatkan.</li> </ul>	60 menit
Sintak Pembelajaran	Kegiatan pembelajaran					
Mengamati	<ul style="list-style-type: none"> <li>• Peserta didik memperhatikan berbagai macam gambar orang.</li> <li>• Peserta didik menirukan pengucapan kata yang ditunjukkan secara terbimbing</li> <li>• Peserta didik melihat contoh kalimat teks deskriptif yang mendeskripsikan orang</li> <li>• Peserta didik memperhatikan langkah langkah penulisan text descriptive seputar gambar orang yang diperlihatkan.</li> </ul>					
	<p><b>Menanya/problem statement</b></p> <ul style="list-style-type: none"> <li>e. Peserta didik mempertanyakan tentang fungsi social, structure text dan unsur kebahasaan,</li> <li>f. Peserta didik mempertanyakan format penulisan dalam membuat teks descriptive</li> <li>g. Apakah peserta didik pernah mendeskripsikan orang dengan <i>appereance dan personality</i> dalam kehidupan sehari-hari ?</li> <li>h. Apakah peserta didik mengetahui ungkapan-ungkapan yang digunakan ketika mendeskripsikan orang ?</li> </ul>					



	<b>mengeksplorasi</b>	<ul style="list-style-type: none"> <li>• Peserta didik mengerjakan LKPD 1 untuk membedakan general description dan description</li> <li>• Peserta didik mengerjakan LKPD 2 untuk memasang kata benda dan kata adjective</li> </ul>	
	<b>Mengasosiasi</b>	<p>5. Peserta didik diminta untuk membagi kelompok terdiri dari 3 sampai 4 orang</p> <p>6. Peserta didik membuat teks descriptive yang menggambarkan ciri fisik dan karakter salah satu teman kelompoknya</p>	
	<b>Mengomanikasi</b>	<ul style="list-style-type: none"> <li>• Peserta didik menyampaikan teks deskriptive yang telah dituliskan di depan kelas</li> <li>• Peserta didik yang lain memberikan feedback pada teks deskriptive yang disampaikan</li> </ul>	
<b>3.</b>	<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>• Peserta didik ditanya perasaannya setelah mengikuti pembelajaran (Refleksi).</li> <li>• Guru memberikan pertanyaan untuk mengetahui pemahaman peserta didik terhadap materi pembelajaran.</li> <li>• Peserta didik diminta membuat kesimpulan dari materi pembelajaran.</li> <li>• Peserta didik diberikan tugas untuk pembelajaran berikutnya.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>	<b>10 menit</b>

#### **L. MEDIA PEMBELAJARAN:**

- Teks deskriptif tentang orang
- Gambar

#### **M. SUMBER BELAJAR**

- “Bahasa Inggris; When English Rings the Bell kelas VII SMP, Kemendikbud, 2013”.
- Lingkungan sosial sekolah atau peserta didik.
- [w.contohtext.com/2017/11/contoh-describing-people-dan-terjemahannya.html](http://w.contohtext.com/2017/11/contoh-describing-people-dan-terjemahannya.html)
- <https://englishcoo.com/contoh-descriptive-text-about-someone/>

## N. PENILAIAN HASIL PEMBELAJARAN

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Instrumen
9. Mengidentifikasi fungsi sosial teks deskriptif terkait dengan orang, binatang, dan benda.	Lisan	Tanya jawab	<ul style="list-style-type: none"> <li>• Why do we need to describe people, thing and animal ?</li> <li>• When do you use it ?</li> <li>• How to describe ?</li> </ul>
10. Mengidentifikasi struktur teks deskriptif terkait dengan orang	Lisan	Tanya jawab	<ul style="list-style-type: none"> <li>• What the expression we use ?</li> </ul>
11. Mengidentifikasi unsur kebahasaan teks deskriptif terkait dengan benda.	Lisan	Isian	<ul style="list-style-type: none"> <li>• What the expression we use ?</li> </ul>
12. Mengidentifikasi unsur kebahasaan teks deskriptif terkait dengan orang.	Tulis	Isian	Please find out description expressions and responses based on the text
13. Menanyakan dan menyatakan sifat dan ciri fisik orang secara lisan dengan akurat.	Tulis	Membuat dialog	Work in pair. Please find out the expression how to describe in the text
14. Menanyakan dan menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat.	Lisan	Membuat dialog	Work in pair. Please find out the expression how to describe in the text
15. Membuat teks descriptive secara tulisan tentang orang dengan struktur teks dan unsur kebahasaan yang benar sesuai dengan konteks.	Tertulis	Membuat teks deskriptive	
16. Mempraktikkan teks descriptive secara lisan tentang benda dengan struktur teks dan unsur	Lisan	Performance	

kebahasaan yang benar sesuai dengan konteks.			
--	--	--	--

Mengetahui,  
Kepala Sekolah

Makasar, 2018  
Guru Mata Pelajaran Bahasa Inggris

Rubrik

2. Aspek Tingkah laku/Keterampilan

ASPEK	KETERANGAN	SKOR
Isi teks	Informasi yang disajikan sangat relevan (appereance dan personality) dan mudah dipahami	4
	Informasi yang disajikan relevan (appereance saja atau personality saja) dan mudah dipahami	3
	Informasi yang disajikan kurang relevan (appereance dan personality) dan agak susah dipahami	2
	Informasi yang disajikan tidak relevan dan tidak bisa dipahami	1
Tatabahasa	Tidak ada kesalahan tata Bahasa	4
	Ada kesalahan tetapi tidak mempengaruhi makna	3
	Sering membuat kesalahan sehingga makna sulit dipahami	2
	Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	Menggunakan kosakata dan ungkapan yang tepat	4
	Kadang-kadang menggunakan kosakata yang kurang tepat	3
	Sering menggunakan kosakata yang tidak tepat	2
	Kosakata sangat terbatas sehingga sangat sulit berbicara	1

$$\text{Nilai peserta didik} = \frac{\text{Jumlahskoryangdiperolehsiswa}}{\text{Jumlahskormaksimal}} \times 4$$

## DOCUMENTATIONS









**PEMERINTAH KABUPATEN GOWA**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 2 PATTALLASSANG**

Alamat : Jln. Pallantikang - Pattallassang Kec. Pattallassang Kab. Gowa

**SURAT KETERANGAN PENELITIAN**

Nomor : 142/ DISDIK-GW/SMPN 2/PTLS/TU/XI/2019

bertanda tangan dibawah ini Kepala SMP Negeri 2 Pattallassang Kabupaten Gowa  
rangkan bahwa

Nama : NURUL SYAHRUL  
Tempat/Tanggal Lahir : Pattallassang, 02 Maret 1994  
Kelamin : Laki-Laki  
Pekerjaan : Mahasiswa  
Bidang Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian pengumpulan data disekolah kami sejak bulan 27 Oktober s/d 27  
Desember 2018 sesuai dengan surat Badan Kesatuan Bangsa dan Politik kabupaten Gowa  
Nomor Permohonan Izin Penelitian nomor : 070/1904/BKB.P/2018 dengan judul Skripsi :

***THE EFFECTIVENES OF INQUIRY BASED LEARNING IN TEACHING WRITING OF  
DESCRIPTIVE TEXT ( PRE EXPERIMENTAL STUDY AT THE FIRST GRADE  
STUDENTS OF SMP NEGERI 2 PATTALLASSANG) “***

Untuk keperluan surat keterangan ini dibuat untuk dipergunakan seperlunya.

Pattallassang, 28 November 2018  
Kepala SMPN 2 Pattallassang  
  
R. MARRAPUNTU, S.Ag., M.Pd.  
NIP. 19741002 201001 1 007



**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1323/FKIP/A.1-II/X/1440/2018  
Lampiran : 1 (Satu) Rangkap Proposal  
Hal : **Pengantar LP3M**

Kepada Yang Terhormat  
LP3M Unismuh Makassar  
Di-  
Makassar

*Assalamu Alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang namanya di bawah ini :

Nama : **NURUL SYAHRUL**  
NIM : 10535 5713 13  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Sultan Alauddin


Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian skripsi.

Dengan judul : **“The Effectiveness of Inquiry Based Learning in Teaching Writing of Descriptive Text (Pre Experimental Study at the First Grade Student of SMP Negeri 2 Pattalassang)”**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb*

Makassar, Oktober 2018

Dekan,  
  
**Erwin Akib, M.Pd., Ph.D.**  
NBM. 860 934





PEMERINTAH PROVINSI SULAWESI SELATAN  
**PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

: 8126/S.01/PTSP/2018

Kepada Yth.  
Bupati Gowa

: Izin Penelitian

di-  
Tempat

Merujuk surat Ketua LP3M UNISMUH Makassar Nomor : 148/Izn-5/C.4-VIII/X/37/2018 tanggal 23 Oktober  
tersebut diatas, mahasiswa/peneliti dibawah ini:

: **NURUL SYAHRUL**  
: 10535571313  
: Pend. Bahasa Inggris  
: Mahasiswa(S1)  
: Jl. Slt Alauddin No. 259, Makassar

Permohonan untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan

**EFFECTIVENES OF INQUIRY BASED LEARNING IN TEACHING WRITING OF DESCRIPTIVE TEXT  
EXPERIMENTAL STUDY AT THE FIRST GRADE STUDENTS OF SMP NEGERI 2 PATTALLASSANG)**

Yang akan dilaksanakan dari : Tgl. **27 Oktober s/d 27 November 2018**

Berdasarkan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan  
ini yang tertera di belakang surat izin penelitian.

Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada tanggal : 24 Oktober 2018

**A.n. GUBERNUR SULAWESI SELATAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU**  
**PINTU PROVINSI SULAWESI SELATAN**

Selaku Administrator Pelayanan Perizinan Terpadu

**A. M. YAMIN, SE., MS.**

Pangkat : Pembina Utama Madya

Nip : 19610513 199002 1 002



**PEMERINTAH KABUPATEN GOWA**  
**BADAN KESATUAN BANGSA DAN POLITIK**

Jln. Mesjid Raya No. 30. Telepon. 884637. Sungguminasa – Gowa

Sungguminasa, 06 November 2018

K e p a d a

Nomor : 070/ 1904 /BKB.P/2018

Tempat : -

Perihal : Rekomendasi Penelitian

Yth. Ka. SMP Negeri 2 Pattallassang

Di-

T e m p a t

Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sul-Sel  
Nomor: 8128/S.01/PTSP/2018 tanggal 24 Oktober 2018 tentang Rekomendasi Penelitian..

Dengan ini disampaikan kepada saudara bahwa yang tersebut di bawah ini:

Nama : NURUL SYAHRUL  
Tempat/Tanggal Lahir : Pattallassang, 02 Maret 1994  
Jenis kelamin : Laki-Laki  
Pekerjaan/Lembaga : Mahasiswa (S1)  
Alamat : Jl. Poros Samata-Gowa

Bermaksud akan mengadakan Penelitian/Pengumpulan Data dalam rangka penyelesaian Skripsi/Tesis di wilayah/tempat Bapak/Ibu yang berjudul ***“THE EFFECTIVENES OF INQUIRY BASED LEARNING IN TEACHING WRITING OF DESCRIPTIVE TEXT (PRE EXPERIMENTAL STUDY AT THE FIRST GRADE STUDENTS OF SMP NEGERI 2 PATTALLASSANG)”***

Selama : 27 Oktober s/d 27 November 2018  
Pengikut : Tidak Ada

Sehubungan dengan hal tersebut di atas, maka pada prinsipnya kami dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan harus melapor kepada Bupati Cq. Badan Kesatuan Bangsa dan Politik Kab.Gowa;
2. Penelitian/Pengambilan Data tidak menyimpang dari izin yang diberikan.;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) Eksemplar copy hasil penelitian kepada Bupati Gowa Cq. Kepala Badan Kesatuan Bangsa dan Politik Kab.Gowa.

Demikian disampaikan dan untuk lancarnya pelaksanaan dimaksud diharapkan bantuan seperlunya.

An. **BUPATI GOWA**  
**KEPALA BADAN,**

  
**DRS. BAHARUDDIN.T**  
Pangkat : Pembina Utama Muda  
NIP : 19600124 197911 1 001

mbusan :

Bupati Gowa (sebagai laporan);  
Ka. Dinas Pendidikan Kab. Gowa;  
Ketua LP3M UNISMUH Makassar;

## CURRICULUM VITAE



**NURUL SYAHRUL**, was born on March 02, 1994 in Pattallassang, Gowa. From the marriage of this parents Muh. Jafar and Rosmiati. He is the third of 10 siblings.. In 2000 he started her elementary school SDI Sangnging-Sangnging and he finished in 2006. Then, he continued his study in SMPN Negeri 2 Pattallassang and graduated ini 2009. At the same time, he continued in senior high school in SMKN 1 Pattallassang and finished her study in 2012. After that, he continued in Muhammadiyah University of Makassar in 2013, and he was accepted as student in English Departement of Faculty Teacher Training and Education. At the end, he could finish his thesis 2019.

