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Hubungan Pengetahuan dengan Sikap Remaja Putri Tentang Masturbasi di SMK Al Wasliyah 12 Sei Rampah Tahun 2014  
**Yulina Dwi Hastuty**



Upaya Meningkatkan Minat Bimbingan dan Konseling Pribadi Peserta Didik Melalui Konsultasi Terjadwal di SMK Negeri 6 Medan  
**Srimah Dewi**

The English Content of National Examination for Senior High School Students  
**Desmalia Purba**



Evaluasi Geometri Jalan Tambang dari Pit Tambang Air Laya (TAL) Extension Selatan Suban Atas ke Disposal Area MTBU untuk Meningkatkan Produksi Overburden Dump Truck HD 465 di PT. Pamapersada Nusantara Distrik MTBU Tanjung Enim Provinsi Sumatera Selatan  
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**Alim Perangin-angin**

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**Masdewi Nasution**

Pengaruh Menyusui Terhadap Penurunan Berat Badan Ibu Nifas di Klinik Bersalin Sahara Kota Padangsidimpuan Tahun 2013  
**Rosmawaty Harahap**

Efektifitas Penyuluhan dalam Peningkatan Pengetahuan Remaja Putri tentang Pemeriksaan Payudara Sendiri di SMA Negeri 2 Lubuk Pakam Tahun 2014

**Lusiana Gultom**

Pemeliharaan Peralatan Mesin TC3 Sprayer untuk Penanggulangan Pencemaran Minyak di Laut BP. Tangguh LNG – Papua Barat  
**T. Hasballah dan Enzo W. B. Siahaan**

Penderitaan Yesus dalam Gereja  
**Sunggul Pasaribu**

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## DAFTAR ISI

Kata Pengantar.....	iii
Daftar Isi .....	iv
Hubungan Pengetahuan dengan Sikap Remaja Putri Tentang Masturbasi di SMK Al Wasilyah 12 Sei Rampah Tahun 2014 <b>Yulina Dwi Hastuty</b> .....	1
Upaya Meningkatkan Minat Bimbingan dan Konseling Pribadi Peserta Didik Melalui Konsultasi Terjadwal di SMK Negeri 6 Medan <b>Srimah Dewi</b> .....	7
The English Content of National Examination for Senior High School Students <b>Desmalia Purba</b> .....	15
Evaluasi Geometri Jalan Tambang dari Pit Tambang Air Laya (TAL) Extention Selatan Suban Atas ke Disposal Area MTBU untuk Meningkatkan Produksi Overburden Dump Truck HD 465 di PT. Pamapersada Nusantara Distrik MTBU Tanjung Enim Provinsi Sumatera Selatan <b>Saloom Hilton Siahaan</b> .....	29
Strategi Pembelajaran Kooperatif dalam Meningkatkan Kemandirian Belajar Peserta Didik <b>Alim Perangin-angin</b> .....	37
Hubungan Pengetahuan dan Sikap Ibu dengan Pelaksanaan <i>Antenatal Care</i> di Klinik Bersalin Sahara Padangsidempuan Tahun 2013 <b>Masdewi Nasution</b> .....	46
Pengaruh Menyusui Terhadap Penurunan Berat Badan Ibu Nifas di Klinik Bersalin Sahara Kota Padangsidempuan Tahun 2013 <b>Rosmawaty Harahap</b> .....	53
Efektifitas Penyuluhan dalam Peningkatan Pengetahuan Remaja Putri tentang Pemeriksaan Payudara Sendiri di SMA Negeri 2 Lubuk Pakam Tahun 2014 <b>Lusiana Gultom</b> .....	63
Pemeliharaan Peralatan Mesin <i>TC3 Sprayer</i> untuk Penanggulangan Pencemaran Minyak di Laut BP. Tangguh LNG – Papua Barat T. <b>Hasballah dan Enzo W. B. Siahaan</b> .....	71
Penderitaan Yesus dalam Gereja <b>Sunggul Pasaribu</b> .....	79
Improving Students' Achivement in Writing Through The Application of Inquiry Strategy in Nommensen HKBP University <b>Rina Octavia Simarmata</b> .....	90 ✓
The Analysis of Pronouns in English Viewed from Syntactical Perspective <b>Padiadi Wiharjokusuma</b> .....	96

# IMPROVING STUDENTS' ACHIEVEMENT IN WRITING THROUGH THE APPLICATION OF INQUIRY STRATEGY IN NOMMENSEN HKBP UNIVERSITY

Rina Octavia Simarmata

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## ABSTRACT

This study was intended to discover improving students' achievement in writing through the application of inquiry strategy in Nommensen HKBP University. The Method of research was Classroom Action Research. The population was grade III of HKBP Nommensen University Medan. The sample was 40 students. In the pre-test, there were only 7.5% students who got points up to 70. But, the percentage of student's writing competence kept improving when the inquiry strategy was applied. In the end of cycle, 25% students got points up to 70. The range of the first meeting (7.5%) and the last meeting (85%). It had been proved that 85% students got the good score on their writing. It can be concluded that inquiry strategy worked effectively in helping students in improving their writing.

**Keywords :** Writing, Inquiry Strategy, Classroom Action Research

## 1. INTRODUCTION

English has become the fundamental thing in our life. English is widely used in many aspects such as education. English as an international language become one of the most important subjects that are the taught in the schools. English has the main fundamental skills namely Listening, Speaking, Reading, and Writing. Therefore, the students are expected to be able to master them in oral and written communication. Moreover, writing as one of the most important subjects is not easy to be taught. Writing is a psychological activity of the language user to put information in the written text.

Naturally, "writing is not only to pour out information, message, or ideas. Information, message, ideas is need to make in a well text that to agree of society. So that the information, message, or ideas can to explain to the reader as effectively, we should see the context of situation" (Pardiyono. 2007 : 7).

To improve students' achievement it can be influenced through the quality of the learning process in class. To improve students' achievement, the learning process in the class should be well conducted by teachers. Teacher who has a good performance will be able to raise the spirit and motivation to study better and finally will be able to improve learning quality.

In connection with the above problems, one of the alternative that can be overcome this

problem is inquiry Strategy. Inquiry approach is the effort to take foundation and how to grow a scientific think, this approach is to take the students more learn by themselves, to improve their activity in destroy the problem. Students should the subject in study. A part of teacher in approach of inquiry method is the leader of the study and as a facilitator of the study. The teacher's is to choose the problems that need to be submitted by the student should be taken by the students themselves. This approach can attract students in interest in studying, so that the objectives of the learning can be reached, using the strategy the students asked to directly find the information, do the critical study or experiment to find the concept about teaching material.

Based on the definition above about this research, the writers conclude about the problems are:

1. "How does learning inquiry strategy improve the students' achievement in writing paragraph?"
2. "How good are students the in writing paragraph through application of inquiry strategy?"
3. Related to the problem of the study, the objectives of this study is to find out:
4. If inquiry strategy significantly improve the students' achievement in writing paragraph.
5. How good students in writing paragraph through application of inquiry strategy.

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## 2. REVIEW OF LITERATURE

### 2.1 Theoretical Framework

According to Siahaan Sanggam (2007:15) say that "Writing is psychological activity of the language user to put information in the written text. A type of writing is an article published in a scientific journal ( Hefferenan and Lincoln, 1986 ) and textbook ( Haliday and Martin, 1993 )". Such a writing is commonly about a certain topic in which the writer at first collect data, then elaborate the topic based on a certain idea in order to answer a question, or prove a statement or describe an object, or expose a new truth of a certain fact of an object, or convince the readers to believe or disbelieve a statement, and persuade those readers to take a certain course of action related to the believe or disbelieve (Hefferenan and Lincoln, 1986; Cf. Oshima and Hogue, 86; Reid,1982).

### 2.2 Strategy

Strategy is one of the ways for the people to make an easy. "Students who are thought with a strategy are more highly motivated than those who are not and can be lead to a more effective learning. The reason why it is effective, as according to (Killen: 221), is that teaching strategy includes: what a teacher does, the way and instruction is organized, how much the students are involved actively in learning, how much the students are responsible for the learning, and how learning is assessed. This tells that a strategy is a teaching agenda that indicates the direction of the classroom activities to help the students make an achievement of a certain knowledge and skill on a certain language aspect. A certain teaching strategy is associated with a certain teaching material and the classroom teachers are suggested to use the suitable strategy to make an effect on the achievement of the students on the teaching material to construct a certain knowledge and skill such as listening, speaking, reading, and writing" (Siahaan Sanggam, 2007:221).

### 2.3 Inquiry

Inquiry training was developed by Richard Suchman "to teach students a process to investigating and explaining unusual phenomena. His model takes students through miniature versions of the kinds of procedure that scholars use to organize knowledge and generate principles. Based on a notion of scientific

method, it attempts to teach students some of the skills and language of scholarly inquiry".

Suchman developed his model by analyzing methods employed by creative research personnel, as he identified the elements of their inquiry processes, he built them into the instructional model called inquiry training.

"Inquiry Training originated in a belief in the development of independent learners; its method requires active participation in scientific inquiry. Children are curious and eager to grow, and inquiry training capitalizes on children's natural energetic exploration, giving them a specific direction so that new areas are explored more forcefully. The general goal of inquiry training is to help students develop the intellectual discipline and skills necessary to raise questions and search out answers stemming from their curiosity. Thus, Suchman is interested in helping students inquire independently, but in disciplined way. He wants students to question why events happen as they do and to acquire and process data logically, and he wants them to develop general intellectual strategies that they can use to find out why things are as they are.

This model begins with the assumption that inquiry is "the pursuit of meaning "Suchman feel that individuals are motivated to increase the complexity of their intellectual structure and they seek continually to make their encounters more meaningful, that is "to obtain a new level of relatedness between and among separate aspects of one's consciousness. Thus, the inquiry, meaning and expansion of the intellect are intimately related and independent. Furthermore, conscious awareness of the process and strategies of inquiry is an essential aspect of autonomous inquiry. While all of us often inquire intuitively, we can analyze and improve our thinking unless we are consciously aware of it.

## 3. RESEARCH METHOD

### 3.1 Research Design

This research was conducted by applying Classroom Action Research. Action research is the systematic collection and analysis of data relating to the improvement of some area of professional practice. Action research was applied in this research purpose to see the improvement of students' achievement in descriptive paragraph by through the application of INQUIRY strategy. Action research is different from other more conventional or additional types

of research in that it is much focused on individual or small group professional practice and it is not so concerned with making general statements (Wallace, 1998: 18).

### 3.2 The Instrument for Collecting Data

In this research, the data was collected by qualitative and quantitative approach. The quantitative approach was broadly used to describe what can be counted or measured and can therefore be considered 'objective' (Wallace 1998: 38). The qualitative approach was used to describe the situation during the teaching and learning process. The measuring data was not amenable in an objective way, therefore subjective (Wallace 1998: 38).

### 3.3 The Procedure of the Research

The procedure for this research was conducted within two cycles. Each cycle consisted of three meetings. Before the first meeting was conducted, there was orientation test. The orientation test was conducted to get the students' level understanding in descriptive paragraph writing. Based on the orientation test and interview, the research was done in two cycles and each cycle has four steps namely, planning, observation and reflection. So the total of meetings in this research will be seven steps. The first cycle will begin in the second meeting. If there is a problem in first cycle, the writer will continued to the second cycle, that the same steps were in the first cycle.

### 3.4 Technique for Analyzing Data

This study applied qualitative and quantitative approach. The qualitative approach is used to describe the situation during the teaching learning process and the quantitative approach are used to analyze the score of the students. By applying this approach, it is expected to get the satisfying result. The qualitative data are analyzed from interview sheet, observation sheet and diary notes to describe the improvement of students' writing descriptive paragraph by using Inquiry strategy. The quantitative data are collected and analyzed by computing the score of written test.

The mean of the students' score for each cycle is obtained using the application of the following formula:

$$X = \frac{\sum y}{N} \times 100\%$$

Where :  $X$  = the mean of the students' score  
 $\sum y$  = the total score  
 $N$  = the number of the students

Next to categorize the number of students who are competent to write a descriptive paragraph, the following formula is applied:

$$D = \frac{X}{N} \times 100\%$$

Where:

$D$  = the percentage of the students who has 75 points

$x$  = the number of those who has 75 points and above

$N$  = the total number of the students

## 4. DATA AND DATA ANALYSIS

### 4.1 Data

This research is analyzing the data from two kinds of data. They were quantitative and qualitative which had been gathered in two cycles. Each cycles consisted of three meetings and there was one meeting for pre-test. So totally there were seven meetings in this research.

The data were taken from one class, class A were done by random between another classes, class B. the class was grade III 2013 of HKBP Nommensen University, and so the writer took 40 students as the sample.

In post-test cycle II, there are three students who got low score. They are PTH (65), EY (65) and JS (65). They got low score because they couldn't do the writing test well. And also in post-test cycle II, there are three students who got high score. They are LMS (90), SEJ (90), and DH (90). They got high score because they could do the writing test well.

### 4.2 The Quantitative Data

The quantitative data were taken from writing test score. The writing test was carried out in the last meeting within two cycles. Every cycle consisted of three meetings. So, the students' writing test scores were taken once in cycle. And one orientation score was taken in the first meeting. The score of students' writing scores in orientation test was 53.10%, writing test in cycle one was 62.15% and writing test in cycle two 79.30%.

From the data above there is the improvement of students' writing paragraph which was taught by using INQUIRY strategy.

#### 4.3 The Qualitative Data

The qualitative data for this research were taken from dairy notes and observation sheets. The qualitative data here was to handle and to improve the teaching-learning of the writer. Where, the diary notes of this study to wrote the activities of the lecturer during the teaching learning activities, while the observation sheet is to handle and to check the activities of students and lecturer in teaching learning process.

#### 4.4 Data Analysis

##### Quantitative Data

In this research, seven meetings were conducted and one of them was for orientation test. The writer gave writing test each meeting. But the students' writing scores were only taken from the fourth meeting and the seventh meeting when the students wrote the descriptive paragraph through inquiry strategy individually. It was decided because the students' writing test in the first, second, fifth, and sixth meeting were just their exercise. In these meeting, they did the writing in pair. In orientation or pre-test, the students' got low scores. But, from the beginning of the first cycle until the end of second cycle of this research, students' writing scores improved.

There were 10% of the students who improve their score. They were active students. They pay attention to the lecturer explanation about writing descriptive paragraph and inquiry strategy. They were enthusiastic in writing especially the students who got the highest score improvement.

There were 35% of the students who improve their score. The steps of inquiry strategy helped them in constructing paragraph. It provided effective way for them. They were not blank anymore when they tried to write the paragraph. They were serious during the teaching- learning process and learnt from the mistakes. But sometimes, some of them did not ask the lecturer if there was something unclear. Although they did not get the highest improvement, their scores also kept improving in every meeting.

There were 15% of the students who improved their score. They were active during the teaching-learning process. Almost all of them got points

up to 60 in cycle I. Their writing were not too bad in cycle I. They always paid attention when the lecturer gave the explanation. Five students were active, serious, and enthusiastic from the first meeting till the last meeting.

There were 15% of the students who improve their score. Even though the students' score were not high level of improvement, it did not mean the students were not competent in writing. Some of them had a satisfying score up to 70 and one of them could not pass the standard score. But they could get score improvement 15-17 points. It was caused because they were not paying attention when the lecturer gave the explanation about how to write the paragraph and inquiry strategy.

There were 25% of the students who improve their score. The score of improvement of seven students was not too high but their score had achieved standard score in the first cycle. They were competent in writing the paragraph. They already knew about writing paragraph like writing descriptive paragraph. But it was different with other students. They were not active in the class. They did not ask the lecturer if there was something unclear. And they did not pay attention seriously to the lecturer explanation during teaching- learning process.

Based on the analysis it could be concluded that all students got improvement on their score. There were high improvement and also low improvement.

The improvement of the students' competence in writing paragraph like writing descriptive paragraph through inquiry strategy can be seen from the mean of the students' scores every cycle test.

The mean of students' score in the first meeting was the lowest of all meetings (53.10). it was the test which was done before the treatment of inquiry strategy given. The second test in cycle I, the students' score improved from 53.10 to 62.15. The mean score of the students' writing increased from 62.15 to 79.30. It meant that students' writing improved.

In this research, the indicator of the successful of the students' writing paragraph like descriptive paragraph was if 75% of students have got score up to 70 in their writing tests. Here is the table of the percentage of master students.

**Table 4.1 The Percentage of Master Students in Writing Competence**

Meeting	Students who got score up to 70			
	0-69	Percentage (%)	70-100	Percentage (%)
Pre-test	37	92.5%	3	7.5%
Post-test (Cycle I)	30	75%	10	25%
Post-test (Cycle II)	6	15%	34	85%

**Table 4.2 The Table of the Improvement of Mean Score of Students' writing**

Meeting	Total Score	Mean
Pre-test	2124	53.10
Post-test (Cycle I)	2486	62.15
Post-test (Cycle II)	3172	79.30

The mean of the students' score in every writing test:

$$X = \frac{2124}{40} \times 100\% = 53.10$$

$$X = \frac{2486}{40} \times 100\% = 62.15$$

$$X = \frac{3172}{40} \times 100\% = 79.30$$

#### The Calculation of Master Students

The percentage of the master students in the Pre-test

$$P1 = \frac{3}{40} \times 100\% = 7.5\%$$

The percentage of the master students in the Cycle I (Post-test I)

$$P2 = \frac{10}{40} \times 100\% = 25\%$$

The percentage of the master students in the Cycle II (Post-test II)

$$P3 = \frac{34}{40} \times 100\% = 85\%$$

In the pre-test, there were only 7.5% students who got points up to 70. But, the percentage of

student's writing competence kept improving when the inquiry strategy was applied. In the end of cycle, 25% students got points up to 70. The range of the first meeting (7.5%) and the last meeting (85%). It had been proved that 85% students got the good score on their writing like writing descriptive paragraph. It can be concluded that inquiry strategy worked effectively in helping students in improving their writing skill like in descriptive paragraph.

**Table 4.3 Table of the Improvement of Students' Writing**

Competence	Pre-test	Post-test (Cycle I)	Post-test (Cycle II)
Score	2124	2486	3172
Mean	53.10	62.15	79.30
Number of students who got point up to 70	3	10	34
Percentage of students who got point up to 70	7.5%	25%	85%

#### 5. RESEARCH FINDINGS

The writer organized all the quantitative and qualitative data from all meetings. In the first meeting, students were given orientation test. From the orientation test, it was found that students' writing like in descriptive paragraph was still low. They were confused in writing down their ideas, bad grammar and low understanding about descriptive paragraph. After the first meeting, the students were taught how to use inquiry strategy in writing descriptive paragraph. Although they still had problems in writing, the result of the first cycle was better than the result of the orientation test. After the writer did the second cycle, the result of the second cycle was better than the first cycle.

The mean of the pre-test was 53.10. It was very low because the students did not know how to write descriptive paragraph well. After the first cycle was conducted, the mean score of writing test cycle I was 62.15, and the mean score of writing test cycle II was 79.30. These scores showed that the second cycle was better than the first cycle. It also can be seen from the percentage of students who got points up to 70. In the first cycle, there were 25% of students who got point up to 70. This result indicated that the inquiry was effective in improving the students' writing like in descriptive paragraph.



The writer also analyzed the qualitative data which were taken from the diary notes and observation sheets. From the diary notes, it can be concluded that the students were very interested in following the steps of the inquiry strategy. From the observation sheets, it was found that the class was effectively run. All these data indicated that the students gave good attitude and good response during the teaching-learning process. The students seemed to enjoy the lesson. Based on the result of quantitative and qualitative improved the students writing.

## 6. CONCLUSION

After analyzing the data, the writer found that students' descriptive writing is improved from pre-test to writing test in the first and second cycle. It means that there is an improvement in students' descriptive paragraph writing which was affected by inquiry strategy. It can be seen from the improvement of the students' mean score for pre-test (53.10); writing test in post- test cycle I (62.15); and writing test in post- test cycle II

(79.30). The students' score continuously improved in each test. Therefore, it can be concluded that inquiry strategy could improve students' achievement in descriptive writing. According to the students answer about descriptive writing, they were good in answering and making a descriptive paragraph.

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