IMPROVEMENT OF DESCRIPTION WRITING SKILLS
THE TENTH GRADER STUDENTS OF SENIOR HIGH SCHOOL 1 MARON OF PROBOLINGGO THROUGH THE INQUIRY STRATEGY

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Abstract
This research is a qualitative research that designed to uses the class action research (CAR). This research was conducted in the ten grader the students of Senior High School I Maron Probolinggo unnecessary to make the teaching and learning programs that have been designed. The researcher is the teacher of the ten grader the students of Senior High School I Maron Probolinggo. Therefore, besides the teacher as researcher, the teacher also as observer. However, to overcome the limitations of the teacher they do observation, they asked their friends and colleagues to become an observer also serves as a collaborator.

The main problem of this research is the “How to improve the writing description skills of ten grader the students Senior High School I Maron through inquiry strategy ?” the problem break down into three things, (1) how did the improvement process of learning to write the description of the ten grader the students of Senior High School I Maron Probolinggo through inquiry strategy? (2) how do you learn to write the description of the results that is increase in the ten grader the students of Senior High School I Maron Probolinggo through inquiry strategy?

The results showed as follows. (1) there has been an increase in the process of learning to write description through inquiry strategy. The activities that may include the pre-write stage, To develop the outline of, revision, and editing. The implementation of this class action is recorded and observed by the researchers but before the execution of the cycle I course of research had not reached yet the desired goal because the achieved results is not perfection yet. In the Cycle I, the process of learning to description writing through the inquiry strategy has been good and interesting but still found that need to get attention with regards to the class action research. While the processing of learning to description writing cycle II through inquiry strategy has been very good, (2) The improvement in the achievement of learning to write the description appears that if before the application of cycle I the students who have not achieved completion or who obtained a score below 70 as many as 21 children or 61.8%, in cycle I that decreased to 8 or 23.5%, and in cycle II the student’s score was above 70. The completion increased from 13 children or 38.2% at the first reflection to 26 children or 76.5% in cycle I, and it is increased to 34 children or 100% in cycle II. The lowest value at the first reflection and cycle I is the same as 60 and in cycle II it is increases to 70.
Improvement Of Description Writing Skills

The highest score is increased from 75 at the first reflection to 85 in cycle I and it is increased to 90 in cycle II. The classical average is increased from 66.6 to 71.5 and it is also increased to 76.2 in cycle II.

Keywords : Improvement, Description Writing Skills, Inquiry Strategy

INTRODUCTION

The language learning is expected to help the the students to know themselves, their culture, and the culture of others, express ideas and feelings, participate in the communities with the native users, also find and use the analytical and imaginative that is in them.

The K13 that set as Curriculum of 2013 has been implemented in all of the schools. The Curriculum of 2013 also applied in learning of Indonesian Language and Literature. The K13 confirmed that the teacher's duty is to teach the the students. It is the students who should be encouraged to actively practice using language, especially in writing skills. The teacher's duty is to create situations and conditions so that the students learn optimally to practice using language so that the expected competencies can be achieved.

Related to the learning of Indonesian language and literature, in the 2013's Curriculum is the K13, the learning of Indonesian language and literature is directed to improve the students' ability to communicate in Indonesian properly, both verbally and writing. The Indonesia language and literature competency standards which are qualifications of minimum ability of the students describing the mastery of knowledge, language skills, and positive attitude towards Indonesia language and literature. Moreover, the competency standards are the basis for the students to be able to understand and be able to access local, regional, and global developments.

Sulistiawati (2009:76) has said that “Learning is basically a process of communication or interaction between the students or the the students with the the teachers or the the teachers and their learning environment, whether it is direct communication in activities or indirectly by using the media”.

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The writing learning activities that happen today in the senior high school prioritize results over the processes. The students' writing results are unclear. This fact was conveyed by an Indonesian teacher in the tenth graders of Senior High School I Maron Probolinggo. The teacher admits that the writing guidance of description that given to the students is just a little and the guidance is only a brief instruction related to the title. The teacher gives a number of titles so that they can choose from the points of mind of each title. The situation of learning is less interesting and the efforts of teacher are less encouraging for the students to actively write. They pay less attention to the process, but they prefer the results.

The language learning is expected to help the students to know themselves, their culture, and the culture of others, express ideas and feelings, participate in communities with the native users, also find and use the analytical and imaginative that is in them.

Basically, the Indonesia language learning the teachers use conventional teaching methods, where the teachers teach more a lot of theories, facts, and problems with lecture methods only, while the students only listen, record and memorize them. In such a learning process will only make humans with static intellectuals and less creative (Sidi, 2000:3).

Akhadiah (2001:14) has mentioned that everyone actually has the potential to be proficient in writing, as well as potentially skilled in doing various other activities. The problem is because writing is a skill, so the acquisition requires systematic and continuous training and struggle. Even the talent without being trained will not be able to be skilled. So, the problem is not only he is talent person or not, but rather due to the laziness to strive for writing skills.

According to William Faulkner in masun lasimo, (2005:26) mentioned that many authors agree that 90% of writing skills are generated through learning. Only 10% factor of talent and according to Putu Wijaya,
the talent factor is not more than 5%. The talent factor as in other life skills is not dominantly to lead a person to be a writer or not. It is precisely the learning factor that is quite dominant influence.

The opinion empirically shows that writing as part of life skills needs to be more trained to the the students. The potentials that exist in the students are more explored and empowered so that they can actualize their abilities, in particular, the ability to express their ideas into the form of writing. As happened in Senior High School Maron I Probolinggo that the students' achievement in writing descriptions is still low. Of the 34 ten grade the students, there are 13 the students were declared complete score while the other 21 were not completed. Based on preliminary studies conducted by the researchers the other factor is the teacher's learning strategy is not appropriate. And the consequences of such a lack of strategy are also very low.

The teacher needs to apply a strategy that can stimulate the students' interest and creativity towards the subject matter, where are by using an inquiry strategy so that the changes of the the students can be achieved in order not to happen things above.

This research is focused on writing skills because it relates to the activities of the students who often make reports. In the Indonesian syllabus for ten grade student of senior high school, the basic competency related to writing skill is to write observation results in the form of paragraph description. To focus the object of the study, this study is limited to writing a description using the inquiry strategy. The description writing is chosen with the argument that this writing tends to be easy to do by the students as the first step improving the ability to write descriptions can be directed with the keywords according to the existence of the human senses. For example, after a student makes an observation of a particular object, the student may be adjusted to writing for the purpose that when the person reads his writing, the person appears to see the object as the student sees it.
It is relates to writing a description that the students do not understand yet about writing a description. It is looked from the first observation of the student's writing, which is when he is tasked with making a paragraph of description writing. The result of writing does not reflect the students' understanding of the assignment. After the question and answer was held, it turned out that the the students could not distinguish between the writing of the description and other writings. Therefore, the the students with teacher guidance instruct an understanding of the description writing. This is important to give a direction clearly to the learning objectives so that student’s mistakes in understanding descriptions can be eliminated or being reduced.

So the the students can learn and acquire the writing skills, at least the learning should pay attention to the three things. First, the teachers are required to pursue the strategies and learning models that are interesting, meaningful, varied, and suitable with the child's world. Second, learning needs to be packaged in the form of learning activities that delight the the students, for example involving practical experiences, games, and using media that suits the child needs. Third, the the teachers give all the the students much opportunity to write and interact with other the students as many as possible.

From that basis, the the researchers will try to use the inquiries strategy for the learning of writing paragraph descriptions. The use of this strategy will certainly be able to be a means of improving the students' creative writing skills in indonesia language learning, especially in improving children's writing skills. The title of this research was "Improvement Description Writing Skills Student Of Tenth Graders Senior High School 1 Maron Probolinggo Through The Inquiry Strategy".

RESEARCH METHODOLOGY
This study uses the class action research (CAR) design. Class Action Research is a form of reflective study by actors of actions performed to improve the rational skills of their actions in carrying out the task of deepening understanding of the actions performed, as well as improving the conditions under which the learning practice is carried out.

This study was conducted in Senior High School 1 Maron Probolinggo. The several reasons for choosing the target class and school as the location of the study is, (1) the learning activities of descriptions writing in the senior high school has attempted to follow contextual learning procedures, (2) The researcher is one of the the teachers in the target school so that the results of the study can be used directly as a learning model to write Indonesia language based on the contextual approach, and (3) The senior High School 1 Maron Probolinggo is a school that is open to efforts to learning development.

The subjects in this study were ten grade the students of Senior High School 1 Maron Probolinggo in 2011-2012 which amounted to 34 the students, consisting of 14 male and 20 female the students. The students in this class have the ability 'on average student ability.

EMPIRICAL DATA AND ANALYSIS

After two cycles of learning to write a description using an inquiry strategy, there are some findings that can be identified during learning. The results in question are presented as follows:

4.4.1 Development of Learning Outcomes

The learning materials of writing descriptions that occurred in ten grade the students of Senior High School 1 Maron Probolinggo the teachers only teach how to write essays with a lot of explanation without giving examples of good description writing during this time. The the teachers tend to leave it to the students how to make an essay without giving writing steps and without providing intensive guidance on how to write properly.
This fact is evidenced by the assessment only on the final result of the student in writing exercises.

The fact as described above encourages the researcher to take action so that the problem can be overcome as well as the child’s ability can be developed to the maximum. The effort is to use an inquiry strategy. According to Eanes (1997:484), a good writing lessons should provide a process model for the students and targeted practices. That means, the the teachers must provide a model of the stages of writing and guide the the students to experience it for themselves. The the students will gain writing skills if they practice systematically in the process and are carried out continuously (Akhadiah, 2001:16). Therefore, the writing process is very important to be taught to the students. However, it will only be obtained if there is direct teacher guidance, targeted practice, and various independent applications (Eanes, 1997:508).

By applying the inquiry strategy in reality is able to improve the ability of the students in writing. From this the first reflection, a corrective action plan was drawn up for the problems encountered in the learning process of writing. The preparation of the learning action plan is carried out in collaboration with indonesian language subject the teachers of ten grade the students of Senior High School 1 Maron Probolinggo Mr. Muhlas Fausi, S.Pd.

The learning design is prepared in the form of Learning Implementation Plan (RPP). The Learning Implementation Plan (RPP) presented within 4 x 45 minutes that is two meetings. The Learning Implementation Plan (RPP) still refers to the learning materials in ten graders. This means that the implementation of the learning is applied in Senior High School 1 Maron Probolinggo so that the implementation of this research will not affect the learning schedule in the ten grade the students of Senior High School 1 Maron Probolinggo especially in the learning of Indonesia language and literature.
From the first reflection, an improvement action plan was drawn up from the encountering problems in the learning process of writing with an effort to do learning with an inquiry strategy. The preparation of a learning action plan with this inquiry strategy is carried out in collaboration with the teachers of Indonesia subjects of ten grade the students of Senior High School 1 Maron Probolinggo.

Based on the results of the assessment of the ability to write descriptions, it was found that out of 34 the students if the application of cycle I the students before who had not achieved completion or who obtained grades below 70 as many as 21 children or 61.8% in cycle I decreased to 8 or 23.5% and in cycle II the student's score was above 70. The completion increased from 13 or 38.2% of the students in the first reflection to 26 or 76.5% of the students in cycle I and there are increased in cycle II to 34 or 100% of the students. The lowest values on the the first reflection and cycle I are the same as 60 and 70 in cycle II, and the highest value increases from 75 on the first reflection to 85 in cycle I, and it increases to 90 in cycle II. The classical average increased from 66.6 to 71.5 and there are increased to 76.2 in cycle II.

Improved learning achievement of writing descriptions the students of ten grade the students of Senior High School 1 Maron Probolinggo can be present in more detail in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Value</th>
<th>Reach</th>
<th>First Reflection</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50-59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>60-69</td>
<td></td>
<td>21</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td></td>
<td>13</td>
<td>21</td>
<td>22</td>
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<tr>
<td>4</td>
<td>80-89</td>
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<td></td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>90-100</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td>34</td>
<td>34</td>
<td>34</td>
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</tr>
</tbody>
</table>

Based on table 4.7 it can be explained that the students who have a score of 58-59 on early reflection, cycle I, and cycle II do not exist (0). The students who had grades between 60-69 on the first reflection as many as 21
the students are decreased to 8 in cycle I and in cycle II there was no one exist. Children who have a score between 70-79 on the first reflection as many as 13 the students, in cycle I as many as 21 the students, and in cycle II as many as 22 the students. The students who have a score between 80-89 on the first reflection was not exist (0), in cycle I as many as 5 the students and in cycle II as many as 10 the students. Children who have a score of 90-100 on the first reflection and cycle I do not exist (0), and in cycle II as many as 2 the students.

4.4.2 Learning Planning Stage

The learning planning starts from the preliminary study based on the the students' low ability to write descriptions. Preparation of a learning action plan based on the principle of collaboration between the the researchers and the practitioners. The action planning is prepared in two learning plans and each learning plan is presented within 2 x 45 minutes. Overall the implementation was conducted in 2 meetings. The learning theme chosen according to the approach and strategy used is The Sights. The selection of this theme is based on consideration of some of the suggested theme options in the curriculum and the proximity of the student's knowledge and experience to the surrounding environment.

The learning action plan in the study has been carried out in two cycles. Each cycle is assigned two meetings. The the researchers and the practitioners collaboratively plan the learning activities to write descriptions that covering three stages, that is (1) pre-written and excritivity stage was conducted at the first meeting, (2) the improvement and editing phase was carried out at the second meeting, (3) this learning stage is interconnected any each other.

In the pre-written stage, the learning plan is focused on devoting, selecting, developing topics, selecting titles, and putting together a description writing framework. In the exmorting phase, the learning plan is
focused on developing the writing framework into a complete draft description. The stage of improvement and editing, the learning plan is focused on making improvements and edits to the student's writing.

4.4.3 Learning Implementation Stage

The implementation of actions principally conducts a collaboratively drawn up learning strategy plan with the teachers. There are two kinds of activities performed simultaneously between the teachers and the researchers. Activities carried out by the teachers should carry out learning and evaluation of learning to write descriptions. At the same time the researchers make observations on the implementation of learning and evaluation of learning writing descriptions through inquiry strategies.

The implementation of the action takes place in two cycles and in each cycle is divided into two meetings. One meeting uses two hours of lessons (2 x 45 minutes). The focus of each cycle's actions in the form of the implementation of the inquiry strategy in learning to write a description.

The writing learning plan at the pre-written stage was implemented at the first meeting of the third hour with an allocation of 1 x 45 minutes. The final goal that will be achieved is that the students can: (1) identifying topics, (2) identify the section of the description writing, (3) selecting a description writing topic (4) specifies the title, and (5) outline the description, and develop it while the blurring stage is carried out at the first meeting of part two with an allocation of 1 x 45 minutes. The ultimate goal of learning at this stage is that the students can: (i) develop the framework into a description, (2) present the main sentence and explanatory sentence in each paragraph of the description, and (3) using spelling, punctuation, relationship markers between sentences, and relationship markers between paragraphs.
The writing learning plan at the revised stage was implemented at the first two-part meeting with an allocation of 1 x 45 minutes. The ultimate goal of learning at this stage is that the students can: (1) revise the title of the description writing, the terrace of the description writing, as well as the content of the description based on the completeness of the section and elements of the description writing, and (2) revise the title of the description writing, the terrace of the description writing, and description content based on the spelling, punctuation, and Indonesian rules. The learning plan at the editing stage was implemented at the second meeting with an allocation of 1 x 45 minutes. The ultimate goal of learning at this stage is that the students can (1) mark and correct misspellings at the level of capital letters, spellings, punctuation marks, words and sentences (2) editing the writing in the title section, description terrace, and the writing content.

4.4.4 Learning Evaluation Stage

Assessment of the students' abilities is directed at the assessment both in the process and on the final results of each learning cycle. Assessment poses can be seen from the observation of the effectiveness of learning and from the results of the questionnaire of student habits when they are reading. Assessment of the results can be seen from the results of writing a description in the form of reports of observations, experiences and it is experienced by the the students.

Judging from the completion of learning, with the application of the inquiry strategy it can be known that the level of completion also increased it is indicated by the percentage of completion that increased by 13 or 38.2% of the students at the first reflection increased to 26 or 76.5% of the students in cycle I and it's increased to 34 or 100% of the students in cycle II. With these results, it can be ensured that the application of inquiry strategies can improve the students' learning achievements in writing.
descriptions of ten grade the students of Senior High School 1 Maron Probolinggo.

DISCUSSION

In this section, a discussion of the results and findings of research based on the application of cycles I and II related to efforts to improve the ability to write descriptions through inquiry strategies of ten grade the students of Senior High School 1 Maron Probolinggo.

5.1 The Relevance between the Results and the Education Unit Level Curriculum

In the Education Unit Level Curriculum (KTSP) Indonesian subjects of ten grade in semester I, one of the competency standards of writing skills is being able to express information in various forms of paragraphs (narrative, descriptive, expository). The basic competency is to write observations in the form of descriptive paragraphs. Indicators of learning outcomes is, (1) list the topics that can be developed into descriptive paragraphs based on the observations, (2) build an outline descriptive paragraphs, (3) develop an outlines that have been organized into descriptive paragraphs, (4) use the objectative phrases in descriptive paragraphs, and (5) editing the descriptive paragraphs which is written by friends.

The learning experience that gained by ten grade the students of Senior High School after follow the learning of writing, including: (1) ability to record of writings or events that occured, (2) ability to write unique writing or events, (3) ability to compose descriptions shortly and clearly, and (4) ability to editing dan comment on descriptions compiled either individually or in groups.

The results showed that the learning plan of writing descriptions through the inquiry strategy has accounted the components of the
The KTSP based learning implementation can be defined as a process of applying KTSP ideas, concepts, and policies in a learning activity, so that the students can master a certain set of competencies, as a result of interaction with the environment. Implementation of KTSP can also be interpreted as actualization of operational curriculum in the form of learning (Mulyasa, 2006:246). The results showed that the learning scenario of writing a description through an inquiry strategy was more oriented towards student activity than the teacher. It can be stated that since the identification of elements and parts of the writing, the determination of the topic of writing, the development of the writing framework, writing, the revision of the writing, up to the editing of the description of the activity was centered on the students. This is one of the basis for stating that the learning scenario of writing a description of ten grader senior high school is relevant to the nature of the competency curriculum that emphasizes to "the students doing something".

Furthermore, the relevance of the researcher's results to the curriculum can also be seen in terms of learning evaluation. The evaluation of learning is carried out on the learning process and the results. The
evaluation of the process aims to gain feedback on student activities and participation in learning activities, including interests, enthusiasm, responses, activities, cooperation in groups, interaction of the teachers or the students, the courage of performance and tolerance. The evaluation of results or products aims to know the learning outcomes of the students in the form of basic writing competencies that measured based on learning indicators. The results showed that the evaluation of this process and results was carried out continuously.

During the learning activity, the students are also given the opportunity to conduct an assessment of the results of their friends in the form of revised suggestions. The assessments above are called the authentic assessments as part of class-based assessments in the context of competency-based of curriculum-based learning. The application of class-based assessment in this study with process evaluation steps is in line and the results of writing learning as Arief stated (2002: 50) that the assessment of writing learning includes how the writing process is conducted and how the students produce the form.

The assessment criteria for the success or improvement of learning to write descriptions are emphasized in a number of aspects of student success as follows: First, at the pre-written stage the extent of the students' ability to identify topics according to the theme, identify the core part and the editorial, choose the topic of writing according to the theme of the writing, determine the title, determine the terrace, and arrange the framework of the content. Kedua, at the blurring stage how the students' ability to develop the description frameworks into the writing, develop the main sentences and explanatory sentences in each paragraph of writing, and use the spelling, punctuation, the markers of inter-sentence relationships, and the markers of inter-paragraph relationships.

Third, at the stage of revision of how the students' ability to revise the title, terrace of writing, and content of descriptions based on the
completeness of sections and elements of writing, as well as revise the title, terrace of writing, and the content of descriptions based on the rules of spelling, punctuation, and sentences in Indonesia language. Fourth, at the editing stage is how the the students can mark and correct mis-descriptions at the level of capital letters, spelling, punctuation, words, and the content of the text. Nurgiyanto (1995:37) said that recording or assessment is carried out continuously and completely down to specific events.

CONCLUSION

From the results of data exposure and research as described in chapter IV, it can be concluded that the ability to write descriptions of ten grade the students Senior High School I Maron Probolinggo can be improved through the implementation of actions in two cycles. These capabilities can be displayed as follows:

The learning process of writing a description on the first reflection is still not maximized, the learning is dominated by the the teachers because the the students are afraid to express their opinions so that there is no interaction during the learning. The learning activities of writing descriptions are more effective after group discussions are carried out in cycles I and II. The group discussions, in addition to enabling the students in the process of writing descriptions also improve student's ability to express their opinions, asking questions, respond, and answering questions. This improved ability to express the opinions and respond especially after the the students are continuously motivated by the teachers in cycle II. With improvements in learning, the writing process and writing skills of the students improve from cycle I to cycle II.

The improvement of ability to write descriptions of ten grade the students of Senior High School I Maron Probolinggo it looked from the comparison of grades that obtained by the the students in two cycles. The
improved learning achievements it is known from the first reflection to the application of cycle I and cycle II.

The improvement in the achievement of learning to write the description appears that if before the application of cycle I the students who have not achieved completion or who obtained a score below 70 as many as 21 children or 61.8%, in cycle I that decreased to 8 or 23.5%, and in cycle II the student's score was above 70. The completion increased from 13 children or 38.2% at the first reflection to 26 children or 76.5% in cycle I, and it is increased to 34 children or 100% in cycle II. The lowest value at the first reflection and cycle I is the same as 60 and in cycle II it is increases to 70. The highest score is increased from 75 at the first reflection to 85 in cycle I and it is increased to 90 in cycle II. The classical average is increased from 66.6 to 71.5 and it is also increased to 76.2 in cycle II.

These results showed that there have been increase in learning achievements that reached above the predetermined target of individual completion of 70 and classical completion by 85% so that it can be concluded that the application inquiry strategies are effective in improving the students' ability to write the descriptions.

REFERENCES


