

## The Effect of Using Inquiry Learning on Students' Writing Skill of Hortatory Exposition Text at the Eleventh Grade of Man Kota Pariaman

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### Abstrak

Penelitian ini dilakukan karena beberapa masalah yang ditemukan pada siswa kelas sebelas di MAN Kota Pariaman terkait dengan keterampilan menulis siswa. Permasalahan dalam penelitian ini adalah, beberapa siswa mengalami kesulitan dalam mengembangkan ide-idenya secara tertulis, dan guru menggunakan cara konvensional dalam mengajar menulis, beberapa siswa kurang mempunyai motivasi dalam menulis. Pembelajaran inkuiri berkaitan dengan hal ini karena model inkuiri memungkinkan membantu siswa dalam proses menulis, siswa dapat belajar bagaimana menghasilkan ide dan mengorganisasikan dengan baik dengan menjawab pertanyaan dan memecahkan masalah berdasarkan fakta dan observasi. Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang signifikan penggunaan pembelajaran inkuiri terhadap keterampilan menulis siswa. Penelitian ini menggunakan penelitian eksperimen. Peneliti memilih penelitian quasi eksperimen dengan desain two group pretest dan posttest. Populasi penelitian ini adalah siswa kelas XI MAN Kota Pariaman yang terdiri dari enam kelas. Sampelnya adalah XI IPA 1 yang diperlakukan sebagai kelas eksperimen dan diajar dengan menggunakan model pembelajaran Inkuiri dan XI IPS 1 diperlakukan sebagai kelas kontrol dan diajar dengan menggunakan model konvensional. Untuk menentukan sampel, peneliti menggunakan teknik purposive sampling. Data dianalisis dengan menggunakan uji liliefors untuk menguji normalitas dan homogenitas data. Kemudian untuk menguji hipotesis peneliti menggunakan uji-t dan  $(\alpha) = 0,05$ . Dari hasil dan penghitungan nilai pretest dan posttest kelas eksperimen diketahui bahwa nilai pretestnya kurang baik dengan nilai rata-rata 55,27 untuk kelas eksperimen dan 55,85 untuk kelas kontrol. Setelah diberikan perlakuan, keterampilan menulis siswa meningkat secara signifikan dengan skor rata-rata 82,17 untuk kelas eksperimen dan 71,22 untuk kelas kontrol. Peneliti menggunakan rumus uji-t dengan membandingkan post test kelas eksperimen dan kontrol melalui SPSS 22. Hasil t-diperoleh dari hipotesis satu = 13,162 > t-tabel 0,367 dengan derajat kebebasan (df) = 28 dengan 0,05 /2=0,025. Sedangkan sig (2-tailed) sebesar 0,000 < 0,005. Hasil t-diperoleh dari hipotesis dua = F 0,354 > 0,05 dengan derajat kebebasan (df) = 54 dengan 0,05. Sedangkan sig (2-tailed) sebesar 0,000 < 0,005. Maka dapat disimpulkan hipotesis alternatif (Ha) diterima. Dari hasil data yang diperoleh,

penggunaan pembelajaran inkuiri dapat membantu meningkatkan keterampilan menulis siswa.

**Kata kunci:** *Pembelajaran Inkuiri, Keterampilan Menulis Siswa.*

### Abstract

This research was done due to several problems found in eleventh grade students at MAN Kota Pariaman related to students' writing skills. The problems of this research were, some students have difficulty in developing their ideas in writing, and the teacher used the conventional way to teach writing, some students have less motivation in writing. Inquiry learning is related to this because the inquiry model enables to help students in the writing process, students can learn how to generate ideas and make good organization by answering questions and solving problems based on facts and observations. This research aims to find out whether there is a significant effect of using inquiry learning on students' writing skills. This research used experimental research. The researcher chose a quasi experimental research with two group pretest and posttest design. The population of this research was the eleventh grade students in MAN Kota Pariaman consist of six classes. The sample was XI IPA 1 which was treated as experimental class and taught by using Inquiry learning model and XI IPS 1 was treated as control class and taught by using conventional model. To determine the sample, the researcher used purposive sampling technique. The data was analyzed by using liliefors test to test the normality and homogeneity data. Then to test the hypothesis, the researcher used t-test and  $(\alpha) = 0.05$ . From the result and accounting of pre test and post test scores of the experiment class, it was found that had poor score in pretest which mean score 55.27 for experiment class and 55.85 for control class. After treatment, students writing skill increased significantly which mean score 82,17 for experiment class and 71,22 for control class. The researcher used the t-test formula by comparing the post test of experimental and control classes through SPSS 22. The result of t-obtained from hypothesis one = 13.162 > t-table 0.367 with degree freedom (df) = 28 with  $0,05/2=0,025$ . Meanwhile, the sig (2-tailed) was  $0.000 < 0.005$ . The result of t-obtained from hypothesis two = F 0.354 > 0.05 with degree freedom (df) = 54 with 0,05. Meanwhile, the sig (2-tailed) was  $0,000 < 0.005$ . So it can be concluded that alternative hypothesis ( $H_a$ ) was accepted. From the result of the data, using inquiry learning can help to improve students' writing skill.

**Keywords:** *Inquiry Learning, Students' Writing Skill.*

### INTRODUCTION

English is an international language used by a lot of people in the world and has an important role in aspects of life. English is used to communicate with other people from different countries and cultures in the world. As stated by Syafitri and Artika, English serves as an influential international language of instruction in the world. Moreover, English is the most popular language studied as the official language of instruction of forty two countries in

the world. Therefore, English is the most widely studied and used language in various countries, including Indonesia. In Indonesia, English is studied in schools as a foreign language, English has also been added to compulsory subjects for secondary schools to universities.

In learning English, there are four skills that should be learned by foreign language students, they are listening, reading, speaking, and writing. Writing skills are very important for students, because through writing students can pour all the ideas they have into a good, correct and interesting writing. So, in the teaching and learning process, students need to be trained to have good writing skill. Brookes and Grundy stated that writing is used as an activity that includes several processes, such as thinking about what to write and organizing it into sentences and paragraphs. Writing is an excellent way to develop and assess comprehension as well as a way for students to organize and express their ideas, emotion, and experiences. It also can develop their critical thinking in writing. Writing as an activity includes several processes, such as thinking about what to write and organizing it into sentences and paragraphs. Thus, writing is important for students to learn because by writing students can share their feelings and ideas.

Based on the four skills in English, writing skill is one of the most difficult skill to master for second language and foreign language learners. According to Richards and Renandya, Writing is a skill that is considered one of the most difficult for second and foreign language learners to master. Writing is not only generating and organizing ideas in the mind, but also translating those ideas into readable text. In addition, students also have difficulty writing due to lack of vocabulary, knowledge, information, motivation, and grammar so that students get stuck in writing. So students are lazy to write when they have to write English text because they do not understand what they are going to write. Therefore, students need to develop their writing skill in class.

To develop students' writing skills, teachers have an important role in the teaching and learning process in the classroom. According to Munandar in Husin, Azizah, classroom management requires teacher creativity in managing all physical and non-physical components involved in the learning process. Therefore, teacher should be able to create an active, creative and fun learning situation so that students are interested in the learning process. Teachers also need to choose the right learning model, materials that suit the needs of students so that learning objectives can be achieved well in accordance with the 2013 curriculum. There are many recommended learning models related to the implementation of the 2013 curriculum that teachers can use to develop students' writing skills, one of them is inquiry learning.

Inquiry learning is one of the models used by teacher in teaching English. According to Kuhlthau, Inquiry learning is a model to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. The inquiry learning model is a learning activity that maximally involves all students' skill to search by investigation, conducting experiments or research independently to gain new knowledge that students need.

Inquiry learning can be applied in the teaching and learning process in the classroom and can develop students' writing skill. According to Marshal in Wale and Bogale, inquiry

learning is helpful to improve English language learning in general and academic writing skills in particular because this model follows a search approach where students themselves seek knowledge. In inquiry learning, students learn how to self-taught good and correct written texts. Thus, the inquiry learning can be used as a good way in teaching writing. Students can learn how to generate ideas and create good organization by finding answers to teacher or student questions. It can also develop their critical thinking in writing.

Hortatory exposition text is one of the materials that can be associated with Inquiry learning. Hortatory Exposition Text is a kind of English text that belongs to the argumentative text. According to Knapp, P., & Watkins, Hortatory exposition text is a text type clearly focusing learners on the purpose of argument that is, putting forward a view point and providing evidence to support it. Inquiry learning is expected to improve students' writing skills with the help of interesting materials, namely hortatory exposition text. Inquiry learning will facilitate students to be creative in learning because it requires students to be independent in learning and try to use their critical thinking in writing.

Based on the preliminary research by conducting observation and interview at MAN Kota Pariaman on August, 10th 2022. The researcher found several problems faced by students in learning English subjects, especially in students' writing skill. The first problem was that some students had difficulty in developing their ideas in writing. Based on the results of interviews, in creating a writing, students have difficulty in developing and organizing their ideas into a writing. Therefore students need to develop their critical thinking. Critical thinking is an individual's ability to seek, receive, and manage information from various sources logically and rationally. Critical thinking is useful for expressing ideas, assessing the benefits of new ideas, selecting the best ideas, and modifying them, so it is useful in creating a piece of writing.

The second problem was that teacher used the conventional way to teach writing. Based on observations, students feel bored in the learning process where the teacher usually only explains the material and gives assignments. Teachers still use conventional way, such as lectures so that there is a lack of interaction between students. So teachers must be able to create active, creative and fun learning situations so that students are interested in the learning process.

The third problem is that students lack motivation in writing. Based on the results of observations and interviews during the learning process, students are less interested in participating in learning activities in the classroom. There are some students who do not like English lessons so that this fear makes students not want to learn English. In addition, students' curiosity in the learning process is low and students' confidence in writing is low.

## **METHOD**

In this research, the researcher used the quantitative research. Sugiyono stated that quantitative research is used to examine population or sample, collect the data with numerical using test as an instrument and hypothesis. In other word, the research presents numerical data and uses statistical analysis in analyzing the data. In quantitative research there are many types of approaches. Relate to the problem of study, the researcher uses

experimental research. There are many kinds of experimental research and the researcher uses quasi experimental design.

Gay stated that experiment design typically involves comparison of two groups. The students get a pre-test and post-test, experimental group would be treated by using flashcard while control group would be treated by using conventional way. The experimental and control group would be given the same test. It would be given to know how the effect of using inquiry learning on students' writing skill in hortatory exposition text.

Population is all the object of the research, According to Cresswell, population is the group of individual, who have the same characteristic. The populations of this research were all of the eleventh grade of MAN Kota Pariaman in the second semester in the 2022/2023 academic year. The total number of all students was 199 students that were divided into six classes. Based on the statement, all the students were the population in this research.

### FINDING AND DISCUSSION

The researcher presented the result of the research. It is divided into two sections: finding and discussion. Finding includes data analysis and hypothesis testing. The purpose of data description is to describe the students' pre-test and post-test results obtained since the research was conducted.

#### **Finding**

After did the research and find the mean score, standard deviation and the value of the t-obtained by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tasted as follow:

#### **a. First Hypothesis**

Ha : there is significant effect of using inquiry learning on students' writing skill of hortatory exposition text

Ho : there is no significant effect of using using inquiry learning on students' writing skill of hortatory exposition text

To measure the firs hypothesis, the researcher processed students' post-test experimental and post-test control class by using SPSS. The table can be seen in table below:

**Table 4.10 Table Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test Experiment - Post-Test Experiment	-26.897	11.004	2.043	-31.082	-22.711	13.162	28	.000

Pre-Test Control	-	-15.370	13.661	2.629	-20.775	-9.966	-	26	.000
Post-Test Control							5.846		

Based on table above, it could be seen that t was 13.162 and df was 28. Based on ttable, it could be shown that to is higher than ttable of 0,05 on the significance ttable (13.162>0.367), that null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted Based on ttable, it could be shown that t is higher than ttable of 0,05 that null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. It means there was significant effect of using inquiry learning on students writing of hortatory exposition text at eleventh grade of MAN Kota Pariaman.

**b. Second Hypothesis**

Ha : there is significant differences of students' writing in hortatory exposition text, who are taught by using inquiry learning and students' who are not taught by using inquiry learning in hortatory exposition text.

Ho : there is no significant differences of students' writing in hortatory text, who are taught by using inquiry learning and students' who are not taught by using inquiry learning in hortatory exposition text.

Therefore, to find out whether the inquiry learning has significant effect as a model in teaching writing, the researcher tested the results of the post-test by using the Independent sample t-test in the SPSS 22 version. The table can be seen in table below:

**Table 4.11 Independent Samples Test**

**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
.354	.555	5.362	54	.000	10.950	2.042	6.856	15.044
		5.333	51.446	.000	10.950	2.053	6.829	15.072

Based on Referring to the table, the Levene's Test for Equality of variances is seen at F= 0.354 > 0.05, which means that there is no differences in data variance or in other words, the data is the same or homogeneous. Therefore all the data is placed on Equal variances Assumed. Table shows that Df (Degree of freedom) is 54. Therefore, the way to test wheter the null hypothesis can be rejected is to compare the p-value with the standard of significant level (0.05).

Based on the independent samples test above in equal variances assumed row, the result of post-test in both classes showed that the obtained significant value or sig. (2-tailed) is 0.000. It means that alternative hypothesis was accepted and the two tailed significant showed that  $p < 0.05$  ( $p = 0.000$ ). It can be concluded that there was significant differences of students writing skill who were taught by using inquiry learning. In other words, null hypothesis was rejected and alternative hypothesis was accepted.

### c. Third Hypothesis

Ha: there is significant effect of students' writing in hortatory exposition text, who are taught by using inquiry learning better than students' who are not taught by using inquiry learning in hortatory exposition text.

To measure whether Ha was accepted and Ho was rejected, the researcher used output group statistic in SPSS. The table can be seen in table below:

**Table 4.12 Group Statistics**

#### Group Statistics

Kelas	N	Mean	Std. Deviation	Std. Error Mean
post test experiment	29	82.17	7.056	1.310
post test control	27	71.22	8.215	1.581

Based on the group statistic above, the comparison of post-test result between experiment class and control class showed that the test result of experimental class was higher than control class. It was indicated by the mean score post-test of experimental class result (82.17) and score post-test of control class result (71.22). It means that the students who were taught by using using inquiry learning on students' writing skill of hortatory exposition text was better than the students using inquiry learning on students' writing skill of hortatory exposition text. It was concluded that Ha was accepted and Ho was rejected.

## Discussion

Writing is one of the most important skills that should mastered by the students, because through writing students can pour all the ideas they have into a good, correct and interesting writing. So, in the teaching and learning process, students need to be trained to have good writing skill. Writing is an excellent way to develop and assess comprehension as well as a way for students to organize and express their ideas, emotion, and experiences. It also can develop their critical thinking in writing. Writing as an activity includes several processes, such as thinking about what to write and organizing it into sentences and paragraphs. Thus, writing is important for students to learn because by writing students can share their feelings and ideas. For this reason, the teacher should find some effective model to improve students' writing skill. One of the models that might be used to improve students writing skill is by using Inquiry learning model.

In this section, the researcher would like to describe and discuss the findings of the research based on the related theories. All the data collected from the instrument provided information of the research findings. The result of the students' score was calculated by

using t-test. Based on the result of the data analysis, it was proven that students' writing skill of hortatory exposition text by using Inquiry learning was better. It could be seen by the comparison between the post-test result of the experimental and control class which the mean score was 82.17 and 71.22.

1. There was significant difference between the students' who were taught by using Inquiry learning and the students who were not taught by using Inquiry learning

From the result, the researcher found there was the significant difference between the students who were taught by using Inquiry learning and the students who were not taught by using Inquiry learning. In Inquiry learning activity, students get some advantages as stated by Marshal in Wale and Bogale, Inquiry learning helps students to engage in prewriting tasks by generating ideas, searching for and clarifying writing topics, exploring information about their writing topics from various sources, explaining the search or concepts they get. . It means that Inquiry learning can improve students' writing. Because, students can learn how to generate ideas and create good organization by finding answers to teacher or student questions. It can also develop their critical thinking in writing. The researcher used hortatory exposition text because related on syllabus and these text related to students' real life experience which increasing students' interest and understanding about the lesson. In short, there was a significant difference on students' writing who are taught by using Inquiry learning and students who were not taught by using Inquiry learning.

2. Using Inquiry learning is better than conventional model.

Based on the result, the researcher found that Inquiry learning is better than conventional model, as stated by Kuhlthau, Inquiry learning is a model to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. In inquiry learning, students learn how to self-taught good and correct written texts. It means that Inquiry learning focuses on developing critical thinking and problem-solving skills in the students, so that the students would get the better writing. So that the students would get better in writing.

Based on explanation above, the researcher had answered the hypothesis. The result meant that null hypothesis was rejected and there was a significant difference between post-test score of the experimental and control class in learning writing used hortatory exposition text. In other words, the used of Inquiry learning was better than conventional model. To sum up, Inquiry learning had a significant effect on students' writing skill at the eleventh grade of MAN Kota Pariaman.

## **CONCLUSION**

Based on the finding and discussion in the previous chapter, the researcher conclude this research that focus on the effect of using Inquiry learning on students writing skill of hortatory exposition text:

1. There was a significant effect of using Inquiry learning on students writing skill of hortatory exposition text at the eleventh grade of MAN Kota Pariaman. It can be seen from the score improvement in experimental class after taught by using Inquiry Learning on students writing skill of hortatory exposition text in second meetings.

2. There was a significant differences between the students who were taught by using Inquiry Learning on students writing skill of hortatory exposition text and the students who were taught without using Inquiry Learning. It can be seen from the mean score of post-test of the students in the experimental class was higher than students in the control class. In the post-test, the students in the experimental class obtained a mean score 82.17 while students in the control class got a mean score 71.22.
3. The students' writing skill of hortatory exposition text which were using Inquiry Learning better than students who were taught without using Inquiry Learning.

In conclusion, Inquiry Learning was an effective teaching model for teaching students writing skill. This conclusion gathered not only from the experts and previous researchers ideas but also from the empirical data that had been found by the researcher it self.

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