**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature in accordance with Inquiry Learning Method, Steps of Inquiry Learning Method, Teaching Writing Descriptive Text Using Inquiry Learning Method.

1. **Teaching Writing**

Teaching is the guidance of learning activities for the purpose of aiding the pupil to learn or activities to convey knowledge to the students. Writing is an activity that produces something from mind become meaningful a text or sentence. It has many purpose not only for media as pouring idea but also giving information. When we write, we use graphic symbols; that is, letters or combinations of letters which relate to the sound we make when we speak. The symbols have to be arranged, according to certain convention to form word and words have to be arranged to form sentences. Everyday people do writing activity in their live by using mobile phone to sending message aim to give information.

According to Byrne (1979: 1) a good arrange in writing will make a good writing with readable text. Good writing makes the reader hold the message from the writing without arise miss understanding. Bazerman (1976: 8) state that writing in school have relationship between the student book to read and assigns writing for student to do. According to Hedge (2003: 302) writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. But writing-good writing- is a product of careful thinking and incorporates the following four characteristic: (1) the appeal to a target audience. (2) a coherent structure. (3) a smooth, detailed development. (4) an appropriate style. White (1973: 7) we do not write just one sentence or even a number of unrelated sentence. Make a good writing by arranged sequence sentences. Shortly, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

1. **Writing Problem**

Many students think that the blank page is the big problem to start write or to get an idea. It will be solved by looking for a good opening sentence. Bazerman (1976: 11) stated that:

“Many people think writing in just that way “my life will be miserable until I get this paper written, but I don’t know what to write”. A problem can be seen not as something wrong but as something to do. The first type of problem points to a breakdown in the current situation which needs to be repaired, whereas the second is creative, bringing something new into the word”.

In writing process students often find some problems to write their idea in good sentences or sometimes confuse about what must student do or write. Bazerman has a solution to solve it by make a good opening sentence and students effort to write by creatively. Good opening sentence will make the following sentence flow up to full the students paper. Students can get many inspirations from many sources; creatively students also can get idea from their environment, or media such as internet, magazine or other.

According to Bazerman (1976) students can find the problem of writing by answer some questions. Some questions bellow can lead the students to find the students’ problems in writing. Those questions are:

a. What is your purpose? Do you want to sell a product, or argue for theory, or share an experience?

b. Whom do you intend to address in this piece of writing? Are you writing to single distinct person with known expectations, interest and criteria, such as a teacher who want to evaluate your knowledge of a subject? Are you writing for more open-ended audience, such as readers of general-circulation magazine?

c. What is your relationship to this audience? Do you already have its confidence or must you prove your authority? Are you in position to lay down the law or are you lucky if anyone even reads your words?

d. What effect do you intend to have on these specific readers, and what actions do you want them to take as a result of reading your writing? Do you want the teacher to respect your thinking or to put A on the paper?

e. What kind of strategy is likely to lead to the desired effect in your particular audience?

According to Byrne (1979) writing is a difficult activity for people both in their mother tongue and their foreign language. It means that not only in Indonesia language but also English language writing is difficult skill for people or students. Beside the problems mention above there are some problem which classified into kinds by Byrne, those are:

a. Psychological problem, writing essentially is a solitary activity and the fact that we are required to write to our own, without the possibility of benefit of feedback, in it self makes the act writing difficult.

b. Linguistic problem, in writing, we have a compensate for the absence of these features: we have to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we procedure can be interpreted on its own.

c. Cognitive problem, writing is learnt through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who does not know to us.

Actually the problems or writing above not allowed as a reason to hated writing, the all problems can solve by practice writing.

1. **Writing process**

According to (Hedge page 302) writing process is seen as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities; setting goals, generating ideas, organizing information, selecting appropriate, making a draft, reading and revising it, then revising and editing. Writing process as mention above is a complicated activity not only needs language skill but also creativity to arrange a set of words, sentence becomes a readable and understandable text. In addition, writing basically of making a point and provide the evidence to support or develop that point to make clearer.

When we will and produced a text, we must follow some steps which help us to write a text become easier. Those processes are: prewriting, first draft, responding, revising, editing, evaluating, and post-writing. Each step has function to make the writing become a good writing.

**a. Prewriting**

“Pre writing is an activity in the classroom that encourages students to write. It stimulates thoughts for getting started”. Ricards and Renandya (2002: 315). It makes students face blank pages and generate an idea. There are five prewriting techniques that will help students to develop and think about a topic and get word on paper:

1. Free writing technique means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Student write with ignore about erasing mistakes, organizing material instead explore their idea by putting down whatever in their mind. Based on state of Richard and Renandya above, we know that free writing is just write your topic without stopping with ignore about mistake of spelling, punctuation correctly or organize material.

2. Questioning technique means students generate who, why, when, what, where and how questions about a topic. For example:

Question: why donn’t you like to go a movie?

Answer: just too many problem involved.

With those question will develop students writing in their paper. In questioning, we generate idea by asking as many as questions a we can think about our topic.

3. “Brinstorming technique means students collect ideas and details that relate to students subject. Pile these item up, one after another, without trying to sort out major details from minor ones or trying to put the details in any special order. Students goal is just to make a list of everything about students’ subject that occur” stated by Richard and Renandya (2002)

In this technique students create a list of ideas and details that related the subject. Branstorming is intended to accumulate raw material by making a list of everything about students’ subject that occurs.

For example:

a. Traffic is bad between my house and teacher

b. Noisy patrons

c. Don’t wont to run into Jeremy

d. Etc.

4. According to Richards and Renandya (2002) clustering technique is also known a diagramming or mapping is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering usually use lines, boxes, arrows, and circle to show relationship among the idea and details that occur. Begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as idea and details come to you, put them into boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put minor idea in the smaller boxes or circle, and use connecting lines to show how they relate as well.

Clustering is a way to think by uses paper with boxes or circle about how various ideas and details related to another. **Picture 2.1**

5. Preparing a scratch outline technique is an excellent sequel to the first four pre writing technique. A scratch outline often follows free writing, questioning, list-making or diagramming; or it may gradually emerge in the midst of these strategies. In fact, trying to make scratch outline is a good way to see if you need to do more pre writing. If you cannot come up with a solid outline, then you know you need to do more prewriting to clarity your mine point or it several kind of support.

In a scratch out line, you think carefully about the point you are making, the supporting item for that point, and the order in which you will arrange those items. The scratch outline is a plan or blue print to help you to achieve a unified, supported, well-organized composition.

**b. First Drafting**

Richards and Renandya (2002) stated that the students are focused on fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the students ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also encourage writing for different audience in order to give direction to their writing. Depending on the genre of writing (narrative, expository or argumentative) an introduction to the subject of writing may be a startling statement to arrest the reader’s attention, a short summary of the rest of the writing, an act quotation, a provocative question, a general statement, an analogy, a statement of purpose, etc. such a strategy may provide the lead at the drafting stage.

In this process students don’t worry about the grammatical accuracy, punctuation also spelling, whereas students develop the main idea and content with specific details.

**c. Responding**

Responding the teacher to the students has a central role play in the successful implementation of writing process. Responding intervenes between drafting and revising. It is the teacher’s quick initial reaction to the students’ draft. Response can be oral or in writing, after the students produce the first draft and just before the proceed to revise.

**d. Revising**

Students review their texts on the basis of feedback given to the responding stage. They reexamine what was written to see how effectively they have communicated their meaning to their readers. Revising is not merely checking for language errors. It is done to improve global content and the organization or idea so that the writer’s intent is made clearer to the readers.

**e. Editing**

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, diction, example and the like.

**f. Evaluating**

In evaluating student writing, the scoring may be analytical (based on specific aspect of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to student in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of information.

**g. Post writing**

Post writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming text for stage performances, or merely displaying texts on notice broads. The post writing stage is a platform for recognizing students work as important and worth while.

1. **Good Writing**

Good writing is a product of careful thinking and incorporates the following four characteristic. It means good writing is writing which make through careful thinking and good arrangement of the structure or sentence. There are some classifications to good writing:

1. The appeal to a target audience. The writer should identify a problem, or has seen something in new light, and fells that it is worth sharing with others. He or she feels the idea is worth publishing, in the word’s root sense of “making public”.

2. Coherent structure. For any writing to work, it has to have some kind of organizational scheme. You are probably familiar with one such scheme, the so-called five paragraph essay: one paragraph to introduce the topic, three to discuss three different aspects of it, and one to summarize and conclude.

3. A smooth, detailed development. Not only does a piece of writing have framework, a skeleton, but it has meat on the bones as well. To build onto frame work, you need to expand upon an idea by raising the general points and discussing them in detail. You will need to analyze complex matters, provide vivid example, and perhaps refute opposing ideas and name names.

4. An appropriate. Well articulated style. The language you use to get important, well develop idea across should be accurate and appropriate as possible. This mean being be able to choose the right words, to find the most suitable level of usage, and to use no more words than are necessary to convey thy intended idea. It also means being able to construct sentences that allow your idea to be transmitted in a crisp, readable manner with minimal interference, such as uneven, ambiguous, or unnecessarily complicated wording.

1. **The Role of The Teacher in Teaching Writing**

There are four role of teacher in teaching writing according to Donn Byrne (1984), those are:

* + - 1. To decide how to present the activity to the class. For example, in the early stages, it will help to do a certain amount of writing with students, on the blackboard or on overhead projector.
      2. To prepare the students orally. This should be regarded as a standard procedure for writing activities in the early stages.
      3. To decide the writing task should be carried out. An activity may be done individually, in pairs or small groups.
      4. To decide on correction procedures. It is not essential to examine everything the students write, although many students will want to have their work looked at.

1. **Genre of the Text**

There are many kinds of genre of the text, according to Djuhari (2007) a text form a discourse. Text in the discourse have communicative goal to be achieved, based on the goal a text classified into some type. The genres of texts are: description, report, explanation, exposition, procedure, review, narrative, recount, and news item. Each of the text above has different meaning and function based on each purpose of the text.

* 1. Description text is a text that has aims to give detail describes of someone, something, a place or an animal. For example: my Toy

“I have toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last time. The doll is small, fluffy and cute. It has got thick brown fur”. Djuharie (2007: 25)

* 1. Report texts peel an observation or experimental result about things, animals, people or place. The example for report text:

“Snakes are reptiles. These cold-blooded creatures belong to the same groups as lizards. Snake have no legs, but long time ago they had claws to help them slitter along. Snakes often sunbathe on rocks in the warm weather. This is because snakes are cold-blooded”.

* 1. Explanation text based on the function to explain a process of shaping, a theory, concept, ideology, definition and another thing that related to natural phenomena. For example: a Brief summary of speech production

“Speech production is made possible by the specialized movements of our vocal organs generate speech sounds waves. Like all sound production, speech production requires a source of energy. The source of energy for speech production is the steady stream of air that comes from the lungs as we exhale”.

* 1. Exposition text aims to make sure opinions, ideas, view of writes on a topic for example:

“English is the most important language in the world. It is the language spoken at the United Nations, it is also the official language of diplomacy. In addition, English is useful in many occupations. For example, air traffic controllers all over the world must be able to speak English”.

* 1. Procedure text aims to give guidance, method, steps to doing something, generally procedure text contain about tips or steps to make a thing and doing an activity. For example: how to make a cheese omelet.
  2. Review text aims gives reviews about a work of film, music, book, exhibition, etc.
  3. Recount text is a type of text contents reported events, someone activity or the experience of someone. For example:

“On Friday we went to the Blue Mountains. We stayed at david and della’s house. It has a big garden with lots of colorful flowers and tennis court.

On Saturday we saw the three sisters and went on the scenic wailway. It was scary. Then, mummy and I went shopping with Della. We went to some antique shops and tried on some old hats”

* 1. News item text is a type of text contents preaching event or proper events witnessed by the public. For example: town contaminated

1. **Descriptive text**

Descriptive text is the text which has purpose to describe someone, something, plece, animal, etc. Commonly, describtive text has structures,are :

1. Identification

It is introducing of subject or the things that will be described.

1. Description

It is information about the characteristics of subject , for examples : psychological characterisstic, attitude, performance of physical, special features, quality etc.

Descriptive text often uses particular linguistics element, those are:

a) Specific noun, for example father, school, my dog etc.

b) Simple present tense

c) Detailed noun phrase, noun which get continuation adjective, for eaxamples :

*an intelligent tall student*

*continuation noun*

*a big large beautiful wooden house*

*continuation noun*

d) Various of adjectives which describing characteristic, numbering, classifying, for examples :

*three tall buildings.*

*sharp whitw fang.*

e ) Relational process, use verb which can describe participant condition, examples :

*my car has four doors.*

*my father is really handsome.*

f) Figurative language, use figurative language are like simile or metapore as the way to give illustration of comparison, for example :

*my throat is a dry as a dessert.*

*her skin is white as cloud, and smoot as water.*

An axample of descriptive text source from Djuharie (2007 :25)

**My Best Friend**

I have a lot of friends. But, my closest friend is Prabu Perdana.

Prabu is my classmate. He is so handsome and cute. He has short wavy but rather blonde hair, which is always combed nealty. His skin is white. He has bluish back eyes with thickv eyebrows and outstanding eyelashes. His round face makes him more impressive. Although Prabu is not so tall, he has a well-built body. People frequently think he is a European or American offspring, but he is actually a Sundanese genuine. He looks more handsome when he is smiling.

Prabu is a pleasing peer. Available I am happy to spend my time with him. He is always his available to help his friends who are in troble. He is never angry with any friends who try to annoy him. Because he is so smart, most of his classmates seek him to explain any difficulties in any school subjects. I am proud of having such best friend.

1. **Inquiry Learning Method**
2. **Srategy of Learning**

The process of learning works optimally need the planning of making learning strategy. According to Artur L. Costa (1985) is like copied by Rustaman (2003:3) learning strategy is the system of sequence learning activity which is applied from time by time and directed to reach out the students’ study result which is wanted. Learning strategy also to reach out the component in the learning. Subiyanto (1990:17) explains the learning component include three components, that are objective, model, evaluation. Three components are called *three anchor points* are the unity. The reaching of objective of learning contains cognitive, affective, and psychomotoric. Gagne’, is like copied by Dahar (1988:163), explains that the result of study which is reached includes five competences:

1. Intelectual competence, competence which is presented by the students about intelectual operation which can be done, for examples, discrimination competence, concrete concept, defined concept.
2. Verbal information (declarative knowledge), knowledge presented in the proposition form and has the static characteristic, for exemples, facts, personal event, generalization.
3. Attitude, the characteristic can be learned and can effect the someone’s attitude toward nouns, events,others live creature.
4. Motoric competence, involves physic activity, combination of motoric and intelectual competence, for example use microscope.
5. Cognitive strategy, the control process is an internal process used the students choose and changes the ways in give attention, study, momorize, and think. The cognitive strategies involve:
6. Rehearsal strategies, the students do trining by their self about the material which is learned in the simple form, tha is repeat the names in the sequence. Learn the task which is more complex, can be done by underlying or copying from the part of text.
7. Elaboration strategy, the students associate that will be learned by others available materials. Elaboration activity can be formed in the making of phrase, making of summary, notes, and question formulating with answers.
8. Organizing strategies, arranges the materials which will be learned in the framework. The collection of words that will be remembered is arranged by the students be the meaning category.
9. Metecognitive strategy, the students’ competence to determine the objective of study choose the estimate of success of the objective of reaching.
10. Affective strategy, the students’ competence to center the attention to restrain emotion, and use the time effectively.

The competences which are explained by Gagne’ have been described in Kardi (2003a:1) in the table below:

**Table 2.1 Learning Strategies**

|  |  |  |
| --- | --- | --- |
| Kode | Category of  Study Result | Learning Strategy |
| (1) | (2) | (3) |
| A | Intelectual Competence | 1. Relate new information with the information which has had the students’ memory. 2. Organize new competence. 3. Firstly prerequirement competence. 4. Focus on the characteristic of special concept, in physical characteristic, value, or relation in between characteristic. 5. Choose an example and non example clearly or known by the students (in environment). 6. Give feedback. |
| B | Verbal Competence | 1. Relate the new information with the information which has been had by the students (elaboration). 2. Show set of similar information and explain the relation between those information (organization). 3. Use the stringer equipment, example “ mnemonic” 4. Give feedback. |
| C | Motoric Competence | 1. Presented in the real life. 2. Determine the effective way to organize information about motoric competence. 3. Give positive feedback. 4. Real practice of competence or repeatation of training. 5. Give opportunity for the students to interact with real environment. 6. Do appropriate test with indicator. |
| D | Attitude | 1. Given information or example by someone. 2. Give the example of attitude included in the right attitude. 3. Consider the student’s condition. 4. Give an consistence feedback. 5. Give question and task for the students to be discussed in the group. |

According Slavin (1997), is like copied by Nur (1998b:49) to makes relevant learning and active knowledge previousely used the strategy:

1. Advance organizer, the strategy to orientation the studentd to the material will be learned and help them to remember again the related information, which can be used to help in the organizing the new information will be learned.
2. Analogy,the strategy helps the students study new information with relate the concepts which have been had before.

Silberman (1996) in the application of active learning strategy categorized in to three parts, are :

1. How help the students be active since early, example strategy of build group, assessment suddenly, and involved directly.
2. How help the students to get knowledge, competence, active ability, example class learning strategy, classs discussion, collaboration, and peer teaching.
3. How make learning is not forgetable, example review, self assessment, ang planning the future.

Every part consists of various characteristic of strategy, all of them are 101 learning strategy. Zaini (2002a) the active learning strategy has purpose to grow autonomous soul and creativity in study in order that the students be able to make innovations.

The objective of learning wants the students be able to understand the concept by their discovery by doing observation. To reflect the objective of learning only can be reached outv by use conveying strategy in group to make a report and also communicate it. The writing of knowledge and also communicate its result have the purpose to understand, remember, and apply the concept of knowledge. Beside of that, also can add the knowledge, form performance in writing and discipline thinking. That is like which is explained by Mallison (1991:17), are;

*If the main goal of science program is to get children to understand, remember, and apply science concepts, there’s probably no more powerful tool than having students “write science”. Research indicates that writing about science improves not only science vocabulary, but also performance in reading and thinking in the discipline.*

The form of writing report shows the way of thinking and studying, for example : (1) Writing the summary encourage the understanding and remembering toward key concept. (2) writing between compare or classify studying information will increase the chidren understanding toward relationship between something. (3) writing to persuade still active the other ability of thinking, is like arrange again and manage the information.

**Inquiry Learning Method : from the fact at the Theory**

Indarwaty (1999:9) explain that learning generally wil more affective if it is presented by the learning models which is involved information processing. That is effected by information processing models concern to how the people think and how its effect toward the way of producing information. According to Downey (1967) in Joyce (1992:107), explains:

*The core of good thinking is the ability to solve problems. The essence of problem solving is the ability to learn in puzzling situations. Thus, in the school of these particular dreams, learning how to learn pervades what is the taught, how it is taught, and the kind of place in which it is taught*.

The agreement above shows the essential of good thinking is the ability to solve the problems. The basic of problem solving is ability to study in the thinking process situation. So, that can be implemented that to the students should be learned how study included what is taught, how it is taught, the kind of place in which is taught to get new view. One of the information processing model is inquiry learning method. (Trianto, 2007:134)

1. **Definition of Inquiry Learning Method**

Sund, is like copied by Suryosubroto (1993:193), explain that discovery is the part of inquiry, or inquiry is the process expanding of discovery used in deeply. Inquiry is question or observation. Inquiry is the general process which is done by human to look for or understand the information. (Trianto, 2007:135)

Inquiry basicly is the complex idea that means many things to many people in many contexts. Inquiry is a good asking. The questions have to be answered, tried, observed meaningful. The knowledge and the ability gotten by students expected is not remembering result but the result of their discover. Inquiry can be applied toward all of the course.(Nurhadi, 2004;43)

Gulo (2002) explains that inquiry strategy is the series of study activity related the sudents’ ability maximally to look for and observe sistematically, critically, logically, analitically, so they can formulate their discovery by their self. The main objective of inquiry learning activity are: (1) the students’ involving maximally in the study activity process, (2) the objective of activity logically and sistematically toward learning objective and (3) develop confidence attitude to students’ self about what discovered in inquiry process.

The general condition is the prerequirement in inquiry activity for the students are:

1. Social aspect in the classroom and nuance opened which is invited the students to discussion.

2. Inquiry focuses toward hypothesis.

3. Using fact as the evidence (information).

To creat the condition like that, the role of teacher are explained below :

1. Motivator, give stimulus in order that the students active and spirit to think.

2. Facilitator, show the way to solve if the students experience difficulty.

3. Interrogator, aware the students from the mistakes that the students do.

4. Administrator, responsible toward the whole of class activity.

5. Director, lead the students’ activity to reach out the purpose that is expected.

6. Manager, manage source study, time, and class organization.

7. Rewarder, give reward for the achievement that is reached by the students.

Inquiry learning is designed to invite the students directly in the scientific process in the relative time. The research of Schlenker, in Joice and Weil (1992: 198), present that inquiry trainning can increase the understanding of science, productive in creative thinking, and the students be able to get and analyze the information.

Munandar (1990: 47), explain some creativity formulations, that are:

“ creativity ( creative thinking and divergence thinking) are the ability base on the data or available information, find the many possibles of answer toward the problem where focus on quantity, exactness of use and the various of answers”. More possible of answers that can be given toward the problem, someone be more creative. Ofcourse, the answers have to appropriate with its problems. So, not only the quantity of answers can be given. That determine the creativity of someone but also quality of their answers”.

Moreover, Munandar gives the reason that creativity on the children need to be developed because :

“... by creation the children can create their self as the ability to see various possibles of solving toward the problems, give a satisfaction toward individual, and possible to increase the quality of their life”.

Now, can not be protested that the communities’ prosperity and countryis suspended on creativity contribution by community, that is why the attitude need to be manuredv since early to the students in the future can produce new knowledge.(Trianto, 2007;137)

The characteristics of effective development are relate the attitude and feel, motivation or encouragement from inside to do something, for examlples the feel to know, interest toward complex tasks as the challenge for the students, brave to take risk to make mistakes or to be criticaled by other students, never give up, respect their self or other.(Munandar, 1990:51).

1. **Process of Inquiry Learning Method**

Inquiry is the learning process base on the reach and the discovery through thinking process sistematically. Knowledge is not the quantity of facts result of remember, but result of self discover process. Thus, in the planning process, the teachers do not prepare the materials which have to be remembered, but design the learning which possible the students can discover the material which have to be understood by their self.(Kesuma, 2010:65)

Gulo (2002) explain that inquiry does not only develop intelectual ability but also the whole exist ability, involved emotional development and inquiry skill are the process that begin from formulate the problem, collect the data by observation, analyze and communicate.(Trianto, 2007:137)

1. **Suchman’s Inquiry Learning Method**

Base on the explanation of inquiry learning commonly, we can see that the available of tine and source are the problems of learning. To response this problem, Richard Suchman develpos inquiry learning which has been modified. The result of reseach which has been done by Suchman about inquiry model shows that Students’ skill of inquiry increase and their study motivation also increase.

Dahlan (1990:35) explainthat Suchman believe that the students are more aware about their observation process and they can be learned about scientific procedure directly. Furthermore, Suchman argue about the importan to bring the students to attitude that the all of knowledge is tentative. Joyce (1992:199) explein that the Suchman’s theory can be explained like this, are :

1. Invite the students imagine is like in the real condition.

2. Identify the components in the conditions.

3. Formulate the problem and make hypothesis on those condition.

4. Get the data from those condition by make question and answer “yes” or “no”.

5. Make the conclusion from the data gotten.

Inquiry learning with Suchman’s method use the questions presented to the students as alternative to data collecting. Suchman’s inquiry islike copied by Kardi (2003c: 10) have two surplus, that are:

1. The research can be finished in the one period meeting. The short in time enable the students can experience inquiry cycle fast, and by trainning they will be able to do inquiry.

2. More effective in the whole of the field in curriculum.

The main difference between Suchman’s inquiry and inquiry commonly are the process of data collecting. Uchman developes a new discovery method direct the students to collect the data by questioning.

1. **Learning Social Structure**

The comfortable situation of class is the important things inSuchman’s inquiry learning because the questions have to produce by the students in order that the learning process can go well. Cooperatuon between the teachers and the students, the student and the student is needed support by the teacher and friends actively. Two or more students which cooperate in the thingking and asking, will better than the student work by their self.

1. **The Role of Teacher**

Suchman’s inquiry learning, the teachers’ role are to monitor the students’ question to prevent in order that the inquiry process is not sams with guess playing. This need two important rules, that are:

1. The question must be answered “yes” or “not” and must be spoken by the way the the students can answer those question by doing observation.

2. The queations must be arranged well so does not effect the teachers give the answers from those question, but just give direction to the students to discover the answers by their self.

1. **Syntax of Inquiry Learning Method**

In the effort to give concept, for examples Biology on the material of dependence Another for the students is not only just speech. Learning will be more meaningfull if the students are given opportunity to know and involved in the discover concept from facts actively that can be seen from environment with the teachers’ guiding.

In the research, learning step used to adapt from inquiry learning step, expleined by Egged and Kauchak (1996), that are:

**Table 2.2 Inquiry Learning Steps**

|  |  |
| --- | --- |
| Fase | The Theachers’ Attitude |
| 1. Present the questions or problems | The teachers guide the students to identify the problems and the problem is written on the white board.  The teachers devide students in some groups. |
| 1. Make hypothesis | The teachers give opportunity to the students to give opinion in making hypothesis.  The teachers guide the students in determine relevant hypothesis with and focus on the hypothesis which be priority in the research. |
| 1. Design the observation | The teacher give opportunity to the students to determine the appropriate steps with the hypothesis that have been done.  The teachers guide the students to organize the steps of research |
| 1. Do observation to get the informations | The teachers guide the students to get information through research. |
| 1. Collect and analyze the data | The teachers give opportuniny toward each group to convey the the result of data analysis which have been collected. |
| 1. Make conclusion | The teachers guide students in making conclusion. |

Sudjana (1989) explains, there are five steps in conducting inquiry learning,tose are :

1. Formulate the problem to be solved by the students.
2. Determine the hypothesis.
3. Look for information, data, and fact which is neeeded to solve the problem or hypothesis.
4. Make the conclusion or generalization and
5. Apply the conclusion.
6. **Teaching Writing Descriptive Text Using Inquiry Learning Method**

Inquiry activity is a cycle. The cycle consist of some steps below:

1. Formulate the problem, for examples how the way to describe person.

In this steps, the students describe person, he is Tukul Arwana in the written text based on the test which has been given by the teacher.

1. Collect the data by observation, for example read the other book or source to get the support information.

After the test is given by the teacher to the students and the students writing descriptive text about Tukul Arwana, the students are given opportunity by the teacher to get support information about Tukul Arwana by reading other book or source.

1. Analyze and present the result in the written, picture, report, draft, table, and other work. For examples, the students can make descriptive paragraph by their self in the written text or writing form.
2. Communicate or present the result of work to the reader, classmate and other audience. For examples, the student’s work is conveied to the classmate to get input, appear the new idea, do reflection, adhere the picture, written work, and others on the wall of the class, wall of school, wall magazine.

If described in the draft, inquiry cycle appears like this, are: (1) Observation, (2) Questioning, (3) Hypothesis, (4) Data gathering and (5) Conclusion.(Nurhadi, 2004:44)

**Picture 2.2**

Observing

Draw conclusion Questioning

Inquiry process

Data analysis hypothesis

Gathering

1. **Testing the Writing Skill**

Test is a process of measuring students’ knowledge and ability. Testing that give after teaching learning process is called achievement test. Lindsay and Knight (2006) explain that achievement test are given to learners at the end of the course and are based on what they have studied during the course. This test have aim to know what do the students understand what they have been studied during teaching learning process.

Testing has significant effects to influence teaching learning process, it has good effect also bad effect for teachers and learners, those are:

1. Teachers only focus on what will be tested.
2. Test can make some learners be nervous and they may do not do as well as they could.
3. Test can help teachers identify area in which their students are having problem.

If the test are too difficult, the learners will become motivated. Measuring test must consider about some aspects, those are validity and reliability. Content validity is the most important element of validity. Heaton (1975:154) explain that: “ content validity is the kind of validity depend on a carefulanalysis of the language being tested and of the particular course objective always being apparent”

Task that we use have to contain about the material of teaching learning process and basedon the instructional goals. The examiner has to draw up a table of test specification and determine the particular language skill clearly and carefully to be included the test. Each skill shoul be given percentage weighting. The exeminer has to quantify and balance the component or skill, give a certain value to indicate the importance of each skills in relation to the other components in the test.

This writing test was assigned base on the follwing scoring guide, stated by Heaton (1975:146) : in this study the researcher use analistical score guide, because by using analitical scoring guide the researcher gets the students’ writing achievement completely and specifically also more scoring detail.

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| Content  30 – 27 EXCELLENT TO VERY GOOD : knowledgeable-substantive-etc.  26 – 22 GOOD TO AVERAGE : some knoledge of subject-adequate range-etc.  21 – 17 FAIR TO POOR : limited knoledge of subject-little substance-etc.  16 – 13 VERY POOR : does not show knowledge of subject-non substansive-etc. |
| Organization  20 – 18 EXCELLENT TO VERY GOOD : fluent expression-ideas clearly stated-etc.  17 – 14 GOOD TO AVERAGE : somewhat choppy-lossely organized but main idea stated out-etc.  13 – 10 FAIR TO POOR : non fluent-ideas confuse or disconnected-etc.  9 – 7 VERY POOR: does not communicate-no organization-etc. |
| Vocabulary  20 - 18 EXCELLENT TO VERY GOOD : sophisticated range-effective word/idiom choice and usage-etc.  17 – 14 GOOD TO AVERAGE : adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured-etc.  13 – 10 FAIR TO POOR : limited range-frequent errors of word/idiom form, choice, usage-etc.  9 – 7 VERY POOR : essentially translation-little konwledge of English vocabulary. |
| Language use  25 – 22 EXCELLENT TO VERY GOOD : effective complex construction-etc.  21 – 19 GOOD TO AVERAGE : effective but simple constructions-etc.  17 – 11 FAIR TO POOR : major problems in simple/complex constructions-etc.  10 – 5 VERY POOR : virtually no mastery of sentence construction rules-etc. |
| mechanics  5 EXCELLENT TO VERY GOOD : demonstrates mastery of conventions-etc.  4 GOOD TO AVERAGE : occasional errors of spelling, punctuation-etc.  3 FAIR TO POOR : frequent errors of spelling, punctuation, capitalization-etc.  2 VERY POOR : no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc. |