

**THE INFLUENCE OF USING INQUIRY METHOD IN WRITING  
DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMAN 08 BANDAR  
LAMPUNG ACADEMIC YEAR 2019/2020**

**A Thesis**

**Submitted as Partial Fullfiment of Requirements for S1 Degree**



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## ABSTRACT

### THE INFLUENCE OF USING INQUIRY METHOD IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE OF SMAN 08 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

By

**Ika Nurjanah**

Writing is one of English skills that must be mastered by the students. Based on the preliminary research in SMAN 08 Bandar Lampung, most of the students, 37 students (65,58%) got lower than 70. Criteria of minimum mastery in SMAN 08 Bandar Lampung is 70. The objective of this research is to find out whether there is significant influence of using inquiry method in writing descriptive text of the tenth grade of SMAN 08 Bandar Lampung in the academic year of 2019/2020.

In the research, the researcher used quasi-experimental research design. The population of this research was the students of SMAN 08 Bandar Lampung at the tenth grade. The researcher chose the sample randomly by using cluster random sampling technique. The researcher used inquiry method in experimental class as a treatment and traditional method in control class. In collecting the data, the researcher used instrument in written form. The instrument was used for pre-test and post-test. Before analyzing the data, the researcher did test for normality and homogeneity to know whether the data had normal distribution and the variance of the data was homogenous or not. The result was the data had normal distribution and the variance of the data was homogenous. Therefore, to analyzing the data, the researcher used independent sample test.

From the data analysis computed by using SPSS, it was obtained that  $Sig = 0.03$  and  $= 0.05$ . Its means  $H_a$  is accepted because because  $Sig < \alpha = 0.05$ . It can be concluded there is a significant influence of using inquiry method in writing descriptive text in at the tenth grade of SMAN 08 Bandar Lampung in the academic year of 2019/2020.

**Keywords:** Inquiry method, Descriptive Text Writing, Quasi Experimental Design.



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I hereby declare that this thesis entitle “The Influence of Using Inquiry Method in Writing Descriptive text at the Tenth Grade of SMAN 08 Bandar Lampung in Academic Year 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the next.



## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ١

“Nun, By the pen and by the (record) which men(write).”(Q.s. Al-Qur’an:1).<sup>1</sup>



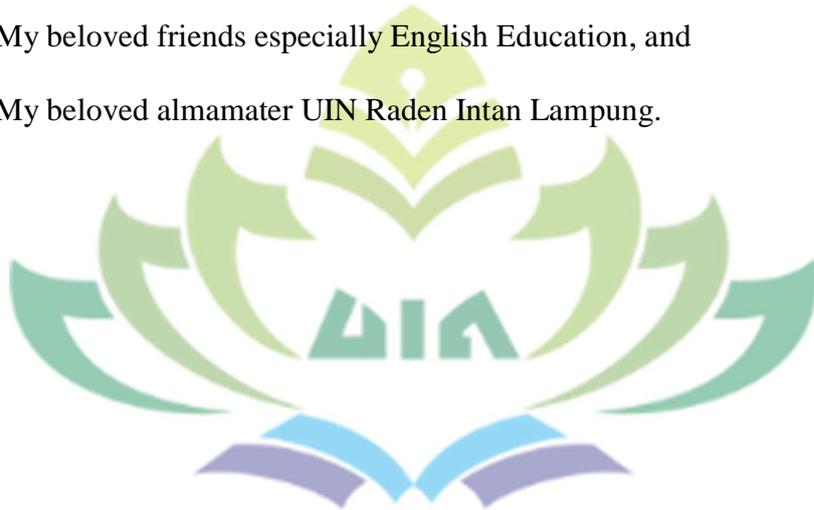
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<sup>1</sup> Khadim al Haramain asy Syarifain, *Al Qur'an dan Terjemahannya* (Jakarta: Mujamma' Khadim al Haramain asy Syarifain al Malik Fahd li thiba'at al Mush-haf asy Syarif, 1971), p. 960.

## DEDICATION

I would like to dedicate this thesis for all my beloved people :

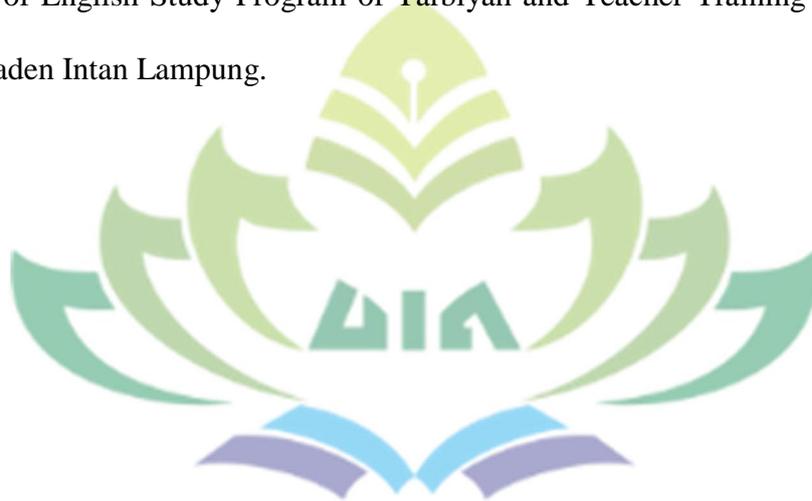
1. My beloved parents Mr.Rusmanto and Mrs.Ninik who have always pray and support for my success and advice me wisely
2. My beloved brother and sister Gunawan S.Pd, Ahmad rovikin, Anto Budi Utomo, Ani Susilowati, Jefri Pratama.
3. My beloved Friends Imelda Ayu, Diana sari, Eka Nur hayati, Erlina Juwita, Dewi gunawan, Rhodhatull Jannah, Lina Utari.
4. My beloved friends especially English Education, and
5. My beloved almamater UIN Raden Intan Lampung.



## **CURICULUM VITAE**

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Shalawat and salam for the prophet Muhammad who brings us from darkness to brightness. The thesis entitled “ The Influence Inquiry Methods In Writing Descriptive text at the Tenth Grade of SMAN 08 Bandar Lampung in Academic Year 2019/2020” is submitted as compulsory fulfillment of the requirement for S1 degree of English study program at Tarbiyah and Teaching Training Faculty, The State Islamic University of Raden Intan Lampung.

She realize that she cannot complete this final thesis without the help of others. Many people have helped her during the writing this final thesis an it would be impossible to mention all of them. I wish, however to give her sincerest gratitude and appreciation to :

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Finally the researcher is fully aware that there are still a lot of weaknesses in this undergraduate thesis. For this, the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, 2020

The researcher

**Ika Nurjanah**

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## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

Human beings need communication to interact to one another in their lives. In the communication people need language that can be used to express their ideas. Language is a set of rules by human as a tool of their communication.<sup>2</sup> By using language, people can express their thinking, feelings, etc. According to Douglas, “Language is acquired by all people in much the same way, language and learning both have universal characteristics”<sup>3</sup>. It means that language is important for human because without it, people cannot interact and cannot live perfectly as human being, therefore people must master of language.

As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia English is considered as the first foreign language and taught formally from elementary school up to the university level. A language has some positions in a country or area. A language is able to become the first language. In Indonesia language is taught as foreign language. Learning a language involves becoming proficient in the four skills of speaking, listening, reading, and writing.

Teaching writing is different from teaching other language skills. It can be stated that the combination of thought and activity is unique to writing. Writing has been characterized as written thinking. The teacher may use a various method in

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<sup>2</sup>SanggamSiahaan,*The English Paragraph*, Yogyakarta: Graha Ilmu, 2008, p.1

<sup>3</sup>H. Douglas Brown, *Principle Of Language Learning and teaching*, San Fransisco, California: Addison Wesley Longman, 2000, p.5.

teaching learning process. The teacher can ask the students to write in their common everyday styles to improve their writing ability. The students can use their own language if those will motivate them.

According to Harmer “the student should be encouraged to express their ideas, experience, thought and feeling through writing.”<sup>4</sup> He also says that writing encourages students to focus on accurate use and, because they think as they write, it may well provoke language development as they resolve which the writing puts in to their mind. Based on the explanation above, the researcher assumes that writing is one of the most important skills to be mastered because by using writing we can express our idea and so on. The students have to master the vocabulary and structure first before being able to compose. Meyers state that writing skill requires the skill of organizing idea, putting the right vocabularies and using grammar as the structure of the composition.

Writing skill becomes very important in education field. Students need to be exercised and trained in order to have a good writing skill. According to Sasson writing is often viewed by teachers as an important skill that has to be catered for and developed for ELL student, engaging students in written communication in a variety of forms connects learners to the international world of information in every field via electronic communication such as internet and personal correspondence across the border, many English language learners have strong oral abilities but lack confidence in their writing skills. As a result many resist

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<sup>4</sup>Jeremy Harmer, *How to Teach Writing*, (4th Ed),(Edinburgh Gate: Longman, 2007), p.31

talking risks in their writing and teachers often find their writing difficult to read and overcorrect their mistakes.<sup>5</sup> It means many students are still weak in writing, so the teacher must pay attention so that writing interest increases.

Writing is one of language skills that should be taught to the students, writing is the activity of the writes to express their idea in written form. In writing, the writer must understand what she/he wants to write. Therefore, the content of the writing will be understood by the readers. Indeed, to write a good product is not easy.

Based on the preliminary research in SMAN 08 Bandar Lampung, the researcher found that the students are difficult to express their ideas and feelings especially in writing. The researcher has interviewed the English teacher, Anita Yulianti, S.Pd about the result of teaching descriptive text. She said that most of tenth grade students of SMAN 08 Bandar Lampung got difficulties in writing and that the difficult aspect in teaching writing in descriptive text such as grammar and vocabulary. She also said that the students felt difficult to understand generic structure about text. On the other hand, the students had some difficulty to write descriptive text in English because they have not mastered vocabulary, spelling, and grammar. Furthermore, in learning writing in the class, the students were

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<sup>5</sup>DoritSasson, *Speaking and Writing for English language learners*,( New York:2013)p.53

difficult to study about descriptive text. She also added that the students were lack of motivation in learning writing.<sup>6</sup>

Based on the on the interview, it can be concluded that students who get score under 70 are 66,48%. It can be concluded that the student descriptive text in writing ability is still low. Based on the interview to teacher and students, the problems appeared during the teaching and learning process about descriptive text, the students got difficulty when express their ideas and feelings in writing skill. One of them is teaching method used by the teacher in teaching descriptive text. The teacher still used traditional or conventional method. In this case the teacher used lecturing method. This method only emphasizes the students keep silent in the class while listening to their teacher explanation without having discussion. The teacher stood before a class and presented information for the students to learn. Sometimes, the teacher wrote on a whiteboard while explained the descriptive text. Students expected to take notes while listening to the lecture. This condition made students were not interested in learning. The students did not feel exciting to write and it was hard for the students to develop their ideas in writing especially descriptive text.

In teaching writing, there are some materials: one of them is descriptive text. According to Kane, “description is about sensory experience-how something

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<sup>6</sup>Anita Yuliastanti, S.Pd. *The English teacher of SMAN 08 Bandar Lampung*, onFebruary

looks, sound, taster.”<sup>7</sup> Its means, description help to someone to know specific information about something that is described. Moreover, descriptive is available in syllabus at the first semester of the tenth grade of SMAN 08 Bandar Lampung.

In addition, the researcher also got information about the students writing by doing interview with the students of the tenth grade. They said that they felt lazy and less motivated to learn writing. Besides, they also said that they felt bored of the method that was used by the English teacher in teaching writing so they did not interested to learn about writing.<sup>8</sup> Its means that the teacher must have new method or activity in learning teaching process in order to the students can be more activity and easier to develop their ideas especially in writing. In the case, alternative activity overcome the problem. An alternative activity can overcome the problem. An alternative activity in teaching writing in using inquiry methods.

According to Finder the method of inquiry gives him a procedure for rational and systematic thinking about important aspect of teaching.<sup>9</sup> Its means the methods gives us an important b aspect of teaching which consists and systematic thinking patterns.

According to Demarrais and Lapan the theory of how inquiry should proceed that involves analysis of the principles and procedures in a particular field of inquiry. Much more than just methods or tools of research methodology involves the researches assumption about the nature of reality and the nature of knowing and

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<sup>7</sup>Thomas S. Kane, *Oxford Essential Guide to Writing*, (New York, Oxford University Press, 2000), p. 351

<sup>8</sup>Gilang Affandi, et.al., *Students of SMAN 08 Bandar Lampung*, An Interview, 2019, Unpublished

<sup>9</sup>Morris Finder, *Methods Of Inquiry*, (Western Washington state college) p.43

knowledge.<sup>10</sup> Its means students are required to be more active and find new things when studying writing so that students do not have bored while studying,

The previous research studies about Inquiry Methods as follow : Nurtalina, entitled The effect of Using Inquiry methods in The writing ability based learning the eighth grade students of SMPN 1 Prambanan Klaten In the Academic Year of 2012/2013. The research focuses on the Effect the using inquiry methods the teachers the especially in the writing ability.

The other previous research has been by Fajri Malik from University of Sultan SyarifKasim Riau Pekanbaru on 2010 entitled the effect of using inquiry method in reading comprehension on report text of the second years students at SMAN 10 Pekanbaru. The difference the research and my research he used inquiry method to teach reading comprehension in report text. Meanwhile the present will use inquiry method to teach in writing descriptive text.

From the previous research, it can be concluded that the inquiry method an effective to help learning process and one of which the learning method that interesting and make it fun in writing skill. Not make students feel bored in learning, and can stimulate students be active in the learning process. There were some differences between the previous research and current research. The previous research inquiry method has been done to teach in writing ability, meanwhile the current the researcher was conducted to teach writing in descriptive text.

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<sup>10</sup>Kathleen deMarras and Stephen D.Lapan.*Foundationsfor Research Methods of Inquiry in Education and the Social Sciences* (Mahwah, New Jersey London:2004)p.5

Hopefully, by using Inquiry Methods, it gives the student more understanding and motivation to write descriptive text. Therefore the title of this research in the “influence of using inquiry methods in writing descriptive text at the tenth grade of SMAN 08 Bandar Lampung in 2019/2020 Academic Year”.

### **B. Identification Of the Problem**

Based on the background about the researcher found several problems as follows :

1. The student got difficulty when express their ideas and felling in writing skill.
2. The students are less interested in the methods used by English teacher in writing activities.
3. The students lack of motivation in learning.

### **C. Limitation Of the Problem**

In the research, the researcher focuses on “the influence of using inquiry methods in writing descriptive text at the tenth grade of SMAN 08 Bandar Lampung in 2019/2020 Academic Year”

### **D. Formulation Of the Problem**

Based on identification the problem as follows: “ is there any significant influence of using inquiry method in writing descriptive text at the tenth grade of SMAN 08 Bandar Lampung in Academic year 2019/2020”?

### **E. Objective Of The Research**

The purpose of the research is to know whether there is the influence of using inquiry methods in writing descriptive text at the tenth grade of SMAN 08 Bandar Lampung in 2019/2020 Academic Year.

### **F. Scope of the Research**

The writer limits this research as follows:

1. Subject of the research

The subject research was the student at the Tenth grade of SMAN 08 Bandar Lampung.

2. Object of the research

The research objects were influence of Using inquiry methods In writing descriptive text.

3. Place of the research

The research was conducted at SMAN 08 Bandar Lampung, is located Jl.Laksana Malhayati No.10 TelukBetung Bandar Lampung.

4. Time of the research

This research was conducted at the first semester in 2019/2020 academic years.

## CHAPTER II

### FRAME OF THEORIES

#### A. Frame of Theory

##### 1. Concept of Teaching English as a Foreign Language.

As an international language, English is learned from elementary school up to university in Indonesia. Besides, English is also introduced to kindergarten. To understand about the language, the student have to master the language skills they are listening, speaking, reading and writing with the components.

Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners acquire the language (learning theories).<sup>11</sup> In learning English as a foreign language, it is very difficult because it has different characteristic from our mother tongue, although students have studied it for a long time but their English ability still low not only in speaking but also in writing. It means that the teachers are urged to repair their teaching method. The teacher has responsibility to make condition to be conducive by giving assignment, stimulus, guidance, direction, and also support his/her student in the learning process. Teaching is the process of showing or helping someone to learn how to do something giving instruction, guiding in the study of something, providing with knowledge, and it is causing someone

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<sup>11</sup>Ag.BambangSetiyadi, *Teaching English As a Foreign Language* ,Yogyakarta:graham ilmu,2006,p.20.

understand about something that learned.<sup>12</sup> It describes that teaching is process to help the learners for understanding something that learned. In the case the English teacher should be able to create a real situation that can be used to support learning and teaching process in order that the students are able to use English naturally for communication. The students should be put into situation that they can use English for communication both written and spoken from.

Further, according Harmer that English as a foreign language is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in target language country.<sup>13</sup> Meanwhile, English generally has been learnt by the students since they were in the basic level of education. Its mean that English as a foreign language is important, and is needed to the English learner as a part their study in the school.

As teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities.<sup>14</sup>In learning English students are not only hoped to be able to use language, but also to receive and get information. And in teaching and learning process, the material should be arraged carefully. The material has to be arraged based on student need desire and ability.

Its mean the teacher has to prepare the material as well as possible before teaching learning process. The teacher is urged to be creative in order to their student get

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<sup>12</sup>H.Dauglas Brown, *principles of language learning and teaching* (4<sup>th</sup> Ed),(New York:Addison Wesley Longman,2000), p.7

<sup>13</sup> Jeremy Harmer, *How to teach Writing*,(Harlow: Longman Group,2004),p79

<sup>14</sup>Muhassin,M.(2016).*Teacher's communicative in teaching english as a foreign language (TEFL): A study at SMAN O9 Bandar Lampung*. Humaniora.7(4);p.485-492.

the point easily. It is very important for student. To get the best result in teaching English, the student should be given more opportunities to apply the language by giving them practice in speaking and writing.

Based on the explanation above, it can be concluded that teaching English as a foreign language is the process for helping the students to learn English and make their understanding in learning process and do a lot of practice to master to English language. In teaching English, the teacher should be creative make the students are interested in learning English as a foreign language.

## **2. Concept of Writing**

Basically, in learning language there are some skills to be mastered. Writing is one of the language skills. Writing is written of thinking, where are the writer can express their idea, feeling, thought in written form.

According to Byrne sometimes writing comes easily, if we are in the right mood or have a clear and perhaps pressing need to express something, but as a rule it requires some conscious mental effort, we thin out our sentences and consider various ways of combining an arraganing them.<sup>15</sup> It means writing is a unique skill, because we show our idea, thought, and feeling. Writing is one of the language skills besides reading, speaking, and listening. It used to communicate or express ideas, thinking, and feeling indirectly to another person as a reader, which is used as a written language.

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<sup>15</sup>DonnByrne, *Teaching Writing Skills*, Longman,London and New York,1988.p.1

Writing is a skill by far most important reason for teaching writing, of course that it is a basic language skill, just as a important as speaking, listening, and reading. Student need to know how to write letters, how to write using electronic media. Just as they need to know how to pronounce spoken English appropriately. Part of out job is to give them that skill.<sup>16</sup>

Its means that it becomes homework for the teacher to improve the students ability in writing ,giving the students motivation and understanding what they will understand and do in writing ,help them to choose kind of genre writing that they interested. Guiding the student find out their idea. Sometimes, people are taught that writing is something easy to be mastered and learned, but when they try to begin to write, they cannot do it.

According to Hyland,“ writing is a way of sharing personal meaning and writing courses emphasize the powe of the individual to construct his or her views on a topic”.<sup>17</sup> Its means that writing is one way to convey his or her views about some topics in written from. The students can share their ideas in written from, because written from can be power of themselves to convey their opinion or thought about some topics.

Writing is the difficult subject in the school, because the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Moreover, Oshima and

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<sup>16</sup> Jeremy Harmer, *How to Teach English*, Malaysia: Longman, 1998, p.79

<sup>17</sup> Ken Hyland, (1st Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.9

Hogue say that writing is a process of creating, organizing, writing and polishing.<sup>18</sup> Therefore, in the first step of writing, student create ideas. In the second step they organize the ideas. In the third step, they write a rough draft and finally, the polish their rough draft by editing it and making revisions.

Based on the statement above, the writer concludes that writing is one of the four skills of listening, speaking, reading. Writing is a way to convey his or her views and a tool of written communication between the writer and the reader by the using correct procedure like as creating, organizing, writing and polishing in order that the reader understand the message or information sent.

### **3. Concept of Descriptive text**

Writing is one of skills in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Besides that, the writer also must practice it more and rapidly. Descriptive writing is a type of writing that is learned in senior high school. It is used to describe about things, animals, people.

Text is a continuous piece of spoken or written language, especially one with a recognizable beginning and ending. Its means text is a part of spoken and written language from. In addition, non-creative from of writing, particularly essay

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<sup>18</sup> Alice Oshima and Ann Hogue, *Writing Academic English.*, (New York: Addison Wesley, 1997), p.265

writing, have traditionally been classified into four types.<sup>19</sup> Richard has cleared in the book about list the four types of non-creative form of writing as follows:

- a. Descriptive writing a provided a verbal a picture, and account of a person, place or thing. Its mean that descriptive to describe the characteristic of people, place or thing.
- b. Narrative writing repots an event or tells the story of something that happened.
- c. Expository writing provides information about and explain a particular subject. Pattern of development within expository writing include giving example, describing a process of doing or making something, analyzing cause and effect, comparing and/or constraing, defining in the term or concept, and dividing something into part or classifying it into categories.
- d. Argumentation writing attempt to support a controiversal point or defend a position on which there is a different of opinion, ESL writing programs have often have based on the assumption that novice writer should begin with the simplest mode the descriptive essay. And gradually move to learning the most difficult argumentative one.<sup>20</sup>

According to Zemach and Rumisek, describing people, places and process a descriptive paragraph explains how someone or something looks or feels a process

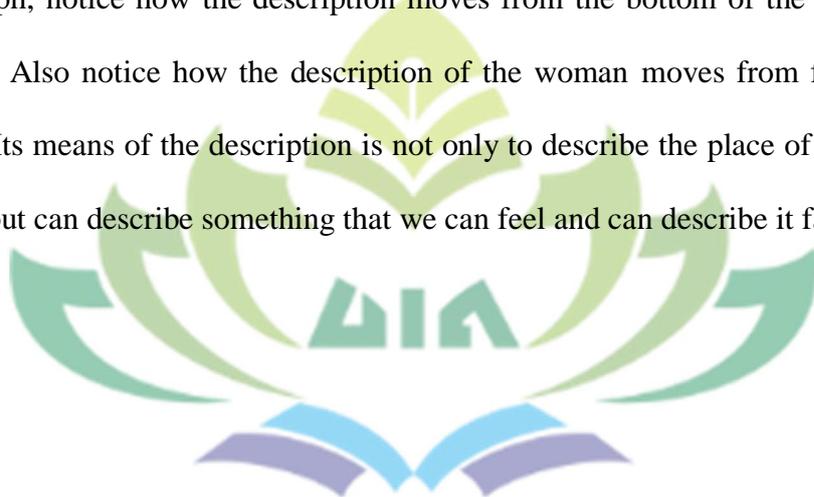
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<sup>19</sup> R.I Trask, *key concepts in language and linguistic*.(London:Routledge.1999),p.208

<sup>20</sup>Jack C.RichardSchmidt, *Language Teaching and applied linguistics*,(N ew York:longman,1992).p.372

paragraph explains how something is done.<sup>21</sup> Its means descriptive text is a kind of text with a purpose to give information about particular person, place and things.

According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. A good description is word picture; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in. As you read the model paragraph, notice how the description moves from the bottom of the stairway to the top. Also notice how the description of the woman moves from far away to near.<sup>22</sup> Its means of the description is not only to describe the place of people and object but can describe something that we can feel and can describe it far away.



**a. The generic structure of descriptive text has structures as bellow :**

The generic structure is a part of the text as a completed each of part the text generic structure of descriptive text is identification and description.

The generic structure of descriptive text as follows :

1. Identification, in this generic structure introduces to the subject of description

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<sup>21</sup> Dorothy E Zemach and Lisa A Rumisek, *Academic writing from Paragraph to essay*, (Macmillan) p.25

<sup>22</sup> Alice Oshima and Ann Hogue (3<sup>rd</sup>), *Introduction to Academic Writing*, (2007) p.61

2. Description In this part give details of the characteristic features of the subject. Such as : qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live.

Based on the explanation above, it can be concludes that descriptive text has two essential part, namely the generic structure which consist of identification and description.

#### **4. Concept of Inquiry Methods**

A method of inquiry is capable of methods followed to realize what has been gained during learn. Inquiry put learners as subject to active. Inquiry based instruction is instruction using hands on activities that allow children to explore scientific concepts, as well as instruction in which the focus is on using process skills to gain deeper understanding of the connection in science.

According to Morris Funder for a method of inquiry be used only for the purpose for which it was evolved. A method of literary criticism can be used only to study those object to find answers to those question that a given system of criticism addresses.<sup>23</sup> Its means in the inquiry we can learn a number of objects handled by a system of criticism and we can also find answers to questions in the inquiry method.

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<sup>23</sup> Morris Funder, *Methods Of inquiry*,(western Washington state college).p.45

According to Dewey the methods of inquiry are operations performed or to be logically from are the conditions that inquiry, qua inquiry, has to meet.<sup>24</sup> Its means the inquiry method is a method that can be operated logically from the conditions that occur in accordance with the has to meet. Inquiry is a learning process through questions generated from the interest, curiosities and perspectives/experiences of the learner. One important element in this method is the teacher modeling or thinking out loud about how to figure out the meaning of the word. This can be done by sharing the associations that come to mind when using structural analysis. Inquiry can be considered a philosophical approach to teaching any number of subject, not just science or can be considered a mere method.

Based on statements above, it can be concludes that inquiry method teaching is a teaching method which emphasize on the students active involvement in finding information and knowledge for their own learning and the teacher creates situation to gives then chance to do investigation.

#### **a. Procedure Using Inquiry Method**

According Kesuma Inquiry method base on the reach and the discovery though thinking process sistematically. Knowledge is not the quantity of facts result of remember, but result of self discover process. Thus, in the planning process, the

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<sup>24</sup> John Dewey, *The Theory Of Inquiry*,(New York, Henry Holt And Company:1938),p.14

teacher do not prepare the materials which have to be remembered, but design the learning which possible the students can discover the material which possible the students can discover the material which have to be understood by their self.

Inquiry method activity is a cycle. The cycle consist of some steps below :

a. Formula the problem, for example how the way to describe person. In this steps, the students describe person, He is jokowi in the written text based on the test which has been given by the teacher.

b. Collect the data by observation, for example read the other book or source to get the support information. After the test is given by the teacher to the students and the students writing descriptive text about jokowi, the students are given opportunity by the teacher to get support information about jokowi by reading other book or source

c. Analyze and present the result in the written, picture, report, draft, table and other work. For example the students can make descriptive paragraph by their self in the written text or writing from.

d. Communicate or present the result of work to the reader, classmate and other audience. For example, the students work is conveyed to the classmate to get input, appear the new idea, do reflection, and here the picture, written work, and others on the wall of the class, wall of school, wall magazine.<sup>25</sup>

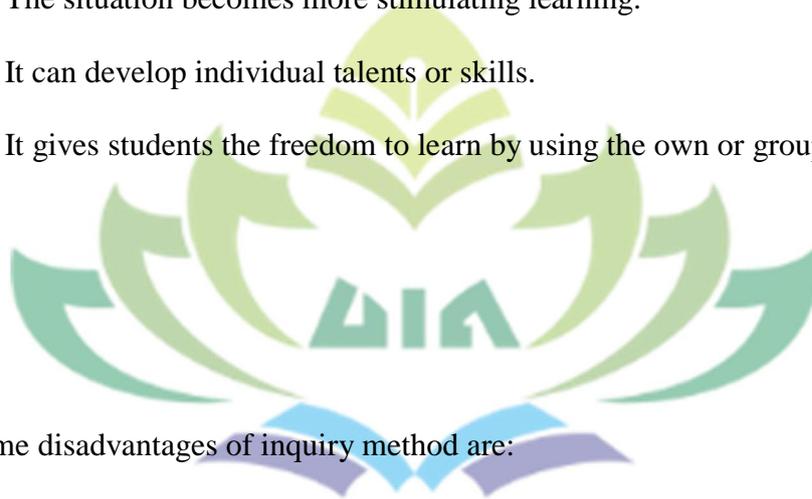
## **b. Advantages and Disadvantage of Inquiry Method**

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<sup>25</sup> Dharma Kesuma(2010), *Contextual teaching and learning*. Yogyakarta: Rahayasa Research and training.P.65

According to Roestiyah, the inquiry method has the advantages that in can be stased as follows:

- a) Inquiry method can from and develop the concept on students, so students can understand basic concepts and ideas better.
- b) It assists in the use of memory and transfer to a new learning situation.
- c) It encorages the students to think intuitively and formulate their own hypotheses.
- d) It gives the individuals which satisfaction to inquiry something.
- e) The situation becomes more stimulating learning.
- f) It can develop individual talents or skills.
- g) It gives students the freedom to learn by using the own or group.



Some disadvantages of inquiry method are:

- a) It is time consuming. That is, it may involve several stays or weeks before completion.
- b) It puts the students on a lot of task. The students will be busy working towards completion of the task given to them at the neglect of their other tasks. They work hard to meet up the stipulated time tagged for handing in of their papers.
- c) It may be too expensive when it involve trip making to places where the facts are available.

- d) As much is expected of students, they could be frustrated particularly if they cannot find appropriate clues to solve problems or if they cannot solve them at all.
- e) It often leads to withdrawal from lessons or schools especially when the task is difficult to solve.
- f) It is not always possible to use inquiry in all topics or situations especially in large class series or where a large amount of materials is required to be taught in a limited time.<sup>26</sup>

Before states the advantages and disadvantages of inquiry methods, the researcher give serious justifications for using inquiry method instruction become student centre, expectancy level increases, develop talents, avoids learning only at the verbal level and mental accumulation and assimilation of facts are encourage.

## **5. Concept of Traditional Method**

Traditional method of teaching is when a teacher direct students to learn through memorization and recitation techniques there by not developing their critical thinking problem solving and decision making skills. According Ruseffendi in the traditional method, the teacher is or regarded as a repository of knowledge, teachers are authoritarian, dominant in the class teacher.<sup>27</sup> It means, teacher teach science, teacher immediately prove the arguments, the teacher proves example of

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<sup>26</sup>.Roestiyah, *strategi belajar mengajar*, Jakarta, PT. Rineka Cipta, 2008. p.76-77.

<sup>27</sup> Ruseffendi, *Dasar-dasar Penelitian Pendidikan & Bidang Non-Eksata Lainnya*, Terjemahan( Bandung: Tarsito, 2005), p.17

problem. While students must sit neatly listening, imitating the patterns provided by the teacher, to imitate the teacher ways of solving problems.

The traditional method, also known as conventional education is still widely used in school. The old fashioned way of teaching was all about recitation, for example students will sit in silence, while one student after another will take it in turns to recite the lesson, until each one had been called upon. The teacher will listen to teach students recitation. And they were expected to study and memorize the assignments.

According to Nicholls traditional method are strongly associated with the teaching of language which is used in a certain field related to the students life or work.<sup>28</sup>

Its means traditional methods are closely related to language that can be used in certain fields and are easily understand by students.

In the traditional method of learning is marked with lectures, accompanied by an explanation and the division of tasks and exercises. Traditional method is commonly by teacher in general or often called conventional method. Since the first teacher in the business of transmitting his knowledge to the students, is orally or lecture. Traditional learning is learning which is usually done by teachers. Traditional teaching (conventional) generally have certain peculiarities, for example, prefers memorizing rather than understanding, emphasizing the numeracy skills, prioritizing the outcome rather than the process, and teacher centered teaching.

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<sup>28</sup> Matthew Nicholls, B. Sc. *Traditional vs. Modern Teaching Methods: Advantages and Disadvantages of Each.* ( Department of English and American Studies;2008)p.10

Based on the statement above, it can be concluded the traditional learning is learning which is commonly practiced by teachers in the classroom, the learning centered on the teachers as an information center, and students only passively receive materials.

#### **a. Procedure of Traditional Method**

The procedure of learning with traditional methods are as follows :

- a. The teacher gives apperception to the students and gives motivation to the students about the material being taught.
- b. The teacher gives the motive.
- c. The teacher explains the teaching material verbally.
- d. The teacher give a example, as an illustration of what is being explained and also to deepen understanding, the teacher gives direct examples of things, people, places, or indirect examples, such as models, miniatures, photographs, drawing on the board and partly.
- e. The teacher provides the opportunity for students to ask questions and answer questions.
- f. The teacher assign tasks to students who are in accordance with the material and examples of questions that have been given.

- g. The teacher confirms the task that the students has done.
- h. The teacher guides the students to deduce the score of the lesson.<sup>29</sup>

#### **b. Advantages and Disadvantages of Traditional Methods**

- The advantages of conventional learning methods is to require a relatively shorter time than peer tutor methods because:
  1. The teacher does not have to determine the peer tutor and focuses directly on the material to be delivered.
  2. The teacher directly face to face with students so that teachers can directly provide material that will be delivered.
  3. The teachers have many meeting times so that they finish according to the schedule set by the school being taught.
- The disadvantages of traditional learning methods is impressed monotonous and less innovative because:
  1. Students feel bored and bored because there is no competition or interaction between students with one another.
  2. The sense of socialization between friends is not interwoven so that arises sense of inadequate students who do not understand with students who understand more.
  3. Students who do not know will feel lazy about the lesson because it is impossible for a teacher to correct or evaluate one by one student.

### **6. Frame of Thinking**

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<sup>29</sup> Ibid.p.20

Inquiry method is method used by the teacher to teach in front of the class, where the teacher divides the task of discussing the problem to the class. Students are divided into several groups, and each group gets a specific task to do, then they work on, organize, or discuss their assignments in the group. Based on the theory, the researcher assumes that the teaching writing text especially descriptive text will be more effective by using inquiry method because the students will get more significant understanding in descriptive text writing through interaction in a group. Interaction is the collaborative exchange of thoughts, feelings, or ideas among the students. Interaction allows opportunities for students to get more of students understanding descriptive text writing.

Inquiry method can solve the problem in descriptive text writing. It will be developing students, awareness, self confidence and independence in learning which prove educable to the students. Inquiry method avoids being bored and tired of studying and it makes in teaching descriptive text is more effective and interesting.

## **7.Hypothesis**

Based on the theoretical views and assumption above, the writer formulated the hypotheses as follows:

Ho : There is no significant influence of using inquiry method in writing descriptive text

Ha : There is a significant influence of using inquiry method in writing descriptive text.

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