IMPROVING STUDENTS’ ENGLISH WRITING SKILL THROUGH INQUIRY-BASED LEARNING (IBL) METHOD

(A Classroom Action Research of the Second Grade Students of SMP Ma’arif Bandongan Magelang in the Academic Year of 2016/2017)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of Requirements for Degree of Sarjana Pendidikan (S.Pd.) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2017
DECLARATION

In the name of Allah,

Hereby, the researcher declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people's ideas except those quoted overtly. This graduating paper can be published in the library of IAIN Salatiga.

This declaration is written with the full concern of the researcher.

Salatiga, September 19th 2017

The Researcher

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THE ATTENTIVE COUNSELOR’S NOTE
Case: Naryanti’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaihun Waalaijum Wr. Wb.

After reading and correcting Naryanti’s graduating paper entitled **IMPROVING THE STUDENTS’ WRITING SKILL THROUGH INQUIRY-BASED LEARNING (IBL) METHOD (A Classroom Action Research of the Tenth Grade Students of SMP Ma’arif Bandongan Magelang in the Academic Year of 2016/2017)**, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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A GRADUATING PAPER

“IMPROVING THE STUDENTS’ WRITING SKILL THROUGH
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Research on the Tenth Grade Students of SMP Ma’arif Bandongan
Magelang in the Academic Year of 2016/2017)

WRITTEN BY:
NARYANTI
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has been brought to the board of examiners of English Education Department of
Teacher Training and Education Faculty at the State Institute for Islamic Studies
(IAIN) Salatiga on Monday, September 18th, 2017, and hereby considered to have
completed the
requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

Head : Sari Famularsih, M.A.
Secretary : Dr. H. Sa’adi, M.Ag.
First examiner : Setia Rini, M.Pd.
Second examiner : Rr. Dewi Wahyu Mustikasari, S.S., M.Pd.

Salatiga, September, 18th 2017

Dean of Teacher Training and
Education Faculty

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MOTTO

لا يَكْلِفُ اللهُ نَفْسًا إلَّاً وُسْعَهَا. . . (البقرة:286)

"Allah does not give a burden greater than it can bear......"

(Al-Baqarah: 286)
DEDICATION

This graduating paper is dedicated to:

➢ Allah SWT, The Almighty God for my talents and many perfect things having been blessed. Allah who always accompany my action anywhere.

➢ My beloved older brothers and my older sister. They are Edi Winarto, Mardiyanto, Hari Mulyanto, Hadi Sudarmanto, and Purwanti. Thanks for your pray, motivation, help, love and care.

➢ My dearly loved grandpa (alm.Kartawi) and grandma (alm.Salbiyah) who I believe that you are looking my success on the heaven and you smile with me.

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➢ My sweetheart “Sulistyo” who loves me, accompanies helps, suggests and gives me spirit, pray and attention. Thank you very much.

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➢ All friends in IAIN Salatiga or out of there.

➢ A big family of SMP Ma’arif Bandongan Magelang 2017.
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In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the researcher could finish this graduating paper as one of the requirement for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

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Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, September 19th, 2017

The researcher

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ABSTRACT


**Key Words:** Writing, Inquiry-Based Learning Method.

This research was a classroom action research which is aimed to explain the extent to which Inquiry-Based Learning method can improve the students’ ability in writing a descriptive text at grade VIII B of SMP Ma’arif Bandongan and to explain the teaching-learning situation. The subject of this research was class VIII B which consisted of 15 females and 8 males. It was conducted in two cycles. Each cycle consists of planning, action, observation and reflection. The finding show that the students concerned actively in teaching learning process, especially in conveying their opinions, asking and respond the question, and enthusiasm in doing the test in writing teaching learning process. The students’ writing skill increases from pre-test to post-test. The mean of pre-test in cycle I is 55,23 and the mean of post-test in cycle I is 73,80. Meanwhile, the mean of pre-test in cycle II is 68,57 and the mean of post-test in cycle II is 90,23. The T-calculation were 7,86 and 4,13. The result shows that the T-calculation higher than T-table (2,08). The strength of inquiry-based learning method can be seen that students could memorize about the kinds of texts particularly descriptive text and the weaknesses of this method can be seen that students get shy to convey their opinions (asking and respond the question) forward their friends when they had to convey their opinion in front of their friends. It meant that Inquiry-Based Learning Method is able to improve the students’ Writing skill.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a part of language skills. As one of the four skills of language, writing has always formed part of the syllabus in teaching of English. Writing is one of hard skill and often frustrating the learners when they are asked to do it. There are some reasons why students’ unable to do writing task when they are asked to do it. Lack of grammar, lack of interest to write and the students’ disability to different characteristics of text, very rare doing writing task even in their own language, the method teacher teaches and the way how the teacher treat them may the reason to make the fail to make writing successfully (Ramini and Gintings, 2012:1).

In addition, Langan (2003:13) explains that writing is seldom an easy, one-step journey in which a finished paper comes out in a first draft. The truth is that writing is a process of discovery that involves a series of steps. However, Langan says, in the same page of his book, that writing can be mastered if we are ready to work, and we will learn what we need to know. Therefore, teacher has important role in teaching English in order to make the students able to write and to master other skills. Robert Gillespie (2009) states that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and
information. From the statement above, the writer concludes that writing ability is part of language skill that involves a series of steps and is utilized to communicate information, clarify thinking, and learn new concept and information to other person.

One of the ways of communication is through writing when can not speak clearly. Writing is a process of communication among people to share information. For example, the students can start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills (Braine & Yorozu, 1998: 50). In the process of writing, a writer shares and clarifies her thoughts and feeling to the readers. Writing is also a process of communicating the writer’s idea to the reader in a written form. Ur (1996: 24) in Nurhasanah’s graduating (2014:1) states the purpose of writing is to convey ideas and messages. In the process of writing, a writer should explore her mind to find new ideas that make her writing meaningful. The ideas will be in a sentence, a paragraph and a text. The writer concludes that writing is a hard skill that it has a process of discovery that involves a series of steps and a process of communicating the writer’s idea to the reader in a written form.

Based on observation, the students in SMP Ma’arif Bandongan Magelang are lack of the knowledge of the English, especially in writing skill. Therefore, there is serious problem in there. The causes of writing problem can be seen from many factors. They may come from the teachers,
the students, and the syllabus. Based on the observation, the writer has found
the causes from some students and teachers. Learning English writing in the
field indicates the quality of the process and low yield. The students are lazy
to study English because they felt that English is difficult subject. They do
not pay attention to the lesson. The teacher does not give notice to them. The
teacher is just busy with the method in teaching learning process.

Inquiry-based Learning is a dynamic and emergent process that is built
on students’ natural curiosity about the world in which they live. As its name
suggests, inquiry places students’ questions and rather than solely those of
the teacher, at the center of the learning experience. Students’ questions drive
the learning process of forward. Teacher who uses an inquiry-based approach
encourage students to ask and genuinely investigate theory her/him questions
about the world. Teacher further facilitates students’ learning by providing a
variety of tools, resources, and experiences that enable learners to investigate,
reflect, and rigorously discuss potential solutions to their own question about
a topic the class is studying. (David Suzuki, 2011: 7).

Based on these explanations of the method above, the students are
expected to active in learning process. The writer uses problem solving by
increasing the students’ writing skill, then expressed in the title
“IMPROVING STUDENTS’ WRITING SKILL THROUGH INQUIRY-
BASED LEARNING (IBL) METHOD (A Classroom Action Research of
The Tenth Grade Students of SMP Ma’arif Bandongan Magelang in the Academic Year of 2016/2017).

B. Problems of the study

Based on the background of the study, the writer finds out the following problems:

1. How is the teaching-learning situation when inquiry-based learning method is applied in the writing class?

2. To what extent can the inquiry-based learning (IBL) method improve the students’ writing ability of the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year 2016/2017?

3. What are the strengths and weaknesses when using inquiry-based learning method in the classroom practice for the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year 2016/2017?

C. Objectives Of the Study

The specific objectives of this study are:

1. To find the teaching-learning situation when inquiry-based learning method is applied in the writing class for the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year 2016/2017.
2. To find the extent of inquiry-based learning (IBL) method improve the students’ writing ability for the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year 2016/2017

3. To find the strengths and weaknesses in using inquiry-based learning method in the classroom practice for the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year 2016/2017.

D. Significance of the study

To limit the scope of study, the writer will only discuss such as follows:

1. This study will do in the tenth grade of at SMP Ma’arif Bandongan Magelang in the academic year 2016/2017.

2. This study is about the use of inquiry-based learning method to improve students’ writing skill. It will do to find how much the improvement of students’ writing skill after being taught using inquiry based learning method.

E. Hypothesis

Based on the problem statement presented above, the researcher proposes the research hypothesis is “there is improving in writing when using inquiry based learning method to teach the students of the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year of 2016/2017”.
F. Limitation of the Study

In order to avoid any misinterpretation of the problem, the researcher would like to limit the scope of the study. The researcher wants to know whether the use inquiry-based learning (IBL) method can improve students’ writing mastery for the tenth grade students of junior high school of SMP Ma’arif Bandongan Magelang.

G. Benefits of the Study

The research is expected to contribute theoretical and practical benefits:

1. Theoretical

   The result of the study can be used as the reference for those who want to conduct a research in English teaching and learning process.

2. Practical

   a. For the writer

      The finding of the research can be used as a starting point for the writer to get experience that will be useful the future as an English teacher and the result of the study can be a reference in teaching works dealing with inquiry-based learning method.

   b. For the English Teacher

      The finding of the research can be a new knowledge for the English teachers in teaching writing concerning inquiry-based learning (IBL) method. The writer hopes the teachers know the
importance of the mastery inquiry-based learning (IBL) method in writing English sources besides giving information about language learning, especially in inquiry-based learning (IBL) method. The teacher could improve their capability through many ways to develop the new methods of language learning to increase the knowledge about inquiry-based learning (IBL) method.

H. Definition of the Key Term

The writer will clarify the term to avoid a mistake in understanding the tittle above:

1. Improving

   In *Oxford Advanced Learners’ Dictionary* (2008:468), improving is making or becoming better; making good use of something or it can be said that improving is doing in any way in making something better, or becoming increased.

2. Writing

   Writing is more complex than the other skills, writing is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to write. Writing is a means of reinforcing other language skills. Writing is a tool of communication. Many people can express their idea, opinion with writing. But, writing sometimes is neglected, beside the students confuse
to utter the meaning of the short functional text and types of texts. Students gather information by reading, observing, talking with others, synthesizing and evaluating data (Hugley, et. al., 1983:6).

3. Inquiry-based learning method

Inquiry-based learning (IBL) is a pedagogy which best enables students to experience the processes of knowledge creation and the key attributes are learning stimulated by inquiry, a student-centred approach, a move to self-directed learning, and an active approach to learning (Rachel Sproken, 2006: 1).

4. Classroom Action Research

Harmer states that classroom action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriately of certain activities and procedures. This means that classroom action research is an activity includes a series of procedures which has purpose to improve a teaching learning process in a classroom which is done by teachers (Harmer, Jeremy 2001: 344-345).
I. Organization of the Graduating Paper

This research is organized into five chapters as follow:

Chapter 1 presents the introduction. It explains the background of the study which discusses the reason of why the researcher wants to analyze improving of students’ writing skill through inquiry-based learning (IBL) method. This chapter also reveals statements of the problems of the study, objectives of the study, significant of the study, hypotheses, limitation of the research, the benefits of the study, definition of the key term, review of previous researchers, research method, and organization of graduating paper. Chapter II presents the theoretical framework. It consists of the definition of writing, inquiry-based method, and the step of inquiry-based method. Chapter III is description of the general situation of SMP Ma’arif Bandongan Magelang. Method of research discusses approach and types of research, the setting of research, procedure of research, technique of collecting the data, and technique of analysis data. Chapter IV is result and finding. It consist of data analysis of cycle I and cycle II and discussion of cycle I and cycle II. Chapter V is closer that consist of conclusion and suggestion. For the attachment there are appendices and references.
CHAPTER II

THEORETICAL FRAMEWORK

A. Previous Researches

There were some researchers conducted in improving students’ writing skill. The researcher chose some literatures about previous researches which were relevant to improve students’ writing skill.

1. The Effectiveness of Inquiry Based Learning Method to Enhance Students’ Learning Outcome: a Theoretical and Empirical Review

   This research is written by Vera Septi Andrini (2016). Her research is conducted by teacher in the classroom. Her selection of the strategies and appropriate learning method will enhance students’ spirit and creativity in learning. The effectiveness of the learning model is determined by the professionalism of teacher in conveying the lesson. In carrying out their duties professionally, teacher needs a steady and complete insight about teaching and learning activities. A teacher must have an overall picture of how the process of teaching and learning that occurs and what steps are necessary so that teaching tasks can be performed well.

2. The Effect of Inquiry-Based Learning Method on Students’ academic achievement in science course, universal journal of educational research.

   This research is written by Ali Abdi (2014). The purpose of this research was to investigate the effects of inquiry-based learning method
on students’ academic achievement in science lesson. The group which was assigned as experimental group was instructed through inquiry based learning method whereas the other group was traditionally instructed. The result of this research show that students who instructed through inquiry based learning method was achieved higher score than the ones which were instructed through the traditional method.

3. The Application of Inquiry Method to Improve Students’ Writing Skills of Tenth Grade of SMK Muhammadiyah Salatiga in the Academic Year 2012.

This research is written by Sri Sunarni. The aim of this research was to improve students’ writing skill in second grade school. The technique of collecting data had applied by the writer are observation, documentation, interview, and test. The data, which have been collected, analyzed by using students’ worksheet and mean formula for this class action research. the result of the application of inquiry method to improve students’ writing skill of tenth grade of SMK Muhammadiyah Salatiga cycle 1, cycle 2, cycle 3, it can be concluded that using inquiry method can improve student’s writing skill. It was saw from the discussion that is 85, 3 in the post-test in past cycle.

4. Implementation of Inquiry-Based Learning for Teaching English at SMP Negeri 2 Grobogan in 2014/2015 Academic Year
This research is written by Sukma Aji Windy Hantoro. This research is descriptive qualitative research. It aims to describe and to explain the implementation of inquiry-based learning for teaching of English at SMP Negeri 2 Grobogan on the reality and the fact on the field. In collecting data, the researcher watches, observes then writes the scripts of interview and observation of the teachers and students. The results are there are two kinds of learning objectives of teaching English, namely general learning objective and specific learning objective. The English teacher roles were as explainer, manager, inquiry controller, and motivator.

The differences of this research toward the previous researches were the first previous research and this research was focused in research design. Second previous research and this research was different course. Third previous research and this research was different type of text in writing skill. The last previous research were different research design and technique of collecting data. In summary, this research was conducted by inquiry-based learning method to improve the students’ writing skill. As a result, the researcher conducts different research toward the previous researchers.

B. Writing

1. Writing Skill

A realistic attitude about writing must be built on the idea that writing is a skill. It is a skill like driving, typing, or cooking, and like any skill,
that can be learned. Many people find it difficult to do the intense, active thinking that clear writing demands. It is frightening to sit down before a blank sheet of paper or a computer screen and know that an hour later, nothing on it may be worth keeping. It is frustrating to discover how much of a challenge it is to transfer thoughts and feelings from one’s head into words. It is upsetting to find that an apparently simple writing subject often turns out to be complicated. But writing is not an automatic process. The good news is that the skill of writing can be mastered, and if you are ready to work, you will learn what you need to know (Langan, 2006: 13).

2. Definition of Writing

Gelb (1962: 11-12) states that writing is a clearly system of human intercommunication by mean of conventional visible mark. Writing began at the time when man learned how to communicate his thoughts and feelings by means of visible signs. Understandable not only to himself but also to all other persons more or less initiated into the particular system. Oshima and Hogue (1988: 88) explain that writing is not such a simple process. Even professional writers rewrite and rewrite and rewrite because it takes many attempts to produce the perfect, finished copy that clearly communicates their ideas.

As one of four language skills, writing has always occupied a place in most English language course. One of the reason is that more people need
to learn to write in English for occupational or academic purpose and
difficult skill to master for foreign language learner (Fauziati, 2005: 147).

Writing is one of the four basic skills. The students start learning to
communicate through written form as they begin to interact with others at
school level. The writing skill is more complicated than that of other
language skills. Even sometimes a native speaker of the English language
may experience complication in a tricky situation. Basically the writing
skill requires a well-structured way of the presentation of thoughts in an
organized and planned way (Braine & Yorozu, 1998 in journal’s
Muhammad Javed., et al., 2013: 130).

3. Micro- and Macro-skills of Writing

Brown (2004: 220-221) mentions the earlier micro-skills apply more
appropriately to imitative and intensive types of writing task, while the
macro-skills are essential for the successful mastery of responsive and
extensive writing.

a. Micro-skills of writing

1) Produce graphemes and orthographic patterns of English
2) Produce writing at an efficient rate of speed to suit the purpose
3) Produce an acceptable core of words and use appropriate word
   order patterns
4) Use acceptable grammatical systems (e.g. tense, agreement,
   pluralization), patterns, and rules
5) Express a particular meaning in different grammatical forms.

6) Use cohesive in written discourse

b. Macro-skills of writing

1) Use the rhetorical forms and conventions of written discourse

2) Appropriately accomplish the communicative functions of written texts according to form and purpose

3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

4) Distinguish between literal and implied meanings when writing

5) Correctly convey culturally specific references in the context of the written text

6) Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing (Brown, 2004: 220-221).

4. Teaching Writing

Writing is starting from the very beginning of the study, the researcher tried to attract the students’ attention to the importance of the following aspects of affective writing:

1. Paragraphing
A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of choosing a good topic sentence for each paragraph helps students arrange the sequence of their information in a logical order (Journal’s Imam Muafiq Muslim, 2014: 107).

2. Ideas

Someone can not achieve writing without idea. The first step of writing is to choose a topic sentence which is the controlling idea. The controlling idea could be an effective beginning which attracts the attention of readers. The next step is to develop the controlling idea. To be explicit, ideas should logically be arranged and coherently connected to each other. Thus, readers can easily understand the presented information and get interest in it (Journal’s Imam Muafiq Muslim, 2014: 107).

3. Grammar and spelling

They are essential for communicating correct and clear meaning. A clear thinking could not be written clearly without using words according to definite rules. The importance of spelling for writing and say that some writers restrict their writing to the only words that they know (Journal’s Imam Muafiq Muslim, 2014: 107).

4. Punctuation

“Punctuation is more important than spelling”. Punctuation marks give meaning to words as pauses and change in tone of speech do. Punctuation marks may change the meaning of words if they are incorrectly
used, and they may reveal mystery when they are correctly used (Journal’s Imam Muafiq Muslim, 2014: 107).

5. Handwriting

Handwriting is a reason of failure or success because teachers do not waste time to decipher what a student has written. Readability of letters and good spacing between words and within the word lead to legible handwriting. Children who are slow writers find it difficult to transfer the information held in their memory for they may forget it before achieving of transference into writing (Journal’s Imam Muafiq Muslim, 2014: 107).

Suggestions for improvement will be presented in three sections: English usage, form, and organization and writing of the paper. Most teachers focused on the students’ final product when they thought about writing. The main purpose of teaching writing in this research is product oriented including organization, logical development ideas, grammar, punctuations/ spelling/ mechanic, and style and quality of expression. However paradigmatic pattern has changed in the teaching of writing. The teachers play more attention the process of students writing. So the students can express what they really want to communicate with someone else without scary punishment when they conduct the grammatical errors. Meanwhile, there has been a paradigmatic change in the teaching of writing and we may combine the product approach and process approach to get maximal result of writing (Robinson, 1970: 141).
5. Strategies to learn writing

Betty, Lou Leaver, et.al., (2005: 65) states that learning strategies are the specific actions one takes and/or techniques one uses in order to learn. These strategies tend to fall into various groups, which are considered to represent a more abstract set of tendencies that we call learning styles. Learning styles are habitual patterns of perceiving, processing, or reaching to information.

When students write something, they raced to use their knowledge of structure to get sentences that have a meaning. The study of writing in general, writing techniques seldom to be used, mostly structure practice is how to complete words in separate sentence form or filling in the blank at a text. It is one of the best way to become writer is by writing. There are six techniques to write ideas to write a description text. They are issues to keep in mind, choosing a topic, prewriting, organizing, drafting, and revising your draft (Donald and Buscemi, 2005: 155-164).

6. Definition of good writing

Writing is told as good writing if the writer can fulfill the element of the writing perfectly. According to Brown (2004: 246) some elements in good writing are content, organization, vocabulary, syntax, and mechanic. Good writing must express good character as follow:

a. Content
Writing must convey the logical development of ideas. Essay addresses the assigned topic; the idea are concrete and toughly developed; no extraneous material; essay reflects thought (Brown, 2004: 244).

b. Organization

The writing must consist of introduction, body, and conclusion. Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan; supporting evidence given for generalizations; conclusion logical and complete (Brown, 2004: 244).

c. Grammar

Writing should use correct of relative clauses; native-like fluency in English grammar; prepositions, modals, articles, verb forms, and tense sequencing; no fragments, or run-on sentences.

d. Mechanic

Writing must use good spelling, punctuations, and use correct of English writing conventions; left and right margins; all needed capitals, paragraph, and indented (Brown, 2004: 245).

e. Style

Writing should engage its reader through original insight and precise (Brown, 2004: 245).

7. Writing Process
Harmer (2002: 258) states that process of writing is an interrelated set of recursive stage which include drafting, structuring, reviewing, focusing, and generating ideas and evaluation. While according to Fauziati (2005: 150) process of writing approaches tend to be frame in three stages of writing: generating ideas, drafting, and revising.

According to Scott McLean (2012: 44-45) the process of writing are prewriting, outlining a structure of idea, writing a rough draft, revising, and editing. According to Langan (2006: 20) argues that stages in process of writing includes discovering a point, developing solid support for the point, organizing the supporting material, and revising. Three stages are classified as the pre-writing stages.

a. Pre-writing strategy

A mental block may develop when you sit down before a blank sheet of paper or a blank screen. You may not be able to think of an interesting topic or a point to make about your topic. Or you may have trouble coming up with specific details to support your point. These strategies consist of five techniques that will help you think about and develop a topic and get words on paper. They are freewriting, questioning, making a list, clustering, and preparing a scratch outline. These are a central part of the writing process (Langan, 2006: 21).

b. Revising
Revising is as much as stage in the writing process as prewriting, outlining, and doing the first draft. Revising means that you rewrite a paper, building upon what has already been done, in order to make it stronger. The students start to become writers when they realize that revising a rough draft three or four times is often at the hearth of the writing process. There are two stages to the revision process. They are revising content and revising sentences (Langan, 2006: 29).

Brown (2000: 335-336) states the process of appropriate to writing instruction. The instructions are mentioned:

1. Focus on the process of writing that leads to the final written product.
2. Help students write to understand their own composing process
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting
4. Give students time to write and rewrite
5. Place central importance on the process of revision
6. Let students discover what they want to say as they write
7. Live student’s feedback through the composing process (not just on the product) as they attempt to bring their expression closer and closer to intention.
8. Encourage feedback from both instructor and peers
9. Include individual conferences between teacher and students during the process of composition.

10. In short, writing competences is the target of learning process of writing in making effective written text. The competence includes the ability to make grammatically and theoretically structured text the appropriate communicative context.

c. Editing

The last major stage in the writing process is editing—checking a paper for mistakes in grammar, punctuations, usage, and spelling (Langan, 2006: 33) Even if a paragraph is otherwise well-written, it will make an unfavorable impression on readers if it contains such mistakes (Langan, 2006: 128).

Process of writing added a valuable new dimension to language classroom. It also attracts criticism. One such criticism is that the process approach confines children largely to descriptive forms and that this represents a serious limitation on their ability to master text types such as report, exposition, and arguments which are essential for academic success at school and beyond (David Nunan, 1991: 87).

8. Genre of writing
According to Brown (2004: 219) the same classification scheme is reformulated here to include the most common genres that a second language writer might produce, within and beyond the requirements of a curriculum. Even though this list is slightly shorter, you should be aware of the surprising multiplicity of opinions of written genres that second language learners need to acquire. Genre of writing are:

a. Academic writing

Papers and general subject reports, Essays, compositions, academically focused journals, Short-answer test response, Technical reports (e.g., lab reports), Theses, and dissertations (Brown, 2004: 219).

b. Job-related writing

Messages (e.g. phone messages), Letters/ emails, Memos (e.g. interoffice), Reports (e.g. job evaluations, project reports), Schedules, labels, signs, Advertisement, announcements, and manuals (Brown, 2004: 219).

c. Personal writing

Letters, emails, greeting cards, invitations, Message, notes, Calendar entries, shopping lists, reminders, Financial documents (e.g. checks, tax forms, loan applications), Forms, questionnaires, medical
reports, immigration documents, Diaries, personal journals, and Fiction (e.g. short stories, poetry) (Brown, 2004: 219).

9. Assessing Writing

In analytic scoring, scripts are related on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment, scripts might be rather on such organization, logical development ideas, grammar, punctuations/ spelling/ mechanic, and style and quality of expression. Analytic scoring scheme thus provide more detailed information about a test taker’s performance in different aspects of writing and are for this reason preferred over holistic schemes by many writing specialist (Brown, 2004: 243).

According to Langan (2006: 14-15) writing is, in fact, a process. It is done not in one easy step but in a series of steps, and seldom at one sitting. If you cannot do a paper all at once, that simply means you are like most of the other people on the planet. It is harmful to carry around the false idea that writing should be easy. Instead, according to Brown (2004: 246) the good writing must involve some elements in good writing such as content, organization, vocabulary, syntax, and mechanic.

The evaluation which using analytic method elaborate writing product into five components. They are organization, logical development ideas, grammar, punctuations/ spelling/ mechanic, and style and quality of expression. They are used to decide the criteria of scoring in writing.
Table 2.1: The Score of writing

<table>
<thead>
<tr>
<th>No</th>
<th>Components</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Syntax</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanic</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>100</td>
</tr>
</tbody>
</table>


C. Descriptive Text

1. Definition of Descriptive Text

According to Wardiman et.al., (2008: 16) descriptive text is a text that describes the features of someone, something, or a certain place, for instance: our pets or a person that known well.

When we describe a process or procedure, we often use the present passive tense to give a general description. (Jordan, 1990: 13)

2. Generic Structure of Descriptive Text

The generic structure of descriptive text consists of:

a. Identification: is the part of the paragraph that introduces the character.
b. Description: is the part of paragraph that describes the character.

(Wardiman, et. al., 2005: 16)

3. Purpose of Descriptive Text

The writers can use description for many purposes as quoted by Wardiman, et. al., (2005: 16):

a. To give the reader an impression of a person, things, or places.

b. To illustrate abstract ideas

c. To make information memorable or to support an argument

4. Language features

The language features of descriptive text are as follow (Wardiman, 2008: 17):

a. Focus on one specific object

b. The use of simple present tense

Pattern:

(+) S + V1 + s/es

Example: they write a letter

(-) S + do/does + not + V1

Example: I do not bring money

(?) Do/does + S + V1?

Example: does she go to the campus?

c. The use of adjectives

Example: thick, long, funny, love, etc.
D. Inquiry-Based Learning Method

1. Definition of inquiry based learning

The term “inquiry” has been burdened with an identity crisis (Barrow 2006, adopted in journal’s Gara Gormally, et. al., 2009: 2). Inquiry methods are useful for developing problem-solving abilities within the context they have learning. (David Jacobsen, et.al., 1989: 203). Inquiry is one way of learning, of knowing, of making sense out of experience. Inquiry consist of three components. They are knowledge, process, and feeling/ attitude or values. (Keys and Bryan, 1979: 16-17).

Inquiry is an approach to learning that steers away from the kind of “knowledge telling” illustrated in the example of the grade eight exam. (Galileo Education Network, 2004: 123) in Lourinee Sweeny’s journal, 2007: 2).

Keys and Bryan (2001: 632), state that “inquiry is not a specific teaching method or curriculum model” and that “multiple modes and patterns of inquiry-based instruction are not only inevitable but also desirable because they paint a rich picture of meaningful learning in diverse situations”.

Inquiry-based learning (IBL) is a pedagogy which best enables students to experience the processes of knowledge creation and the key attributes are learning stimulated by inquiry, a student-centred approach,
a move to self-directed learning, and an active approach to learning (Rachel Sproken, 2006: 1).

Inquiry can be defined as a process that is used to resolve uncertainty by examining an individual’s ideas and beliefs. Grounded in the work of John Dewey, inquiry requires a person to use reflective and critical thinking skills. Inquiry uses skills that are active, persistent, and based on a person’s knowledge. Inquiry is a vibrant approach to learning that involves exploration, questioning, making discoveries, and testing discoveries to search for new understanding (Lemlech, 2010 in journal’s Spencer and Walker, 2008: 19).

Inquiry-based Learning is a dynamic and emergent process that is built on students’ natural curiosity about the world in which they live. As its name suggests, inquiry places students’ questions and rather than solely those of the teacher, at the center of the learning experience. Students’ questions drive the learning process of forward. Teacher who uses an inquiry-based approach encourage students to ask and genuinely investigate theory her/him questions about the world. Teacher further facilitates students’ learning by providing a variety of tools, resources, and experiences that enable learners to investigate, reflect, and rigorously discuss potential solutions to their own question about a topic the class is studying. (David Suzuki, 2011: 7).
Inquiry-based learning facilitates student learning through a range of inquiry and research activities and approaches. Tasks can include case scenarios and projects of different kinds which are designed to engage students with the questions and problems of their academic or professional disciplines, using the scholarly and research practices of those disciplines (Brew, 2006; Kahn & O’Rourke, 2004 in journal’s Jamie Peter Wood, 2009: 1).

Effective inquiry-based learning is when students are exposed to learning experiences that are not about memorizing and regurgitating facts. Facts change, and information is abundant. Also, effective inquiry is not designed to lead students to the “right answer.” There is often more than one “right” answer. (Loorine Sweeney, 2007: 2) Effective inquiry-based learning as defined by Alberta Learning, 2004 in Loorine Sweeney, 2007: 1) is “a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action”.

2. Characteristics of Inquiry-Based Learning (IBL) Method

According to David Suzuki (2011: 8) the characteristics of Inquiry-Based Learning (IBL) method are:
a. A dynamic Process
b. Driven by students’ curiosity and sense of wonder
c. Requires responsive teaching
d. The end point of final is not known at the outset
e. Involve ongoing, embedded, assessment of thinking and learning
f. Aims to develop skills that transcend content mastery
g. Engage students in multiple and diverse means of investigation
h. Reflective, critical discourse is central to the process
i. Teacher facilities rather than transmits knowledge building principles
j. Embedded in knowledge building principles
k. Place students’ question, ideas, and theories at the central

3. Step of inquiry based learning method

According to Barry K. Bayer (1971:72) inquiry teaching represents one type of teaching strategy or one way to arrange selected instructional techniques in a specific purpose. The process in Inquiry involves five basic operations. They are presented as follows:

a. Defining the problem or question

Inquiry starts with an unsettled or problematic situation that demands some kinds of closure, whether in the form of an answer to a question, a solution to a problem, or a bit of missing information. This step below can be explored:

1) Becoming aware of a problem or question
2) Making it meaningful

3) Making it manageable

b. Developing a tentative answer (Hypothesizing)

Hypothesizing constitutes the second major step in inquiring. Hypothesis denotes an educated guess a statement of a possible answer, solution, or alternative derived from the learner’s past experience, frequently a quick, sometimes almost intuitive, analysis of the present, available the data. This step can be done as follows:

1) Examining and classifying available data

2) Seeking relationships, drawing logical inferences

3) Stating a hypothesis

c. Testing a tentative answer

A hypothesis is merely a tentative answer. Unless systematically tested against all relevant information (or as much as one can secure in the time available) and substantiated by this testing, it cannot be considered an accurate or a definitive answer. The process of testing a hypothesis-evaluating it in terms of evidence is the real key to Inquiry. This step consists of three parts, they are presented below:

1) Assembling evidence
Testing a hypothesis is the post requires assembling the appropriate evidence. This necessitates establishing which of all the obtainable data appear relevant to the hypothesis under investigation. They consist of:

a) Identifying the needed evidence
b) Collecting the needed evidence
c) Evaluating the needed evidence

2) Arranging evidence

The second set of operations must be undertaken priority any attempt to determine how the information collected affect the hypothesis. These operations involve arranging evidence for analysis as follows:

a) Translating evidence
b) Interpreting evidence
c) Classifying evidence

3) Analyzing evidence

Making meaning is the goal of the final stage in hypothesis testing and analyzing the evidence. All of the information apparently related to a hypothesis under consideration has been searched out and evaluated. They are three steps on analyzing evidence as follows:
a) Nothing similarities and differences

b) Identifying trends, sequences, and regularities

c) Seeking relationships to the hypothesis

4) Developing a conclusion

Inquiry would not complete without a conclusion. For this target toward which curiosity and a desire to bring closure to an unsettled situation motivate anyone who inquires. Developing a conclusion basically involves the two operations. Stating the conclusion is the second part of this step of inquiring:

a) Evaluating relationships between evidence and hypothesis

b) Stating a conclusion

5) Applying a conclusion to new data or experience

No conclusion may be considered completely accurate or final until it has been checked against all the relevant data. In the last step the researcher can decide two parts:

a) Testing against new evidence

b) Generalizing about the result
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Subject

The research location was conducted at SMP Ma’arif Bandongan which aims to the implementation of the use inquiry-based learning (IBL) method to improve the student’s writing skill. It was located at Kalegen Bandongan Magelang. The subject of this research was the students of VIII B class that consist of 21 students in the academic year of 2016/2017.

B. Research Method

In this research the writer implemented classroom action research (CAR). Classroom action research is a research is used by teacher in herself/himself class with planning, acting, and reflecting in collaborative and participant in order to improve from in work as teacher, so the result of study by learner improve can (Wijaya Kusuma and Dedi Dwitagama, 2010: 9).

Action research is a method used for improving educational practice. It involves action, evaluation and reflection, and based on gathered evidence, changes in practice are implemented. The purpose of action research supports practitioners to seek ways in which they can provide good quality education by transforming the quality of teaching-related activities, thereby enhancing students’ learning. (Koshy, 2010: 1)
According to Arikunto, et al., (2006: 16) there are four steps to do classroom action research. They are planning, acting, observing, and reflecting. The researcher chooses CAR because the researcher finds the problem in learning process that low focus and attention to the learning process. The students do not focus on the teacher and keep walking around the class, looking outside through the window seem that they feel bored with the learning process. The problem need to solve by using appropriate learning method through classroom action research.

According to Arikunto, et al., (2006:6-9) there are some principles of action research as followers:

a. The real activity in routine situation
b. The awareness for recondition work ability
c. SWOT as research foundation

   SWOT is summary of Strength, Weakness, Opportunity, and Threat. Strength and weakness are used to identify researcher and it is subject. The opportunity and threat are identified out of the teacher or researcher and students. (Arikunto: 2006: 7)
d. Empiric and systematic endeavor
e. Using SMART

   The meaning of SMART is:
   
   S=Specific
   M=Manageable
A=acceptable or Achievable
R= Realistic
T= Time-bound

From the definition above, the writer concludes that classroom action research is done by the teacher in teaching learning process to understand the situation and to improve the writing skill of the students in learning process. (Arikunto, 2006: 7)

C. Techniques of Collecting Data

The researcher used many data gathering tools. There are four methods of collecting data in this study.

1. Test

The test consists of some questions for the students to be answered. The test implemented in the research consists of pre-test and post-test, in this research the pre-test will be given in the first time. The researcher entered the class. Then the post-test was given in the last session in the last teaching implemented. Namely oral, written, and behavior form. The researcher had some indicators to make evaluation about descriptive text. They were vocabulary, simple present tense, adjective, main idea, and general structure of descriptive text.
According to John, 1983: 64 states that test presents a threat to internal validity that is common to pretest-posttest experiments. The process of pretesting at the beginning of an experiment may produce a change in subjects.

2. Observation

Observation is one instrument in collecting data. As a scientific method, observation could be systematically used to observe and note the phenomena investigated like the students feeling, thinking, and something they do in teaching learning process. The researcher analyzed the result of pre-test and post-test to know whether the students’ writing improves or not use field note and observation checklist.

3. Documentation

Documentation is an important source of data in many areas of investigation, and the methods of analysis are similar to those used by historians. In documentary analysis, may be used as sources of data: records, reports, printed forms, letters, autobiographies, diaries, compositions, themes or other academic work, books, periodicals, bulletins or catalogues, syllabi, court decisions, pictures, films, and cartoons.

4. Field note

Field note refers to various note recorded by scientific during or after their observation of a specific phenomenon there are studying. The
researcher will use field note that it uses to show the description about the students in the real condition in learning process.

D. Technique of Data Analysis

According to Hadi (1981: 246) the formula is:

a. Mean

Mean is formula to know the average of the student’s score.

The formula is:

\[ M = \frac{\sum X}{N} \]

\( M \) = Mean of student’s score.

\( \sum x \) = the sum score of student’s writing test

\( N \) = the total number of students

b. SD (standard Deviation)

\[ SD= \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\( SD \) = Standard Deviation

\( D \) = Different between pre-test and post-test

\( N \) = Number of observation in T-test

c. T-test
To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. The formula is:

$$t_o = \frac{\sum D}{\sqrt{\frac{SD}{N(N-1)}}}$$

$t_o =$ T-test for the differences of pre-test and post-test.

SD = Deviation Standard for one sample t-test

D = Different between pre-test and post-test

N = Number of observation in T-test

E. Procedure of the Research

The research design in this research consists of four steps. They are planning, acting, observing and reflecting (McNiff, 2002: 45).

a. Planning

The activities in planning are:

1. Preparing material, making lesson plan, and designing the steps in doing action research.

2. Preparing list of students’ name and scoring

3. Preparing teaching aids (e.g. Camera, blank paper)

4. Preparing sheets for classroom observation (to know the situation of teaching learning process when the method is applied.)
5. Preparing a test (to know whether student’s writing ability improves or not)

b. Acting

1. Giving pre-test.

2. Teaching writing descriptive text by using inquiry-based learning (IBL) method.

3. Giving change to the student to ask any difficulties or problems.


c. Observing

Observation is one method of collecting data with systematic. The researcher observes whether using inquiry-based learning (IBL) method can improve students’ ability in writing descriptive text.

d. Reflecting

In this stage, data of observation is collected and analyzed by the researcher. If there is found problem, it will move to the next cycle with the same concept as the first one, re-planning, Re-acting, and re-observing. The result will be used as reference for the next planning.
F. Research Instrument

Research instrument use to collect data and all the instruments used in this research has been validated by Ali Ahmad, S.Pd. as a English teacher in SMP Ma’arif Bandongan to show that all the instrument are valid and can be used in the research. In this study, there are three kinds of research instrument.

1. Written test

Written test uses to know student’s ability of writing before and after implementing guided question method. The forms of the test were essay test. In this text the teacher will give some grade based on some aspect.
Those aspect are grammar, content, organization, of form and vocabulary.

The table below show the example of scoring sheet as follow:

From the score above, the writer conclude a score criteria as a table below:

**Table 3.3: The Criteria of Score**

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>70-89</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>60-69</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>46-59</td>
<td>Poor</td>
</tr>
<tr>
<td>5.</td>
<td>0-45</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

2. Observation Sheet

Observation sheet was used to know the students and teachers activity during the researcher teaches and learning process by using Inquiry-Based Learning (IBL) method. The instrument gives monitor and records the students’ improvement during the lesson.

Table ………………….**Students Observation Sheet**
<table>
<thead>
<tr>
<th>No</th>
<th>Name of the students</th>
<th>Pay attention</th>
<th>Activeness in asking question</th>
<th>Activeness in responding a question</th>
<th>Enthusiasm in doing test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choirul Saniyah</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Ela Fadilah</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Eli Ernasari</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Faris Fadhli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Ferry Kurniawan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Fitria Muzaziroh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Hesti Nurkhayah</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Iin Lestari</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Ika Rohmiyati</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Linda Wardani</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Muhammad Firman Setiawan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Miftakhul Koiri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Muhamad Ulul' Azmi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Nailul Chusna</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Nur Anisa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Rani Fidy Astuti</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Rini Mubarokah</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Saqinatul Fatwa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Siti Nurfaiubah</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Tri Natasya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Documentation

In this research, the researcher used document as one of the instrument. The researcher collect all the data from the school and teacher document which are needed in this research like students’ writing result in pre-test and post-test and also the students’ writing scores in pre-test and post-test. Photo in this research will be used to document all situation in this class. Conclude the process of teaching learning using Inquiry-Based Learning (IBL) method. Another instrument is the data from the teacher about the situation of the SMP Ma’arif Bandongan. Especially the students of VIII B in SMP Ma’arif Bandongan.
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses on analyzing the collected data. The researcher presents the details of the findings. The findings consist of the result of the cycle I and cycle II. The two cycles are treatment of the improving of inquiry-based learning in writing skill especially in descriptive text.

CHAPTER IV

FINDINGS AND DISCUSSION

A. The teaching-learning situation when inquiry-based learning method is applied in the writing class

1. Observation in Cycle I

The result of the observational checklist explained below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the students</th>
<th>Pay attention</th>
<th>Activeness in asking question</th>
<th>Activeness in responding a question</th>
<th>Enthusiasm in doing test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choirul Saniyah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Ela Fadilah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
In this stage, the students were very happy in following the learning process, because they got new method. Some students do not pay attention to the explanation from the teacher, active in asking and respond to the question, and enthusiasm to do the test because they
shy to speak in front of their friends and they do not understand from my instruction.

2. Observation in cycle II

**Table 4.2 students’ Observational Checklist of cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the students</th>
<th>Pay attention</th>
<th>Activeness in asking question</th>
<th>Activeness in responding a question</th>
<th>Enthusiasm in doing test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choirul Saniyah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Ela Fadilah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Eli Ernasari</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Faris Fadhli</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Ferry Kurniawan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Fitria Muzaziroh</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Hesti Nurkhayah</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Iin Lestari</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Ika Rohmiyati</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Linda Wardani</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>Muhammad Firman Setiawan</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Miftakhul Koiri</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>Muhamad Ulul’ Azmi</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Nailul Chusna</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>15.</td>
<td>Nur Anisa</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Rani Fidy Astuti</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Rini Mubarokah</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Saqinatul Fatwa</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Siti Nurfaizah</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Tri Natasya</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Tamimatul Unsa</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

In the cycle II, the researcher was increasing the students’ understand the material. She asked the students to active in asking and respond to the question. The researcher also wanted the students to understand it. after that the researcher asked the students to do the test. It used to understand the material.
B. To extent can the inquiry-based learning (IBL) method improve the students’ writing ability of the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year 2016/2017?

1. The score of test in cycle I

Table 4……. The score of students’ pre-test and post-test in cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the students</th>
<th>Pre-test I (X)</th>
<th>Post-test I (Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choirul Saniyah</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2.</td>
<td>Ela Fadilah</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>3.</td>
<td>Eli Ernasari</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4.</td>
<td>Faris Fadhli</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>5.</td>
<td>Ferry Kurniawan</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6.</td>
<td>Fitria Muzaziroh</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7.</td>
<td>Hesti Nurkhayah</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>8.</td>
<td>Iin Lestari</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9.</td>
<td>Ika Rohmiyati</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>10.</td>
<td>Linda Wardani</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11.</td>
<td>Muhammad Firman Setiawan</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>Miftakhul Koiri</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>Muhamad Ulul’ Azmi</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14.</td>
<td>Nailul Chusna</td>
<td>50</td>
<td>90</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>15.</td>
<td>Nur Anisa</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>16.</td>
<td>Rani Fidy Astuti</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17.</td>
<td>Rini Mubarokah</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Total</td>
</tr>
<tr>
<td>----</td>
<td>-----------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>18</td>
<td>Saqinatul Fatwa</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>19</td>
<td>Siti Nurfaizah</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>Tri Natasya</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>Tamimatul Unsa</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>JUMLAH</strong></td>
<td><strong>1160</strong></td>
<td><strong>1550</strong></td>
<td><strong>390</strong></td>
<td><strong>9500</strong></td>
</tr>
</tbody>
</table>

a. Mean of Pre-test I

\[M = \frac{\sum X}{N}\]

\[M = \frac{1160}{21}\]

M = 55.23

b. Mean of Post-test I

\[M = \frac{\sum Y}{N}\]

\[M = \frac{1550}{21}\]

M = 73.80

Mean of pre-test = 55.23

Mean of post-test = 73.80

Mean of pre-test < than mean of post-test

There is an improvement of writing skill through inquiry-based learning method in writing descriptive text between pre-test I (before the action) and pre-test I (after the action)
c. Calculating of standard deviation

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{9500}{21} - \left(\frac{390}{21}\right)^2}
\]

\[
= \sqrt{452,38 - (18,57)^2}
\]

\[
= \sqrt{452,38 - 344,84}
\]

\[
= \sqrt{107,54}
\]

\[
= 10,37
\]

d. T-test calculation

\[
T_0 = \frac{\left(\frac{\sum D}{N}\right)}{SD} \sqrt{N - 1}
\]

\[
= \frac{\left(\frac{390}{21}\right)}{10,37} \sqrt{21 - 1}
\]

\[
= \frac{18,57}{10,57}
\]

\[
= \frac{18,57}{4,47}
\]

\[
= \frac{18,57}{2,36}
\]

\[
= 7,86
\]

T calculation is 7,86

T-table < t-calculation = 2,08 < 7,86
The calculation result of t-test is 7.86 and t-table with DF=N-1, DF=20, level of signification 5% in t-table=2.08. The result of t-test is 7.86 > 2.08. So, t-test calculating is greater than t-table.

Based on the result, it means that there is a significant difference between pre-test and post-test.

The improvement is also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

\[ P = \frac{m_2 - m_1}{\frac{m_1 + m_2}{2}} \times 100\% \]

\[ P = \frac{73.80 - 55.23}{55.23 + 73.80} \times 100\% \]

\[ P = \frac{18.57}{129.03} \times 100\% \]

\[ P = 14.39\% \]

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{16}{21} \times 100\% \]

\[ P = 76.19\% \]

It means there are 76.19% of students’ who pass the standardized score (the minimum of passing criteria). Only the 16 students who pass
the KKM. It indicates that the successful of cycle I should be improved. Finally, the researcher take the second cycle so that 80 % students are able to pass the KKM.

2. The score of test in cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the students</th>
<th>Pre-test I (X)</th>
<th>Post-test I (Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choirul Saniyah</td>
<td>75</td>
<td>90</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>2.</td>
<td>Ela Fadilah</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Eli Ernasari</td>
<td>70</td>
<td>95</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>4.</td>
<td>Faris Fadhli</td>
<td>50</td>
<td>95</td>
<td>45</td>
<td>2025</td>
</tr>
<tr>
<td>5.</td>
<td>Ferry Kurniawan</td>
<td>55</td>
<td>95</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>6.</td>
<td>Fitria Muzaziroh</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7.</td>
<td>Hesti Nurkhayah</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>8.</td>
<td>Iin Lestari</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9.</td>
<td>Ika Rohmiyati</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>10.</td>
<td>Linda Wardani</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Muhammad Firman Setiawan</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>12.</td>
<td>Miftakhul Koiri</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>13.</td>
<td>Muhamad Ulul' Azmi</td>
<td>55</td>
<td>95</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>14.</td>
<td>Nailul Chusna</td>
<td>75</td>
<td>95</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>15.</td>
<td>Nur Anisa</td>
<td>75</td>
<td>95</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>16.</td>
<td>Rani Fidy Astuti</td>
<td>75</td>
<td>95</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td>T</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>17</td>
<td>Rini Mubarokah</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>18</td>
<td>Saqinatul Fatwa</td>
<td>75</td>
<td>90</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>19</td>
<td>Siti Nurfaizah</td>
<td>65</td>
<td>90</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>20</td>
<td>Tri Natasya</td>
<td>75</td>
<td>95</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>21</td>
<td>Tamimatul Unsa</td>
<td>75</td>
<td>90</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>JUMLAH</td>
<td>1440</td>
<td>1895</td>
<td>465</td>
<td>12525</td>
</tr>
</tbody>
</table>

a. Mean of pre-test II

\[ M = \frac{\sum X}{N} \]

\[ = \frac{1440}{21} \]

\[ = 68.57 \]

b. Mean of post-test II

\[ M = \frac{\sum Y}{N} \]

\[ = \frac{1895}{21} \]

\[ = 90.23 \]

c. Calculating of Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum Y}{N} \right)^2} \]

\[ = \sqrt{\frac{12525}{21} - \left( \frac{465}{21} \right)^2} \]

\[ = \sqrt{596.42 - 22.14} \]
d. T-test calculation

\[ t_{o}=\frac{\frac{\sum D}{N}}{SD}\sqrt{\frac{1}{N-1}} \]

\[ =\frac{\frac{465}{21}}{23.96}\sqrt{\frac{1}{21-1}} \]

\[ =\frac{22.14}{23.96}\sqrt{\frac{1}{20}} \]

\[ =\frac{22.14}{23.96}\sqrt{\frac{4.47}{5.36}} \]

\[ =\frac{22.14}{5.36} \]

\[ = 4.13 \]

In the second cycle, the result shows that the students’ writing skill increase significantly. The calculation result of \( t\)-test = 4.13 and \( t\)-table with \( DF=N-1 \), \( DF=20 \), level of signification 5% in \( t\)-table =2.08. The result of \( t\)-test is 4.13 > 2.08. So, arithmetic \( t\)-test was greater than \( t\)-table. Based on the result, it means that there is significant difference between pre-test and post-test in cycle II.

From analyzes above, the researcher concluded that score mean of pre-test and post-test was a significantly difference, by which
post-test in cycle II (90,23) was greater than pre-test in cycle II (68,57). It shows that using inquiry-based learning method gave improvement to the students’ writing skill especially in writing descriptive text.

The improvement is also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be show below:

\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]

\[ P = \frac{90,23 - 68,57}{68,57 + 90,23} \times 100\% \]

\[ P = \frac{21,66}{158,8} \times 100\% \]

\[ P = 13,63\% \]

The calculation which show the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{21}{21} \times 100\% \]

\[ P = 100\% \]

It means that 100% students pass the KKM. There are 21 students who pass the KKM. The students was passed the KKM all. It concludes that the improvement of students’ writing performance in descriptive text is good enough.
3. Discussion

From the result of analyzing in cycle I and cycle II. There is significant improvement on the students’ writing skill. That will be explained in the table below:

**Table 4.5 The mean and T-calculation of Students’ score cycle I and cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>55,23</td>
<td>68,57</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>73,80</td>
<td>90,23</td>
</tr>
<tr>
<td>2.</td>
<td>t-table N=21</td>
<td>2,08</td>
<td>2,08</td>
</tr>
<tr>
<td>3.</td>
<td>t-calculation</td>
<td>7,86</td>
<td>4,13</td>
</tr>
<tr>
<td>4.</td>
<td>t-test &gt; t-table</td>
<td>7,86 &gt; 2,08</td>
<td>4,13 &gt; 2,08</td>
</tr>
</tbody>
</table>
Table 4.6 The students’ Mean Score in Percentage

<table>
<thead>
<tr>
<th>Category</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>23.81%</td>
<td>0%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>76.19%</td>
<td>100%</td>
</tr>
</tbody>
</table>

There are 100% who pass the $KKM$ (the minimum of passing criteria) and there is not students who not pass on it. The score of pre-test cycle II is 68.57 which is less than pre-test of cycle I is 55.23. Meanwhile, the score of post-test cycle II is 90.23 which is higher than post-test cycle I is 73.80. In addition, the students look more confident and have opinion to convey their idea in the class.

Based on the field note and observational checklist conducted when the inquiry-based learning method was applied, the researcher analyzed that there were many improvement in many aspect, they are improvement of students mastery of writing descriptive text through inquiry-based learning method, other improvement was general structure and simple present tense.

Based on the result among T-test of cycle I and cycle II, the improvement of inquiry-based learning method on writing performance was successful to improve students' writing skill
especially in descriptive text. It can be seen from table, that shows that T-test of cycle I is 7,86 and cycle II is 4,13.

The improving of using inquiry-based learning method could improve the students understanding in learning writing descriptive text. The improvement can be examined from the results of the students answer tests in the pre-test and post-test. Before the method was used, the student encountered many difficulties in understanding of descriptive text. They could not identify the generic structure and simple present tense of the text correctly and confused to determine the language feature of the text.

Learning process through discussion and asking, answer, and respond question from their question is that simple to be applied for the teacher in the classroom, especially for writing. So, they were not bored in learning English. Although the teacher was creative in teaching learning process and the students could not a motivation they not got a satisfy achievement in their study. In addition, the teacher should give more support to build students’ confidence to convey their idea to other in asking, answer, and respond question in learning English.

C. What are the strengths and weaknesses when using inquiry-based learning method in the classroom practice for the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year 2016/2017?
1. Cycle I

In this part, the researcher carried out series of action namely planning the action which included one meeting.

a. Planning

The researcher prepared the instruments of research, such as:

1) Materials and making a lesson plan

2) List of students’ name

3) Preparing sheet for classroom observation

4) Teaching aids (eg. Blank paper, camera)

5) Test instrument (Pre-test and Post-test)

b. Action

Action was the implementation of the activities that had arranged before. The first meeting was conducted on Friday at 07.45 until 08.45, 31\textsuperscript{th} March 2017. The researcher started the class with Mr. Ali Ahmad, S.Pd who helped the researcher to introduce herself in front of the class. Then, Mr. Ali Ahmad, S.Pd. asked the researcher to begin the lesson. Before the lesson, she introduced herself to the students in front of the class.

The teacher greeted the students “good morning students?” and the students said that they would learn about descriptive text. Before the teacher began the learning, she start pray together after that checked their attendance list.
Teacher asked to the students “who is absent today?” Then the students said “no one”. Before the teacher divided the students become some groups, the teacher gave pre-test to the class for about 10 minutes. When the students were doing the test, she walked around the class to check the students’ test. After the students have finished the pre-test, she collected the students’ test and began to teach.

Then, the teacher gave a time for students to ask about descriptive text. There are 5 questions from students. So, the researcher divided the students become 5 groups and a group consist of four to five students. The researcher gave time to discuss and share the result of the discussion from each group. They were very excited, enthusiastic and they enjoyed it because the students can convey their opinion. After they had finished to convey the result, the researcher gave post-test to them and gave some time to do it. After that, the researcher asked them to submit it and she gave a feedback material. The time was over, the researcher continued the meeting in the next week on Friday.

c. Observation

In the first cycle, the researcher and Mr. Ali observed the teaching process. By monitoring the students’ activity and attention during the action, we could see that most of the students are pay
attention to the explanation from the other student whereas only some students ask and respond to the question.

d. Reflecting

Based on the result of the cycle I, the researcher found the improvement after learning through inquiry-based learning method in teaching learning. The first was the improvement of writing descriptive text. It happened in the process of writing, especially in writing descriptive text by used discussion. The second, the improvement of students’ participation could be seen in during of process teaching and learning in the classroom.

Based on the observation, there is improvement on students writing score, but it still did not pass the passing grade of 70. So, researcher conducted the cycle II. In next cycle II, the researcher emphasized the generic structure and grammar more deeply).

The weakness found in cycle I, they are some of students were still confuse to differentiate between identification and description and they also lack comprehend about grammar or simple present tense.

e. Cycle II

Based on the result of cycle I, it is necessary for the researcher to continue the next level:

a. Planning
In cycle II the teacher would only emphasize the generic structure and grammar more deeply to solve the weaknesses occurred in cycle I, in cycle II the teacher would stimulate students to be more active in generic structure and grammar.

The researcher prepared the instruments of research, such as:

1) Materials and making a lesson plan
2) List of students’ name
3) Preparing sheet for classroom observation
4) Teaching aids (eg. Blank paper, camera)
5) Test instrument (Pre-test and Post-test)

b. Action

The first meeting in cycle II was conducted on Thursday at 07.45 until 08.45, 06th April 2017. The steps were still the same with cycle I. The researcher started the lesson with the same material but different theme.

The teacher greeted the students “Assalamu’alaikum wr.wb. and good morning students?” and the students said “wassalamu’alaikum, wr.wb. and good morning”. Before the teacher began the learning, she ask the leader to start pray together and any students appoint to M. Ulul Azmi to lead it. Then the teacher checked their attendance list.
After the teacher called their name one by one and asked the student to say “present”. Before the teacher divided the students become some groups, the teacher gave pre-test to the class for about 10 minutes. When the students were doing the test, she walked around the class to check the students’ test. After the students have finished the pre-test, she collected the students’ test and began to teach.

Then, the teacher gave a time for students to ask about descriptive text. There are 6 questions from students. So, the researcher divided the students become 6 groups and a group consist of three to four students. The researcher gave time to discuss and share the result of the discussion from each group. They were very excited, enthusiastic and they enjoyed it because the students can convey their opinion. After they had finished to convey the result, the researcher gave post-test to them and gave some time to do it. After that, the researcher asked them to submit it and she gave a feedback material.

c. Observation

In the cycle II, the same in the first cycle, the researcher get field note which has been written in above. The teacher can see that the students could understand the descriptive text through
inquiry-based learning method, it show with some of students have no difficult in doing the post test and they get a good score.

d. Reflecting

After analyzing the result of cycle I and cycle II, it can be concluded that learning through inquiry-based Learning method could improve students to active in learning writing in discussion. They could conveyed their opinion and try to respond the question from others.
CHAPTER V

CLOSURE

A. Conclusions

The findings of the research of writing skill to improve students’ writing skill through inquiry-based learning especially in descriptive text in SMP Ma’arif Bandongan are as follows:

1. The teaching-learning situation when inquiry-based learning method is applied in the writing class

   The students concerned actively in teaching learning process, especially in conveying their opinions, asking and respond the question, and enthusiasm in doing the test in writing teaching learning process. They were more encouraged in their opinion in learning process to asking and responding the question in writing skill especially in descriptive text than before.

2. To the extent can the inquiry-based learning (IBL) method improve the students’ writing ability of the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year 2016/2017

   The mean scores in cycle I pre-test 55,23 up to 73,80 in post-test. Then on cycle II mean scores of pre-test 68,57 up to 90,23 in post-test. Besides that, in cycle I t-test score is 7,86 is higher than t-table 2,08 and Cycle II t-test score is 4,13 is higher than t-table 2,08. The increasing percentage students who passed in writing test from cycle I and cycle II are: 76,19% and 100. The
decreasing percentage students who not passed in writing test are: 23.81% and 0%. The result of the research shows that inquiry-based learning method of writing skill is able to help them to improve their writing skill.

3. **The strengths and weaknesses when using inquiry-based learning method in the classroom practice for the tenth grade of SMP Ma’arif Bandongan Magelang in the academic year 2016/2017**

The strength of inquiry-based learning method can be seen that students could memorize about the kinds of texts particularly descriptive text. Besides, they also knew about how they spoke up in front of their friends and responded the question from their friends. Next, they could open their prior knowledge about descriptive text. The weakness of this method can be seen that students get shy to convey their opinions (asking and respond the question) forward their friends when they had to convey their opinion in front of their friends. Sometimes they were not answered questions by their friends and they forgot the material that had delivered to them.

B. **Suggestions**

Based on the result of study and conclusion that regarding to teach writing by the use of inquiry-based learning method, the writer would like to suggest as follows:

1. To the English teachers
They should enhance their ability in teaching English especially when they taught using inquiry-based learning method. They should give more motivation and encouragement to the students to be able they convey their opinion or their prior knowledge. They should have curiosity about the material. When no question from them, the inquiry-based learning method can’t be used because inquiry-based learning method needs some question from them to looking for the best answer. The teacher must grow up their confidence, in order to students will feel comfortable when they can convey their opinion. The teacher should teach writing effectively and careful. So the teacher’s role in teaching learning process can influence students in improving their writing skill. Besides, teacher asks to students to study English continually.

2. To the students

Students should always be active in teaching learning process and they are not afraid with English lesson, they should study English continually in the classroom, in their house and in other place. When the teacher teaches writing, the students should pay attention to explanation from their friends, if gives questions or instructions they can answer and response it well.

3. To other researchers

It has been known from the result of the study using inquiry-based learning method that can improve the students writing skill. Hereby, it is
hoped that the result of the study makes the English teacher use appropriate teaching mode of inquiry-based learning method on improving student’s writing skill. Based on the explanation that writer would like to suggest other researcher, the result of the study can be used as addition reference for further research with the different sample and occasions.
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RENCANA PELAKSANAAN PEMBELAJARAN

(R P P) SIKLUS 1

Madrasah : SMP Ma’arif Bandongan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII B/ II
Alokasi Waktu : 3 X 40 menit (3 X Meetings)

A. Standar Kompetensi
12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

C. Indikator Pembelajaran
1. Mengidentifikasi *general structure* dari descriptive text.
2. Mengetahui *main idea and the title* dari suatu teks.
3. Mengetahui *function* dari *descriptive text*.
4. Mengetahui *pronoun* yang digunakan.
5. Mengetahui *adjective* dari suatu paragraph.
7. Mengetahui *synonym* atau *antonym* dari suatu kosakata.
8. Mengidentifikasi pernyataan yang benar dari berbagai pernyataan yang ada.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi general structure dari descriptive text.
2. Siswa dapat mengetahui main idea and the title dari suatu teks.
3. Siswa dapat mengetahui function dari descriptive text.
4. Siswa dapat mengetahui pronoun yang digunakan.
5. Siswa dapat mengetahui adjective dari suatu paragraph.
7. Siswa dapat mengetahui synonym atau antonym dari suatu kosakata.
8. Siswa dapat mengidentifikasi pernyataan yang benar dari berbagai pernyataan yang ada.

*Karakter siswa yang diharapkan : Disiplin (Discipline), Rasa hormat dan perhatian (respect), Tekun (diligence), Tanggung jawab (responsibility) dan Ketelitian (carefulness)

E. Materi Pembelajaran

**Descriptive text**

1. Definition of descriptive text (Pengertian deskriptif teks)

   Descriptive text is a text which says what a person, place or thing is like. The function is to describe and reveal a particular person, place, or thing.

   *(Deskriptif teks yaitu teks yang menjelaskan gambaran seseorang, tempat, atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat, atau benda tertentu).*

2. The general structure of descriptive text (struktur deskriptif teks)

   a. Identification : identifying the phenomenon to be described.
   *(identifikasi: gambaran umum mengenai benda yang akan dideskripsikan)*
b. Description: describing the phenomenon in parts, qualities or characteristic from its.

(deskripsi: deskripsi mengenai bagian, jumlah, atau ciri-ciri dari benda tersebut).

3. The language feature of descriptive text (ciri-ciri deskriptif teks)

a. Focus on one specific object (hanya focus pada satu objek tersebut)

b. The use of simple present tense (menggunakan simple present tense)

   Pattern (pola):
   (+) S+ V1+ s/es
   Example: they write a letter
   (mereka menulis sebuah surat)
   (-) S+ do/does+ not+ V1
   Example: I do not bring money
   (saya tidak membawa uang)
   (?) Do/does+ S+ V1?
   Example: dose she go to the campus?
   (apakah dia pergi ke kampus?)

c. The use of adjectives (menggunakan kata sifat)

   Example: thick, long, funny, love, etc.
   Contoh: tebal, panjang, lucu, suka, dll)

d. Pronoun (kata ganti)

   I = My    She = Her
   You = Your  It = Its
   We = Our
   They = Them
   He = Him
4. The example of descriptive text.

My Cat

<table>
<thead>
<tr>
<th>I have a cat. It is a female cat. She has a long tail. She like to lick her tail.</th>
<th>Identification (identifikasi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Aku punya kucing. Dia adalah kucing betina. Dia memiliki ekor panjang. Dia suka menjilat ekornya).</td>
<td></td>
</tr>
<tr>
<td>My cat’s fur is white and brown. So, I call her “si belang” because she has two collor. Belang like to eat fish. But sometime I also fed her tempe. She also like tempe. At the afternoon, when the sunset, she like to play outside the house. She will be running, rolling, and then climbing the tree. She is so funny.</td>
<td>Description (deskripsi)</td>
</tr>
</tbody>
</table>

F. Metode Pembelajaran

1. Inquiry-based Learning (IBL)
2. Diskusi
3. Tanya Jawab
G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1

PRE-TEST

Pertemuan 2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>waktu</th>
<th>Aspek life skill yang dikembangkan</th>
</tr>
</thead>
</table>
| Pendahuluan: | 5 Menit | - berdo’a dan memberi salam  
- Guru melakukan checklist |
| Kegiatan Inti | 30 Menit | 1. Eksplorasi  
- Guru mengajak siswa agar fokus pada materi yang akan disampaikan / descriptive text.  
- Guru membeberkan kesempatan kepada siswa agar bertanya mengenai descriptive text.  
- Guru membagi siswa ke beberapa kelompok untuk mendiskusikan pertanyaan yang telah diajukan oleh siswa.  
- Guru membagikan materi yang telah disiapkan ke setiap kelompok dan mempersilahkan setiap kelompok agar mencari sumber lain untuk dijadikan bahan pemecahan soal yang diajukan.  
- Guru melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran. |
2. Elaborasi
- Guru memberikan waktu agar setiap kelompok mempresentasikan hasil diskusinya.
- Guru memberikan soal post-test.
- Guru memberi waktu kepada Siswa untuk mengerjakan soal poet-test tersebut.

3. Konfirmasi
- Guru menambahkan dan memberi penguatan sedikit tentang teks deskriptif.
- Guru memeperikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, terhadap materi yang telah dipelajari.

- Kegiatan Penutup
  - Guru memberi motivasi agar siswa mau belajar lebih giat lagi
  - Berdo’a dan mengucapkan salam

<table>
<thead>
<tr>
<th>Pertemuan 3</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H. Sumber Belajar
- Buku pendamping bahasa inggris untuk smp semester genap kelas VIII
- Kamus bahasa inggris.
I. Penilaian / Assessment

Soal:

My Rabbit

I have a rabbit, a cute rabbit. The fur is white and soft. I like to touch it.

It has two long ears. I like to play with its. It also has two beautiful eyes. My rabbit likes to eat carrot. It also likes to eat other vegetables. My rabbit cage was broken last night. So, today I will make a new cage for its.

1. The text mainly describes about...
   a. Friend
   b. My rabbit
   c. Rabbit
   d. Cute Rabbit

2. What is the main idea of paragraph 1?
   a. Identification of rabbit
   b. Description about rabbit.
   c. Description about cute rabbit.
   d. Identification about my cute Rabbit.

3. What is the main idea in paragraph 2?
   a. Identification of rabbit.
   b. Description about rabbit.
   c. Description about my cute rabbit.
4. So, today I will make a new cage for its. The underline word refers to...
   a. Cage
   b. I
   c. It
   d. Rabbit

5. The communicative purpose of the text above is...
   a. Persuade the reader
   b. Entertain the reader
   c. Describe to the reader
   d. Retell the story

6. The fur is white and soft. The antonym of underline word is...
   a. coarse
   b. rough
   c. crude
   d. weak

7. It also has two beautiful eyes. The synonym of underline word is...
   a. valuable
   b. not good
   c. bad
   d. ugly

8. According to the text, which of the statement are true about Rabbit...
   a. The fur is black and soft
   b. He has two sort ears
   c. The rabbit is a cute rabbit.
   d. My Rabbit dislike to eat carrot.
9. The fur is black and soft. From the statement the language feature that it uses is...
   a. Present tense
   b. Past tense
   c. Future tense
   d. Perfect tense

10. “My Rabbit” is a kind of.....
   a. Narrative text
   b. Descriptive text
   c. Recount text
   d. Report text

Jawaban:
1. C 6. D
2. A 7. A
4. D 9. A

Pedoman penilaian:
Jumlah soal X 10

Benar Semua= 10X10=100
Guru Pamong
Ali Ahmad, S.Pd
NIP.----

Magelang, 27 Maret 2017
Guru Praktikan
Naryanti
113-13-058

Mengetahui,
Kepala Madrasah

H. ljaru Ismadi M.Z., S.Pdl.
NIP.----
RENCANA PELAKSANAAN PEMBELAJARAN

( R P P ) SIKLUS 2

Madrasah : SMP Ma’arif Bandongan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII B/ II
Alokasi Waktu : 3 X 40 menit (3 X Meeting)

A. Standar Kompetensi
12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive.

C. Indikaor
4. Mengidentifikasi general structure dari descriptive text.
5. Memahami penggunaan simple present tense dalam suatu kalimat.

D. Tujuan Pembelajaran
1. Siswa dapat mengidentifikasi general structure dari descriptive text.
2. Siswa dapat memahami penggunaan simple present tense dalam suatu kalimat.
*Karakter siswa yang diharapkan : Disiplin (Discipline), Rasa hormat dan perhatian (respect), Tekun (diligence), Tanggung jawab (responsibility) dan Ketelitian (carefulness)

E. Materi Pembelajaran

Descriptive text

1. The general structure of descriptive text (struktur deskriptif teks)

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      *(identifikasi: gambaran umum mengenai benda yang akan dideskripsikan)*.
   b. Description : describing the phenomenon in parts, qualities or characteristic from its.
      *(deskripsi: deskripsi mengenai bagian, jumlah, atau ciri-ciri dari benda tersebut)*.

<table>
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<th>Identification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a cat. It is a female cat. She has a long tail. She like to lick her tail.</td>
<td>My cat’s fur is white and brown. So, I call her “si belang” because she has two collar. Belang like to eat fish. But sometime I also fed her tempe. She also like tempe. At the afternoon, when the sunset, she like to play outside the house. She will be running, rolling, and then climbing the tree. She is so funny.</td>
</tr>
</tbody>
</table>
Pada sore hari, saat matahari terbenam, dia suka bermain di luar rumah. Dia akan berlari, berguling, dan kemudian memanjat pohon. Dia begitu lucu.

The use of simple present tense
(menggunakan simple present tense)

Pattern (pola):
(+ S+ V1+ s/es
Example: they write a letter
(mereka menulis sebuah surat)
(-) S+ do/does+ not+ V1
Example: I do not bring money
(saya tidak membawa uang)
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Example: dose she go to the campus?
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F. Metode Pembelajaran
1. Inquiry-based Learning (IBL)
2. Diskusi
3. Tanya Jawab
G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1

<table>
<thead>
<tr>
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</thead>
<tbody>
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<td>PRE-TEST</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pertemuan 2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>waktu</th>
<th>Aspek life skill yang dikembangkan</th>
</tr>
</thead>
</table>
| Pendahuluan:  
- berdo’a dan memberi salam  
- Guru melakukan checklist | 5 Menit | Pemahaman konsep |
| Kegiatan Inti  
1. Eksplorasi  
-Guru mengajak siswa agar fokus pada materi yang akan disampaikan / descriptive text.  
-Guru memanfaatkan kesempatan kepada siswa agar bertanya mengenai descriptive text.  
- Guru membagi siswa ke beberapa kelompok untuk mendiskusikan pertanyaan yang telah diajukan oleh siswa.  
- Guru membagikan materi yang telah disiapkan ke setiap kelompok dan mempersilahkan setiap kelompok agar mencari sumber lain untuk dijadikan bahan pemecahan soal yang diajukan.  
-Guru melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran. | 30 Menit |                         |
2. Elaborasi
- Guru memberikan waktu agar setiap kelompok mempresentasikan hasil diskusinya.
- Guru memberikan soal post-test.
- Guru memberi waktu kepada Siswa untuk mengerjakan soal poet-test tersebut.

3. Konfirmasi
- Guru menambahkan dan memberi penguatan sedikit tentang teks deskriptif.
- Guru membeberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, terhadap materi yang telah dipelajari.

❖ Kegiatan Penutup
- Guru memberi motivasi agar siswa mau belajar lebih giat lagi
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</thead>
</table>

5 Menit

H. Sumber Belajar
- Buku pendamping bahasa inggris untuk smp semester genap kelas VIII
Hai friends, I have mother, my mother is a beautiful person. She is Indonesian and her name is Husna.

She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 120 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love. I love my mother so much, she is the best mother in the world.

1. What is the main idea of paragraph 1?
   a. Identification of the writer’s mother.
   b. Description about the writer’s grandmother.
   c. Description about my mother.
   d. Identification about my beautiful woman.

2. What is the main idea in paragraph 2?
YUTA

Yuta is one of the 150 International students at the ELC of Brigham Young University.

He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

3. What is the main idea of paragraph 1?
   a. Identification of Yuta
   b. Description about Yuta.
   c. Description about my friends.
   d. Identification about my close friends.

4. What is the main idea in paragraph 2?
   a. Identification of Yuta
   b. Description about Yuta.
   c. Description about my friends.
Borobudur

Borobudur is a Hindu-Buddhist temple. It was built during the ninth century by the syailendra Dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

It is well-known all over the world for its construction, influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight level terraces. The first five terraces are squared and surrounded by walls adorned with Buddhist sculpture and reliefs. The upper three are circular. Each of them circled by bell called Stupa.

5. What is the main idea of paragraph 1?
   a. Identification of Borobudur
   b. Description about Borobudur
   c. Description about Hindu-Buddhist temple.
   d. Identification about Hindu-Buddhist temple.

6. What is the main idea in paragraph 2?
   a. Identification of Borobudur.
   b. Description about Borobudur.
   c. Description about Hindu-Buddhist temple.
My favorite actors

One of my favorite actors in this picture.

He is in his twenties. He is white, he is medium height, and quite well-built. He is got quite dark eyebrows and short brown hair. In this photo, he has got a beard and moustache.

7. What is the main idea of paragraph 1?
   a. Identification of the writer’s favorite actors.
   b. Description about the writer’s favorite actors.
   c. Description about my favorite actors.
   d. Identification about my favorite actors.

8. What is the main idea in paragraph 2?
   a. Identification of the writer’s favorite actors.
   b. Description about the writer’s favorite actors.
   c. Description about my favorite actors.
   d. Identification about my favorite actors.

Diligent student

Susan is a diligent students.
First, she starts her day by studying at 4.00 am at home. She thinks that studying at that time will be easy to get the idea or the field which she studies. Furthermore, she agrees that this is kind of discipline which to be done by all the students in order to be success in the future. She starts to understand the course of study that will be given by her teacher in the class, so that she will not be a confused student what her teacher talks about. In this first activity, she usually spend about an hour before she takes a bath and has a breakfast.

9. What is the main idea of paragraph 1?
   a. Identification of Susan.
   b. Description about Susan.
   c. Description about diligent student.
   d. Identification about diligent student.

10. What is the main idea in paragraph 2?
    a. Identification of Susan.
    b. Description about Susan.
    c. Description about diligent student.
    d. Identification about diligent student.
Complete the sentences with to be (is, am, are) and verb!

1. I (is, am, are) smart and she (is, am, are) diligent.
2. They (write, writes, wrote) and (Send, sending, sends) a letter.
3. She (is, am, are) beautiful and he (is, am, are) handsome.
4. We (is, am, are) students and she (is, am, are) a teacher.
5. We (study, studies, studying) English and you (do, Doing, done) your homework.
6. She (send, send, sending) a message and I (receive, received, receiving) the message.
7. Salman (is, am, are) a pilot and he (is, am, are) a father too.

Pedoman penilaian:
Jumlah soal X 5
Benar Semua 20= X10=100

Magelang, 27 Maret 2017
Guru Praktikan

Naryanti
113-13-058

Mengetahui,
Kepala Madrasah

H. Janulisnadi M.Z., S.Pd.
NIP, ----
My Rabbit

I have a rabbit, a cute rabbit. The fur is white and soft. I like to touch it.

It has two long ears. I like to play with its. It also has two beautiful eyes. My rabbit likes to eat carrot. It also likes to eat other vegetables. My rabbit cage was broken last night. So, today I will make a new cage for its.

1. The text mainly describes about...
   a. Friend
   b. My rabbit
   c. Rabbit
   d. Cute Rabbit

2. What is the main idea of paragraph 1?
   a. Identification of rabbit
   b. Description about rabbit
   c. Description about cute rabbit
   d. Identification about my cute Rabbit

3. What is the main idea in paragraph 2?
   a. Identification of rabbit
   b. Description about rabbit
   c. Description about my cute rabbit
   d. Identification about my rabbit

4. So, today I will make a new cage for its. The underline word refers to...
   a. Cage
   b. It
   c. It
   d. Rabbit

5. The communicative purpose of the text above is...
   a. Persuade the reader about rabbit
   b. Entertain the reader about rabbit
   c. Describe to the rabbit
   d. Retell the rabbit

6. The fur is white and soft. The antonym of underline word is...
   a. coarse
   b. rough
7. It also has two **beautiful** eyes. The synonym of underline word is...
   a. valuable
   b. not good
   c. bad
   d. ugly

8. According to the text, which of the statement are true about Rabbit..
   a. The fur is black and soft
   b. He has two sort cars
   c. The rabbit is a cute rabbit.
   d. My Rabbit dislike to eat carrot.

9. The fur is black and soft. From the statement the language feature that it uses is...
   a. Present tense
   b. Past tense
   c. Future tense
   d. Perfect tense

10. “My Rabbit” is a kind of.....
    a. Narrative text
    b. Descriptive text
    c. Recount text
    d. Report text
My Mother

Hai friends, I have mother, my mother is a beautiful person. She is Indonesian and her name is Husna.

She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 120 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love. I love my mother so much, she is the best mother in the world.

1. What is the main idea of paragraph 1?
   a. Identification of the writer’s mother.
   b. Description about the writer’s grandmother.
   c. Description about my mother.
   d. Identification about my beautiful woman.

2. What is the main idea in paragraph 2?
   a. Identification of the writer’s mother.
   b. Description about the writer’s grandmother.
   c. Description about my mother.
   d. Identification about my beautiful woman.

Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University.
He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn’t like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

3. What is the main idea of paragraph 1?
   a. Identification of Yuta
   b. Description about Yuta.
   c. Description about my friends.
   d. Identification about my close friends.

4. What is the main idea in paragraph 2?
   a. Identification of Yuta
   b. Description about Yuta.
   c. Description about my friends.
   d. Identification about my close friends.

   Borobudur

   Borobudur is a Hindu-Buddhist temple. It was built during the ninth century by the Sailendra Dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

   It is well-known all over the world for its construction, influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight level terraces. The first five terraces are squared and surrounded by walls adorned with Buddhist sculpture and reliefs. The upper three are circular. Each of them circled by bell called Stupa.

5. What is the main idea of paragraph 1?
   a. Identification of Borobudur
   b. Description about Borobudur
   c. Description about stupa.
d. Identification about stupa.

6. **What is the main idea in paragraph 2?**
a. Identification of Borobudur.

✓ Description about Borobudur.
c. Description about stupa.
d. Identification about stupa.

**Complete the sentences with to be (is, am, are) and verb!**

1. I (is, am, are) smart and she (is, am, are) diligent.

2. They (write, writes, wrote) and (send, sending, sends) a letter.

3. She (is, am, are) beautiful and he (is, am, are) handsome.

4. We (is, am, are) a students and she (is, am, are) a teacher.

5. We (study, studies, studying) English and you (do, Doing, done) your homework.

6. She (send, sending) a message and I (receive, received, receiving) the message.

7. Salman (is, am, are) a pilot and he (is, am, are) a father too.
## TEACHER OBSERVATION’ CHECKLIST OF CYCLE I

<table>
<thead>
<tr>
<th>No</th>
<th>The teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting the students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking students attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Remaining previous materials</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Asking for the students to ask about descriptive text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asking for the students to make a group</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Guiding the students in collecting data or information by using some book or other sources</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Asking for the students to answer question from their friends</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Correcting the question together the students by the result of discussion</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guiding the students to answer and respond from answer’ their friends</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Accepting score of their task</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Summarizing the lesson</td>
<td>✓</td>
<td></td>
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<tr>
<td>13.</td>
<td>Accepting the motivation before lesson the end</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Accepting the assignment for the students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Answering greeting after the lesson finish</td>
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# TEACHER OBSERVATION’ CHECKLIST OF CYCLE II

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<tbody>
<tr>
<td>1.</td>
<td>Greeting the students before the lesson begins</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking students attendance</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Remaining previous materials</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Asking for the students to ask about descriptive text</td>
<td>✔</td>
<td></td>
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<tr>
<td>6.</td>
<td>Asking for the students to make a group</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Guiding the students in collecting data or information by using some book or other sources</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Asking for the students to answer question from their friends</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Correcting the question together the students by the result of discussion</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guiding the students to answer and respond from answer’ their friends</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Accepting score of their task</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Summarizing the lesson</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Accepting the motivation before lesson the end</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Accepting the assignment for the students</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Answering greeting after the lesson finish</td>
<td>✔</td>
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</table>
THE PROFILE OF SMP MA’ARIF BANDONGAN

School name : SMP Ma’arif Bandongan

NSS : 204036814105

NPSN : -

Address : Kalegen Bandongan Magelang Street 56151

Village : Kalegen

District : Bandongan

Regency : Magelang

Province : Central Java

Post code : 56151

Phone number : -

Area : Village

Categories of school : Private

Accreditation : B

No SK of building : 03.08.DP.0010.04

KBM : Morning

Building area : (Long 3670 m² wide 800 m²)
# THE LIST OF TEACHER AND STAFF IN SMP MA’ARIF

## BANDONGAN

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>H. Janu Ismadi MZ., S.Pd.I.</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2.</td>
<td>Susilo</td>
<td>Teacher of Javanese Language and Civic Education</td>
</tr>
<tr>
<td>3.</td>
<td>Drs. Fadlil</td>
<td>Teacher of Arabic and <em>qur’an hadist</em></td>
</tr>
<tr>
<td>4.</td>
<td>Sya’bani S. Ag.</td>
<td>Teacher of <em>qaidah akhlak</em></td>
</tr>
<tr>
<td>5.</td>
<td>Zubaitul Rochana, S. Pd.</td>
<td>Teacher of Social Science and Information technology</td>
</tr>
<tr>
<td>6.</td>
<td>Bambang Ardiansyah, S. Pd.I</td>
<td>Teacher of Islamic Religion Education and ke-NU-an</td>
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<tr>
<td>7.</td>
<td>Dewi Apriliyaningrum, S.Si.</td>
<td>Teacher of Natural Science</td>
</tr>
<tr>
<td>8.</td>
<td>Siti Asriyana, S.Pd.</td>
<td>Teacher of Mathematic</td>
</tr>
<tr>
<td>9.</td>
<td>Ali Ahmad, S.Pd.</td>
<td>Teacher of English arts and culture</td>
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<tr>
<td>11.</td>
<td>Noviana Isnaeni, S.Pd.</td>
<td>Teacher of Indonesia</td>
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<tr>
<td>12.</td>
<td>Kristantri Ganiwati, S.Pd.Jas.</td>
<td>Physical Education</td>
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<tr>
<td>13.</td>
<td>Sri Rochayati</td>
<td>TU</td>
</tr>
<tr>
<td>14.</td>
<td>Sujati</td>
<td>TU/Treasurer</td>
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<tr>
<td>15.</td>
<td>Khoirudin</td>
<td>Security school</td>
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<td>16.</td>
<td>Ahmad Saefudin</td>
<td>Security of clean</td>
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THE STUDENTS’ ACTIVITIES IN EXTRACURRICULAR

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<tr>
<th>No</th>
<th>Kinds of extracurricular</th>
<th>Yes=1/No=0</th>
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<tbody>
<tr>
<td>1.</td>
<td>Football</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>2.</td>
<td>Drama</td>
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</tr>
<tr>
<td>3.</td>
<td>Javanese speech</td>
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<td>4.</td>
<td>Self-defense</td>
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<tr>
<td>5.</td>
<td>Chees</td>
<td>1</td>
<td>18</td>
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<tr>
<td>6.</td>
<td>Table Tennis</td>
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<td>20</td>
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<td>7.</td>
<td>Guidance for MADING</td>
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<td>8.</td>
<td>Badminton</td>
<td>1</td>
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<td>9.</td>
<td>Scout</td>
<td>1</td>
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<td>10.</td>
<td>Run</td>
<td>1</td>
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<td>11.</td>
<td>Dance</td>
<td>1</td>
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<td>Tilawah</td>
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<tr>
<td>13.</td>
<td>Other</td>
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# THE LIST OF INFRASTRUCTURE IN SMP MA’ARIF BANDONGAN

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Infrastructure</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Students’ seats</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<td>6.</td>
<td>Football</td>
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<td>7.</td>
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<td>9.</td>
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<tr>
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<td>Badminton court</td>
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<tr>
<td>11.</td>
<td>Chees board</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>Shuttle cock</td>
<td>2</td>
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<tr>
<td>13.</td>
<td>Ring basket</td>
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<td>14.</td>
<td>Badminton</td>
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<tr>
<td>16.</td>
<td>Shot put</td>
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<td>17.</td>
<td>Javelin</td>
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<td>18.</td>
<td>Bat of table tennis</td>
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</table>
### THE LIST OF OTHER INFRASTRUCTURE IN SMP MA’ARIF BANDONGAN

<table>
<thead>
<tr>
<th>No</th>
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<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
<td>Printed machine</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
<td>Scene machine</td>
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<td>15.</td>
<td>Boards of absence</td>
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<tr>
<td>16.</td>
<td>Garbage</td>
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<td>17.</td>
<td>Calendar</td>
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<td>No</td>
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<td>Male /Female</td>
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<tr>
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<tr>
<td>1.</td>
<td>Choirul Saniyah</td>
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<tr>
<td>2.</td>
<td>Ela Fadilah</td>
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<tr>
<td>3.</td>
<td>Eli Ernasari</td>
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</tr>
<tr>
<td>4.</td>
<td>Faris Fadhli</td>
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</tr>
<tr>
<td>5.</td>
<td>Ferry Kurniawan</td>
<td>M</td>
</tr>
<tr>
<td>6.</td>
<td>Fitria Muzaziroh</td>
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<td>7.</td>
<td>Hesti Nurkhayyah</td>
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<td>Iin Lestari</td>
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<td>Linda Wardani</td>
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<td>Muhammad Firman Setiawan</td>
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<td>Miftakhul Koiri</td>
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<td>13.</td>
<td>Muhamad Ulul’ Azmi</td>
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<td>Nailul Chusna</td>
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CATATAN:
Setiap konsultasi lembar ini harus dibawa

Dosen Pembimbing

Dr. Sa'di M. Ag.
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
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Nomor : B.1.3.011/In.21/D1.1/PN.03.00/01/2017
Lamp : -
Hal : Pembimbing dan Asisten
   Pembimbing Skripsi

Kepada
Yth. Dr. Sa’adi, M.Ag
di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara
ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : NARYANTI
NIM : 113-13-085
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi :

IMPROVING STUDENTS’ ENGLISH WRITING SKILL THROUGH INQUIRY-BASED
LEARNING (IBL) METHOD (A CAR OF THE SECOND GRADE OF SMP MA’ARIF
BANDONGAN MAGELANG IN THE ACADEMIC YEAR OF 2016/2017)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 30 Januari 2017

[Signature]
Walik Dekan, Bidang Akademik

[Signature]
Muh. S.Ag., M.Phil.
NIP. 19690617 199603 1004

Tembusan : 1. Dosen Pembimbing
Nomor : B-549 /In.21/D1/PN.03.00/03/2017  
Lamp : -  
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Kepada  
Yth. Kepala SMP Ma’arif Bandongan  
di Tempat  

Assalamualaikum w.w.  

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:  

Nama : NARYANTI  
NIM : 113-13-058  
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.  
Judul skripsi :  

IMPROVING STUDENTS' ENGLISH WRITING SKILL THROUGH INQUIRY-BASED LEARNING (IBL) METHOD (A CAR OF THE SECOND GRADE STUDENTS OF SMP MA’ARIF BANDONGAN MAGELANG IN THE ACADEMIC YEAR OF 2016/2017)  

Dengan Pembimbing : Dr. Sa’adi, M.Ag  
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 28 Maret 2017 s.d selesai.  
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.  

Wassalamualaikum w.w.  

Salatiga, 23 Maret 2017  
Dekan  
Fakultas Tarbiyah dan Ilmu Keguruan  

(Suardi, M.Pd.  
NIP. 19670121 199903 1002)  

Tembusan : 1. Mahasiswa yang bersangkutan
LEMBAGA PENDIDIKAN MA'ARIF NU
SMP MA’ARIF BANDONGAN
TERAKREDITASI : B
NSS : 204035814165  NDS: 190012003  NIS: 201020  NPSN : 20307559
Alamat : KolegianbandonganMagelang 56161 Email: maarifbandongan@yahoo.co.id

SURAT KETERANGAN
Nomor : E.7/88/SMP. Mrf./2017

Yang bertanda tangan di bawah ini Kepala SMP Ma’arif Bandongan Kabupaten Magelang dengan sesungguhnya menceritakan bahwa :

Nama : NARYANTI
NIM : 113-13-058
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Salatiga

Mahasiswa tersebut benar-benar telah mengadakan penelitian untuk keperluan menyelesaikan skripsi pada SMP Ma’arif Bandongan Kabupaten Magelang.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Bandongan, 7 April 2017

Kepala Sekolah

H. Janu Ismadi M.Z., S.Pd.I.
NIP. ---
**DAFTAR NILAI SKK**

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Salatiga, 24 Juli 2017
Mengetahui,
Wakil Dekan Bidang Kemasasiswaan

[Signature]

Achmad Maimun, M.Ag.
NIP : 19700610 199833 1003
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Faculty: English Department  

Email/ Phone Number: naryanti46@gmail.com / 085712794645  

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5. State Institute for Islamic Studies (IAIN) Salatiga