



Improving Writing in English Using the Inquiry Method at Seven Grade Students SMP Islam Rengasdengklok

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Abstrak: *MENGAJARI ARTIKEL DALAM INGGRIS UNTUK SISWA SMP KELAS TUJUH DI SMP ISLAM RENGASDENGKLOK.* Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam penggunaan artikel di bahasa Inggris .Berbicara tentang tata bahasa, masalah khusus yang sering dihadapi siswa adalah ketidaktahuan siswa dalam menerapkan artikel bahasa Inggris. Suatu kondisi dimana siswa mudah melakukan kesalahan dalam menerapkan artikel bahasa Inggris ke dalam sebuah kalimat. Alasan utamanya adalah karena pengajaran tentang artikel terbatas dan sering diabaikan. Padahal artikel penting dalam hal komunikasi bagi pelajar Indonesia. Untuk siswa SMP di MTs Rengasdengklok cenderung mengalami kesulitan dalam memperoleh artikel karena bahasa ibu mereka tidak memiliki bahasa yang sama. Sehingga penggunaan artikel yang benar dan menjadi tantangan tersendiri bagi siswa di MTs Rengasdengklok. Kemudian dalam penelitian ini penulis menggunakan metode action research. Kemudian dalam penelitian ini penulis menggunakan metode action research yang terdiri dari 4 tahap yaitu perencanaan, pelaksanaan tindakan, pengamatan, refleksi, dengan perbandingan peningkatan nilai dari siklus 1 (45 %) dan siklus 2 (92%) menggunakan inquiri metode dengan peningkatan nilai sebesar 47% dari total keberhasilan 100%.

Kata Kunci: *Pengajaran, Artikel, SMP.*

IMPROVING WRITING ARTICLE IN ENGLISH USING THE INQUIRY METHODE AT SEVEN GRADE STUDENTS SMP ISLAM RENGASDENGKLOK

Abstract: *IMPROVING WRITING ARTICLE IN ENGLISH USING THE INQUIRI METHODE AT SEVEN GRADE STUDENTS SMP ISLAM RENGASDENGKLOK,* the purpose of this research is to improve students' ability to use articles in English. Talking about grammar, a special problem that students often face is students' ignorance in applying English articles. A condition where students easily make mistakes in applying English articles into a sentence. The main reason is because the teaching of articles is limited and often neglected. In fact, articles are important in terms of communication for Indonesian students. For junior high school students at MTs Rengasdengklok tend to have difficulty in obtaining articles because their mother tongue does not have the same language. So that the correct use of articles is a challenge for students at MTs Rengasdengklok. Then in this study the author uses the action research method which consists of 4 stages, namely planning, implementing actions, observing, reflecting, with a comparison of increasing values from cycle 1 (45%) and cycle 2 (92%) using the inquiry method with an increase in value of 47 % of total success 100%.

Keywords: *Teaching, Articles, Junior High School.*

INTRODUCTION

English grammar is one element of English which needs to be taught to EFL learners. One division of English grammar is word class which has nine components: nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions, articles, and interjections (Blake 1988). Articles are words that define a noun as specific or unspecific, used before nouns or noun equivalents and are the type of adjective. The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (a, an) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article. English articles are based on definiteness and indefiniteness evidently on the texts in the use of "the" as definite article, "a/an" is indefinite article, and zero or no article. The English grammar articles-a, an and the is categorized as the determiners in the English grammar. The English articles system is one of the most commonly used aspects of grammar in the English Language. According to Thornbury (2004, p.8), the articles a and the are the two out of the ten most frequent words in the English Language.

The articles system is used widely and frequently, intentionally or unintentionally in all the four skills -speaking, listening, writing and reading. It plays a crucial role in learning the language as it helps to achieve accuracy and fluency in English language and to achieve communication skills. However, the English grammar articles system is "one of the most difficult grammatical items for the non-native English speakers to learn" (Yamada & Matsuura, 1982, p.50) and it is "one of the latest to be fully acquired as English articles system is said to be complex" (Master, 1990, p.461). Hence, it is important to teach the usage of the articles to the learners. Thornbury (2004, p.41) in *How To Teach*

Grammar shows us how the articles can be possibly taught in the English language classrooms using the deductive approach by involving the learners in the jigsaw activities and group work, utilizing the cloze texts. It is believed that jigsaw activity and group work help to provide more opportunities to the learners to be involved in the real-world communication and training the learners to be more responsible to their own learning. Thornbury (2004, p.43) also reported that this approach of teaching articles is economical as teaching articles can be easily done by directing the learners to the rules of grammar in the handouts prepared by the teachers or referring the learners to the grammar sections of a reference book. Teaching the grammar articles solely by the teachers is not an easy attempt, hence employing this approach helps to ease the teachers burden in the teaching and learning process. It is "likely to have a more enduring effect on memory than simply reading the rules and doing the exercise" (Thornbury, 2004, p.43).

On the other, the article Indonesian system does not classify into definite and indefinite articles. It is similar with English in the function of use determiners (Koesnobroto, in Kusumaningrum 2011: 1). Hence, the students easily make errors in applying English articles. English article involves the integration of semantic, pragmatic, and grammatical function as no one-to-one form-function mapping exists for each article, creating a large number of rules for students to be mastered (Barret and Chen 2011: 3). The condition of the classes at seven grade students in SMP Islam Rengasdengklok, which 30 students in a class, also influences the teaching attitude toward English articles. In addition, based on the interview toward English Teachers done by Tambunan and Astika, there is also a preference in teaching English article implicitly on the spot, where mistakes are found in learners "speaking or writing because there are many others materials which need to be mastered; yet the

time is very limited (Tambunan and Astika 2012:178-179). This condition obviously makes the students not specifically acquire English article. In junior high school at seven grade students of SMP Islam Rengasdengklok, where the students considered teenager learners, different treatments in teaching English article are needed.

METHOD

The method used in this research is action research classroom, the subjects of this study were 30 students of class VII SMP ISLAM and all students were taken as samples. For data collection was done by action research classroom. Action research according to Bogdan and Biklen (1996) is a collection of information. Designed systematically, cyclically for behavior change. Action research or action studies may be needed to turn undesired behavior into desired behavior. Action research Referring to the statement of Bogdan and Biklen (1996) also describes studies as systematically designed until the desired change is achieved. Action research is a scientific study with the intention of making corrections or evaluations on action or action. Classroom action research is one type of action. Research that is widely used by education practitioners in Indonesia. Class action research used to improve. The learning process is present in the classroom. Action research is used in real situations to focus on real problems solving. It can also be used by social scientists for initial research, especially in devising precise research questions. In accordance with its principles, often the method is chosen when the conditions faced require insubordination, involvement in the study, or change must be made quickly and comprehensively. The use of this study can also be used by practitioners who wish to increase their understanding of practices performed, or social change activists performing socialization, actions/programs, and academics that are asked by the decision-makers for a problem that requires action

research, but lack the expertise of methodological knowledge relating to the problem in other words, Action studies are used to project practical problems encountered in an organization or community by bringing the stakeholders (stakeholders) through the use of a scientific approach to achieve the desired improvement and change. In summary, the stages in action research consist of a cycle of diagnosis (problem), action planning, action implementation, and action evaluation.

According to sulipan, in his writing compiled for online scientific writing programs (<http://www.ktiguraroorg>) entitled classroom action research (classroom action research), "the first class action research was introduced by Kurt lewin in 1946, next developed by Stephen kemmis, robin McTaggart, John elliot, Dave ebbutt and others. Action research initially became one of the research models carried out in a particular field of work in which researchers did their work, both in education, in health and in the management of human resources. The study runs in two cycles, in each cycle taking two face-to-face meetings or face-to-face learning (each meeting = 2 x 60 minutes). Each research cycle consists of 4 (four) stages of major activity, planning, action, observation and reflection. The data collected in each cycle is data related to the student's learning and learning activities through the established data gathering instruments, in this case by the observation format and test problem sheets prepared by the teacher.

RESULTS AND DISCUSSION

This study used action research where observations and implementation of student activities are observed through the inquiry method. The inquiry method is a learning method that seeks to add the basics of scientific thinking to students, that learning process students think more on their own, develop creativity in solving problems. Students are placed as learning subjects, while the role of the teacher as a guide and facilitator is in charge of choosing the problems that need to be conveyed to

students to be solved by asking questions between teachers and students in accordance with a clear structure and producer. The inquiry method stems from the assumption that from birth humans have the urge to find their own knowledge.

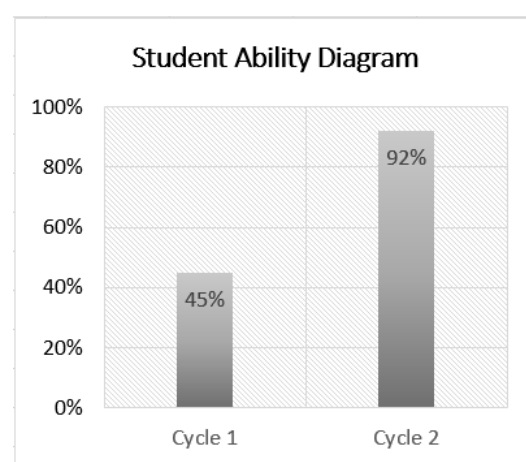


The research was carried out for 2 meetings with a time duration of 2 x 60 minutes, which ran in 2 cycles (1 and 2), in cycle 1 the writer who acted as a teacher prepared material in the form of test questions and other supporting tools, observations were carried out along with the implementation of teaching and learning then the results of observations in cycle 1 obtained information that it was clear that the students' lack of interest in carrying out this activity and the teacher did not make any effort to make learning more interesting, so that students were more interested in their learning.

So from a total of 30 students only got a total presentation of 45% of students about students' understanding and mastery of the material, while in cycle 2 the teacher had

prepared his learning better and interestingly so that at the second meeting this made students more interested in following the material provided and resulted in an increase in presentation of 92% with a comparison of 47% from the first cycle.

The high increase in presentation occurs because the writer who acts as a teaching teacher can provide a change in the atmosphere of learning in the classroom to be more enthusiastic and the delivery of material and the answers given can be easily understood by all students.



CONCLUSION

The main purpose of this study is to improve students' ability to use articles in English, sample data was taken from observation and using an inquiry method approach which was carried out in a class with action research, the sample taken was 32 students, from seventh grade in RENGASDENGKLOK ISLAM SMP, although at first this method was seen as not giving good results, the author as a teaching teacher did not give up and kept trying by providing more motivation to students by changing the way of delivery to be easier to understand and providing a few interesting ways of learning, from two meetings the results were that the first cycle the author only managed to get a presentation of 45% of the student's ability, learning from the shortcomings in cycle 1 the author tried to change the way of delivery and succeeded in increasing the presentation of student abilities by 92% with a presentation difference of 47% and this is considered succeed.

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AUTHOR'S PROFILE

My name is Muhammad Abdul Malik born in Karawang on July 26, 1996, the second of two children from Mrs. Mukhlisoh Binti Ahmad Suhari Bin Marzuk and Mr. Sarta Bin Saeran Bin Abung. I studied elementary school at SDN Srijaya III, junior high school at SMPN 2 Tirtajaya, high school at SMKN 1 Rengasdengklok, interesting isn't it because my education has a countdown number? Hehehe, then my last education is currently only Strata 1 at Panca Sakti University Bekasi at the faculty of education with an English Education study program, while studying S1 I have a job as an honorary educator for early childhood at RA

Almuawanah Rengasdengklok since 2016, then in 2017 I also ventured to add to my activities as an honorary educator at Islamic Middle School Rengasdengklok with the subject being taught is English for grade 8, besides that I also joined a non-formal education institution, namely Kumon and was trusted as an assistant supervisor in the division EFL specializes in early childhood to elementary/junior high school, but in 2019 I resigned from Kumon due to the overload of daily activities, and now in 2021 I will only be an honorary educator at RA Almuawanah Rengasdengklok and Islamic Middle School Rengasdengklok.

Her name is Yanti Rusmiati, M.Pd born in the city of Garut on May 10, 1973, living alone with her beloved husband who has the same job, namely being a lecturer at the Panca Sakti University Bekasi, her address is Kelpanunggal, Cileungsi-Bogor. His educational history was taken in several cities starting from elementary school, he attended SD Muhammadiyah 2 Garut, then junior high school at SMPN 3 Tangerang, then high school at SMK BP Garut, Postgraduate at Indraprasta University - South Jakarta with a linear study program S1 Language Education English. In addition to being a lecturer at my campus, he also dedicated himself as a Koran teacher in his home environment, even though he was tested for decreased vision health due to age and online activities monitored by computers and cellphones, he still thoroughly guided me in completing the preparation of this journal, even while still teaching his students. when the guidance took place at his residence.