THE EFFECTIVENESS OF INQUIRY BASED LEARNING STRATEGY ON STUDENTS' WRITING SKILL IN NARRATIVE TEXT

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Abstract

Today's senior high school pupils have difficulty learning to write. Students are expected to be able to express a variety of meanings (interpersonal, conceptual, textual) in interactional oral texts and monologue. Some researchers have demonstrated that using an effective strategy is one of the ways to solve problems; inquiry-based learning is one such strategy. This study aims to determine the significance of the effect of inquiry-based learning on students' narrative writing ability in tenth grade senior high school. Using a quasi-experimental design, thirty-one students in grade X-I and thirty-one students in grade X-II were studied. Using the purposive sample method, the experimental class X-I and the control class X-II were selected. The experimental class was taught using an inquiry-based learning strategy, while the control class was taught without such a strategy. In this investigation, essay tests were used for data collection. The examinations were administered before (pre-test) and after (post-test) the treatment. The result indicates that tobserve = 2,557, while ttable indicates 1,671 with df = 60 and a significance level of 0.05. Consequently, this Ha is approved while the H0 is rejected. In conclusion, inquiry-based learning is an effective strategy for the teaching and learning process because it allows students to engage in discussion to produce their finest writing product.

Keywords: *Inquiry-based learning, Narrative text, Teaching and learning Strategy, Writing skill*

Introduction

One of the ways that people communicate is through the use of language, and English is one of the languages that is spoken the most in different countries. According to Rafida (2017), in order for people to communicate with one another, the worldwide language of choice should be English. People need to have a strong command of the English language if they are to be able to participate fully in society. In Indonesia, students are exposed to the English language beginning in elementary school and continuing all the way through university. When students are in their senior year of high school, they are required to study all four skills of the English language: listening, reading, writing, and speaking. Writing is one of the most challenging abilities to become proficient in (Harmer, 2006). Students are expected to be able to create texts as part of the Indonesian language learning objectives included in the curriculum for 2013. Students in Indonesia should be proficient in written communication and academic writing for objectives such as producing letters, essays, papers, articles, journals, theses, and other types of academic writing (Rostanti Toba & Widya Noor, 2019).

When it comes to writing English in senior high school, students are expected to be able to express a variety of meanings (interpersonal, ideational, textual) in a variety of interactional oral texts and monologues, particularly descriptive, recount, procedure, report, news item, anecdote, exposition, explanation, discussions, commentaries, and narrative (Kemendikbud, 2016). Students show a lot of interest in the narrative text since it is, and always has been, a very popular type of literature to read and write. The objective of tales is to provide entertainment, to instruct or to inform, to encapsulate the writer's reflections on the experience, as well as to stoke the reader's imagination and allow it to flourish. According to Petter Knap and Megan Watkins's research from 2005, the basic components of a narrative text are an introduction, a conflict, a resolution, and a coda. Therefore, it is anticipated students that would be able to comprehend and dissect text structures as well as linguistic aspects in order to develop short essays and functional texts (Erlinawati, 2016).

However, the students faced the writing problems that affected on their writing ability. Most students at the SMA/MA level faced writing as a difficult skill to develop and master, especially in sentence grammar (Fithriani, 2020). The other problems were developing ideas, organizing paragraph, and limited vocabulary. Writing is generally difficult task for students because they do not know how and what to write, do not have sufficient vocabulary, are afraid of giving criticism, and find it difficult to develop and organize their ideas into readable texts (Jack Richard & Willy Renandya, 2002).

According to Anna Muslimah (2018), for the problem to be solved, the educators involved need to have knowledge of tactics or strategies that are involved in the teaching and learning process of writing. According to Asrobi (2018), one of the tactics that was advised to be employed by the teacher, particularly in teaching writing is inquiry-based learning. According to Alberta Learning (2004), inquiry-based learning is a methodology in which a teacher engages students in the process of learning by concentrating on questions, engaging students in activities that include problem-solving, and encouraging critical thinking. Students regard themselves as active learners, willingly engage in the process of discovery, ask questions, pose explanations, make observations, and organize assignments and learning activities as part of the process of completing an inquiry learning activity. According to Fajri Malik (2013), teachers might challenge students to design their own questions to deepen the student's grasp of a topic rather than asking students questions directly.

The purpose of this research was to achieve the objective study regarding the major effect that the inquiry-based learning approach has on students' writing ability in the narrative text at the tenth-grade level of senior high school students. It is hoped that the outcomes of this research may one day serve as additional references for additional researchers who are interested in learning more about the application of inquiry-based learning strategies in the process of composing narrative texts.

Literature Review

The narrative text format tells a story in the form of a narrative. A narrative text is a piece of writing that tells a tale or is interesting in some other way. A story that is relayed by the narrator is the most common definition of the term "narrative." There is more complexity to narratives than that. They are a building of particular features that tell a story through the arrangement of words. The most popular understanding of the term "narrative" refers to a story that is relayed by a narrator. When it comes to narratives, things aren't quite so cut and dry. They are word combinations that are used to convey a tale through the arrangement of particular characteristics. The purpose of the text known as the narrative is to provide the reader with amusement by presenting it in the form of a story or a fairy tale. The most distinguishing features of a narrative text are the presence of issues (or of events that are understood to be problematic or complicated) and the actions that are performed in order to respond to those problems, typically in the form of a solution or resolution. According to Djuharie (2008), the stories that make up the content of a narrative book might be either made up or based on genuine events. Students will have no trouble writing fictional works. In addition to this, they are well-versed in the genre, and they have experience in the past.

According to Joyce Amstrong Carrol et al.,(2018), there are four different types of narrative texts. These include: legend, which is a narrative text that tells readers about the history of human life; fable, which is a narrative text that tells readers about a story in which the main character is an animal that can speak and act; fairy tale, which is a narrative text story of imagination in which the main character does not exist in real life; and science fiction, which is a narrative text According to Pardiyono (2007), there are four components that make up the framework of a narrative. These components are as follows: Resolution is the text element that consists of problem-solving, and the coda is a brief conclusion that consists of a moral lesson for the reader. Orientation consists of the topic of an activity or event that is told, the sequence of events consists of some conflicts, which occur, and resolution is the text element that consists of problem-solving. The following are some of the linguistic characteristics of narrative text: The past tense is typically used in narrative texts, and The verbs that are utilized in storytelling are either verbal processes or behavioral activities. (Processes of behavior: doing, making, singing, sitting, and sleeping. Verbal processes such as saying, remarking, insisting, and asking, as well as the use of noun phrases, which consist of a noun that is followed by an adjective.

In addition to this, learning and teaching are activities that are intertwined with one another. The actions of teaching and learning are supported by teaching. According to Brown (2000), teaching involves supplying someone with knowledge, showing them how to do something, assisting them in learning how to do something, giving directions, guiding them through the study of anything, showing them how to know or understanding something. It simply indicates that teaching strategies are the methods implemented by the educator in order to accomplish the purpose of imparting knowledge. When it comes to composing narrative texts, the researcher wants to investigate what influence there is when using inquiry-based learning as a method of instruction. Because inquiry-based learning can be defined as something or a treatment that is used to help students improve students' grammar skills and attract students' motivation to follow the teaching and learning process in writing skills, this strategy will be used as the strategies in teaching writing for this study. As a result, inquiry-based learning will be used as the strategies in teaching writing. According to Paula (2006), inquiry-based learning is a strategy for learning that entails a process of exploring the natural or material world, which ultimately leads to asking questions, doing observation, and discussing the outcome of the observation in order to get to the final conclusion. According to Trna,J., Trnova,E and Sibor,J. (2012), the inquiry-based learning model is a method of education that requires students to independently enhance their problem-solving abilities and knowledge by participating in activities that involve investigation.

The process of inquiry is broken up into a few steps. Along the same lines as Paula's assertion, the Inquiry Page Project makes the claim that the fundamental framework of the inquiry process consists of five steps. The following is an example

of them: (1) Inquire: it all starts with the urge to find out more. Genuine curiosity about actual events and experiences in the world serves as a fertile ground for the generation of meaningful questions. At this point, the learner will have a query or an issue come into focus, and they will begin to define or describe what it is. (2) Investigate: the learner moves on to the next stage when they begin to gather information by doing things like conducting research, studying, designing an experiment, watching, or even interviewing others. (3) Create: At this point in the process, the student will begin to compose their initial draft using the data they gathered from their study. The learner is now tasked with the creative endeavor of coming up with substantial new ideas, theories, and concepts that are outside of his or her previous experience. (4) Discuss: at this point in the circle of inquiry, the students share their newly formed thoughts with the other participants. The learner will eventually start questioning other people about their own experiences and inquiries. The act of sharing one's knowledge contributes to the growth of a community, and the findings of an investigation conducted by multiple people start to take on a bigger significance when viewed in the light of the society of the learner. 5. Reflection: reflection is exactly what it sounds like taking the time to look back at the question, the research path, and the conclusions that were reached. The learner takes a step back, does an inventory, makes observations, and sometimes comes to a different decision as a result.

According to the findings of Nurtalina's (2013) study, "The Effect of Using Inquiry-Based-Learning Strategy in the Writing Ability in Narrative Text," inquiry-based learning should be utilized in the classroom as part of a productive combination strategy when teaching writing to students at the Junior High School level. The utility of inquiry-based learning methodologies for enhancing students' writing abilities in narrative text has been established by research conducted in the past. In addition, according to the findings of various research, using an inquiry-based learning technique as part of the English teaching and learning process is an effective way to greatly increase students' writing abilities. As a result of this research, utilizing an inquiry-based learning technique is hoped to give an effect in the classroom when teaching students how to write narrative prose.

Methods

This research was used quantitative method. According to Kasiram (2008) quantitative research method is the process of obtaining knowledge through the use of numerical data as a tool for analyzing information for the purpose of research. Furthermore, this study was used quasi experimental design because the purpose of this design is to get the valid conclusion about the effectiveness of independent on the dependent variable (Syahrum & Salim 2014). The participant in this study were students at tenth grade of MAS Al-Kautsar Al-Akbar Medan. It is because based on syllabus design of senior high school, narrative text is a teaching material at tenth grade.

This investigation utilized a pre-test and a post-test writing ability test in the

form of straightforward writing. Before receiving any kind of treatment, the students were given a test called a pre-test to evaluate how well they were able to compose narrative texts. The students were given the task of writing a narrative text and the option to pick one of three titles with ambiguous meanings. The test that was administered in the class titled "Experiment and Control" is known as the "Pre-test." In this study, the pre-test was followed by administering the therapy to the pupils. Students in the experimental class were instructed utilizing inquiry-based learning technique as a teaching method. In the meantime, the students in the control class were instructed using a method that did not involve inquiry-based learning. After that, for the post-test, the students were given a narrative writing assignment. In the course of this study, two different exams concerning the composition of narrative texts were administered to two different classes: the experimental class and the control class. Both a pre-test and a post-test were given to the students. The differences between the two tests are described below. There will be a treatment in between the two different sorts of tests. The experimental class will use an inquiry-based learning technique, whereas the control class will not receive any further treatment. In this study, the researcher evaluated the data using descriptive statistics, as well as normality and homogeneity tests, carried out in SPSS V.23, before carrying out the independent t-test, which was the hypothesis test. The descriptive statistics, as well as the normality and homogeneity tests, were performed with the intention of qualifying the data for the t-test hypothesis testing

Results

The objective of this study was to find out the significant effect of inquiry-based learning strategy in students writing narrative text. All the scores found in the previous data analysis have described below in the figure to illustrate the increase score before and after treatment. It came from the average value of the pre-test, post-test and the gained scores. In addition, figure 1 below made to describe the final score results that are easy to understand:

Figure. 1 Mean of students score in the Pre-test, Post-test and Gained Score

	Pre-Test	Post-Test	Gained Score
Experimental Class	59.96	73.25	13.03
Control Class	42.29	55.29	10
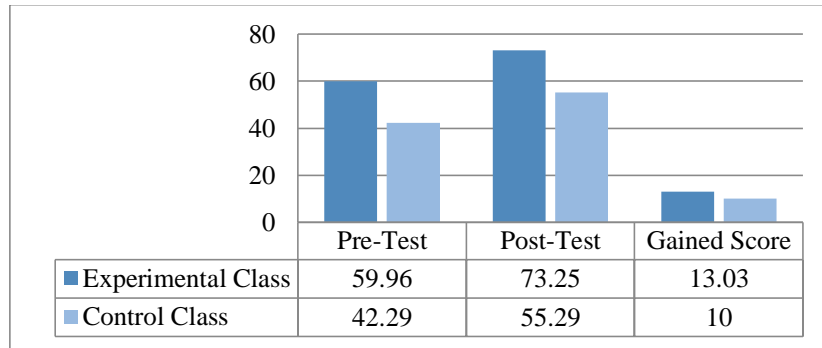
The result of the dependent T-test from post-test score and gained score can be seen below:

Table. 1
The result of the T-Test from Pre-test score of Experimental class and Controlled class

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
English Score	Experiment	31	13,2093	5,76884	1,03612
	Control	31	10,0000	4,25049	,76341

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

		4,12 1	,047	2,557	60	,013	3,290 32	1,286 98	,7159 7	5,8646 8
Daft arNil ai	Equal varianc es assume d									
	Equal varianc es not assume d			2,55	55,1 58	,013	3,290 32	1,286 98	,7113 1	5,8693 3

Discussion

It can be seen in the preceding figure 1 that students' grades improved across the board, regardless of whether they were in the experimental or control group. It displays the difference between the mean scores on the pre-test and those on the post-test, as well as the acquired score for both the experimental group and the control group. In the experimental group, the mean score on the pre-test was 59.96, while the mean score in the control group was 42.29. After then, the mean score on the post-test for the experimental group is 73.25, whereas the mean score for the control group is 55.29. In addition, it demonstrates that the students' average score increases in the experimental class are 13.03 and in the control class are 10.

According to the data presented in table.1, there is a statistically significant difference between the experimental class and the control group. According to the table of group statistics that was just presented, the mean (M) score on the post-test for the experimental group is 13.20, whereas the mean (M) score on the gained test for the control group is 10.00. The results show that the experimental class has a standard deviation of gained score of 5.76, while the controlled group has a standard deviation of 4.25.

According to the findings presented above, it is possible to draw the conclusion that the strategy of providing feedback to peers has a substantial impact on students' capacity to compose narrative texts in the tenth grade of Senior High School. It was demonstrated by the findings or scores obtained in the experimental class, which were superior to those obtained in the control class. The students in the experimental class who were taught with the inquiry-based learning strategy had a higher average result on the test than the students in the control class who were taught without utilizing the inquiry-based learning strategy. This indicates that the inquiry-based learning approach had a positive impact on the students in the experimental class. As a result, this demonstrates that the implementation of an inquiry-based learning technique has the potential to enhance both the learning process and the students' ability to compose narrative texts. According to Barrow (2006), the study proves the notion that practice inquiry-based learning among students can help to grow their thinking and can create

a better grasp of writing. This theory was confirmed to be correct by the finding. In addition, these findings are backed by the ideas about the contribution of employing inquiry-based learning approach to students' writing ability. According to Graham and Perin (2007), the teaching and learning method is a suitable technique to teach writing. According to the remark that was just made, writing is a skill that has to be developed and honed so that students may take the products of their thoughts and turn them into writing that is both nice and right. Therefore, when students are taught using an inquiry-based learning technique, it can help them comprehend the process of composing narrative prose.

Conclusion

As stated in the formulation of the problems, the purpose of this study was to determine whether inquiry-based learning strategies had a significant impact on students' capacity to write narrative texts in the tenth grade of Senior High School. Consequently, based on the findings and discussion of this research, there is a significant effect of inquiry-based learning on the narrative writing ability of students at MAS Al-Kautsar Al-Akbar in Medan. The analysis of the data reveals that tobserve is significantly greater than ttable at the 0.05 level (tobserve = 2,557 > ttable = 1,671). In addition, it reveals that the mean gain in score between experimental and control groups after receiving the treatment is 79.06 and 63.17, respectively. According to the results of the hypothesis test, Ha is accepted while H0 is rejected.

This demonstrates that the research question has been answered and that there is a significant effect of inquiry-based learning strategy on students' narrative text writing. The purpose of this study is to determine that inquiry-based learning is an effective strategy for the teaching and learning process because it enables students to engage in discussion to produce their finest writing product. Additionally, their writing ability is improving and they are able to expand their vocabulary. In order to increase the generalizability of the results, this study may be repeated with a larger sample size. An English teacher must be selective when employing a strategy that increases students' motivation when teaching writing. Thus, other researchers interested in the same field can attempt to employ inquiry-based learning strategies to students of varying levels and genres of writing.

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