

# The Use of Inquiry Instructional Model to Increase Writing Ability of News Text

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## ABSTRACT

This research aims to know whether the use of inquiry instructional model can increase student's writing ability of news text. This research used quantitative descriptive approach. The method used was quasi-experiment method. The instrument used to collect data was test instrument of writing ability of news text. The technique of data analysis was comparational technique using pre-test and post-test one group design. The result showed three points. Firstly, the ability of student in writing news text before using inquiry instructional model was categorized very low. Secondly, the ability of student in writing news text after using inquiry instructional model was categorized very good. Thirdly, the use of inquiry instructional model can increase student's writing ability of news text.

**Keywords:** *model, inquiry, ability, writing, news*

## 1. INTRODUCTION

Writing is one of the aspects in language ability. By writing activities, someone can communicate his idea to others. Flynn Stainthor (2006) says that writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to others [1]. It means that by writing activities, the writer may translate his ideas into words in written in order he can communicate his ideas into others. In this information technology era, people or educated people will use writing ability as one strategic effort in order to introduce himself into the world. Thus, writing ability which is obtained through training continuously is so necessary in this modern era. One of writing abilities required by the students for this time is writing ability of news text. However, the reality shows that writing ability of news text of the students is still low. From the interview conducted with the teachers of Indonesian language at State Junior High School 3 Pancur Batu, it is obtained the information that the ability of students in writing news text is categorized relative good. But, the ability in writing of news text is still low. Bangun (2013) states that the ability of the students in writing news text at State Junior High School 1 Tiganderket is for 70, 65 and in fact is does not reach Minimal Completeness Criteria (MCM) [2]. Suwarti (2011) states that average of writing ability of news text for the beginning for the students of Class VIII at State Junior High School in Beringin is 54, 68 [3]. The phenomena is caused by low of motivation, interest and physical condition of at the time of studying.

In the context of discussion, the news can be conceptually explained as follows. The news is the synonym of the word new meaning something new. In this case, all are new and can be taken as information material for all people who require them. Wirasutisna (1995) states that what we call as news meaning something extraordinary or special [4]. In line with

this opinion, Shahab (2008) states that news means the report about facts or recent idea chosen by writers officials in order to publish for the public with the intention to attract the attention of audiences which may be seen from the interesting news, its effects or it can also include human interest sides such as joke, emotion or tension [5]. Based on the information, it can be concluded that news means the report about facts or important ideas, actual as well as interesting written by journalists and then it is widely published to the audiences. The facts can be in the form of event or it can be in the form of real condition. Periodic mass media are as the facility in order to deliver the news periodically such as newspapers, magazines, radio, television, and internet. The completeness of content elements is commonly called as 5W + 1H, namely What, Who, Where, When, Why and How.

Related to the above mentioned points, it is of course that the writing ability of news text of the students should be increased. Hence, instructional model as one of the components in learning must be as the attention of the teachers. The teachers must choose the relevant instructional model and also they must be good at applying the model in writing news text. The use of inquiry instructional model can be made as one of the solutions for this problem. Kunandar (2009) states that inquiry instructional model encourages students to study more through active participation with concepts and principles. Also, the teachers motivate the students in order they have experience and to do trial in order find out the principles which are necessary for them. The role of the teachers in this instructional model is as motivator (to give motivation for the students in order to actively in studying), facilitator (give the solution for the students regarding the problem they face), asker (give the way out for the student who face difficulties), administrator (as a responsible person for all activities in classroom), influencer (to lead the students in order to reach the objectives in

learning), manager (to manage learning resources, time, and class organizing) and as rewarder (to give reward for the achievement of the students) [6]. Shoimin (2014) states six steps in this inquiry instructional, namely (a) maintaining responsive situation, (b) expressing the problem inquired through story, film, picture, and others by asking question in order to seek, formulate, and to explain the formula, (c) asking questions to the students about problem data, (d) formulating the hypothesis/estimation as the answer from the question, (e) testing the hypothesis and (f) making the conclusion by the teachers and students [7]. The application of this instructional steps in writing ability of news text shows that its instructional approach is student-centered. Its instructional activities emphasizes in students participation, not on teachers' explanation.

The problems which should be answered in this research are as follows. How is the ability of the students in writing news text before using this inquiry instructional model? How is the ability of the students in writing news text after using this inquiry instructional model? Can inquiry instructional model increase the ability of the students in writing news text? Based on the problems, the research is aimed to know the ability of students in writing news text before using inquiry instructional model, to know the ability of students in writing news text after using inquiry instructional model, and to know whether the use of inquiry instructional model can increase the ability of the students in writing news text.

**2. METHOD**

This research is conducted at State Junior High School 3 Class VIII Pancur Batu Teaching Year 2017/2018. The subjects of research are 30 students.

**Table 1.** Research design

Class	Pre-test	Treatment	Post-test
Experiment	O <sub>1</sub>	X	O <sub>2</sub>

Remarks:

- O<sub>1</sub> : Test of writing ability on news text before using inquiry instructional model
- X : Treatment using inquiry instructional model
- O<sub>2</sub> : Test of writing ability on news text after using inquiry instructional model.

The approach used in this research was quantitative descriptive. The method used was quasi experiment method. The research design was one group pre-test and post test design which can be seen in the table above.

This research has two variables, namely inquiry instructional model and writing ability of new text. Its operational definition is as follows. Inquiry instructional model means instructional model in which its application use orientation steps (maintain comfortable classroom), formulate the problems, posing the hypothesis, gathering the data, testing the hypothesis, and taking the conclusion. Writing ability of news text means the score obtained by

the students after learning writing news text by using inquiry instructional model.

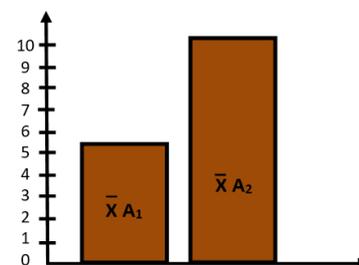
Collecting data is carried out using test technique, namely the test about writing ability of news text. In this case, the students are assigned to write one news text using the structure and language rules in news text [8]. The material of the news to write is the one event experienced by the students. The aspects assessed in news text is the completeness of news forming elements, description cohesiveness, sentences use, title appropriateness, and the preciseness of spelling in news.

The category of writing ability of the students in news text uses the category posed by Arikunto (2006), namely excellent (85-100), good (75-84), sufficient (65-74), low (55-64) and failed (0-54) [8]. This category is used to know the description or the level of students ability in writing news text before using inquiry instructional model and after using inquiry instructional model.

**Table 2.** Lattice of test instrument writing ability of text news

Assessment Criteria	Excellent	Good	Sufficient	Low	Failed	Percentage
The completeness of news forming elements	25-21	20-16	15-11	10-6	5-0	20%
Description cohesiveness	25-21	20-16	15-11	10-6	5-0	20%
Sentences use	25-21	20-16	15-11	10-6	5-0	20%
Title appropriateness	25-21	20-16	15-11	10-6	5-0	20%
The preciseness of spelling in news.	25-21	20-16	15-11	10-6	5-0	20%

**3. RESULT AND DISCUSSION**



**Figure 1.** The figure of diagram of average score difference of writing ability of student in news text from Pre-test and Post-test

Remarks:

$\bar{X}_{A_1}$  : average score of writing ability of students in news text from *pre-test* (before using inquiry instructional model).

$\bar{X}_{A_2}$  : average score of writing ability of students in news text from *post-test* (after using inquiry instructional model).

The score obtained by all students from pre-test (before using inquiry instructional model) is 1440. The average score is 48. By using the category by Arikunto, then the average score is categorized into failed.

The score obtained by all students from post-test (after using inquiry instructional model) is 2652. The average score is 88.4. The average score of students ability can be categorized excellent.

The difference of the two average score can be seen in the picture above. In order to know whether the two average score is significant or not can be known by testing the hypothesis with t-test as described above. In this case, the requirement test for data analysis is by using normality and homogeneity data. Normality test of group  $A_1$  (derived from pre-test) is carried out using Liliefors test. Homogeneity test of the two groups is carried out using F-test (Sudjana (2005)) [9].

The results of normality test of group  $A_1$  and  $A_2$  can be seen in the table below. Table 3 shows that from the two data group ( $A_1$  and  $A_2$ ), it is obtained the value  $L_o < L_{table}$ . It is therefore, it can be concluded that the data on writing ability of the student in news text before using inquiry instructional model (derived from pre-test) and the data on writing ability of students in news text after using inquiry instructional model (derived from post-test) is normally distributed.

**Table 3.** Normality test results data group data  $a_1$  and  $a_2$

Data Group	N	Lo	L <sub>table</sub>	Conclusion
			$\alpha = 0,05$	
A <sub>1</sub>	30	0,1000	0,161	Normal
A <sub>2</sub>	30	0,0836	0,161	Normal

**Table 4.** Homogeneity test results data group  $a_1$  and  $a_2$

Data Group	N	Dk	Si <sup>2</sup>	F <sub>calculated</sub>	F <sub>table</sub>	Conclusion
					$\alpha = 0,05$	
A <sub>1</sub>	30	29	16	1,0187	1,85	Homogen
A <sub>2</sub>	30	29	16,30			

The results of homogeneity test of the two data group can be seen in the Table 4 above.

Table 4 shows that from the two group data ( $A_1$  and  $A_2$ ), it is obtained the value of  $F_{calculated} < F_{table}$  (1.0187 < 1.85). It is therefore, stated that variant of data of writing ability of news text for group  $A_1$  (before using inquiry

instructional model) and variant of data writing ability of news text for group  $A_2$  (after using inquiry instructional model) is homogen.

By the fulfillment of the analysis requirement, the hypothesis of research can be tested. The results of hypothesis test of this research shows that in the significance level and  $n = 30$ ,  $t_{calculated} > t_{table}$  ( $5,84 > 1,70$ ).

Hence, the hypothesis of research can be accepted. It means that there is positive and significant influence of using inquiry instructional model to the ability of student in writing news text. Also, it can be stated that the use of inquiry instructional model can increase the writing ability of the students in writing news text. Related to the results of this research, there are some points to discuss.

Firstly, regarding the average score of writing ability of the students in writing news text in every aspect of ability as can be seen from the table below.

Table 5 shows that average score of the students in the aspect of completeness of news forming elements before using inquiry instructional model is 12.46 and after using inquiry instructional model is 25.46. It means that there is the increase for 13%. The average score of the students on the aspect of description cohesiveness before using inquiry

**Table 5.** Average score of writing ability of the students in writing

Ability Aspect	Average score before using inquiry instructional model	Average score after using inquiry instructional model	Increase (%)
The completeness of news forming elements	12,46	25,46	13,00%
Description cohesiveness	11,33	22,46	11,13%
Sentences use	9,16	16,9	7,74%
Title appropriateness	7,93	13,33	5,40%
The preciseness of spelling in news.	7,10	10,23	3,13%

Instructional model is 11.33 and after using inquiry instructional model is 22.46. It means that there is the increase for 11.13%. The average score of the students on the aspect of sentence use before using inquiry instructional model is 9.16 and after using inquiry instructional model is 16.9. It means that there is the increase for 7.74%. The average score of the students on the aspect of title appropriateness before using inquiry instructional model is

7.93 and after using inquiry instructional model is 13.33. It means that there is the increase for 5.40%. The average score of the students on the aspect of the appropriateness of spelling before using inquiry instructional model is 7.10 and after using inquiry instructional model is 10.23. It means that there is the increase for 3.13%.

The increase on average score of the students is prominent on the aspect of the completeness of news forming element, description cohesiveness, and sentence use in news. It can be interpreted that the students are assisted in the instructional by using inquiry instructional model. By the freedom to express opinion, find out information, giving question and answer and others in the instructional activities, the students are given the chance to think it creatively and try to remember

the facts they have which can be well described and to make the writing is systematically written. In addition, by using inquiry instructional model all students are active in the instructional activities, all difficulties can be asked to their friends, and also can compare with his own opinion. By the available of hypothesis which must be answered in the instructional activities, the students may focus on what they get. Further, the students may use it in the exercise of writing news text.

The increase of value of average score on the aspect of title appropriateness and the preciseness of spelling is relative low. It can be interpreted that it is caused by the use of inquiry instructional model which is relative low toward the ability of the students in writing news text related to the title appropriateness and mechanistics of preciseness of spelling, the teachers must supervise in detail regarding the difficulties faced by the students both in the aspect of title appropriateness and the application of language rules. Thus, teachers may plan what points should be considered on the assessment aspect in order to implement in the instructional activities using inquiry instructional model.

Secondly, based on the interpretation, it can be stated that in order to produce good news text, the students must have wide knowledge about the principle of writing news text and set of facts, knowledge about sentence and also about spelling. Once the students are not involved in collecting the news, the teachers must prepare the news sources, for example, the picture of one certain place, person, and event. All determine the quality of news text.

Thirdly, the results of this research can be made as the consideration for planning the instructional activities in writing news text, especially in planning instructional method.

In fact, by using inquiry instructional model, then writing news text can be well done.

In addition, the use of inquiry instructional model in practice may create the active participation and effectiveness in writing news text. The use of inquiry instructional model may train the students to think logically in order to arrange event by event for making the conclusion. Then, the ability is useful to write news text. The use of inquiry instructional model in writing news text can motivate the students in studying and doing the exercise with cooperative with friends.

On its application, the function of the teachers are as facilitator and consultant.

It is the results of research and discussion. However, the instructional in writing news text using instructional model requires good preparation. The teachers must make good planning and manage its implementation well.

#### **4. CONCLUSION**

Based on the results and discussion in this research, it can be concluded as follows. The writing ability of the students in writing news text before using inquiry instructional model is categorized very low. The writing ability of the students in writing news text after using inquiry instructional model is categorized very good. The use of inquiry instructional model can increase the ability of the students in writing news text.

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