

**TEACHING DESCRIPTIVE TEXT USING AN OPEN – ENDED INQUIRY
LEARNING TO IMPROVE WRITING SKILL FOR THE
SECOND YEAR STUDENTS OF SMPN 1 LANGSA**

THESIS

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Bahwa benar saya lakukan penelitian ini, dengan sebenar-benarnya dan tidak meniplak penelitian orang lain.

Demikianlah surat keaslian ini saya nyatakan, dan apabila penelitian ini ditemukan karena meniplak karya orang lain, maka penelitian ini siap untuk dibatalkan.

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The writer,

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ABSTRACT

PUTRI UMMI HANIK, This thesis entitled “*Teaching Descriptive Text Using an Open- Ended Inquiry Learning to Improve Writing Skill for the Second Year Students of SMP N 1 Langsa*”.

The background of the study in this research is based on the phenomena occurred students at SMP N 1 Langsa, they found some difficulties to write a descriptive text and also they can not develop paragraph, because they have no idea and strategy. So the teacher must make conscientious decision about selecting teaching strategy for specific purposes. This study is about teaching descriptive text using an open – ended inquiry learning to improve writing skill for the second year students of SMP N 1 Langsa. The statement of the problem in this study is open – ended inquiry learning able to improve students writing skill in descriptive text?, and how is open – ended inquiry learning implemented in writing descriptive text?. The purpose of study is to know wether open –ended inquiry learning can improve students skill in writing descriptive text.

This is an experimental study by using quantitative approach. The population of this research was the eighth grade students of SMP N 1 Langsa. As a sample were the experimental class (VIII D) and control class (VIII B). The instruments used to collect the data were test and observation. The test had been tried out by expert judgment. The formula that was used to analyze the data was t-test.

After the data had been collected by using test, it was found that the pre- test mean score of the experimental group was 61,09 and control group was 55,62. While, the post-test mean score of the experimental group was 79,63 and control group was 72,53. The obtained t-test was 3,011, whereas the t-table was 1.658 for alpha α . The t-test score was higher than t-table ($3,011 > 1.658$). It was meant that H_a was accepted while H_o was rejected. Since t-test score was higher than the t-table, open – ended inquiry learning were effective in improving student’s writing skill of descriptive text in SMP N 1 Langsa. Finally the writer suggests to the teachers that they should use teaching descriptive text using an open – ended inquiry learning to improve students’ writing skill.

Key words: Descriptive text, Open – ended question, Inquiry learning, writing skill

TABLE OF CONTENT

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENT	iv
LIST OF TABLE	vii
 CHAPTER I: INTRODUCTION	
A. Background Of Study	1
B. Research Question.	6
C. The Purpose of Study.	6
D. Significant Of Study	6
E. Hypothesis	7
F. Terminology	7
 CHAPTER II: LITERATURE REVIEW	
A. The Definition of Teaching.	10
B. Teaching Writing Skill	11
1. Definition of Writing Skill	12
2. Writing Process	13
3. Purposes of Writing	14
C. Teaching Writing Descriptive Text.	16
1. General Concept of text.	16
2. Descriptive Text	16
D. Inquiry Learning	19
1. The Definition of inquiry learning	19

2. The Characteristic of Inquiry Learning	20
3. The Designing inquiry activities.....	21
E. Open- Ended Questions.....	22
1. Definition of Open- Ended Questions.	22
2. The design of Open- Ended Questions Activity.....	22
3. Advantage and disadvantage of Open- Ended Questions.....	24
F. Teaching Writing Skill of Descriptive Text By Using An	
Open- Ended Inquiry Learning	25
1. Teacher Preparation.....	25
2. Procedure of teaching writing by using an Open- Ended	
Inquiry Learning.....	28

CHAPTER III: RESEARCH METHODOLOGY

A. Location Of Research	30
B. Time of Research.....	30
C. Setting of The Research	31
1. Population	31
2. Sample	31
D. Research Design	32
E. Research variable	32
F. Data Collection Technique	32
1. Test	33
2. Observation	34
G. Data Analysis	35

1. Test	
a. Determine span amount class.....	35
b. Distribution Frequency.....	35
c. Deviation Standart.....	36
d. Normality Test.....	36
e. Homogenity Test.....	37
f. Hypothesis (<i>t- test</i>).....	38

CHAPTER IV: FINDING AND DICUSSION

A. Findings	39
1. Data Collection	39
2. Data Analysis	40
3. Normality Test.....	45
4. Homogenity test	47
5. Hypothesis Test.....	48
6. Observation	49
B. Discussions.....	51
1. The score of initial ability	51
2. The score of final ability (post test)	51
3. Observation	52

CHAPTER V: CONCLUSION AND SUGGESTIONS

A. Conclusion	54
B. Suggestions	54

BIBLIOGRAFHY	56
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CHAPTER I

INTRODUCTION

G. Background Of Study

Language is one of the most important areas of human development. Language is purely important as a tool of communication. According to Crystal cited by Srijono language is the systematic, conventional use of sounds, sign, or written symbols in human society for communication and self expression.¹ As a tool of communication, language is used among human beings in order to establish social relationship. By using language they can express their ideas, feelings, and thought to the society in both written and spoken.

There are many languages in the world. Every society has different language. Although English is not the language with the largest number of native or first language speaker, it has become a lingua franca.² English is an international language which has been received by countries all over the world. Moreover, as an international language, English is used to communicate in business meeting and other activities among government over the world, chiefly in science and technology.

In line with the more sophisticated world, people are demanded to be able to communicate not only by using mother tongue but also by using

¹ Djoko Srijono, 2001, *An Introductory Course of Linguistic*, Surakarta: Muhammadiyah University Press, p.2.

² Jeremy Harmer, 2001, *The Practice of English Language Teaching*, Longman: Pearson Education, 3rd Ed. p.1.

foreign languages. Nowadays English already be one of the most important languages. As a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects which are usually faced by all countries. One of these aspects is education, which is essential. Thus, the government has settled English as one of the compulsory subject to study at school, from basic level until the higher level. In Indonesia, English is learnt and taught at elementary school, junior high school, senior high school, even at university. It is aimed that the students will be able to communicate in English well. By mastering English, students can learn anything and communicate with everyone comprehensively.

Nowadays, SMP N 1 Langsa is uses of based curriculum (KTSP), which are taught and trained intensively of the basic skill based on genres and fuctional speeches. Genres is a devision of particular form of art or utterance. Genre is formed procedure, news item, recount, descriptive, etc both spoken and writen tasks.³ While functional speeches are the utterances produced by the people to show their ideas in communication with the other.

Based on the above explanation, learning and functional genre goal are aimed, not only expected students to speak English fluently but also able to fulfill four basic language skills, such as listening, speaking, reading, and writing. Those are important skills and they can help them for learning to know, learning to do, learning to be, and learning to live together.⁴ One of

³ Badan Pendidikan, 2004, *Kurikulum 2004 Standar Kompetensi Bahasa Inggris*, Jakarta: Departemen Pendidikan Nasional, p.8

⁴<http://patimahamad.blogspot.com/2013/10/resume-4-pilar-pendidikan-menurut-unesco.html>. accessed 15th of Mai 2015

the basic language skills that should be mastered by student is writing. Writing is a part of the language skills that must be taught seriously to students. Learning how to write in English is important for language learners. Writing will help students to master other skills of English completely.

Writing becomes very important in using English for communication. Students is considered to be competent in language if they are clever to scrutinize, read and write by using the language. Writing is one of the important and essential skills that students must practice. In writing, students can express theirs feeling, attitude, idea, and so on. Ellizabeth said that writing is conveying information or expression of original ideas in a consecutive way in the new language.⁵

Commonly, writing is the most difficult skill to master, because writing has structure to make it to be a good or perfect writing.⁶ The ability of writing become the main areas of studying English, they are grammatical skills, stylistic skills, mechanical skills, jugdment skills.⁷ It means that we need to learn about writing and we need to learn how to write correctly. So it is very necessary to have good ability in writing sentences and develop paragraph, especially, to write a descriptive text.

Descriptive text is a paragraph that describes particular thing, place, event to be greet deal to reader. As stated by Jolly there are five types of

⁵ Elizabeth Henning, 2005, *Finding Your Way in Academic Writing*, Second Edition, Van Shaik Publisher, p. 100

⁶ A. Oshima and Hogue, 1999, *Writing Academic English, third Edition*. United State Of America: Addwason Wesley Publwasng Company, p. 3

⁷ Heaton, 1995, *Writing English LangugeTests*, London: longman group limited, p. 63

descriptive text, they are (1) Describing Process (2) Describing event (3) Describing a personality (4) Describing a place (5) Describing an object.⁸

In fact, based on the writer experience as a teaching training teacher, students got any problem in aspects of writing, especially, in writing descriptive text. They found some difficulties when they learnt genre and they can not develop paragraph because they have no idea and strategy. This condition made the teaching learning process run slowly and did not meet the goal of learning itself.

Based on the problem, the writer tries to overcome that by proposing Open- Ended Inquiry Learning in teaching descriptive text especially in writing skill. Inquiry has reputation for being a great way for students to learn but difficult for teacher implement. Inquiry comes in many forms, which can be adapted for any science classroom at any point in the year for students of senior high school.

In this study, writer describes how to help the students develop a method and answer their own research question, called “open- ended inquiry learning”. In open- ended inquiry learning, teachers define the knowledge framework in which the inquiry will be conducted, but allows the students to select a wide variety of inquiry questions and approaches (student-designed or selected). Teacher explain how to arrange this activity to accommodate students' varied experience and comfort levels with inquiry. Open- ended inquiry learning depends on the ability of the teachers to facilitate the

⁸ Tiur Asih Siburian, 2013, “Improving Students’ Achievement On Writing Descriptive Text Through Think Pairshare”, *International Journal of Language Learning and Applied Linguistics World*, Vol 3, Number 3

students to raise the appropriate, challenging questions that will guide students during their inquiry process, and trigger student-generated investigation and learning. Open-ended is a kind of questions based on problem.

Meanwhile, Open-ended is a kind of questions that has several or many correct answers, and several ways to the correct answers. The Open-Ended is a problem refers to instances where a teacher poses an open-ended question, it is problem solving based on the research. Then, Inquiry learning is compatible with the constructive approach, which emphasizes the idea that knowledge is not transmitted directly from the teacher to the student, but is actively developed by the student.⁹ It is possible to learn a writing as well as write the descriptive text correctly. Chosen Open- Ended inquiry learning is compatible.

Based on explanation above, the writer wants to find out any improvement of students in writing descriptive text. It mean that in teaching learning, especially in writing practice, the writer will teach students by using an Open- Ended Inquiry Learning. It aims to promote Open- Ended Inquiry Learning to students and to know how it improve students skill, especially in writing. this study is entitled ***“TEACHING DESCRIPTIVE TEXT USING AN OPEN- ENDED INQUIRY LEARNING TO IMPROVE WRITING SKILL FOR SECOND YEAR STUDENTS OF SMP N 1 LANGSA”***.

⁹ Michal Zion, Ruthy Mendelovici, 2012, “Moving from structured to open inquiry: Challenges and limits”, *Journal of Science Education International*. Bar- Ilan University, Vol, 23.No, 4.

H. Research Question

Based on the problem above, there are two research questions, such as:

1. Is Open- Ended Inquiry Learning able to improve students writing skill in descriptive text?
2. How is Open- Ended Inquiry Learning implemented in writing descriptive text?

I. The Purpose of Study

Based on the research questions, the purpose of this study are:

1. To know whether Open- Ended Inquiry Learning can improve students writing skill in descriptive text.
2. To know how Open- Ended Inquiry Learning is implemented in writing descriptive text.

J. Significant Of Study

1. Theoretically

This research is expected to enrich knowledge for the reader and give contribution in science, especially for English Department students in developing the science in its field of education.

2. Practically

- a. Student : to motivate students must able to be greet at all subject, especially descriptive text.
- b. Teacher : the teacher able to improve the quality of learning through Open- Ended Inquiry Learning in writing skill.

- c. Researcher : to help the next researcher of teacher to apply this approach in learnig process.

K. Hypothesis

Hypothesis is predictive statement that is an asumption or guess about something that observed.¹⁰ There are devided into two variables, such as:

1. H_0 : There is no any improvement of Teaching Descriptive Text Using an Open-Ended Inquiry.
2. H_a : There is any improvement of Teaching Descriptive Text Using An Open-Ended Inquiry Learning.

L. Terminology

To make clear in understanding the terms, the researcher explain of the term as follows:

1. Writing

Writing is one of language skills which are taught to students. Also, writing skill determine the students' communicative competence in English. Writing is one of compulsory subject at school, students can improve their communicative competence with their friends. According to BSNP, communicative competences are having discourse abilities; they are comprehending oral and written texts and producing oral and written texts.

In this study, writing that the writer means is students' writing task, they write a descriptive text whoch they learn for this semester.

¹⁰ Nasution. S , 2005, *Metode Research* , Jakarta: PT Bumi Aksara, p.39

2. Descriptive text.

Descriptive text is a piece of writing intended to convey meaning to reader. And descriptive text is a paragraph that describe in particular thing, place, event. Basically, There are three part of descriptive text. They are (1) Social function, which is to describe a particular person, places, or things (2) Generic Structure, which is divided in to two. They are: (a) identification: identifies the phenomenon to be described, and (b) description: describe parts, qualities, characteristics. (3) Significant lexico grammatical feature, that is focus on specific participant, use simple present tense.

In this study, descriptive text that the writer concern is a kind of text, which students have to learn. This text tells about a description of thing or person or any kinds object.

3. Inquiry Learning.

Inquiry learning emphasizes on constructive ideas of learning. Teachers begin with a statement,there are a lot a of question. They should provide students with challenges and encourage them to learn through making inquiries.

On the one hand, an inquiry learning process, rather than following a routine, is usually dynamic and unpredictable. This statement according to Gailileo Education Network said that “Inquiry

is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world”.¹¹

In this study, the inquiry learning that the writer concern is a kind of approach that give a students any correct answer in learning process to improve students’ skill, especially in writing descriptive text.

4. Open-Ended Questions

In learning process the use of using open-ended, that is more commonly used the the questions of open ended as the instrument in learning. Those has the same definition about open ended questions. Hancock, Berenson and Garter said that the questions in open ended is the questions that have more than one solving problem with the correct solving problem.

The most important thing in open ended question there is applicable and free for the students to use some of idea that they think best in solving the question. The meaning of open ended were suggested to run the growing of the understanding of the problem.

In this study, Open- ended questions that the writer means is a questions that given by teacher to students in the task of writing, especially in descriptive text to make the students more easy understand about the material.

¹¹ Alberta Education, 2004, *Focus On Research: a Guide to developing Students Research skill*, Canada: Edmoton, p. 3