

IMPROVING THE ABILITY OF WRITING STORY WITH THE INQUIRY METHOD OF STUDENTS IN CLASS X SMA NEGERI 1 BOTOMUZOI 2020/2021 ACADEMIC YEAR

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ABSTRACT

Writing is a process in order to convey an idea, a short message, and an opinion to the reader using symbols or language symbols. Short story is the presentation of a separate situation or a group of circumstances that gives a single message to the reader's soul. Writing a short story is an activity to arrange words into a written work that can give a single message to the soul of the reader. The purpose of this study was to improve students' ability in writing short stories using the inquiry method. This research uses Classroom Action Research (CAR) with implementation procedures consisting of planning, action, observation and reflection. This research was conducted at SMA Negeri 1 Botomuzoi with 18 subjects, 10 boys and 8 girls. This activity was carried out in two cycles using data collection techniques, observation sheets and assessment sheets. Data were analyzed in three stages, namely data reduction, data exposure and conclusions. From the results of this study, it is evident that there is an increase in students' ability in writing short stories using the inquiry method. This is evident in the research findings of each cycle, namely cycle I with the average value achieved by students of 65.84. Whereas in cycle II there was an increase with the highest result with an average value of 86.38. Based on the results of this study, it can be concluded that the inquiry method can improve students' abilities in writing short stories and students are more active in the learning process. Researchers suggest the following: for teachers to familiarize students with writing short stories using the inquiry method, for future researchers, in order to find factors that influence the inquiry method in short story writing material.

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1. INTRODUCTION

Writing is an activity carried out by someone to produce an article. Writing can be defined as an activity to express ideas or ideas using written language as a medium of communication. According to Tarigan (1986: 21) "Writing is lowering or depicting graphic symbols depicting a language that is understood by a person, so that other people can read these symbols".

According to Suparmo (2009: 3) "Writing can be defined as an activity to deliver messages using written language as the medium". Based on the above opinion, it can be concluded that writing is an activity carried out by someone to describe a language using graphic symbols to be read and understood by others. The use of the theory above for class X SMA Negeri 1 Botomuzöi is to increase students' detailed understanding of writing skills.

One of the writing skills found in SMA in the Education Unit Level Curriculum (KTSP) in semester 2 is the ability to write short stories with Competency Standards expressing experiences of oneself and others in short stories and its basic competence is writing essays based on one's own life in short stories. While the indicator is writing a short story outline by paying attention to the chronology of time and events. Hendry (2011: 179) "Short story is the presentation of a separate situation or a group of circumstances that give a single impression on the reader's soul". Writing short stories is not only carelessly but must have writing requirements. Based on the observations of researchers at SMA Negeri 1 Botomuzöi, especially in class X, there are several problems experienced by students in writing short stories, including: 1) The students' ability to speak Indonesian is inadequate, 2) Lack of knowledge of short story writing techniques, 3) Lack of understanding of supporting elements short story. This can be seen when students are given the task of writing short stories, they still get class average scores for Indonesian subjects below the KKM 70 set by SMA Negeri 1 Botomuzoi.

Furthermore, based on the results of research interviews from Indonesian language subject teachers at SMA Negeri 1 Botomuzöi class X said that the lack of students' ability to write short stories was caused by: 1) Students are less accustomed to writing short stories in the form of written works, 2) Students' motivation to write short stories is still lacking, 3) The teaching method of the teacher only uses the lecture method so that students feel bored and are not interested in learning to write short stories, 4) Lack of supporting books on short story material in schools. From the problems mentioned above, the researchers thought of appropriate learning methods so that students were able to write short stories correctly. One way to overcome this is by using the inquiry learning method. Inquiry is learning methods that seek to instill the basics of scientific thinking in students, so that in this learning process students learn more on their own, develop creativity in solving problems.

From the description above, the researcher is interested in using the Classroom Action Research (CAR) method regarding the title "Improving the Ability to Write Short Stories using the Inquiry Method of Students in Class X SMA Negeri 1 Botomuzoi in the 2020/2021 Academic Year".

2. METHODOLOGY

To collect data in this study, used the form of instruments, namely observation, short story writing test. The observation sheet is used to observe or examine the object of action, and the short story writing test is used to determine the students' ability to write short stories. The procedures for implementing the action are as follows:

- 1) Planning which includes the process of teaching and learning activities to write short stories through the inquiry method.
- 2) Actions which include the process of teaching and learning to write short stories through the inquiry method.
- 3) Observation carried out in conjunction with the ongoing learning process which includes student activities, material development and learning outcomes.
- 4) Reflection which includes the analysis of learning outcomes and at the same time compiling a lesson plan for improvement of the next cycle.

The procedure for implementing this research action can be carried out in two cycles. The first cycle of a teacher planning the preparation of lessons, preparing material for students. Apart from that, the teacher's actions, observation and reflection cannot be separated, thus class management is one of the factors to support the teaching and learning process. Reflections carried out by a teacher must be truly objective to see the extent to which students' ability to write short stories through the knowledge of their students.

3. RESULTS AND DISCUSSION

a. Learning in Cycle I (one)

At the time of the research, all class X-B students attended. Every research conducted, observers are present to observe student activities during teaching and learning activities in accordance with the observation sheet provided by the researcher. This activity is carried out to coincide with Indonesian class hours.

In increasing the ability to write short stories through the X-B class inquiry method in the first cycle, the researcher took several stages, namely:

1. **Planning:** Before the action is carried out, a plan is made first, namely preparing a syllabus, a lesson plan, observation sheets for researchers and for students, attendance lists, learning materials, using the inquiry method. Determination of the implementation time is Thursday, April 24, 2014 with a duration of 2x45 minutes.
2. **Action:** At the action stage, all procedures for teaching and learning activities, especially writing short stories through the inquiry method, were actions taken by researchers when carrying out research in the first cycle and in the first meeting, namely, the researcher first greeted the students and asked about the student's condition. Then introduce themselves, after that the researcher took the student's attendance and then conveyed the learning objectives that had to be achieved before learning activities began. Researchers asked students to formulate problems, observe and analyze stories and ask questions about things that were less understood about the short story. Then the researcher asked the students to present their work, after which the researcher concluded and closed the learning.
3. **Observation:** In the observation stage, the teacher observes all student activities and creativity during teaching and learning activities. This observation is carried out simultaneously with the learning process, namely:
 - i. Results of observations for students. a) Students who are active in learning are 8 out of 18 people with a percentage of 44.44%; b) Students who are not active in learning are 10 out of 18 people with a percentage of 55.56%. The weaknesses contained in this meeting are: a) The application of this inquiry method, learning activities and student success is difficult to control because they are required to learn on their own. b) Using this inquiry method, students are less able to respond to learning material because they are still colliding with students' learning habits. c) In applying this inquiry method, there are still students who are not mentally prepared for this method of learning. The advantages contained in this meeting are: a) Provide space for students to study according to their learning style. b) Students participate actively in their learning activities. c) Students can really understand a concept and a formula. d) Can create a spirit of curiosity for students.
 - ii. Results of observations for researchers a) Research activity carried out is 100%; and b) Research activity that is not carried out is 0% d) Reflection In the reflection stage, the activities carried out were to analyze the results of observations and prepare a plan for improvement. At this stage the improvements in the first meeting, according to the results of the observations, are: 1) Directing students so that they can control their respective learning activities so that learning success can be achieved. 2) Give special attention to students who are less able to respond to learning material because they are still colliding with students' old habits of learning. 3) Tell students to have mental preparation for this learning method

Second meeting

1. **Planning**

Before the action is carried out, planning is made first, namely preparing a syllabus, a lesson plan, observation sheets for researchers and for students, attendance lists, learning materials, assessment sheets, question sheets, student worksheets. Determination of the implementation time is Saturday, April 26 2014 with a duration of 2x45 minutes.
2. **Action**

At the action stage, all procedures for teaching and learning activities, especially writing short stories. Actions taken by researchers when carrying out the first cycle of research and this second meeting. First of all, the researcher greets the students and asks the student's condition, after that the student is absent and asks the students questions about the material last week. The teacher instructs the students to analyze the learning material about writing short stories, after which it provides the opportunity for students to present their work on writing short stories then the teacher explains the material briefly related to the learning material that students still do not know. Then the researcher evaluates the students.
3. **Observation** In the observation stage, the teacher observes all student activities and creativity during teaching and learning activities. These observations are carried out in conjunction with the learning process, namely:
 - i. Results of observations for students. a) Students who are active in learning are 12 out of 18 people with a percentage of 66.67%; and b) Students who are not active in learning are 6 out of 18 people with a percentage of 33.33%. The weaknesses contained in this meeting are: a) In the application of this inquiry method, there are still students who do not control learning activities, especially in short story writing material. b) The use of this inquiry method, some students are less able to respond to learning material due to the old habits of students in learning. c) There are still some students who are less able to do the task well because in this inquiry method students are required to learn to find out on their own. The advantages contained in this meeting are: a) Provide space for students to study according to their learning style. b) Students participate actively in their learning activities. c) Students can really understand a concept and a formula. d) Can create a spirit of curiosity for students.
 - ii. Results of observations for researchers. a) Research activity carried out is 100%; and b) Research activity that was not carried out was 0%. d) Reflection, which includes analyzing the results of observations and compiling plans for improvement. Students' learning completeness in writing short stories in the first cycle was known to have an average value of 65.84 (attachment 1). These results still have not reached the specified success target, namely the minimum test is declared successful if it reaches the KKM is 70. Graph 1: Cycle I is 65.84 Which is a deep improvement This meeting is in accordance with the results of observations: 1) Directing students to be able to control their respective learning activities so that learning success is achieved, especially in short story writing material. 2) Give special attention to students who are less able to respond to learning material caused by old habits of students in learning. 3) Directing students who are less able to do assignments well because in this inquiry method students are required to learn to find out by themselves. In

addition, the researcher explained in more detail the learning material about writing short stories. Then the researcher directs students individually, so that they are more active and creative in following the learning process and also in doing the assignments given by the researcher. Then the researcher provides the opportunity for students to show the results of their respective work, thus students participate actively in their learning activities.

b. Learning Cycle II

The first meeting

1. Planning Before the action is carried out, a plan is made first, namely preparing a syllabus, a lesson plan, observation sheets for researchers and for students, attendance lists, learning materials, using the inquiry method. Determination of the implementation time is Saturday, 03 May 2020 with a duration of 2x45 minutes.
2. Action At the action stage, all procedures for teaching and learning activities, especially writing short stories through the inquiry method, were actions taken by researchers when carrying out research in the second cycle and in the first meeting, namely, the researcher first greeted the students and asked about the student's condition. Then the researcher took the students' attendance and then reminded them of the learning objectives that had to be achieved before the learning activities began. Researchers reminded the material that had been studied at the previous meeting and explained parts of the short story that were still not understood by students, thus students' understanding in learning short stories increased. Then the researcher provides the opportunity for students to respond, after which the researcher concludes and closes the lesson.
3. Observation At the observation stage, the researcher observed all student activities and creativity teaching and learning activities take place. This observation is carried out simultaneously with the learning process, namely:
 - i. Results of observations for students.
 - a) Students who are active in learning are 14 out of 18 people with a percentage of 77.78%;
 - b) Students who are not active in learning are 4 out of 18 people with a percentage of 22.22%.The weaknesses contained in this meeting are:
 - a) In the application of this inquiry method, there are still students who do not respond to learning material because of the old habits of students in learning.
 - b) The use of this inquiry method, most students are less able to respond to research questions due to a lack of mental preparation and the students' koknitif about the material being taught.
 - c) There are still some students who are less able to do the task well because in this inquiry method students are required to learn to find out on their own.The advantages contained in this meeting are:
 - a) Provide space for students to study according to their learning style.
 - b) Students participate actively in their learning activities.
 - c) Students can really understand a concept and a formula.
 - d) Can create a spirit of curiosity for students.
 - ii. Results of observations for researchers
 - a) Research activity carried out is 100%; and
 - b) Research activity that is not carried out is 0%
4. Reflection At this stage, the researcher analyzes the results of the observations and prepares a plan for improvement. Which is an improvement in this first meeting in accordance with the results of observations are:
 - i. Give special attention to students who are less able to respond to learning materials because they are still colliding with students' old habits of learning.
 - ii. Directing students who are less able to respond to research questions caused by a lack of mental and cognitive preparation from students about the material being taught.
 - iii. Directing students who are less able to do assignments well because in this inquiry method students are required to learn to find out by themselves.

Second Meeting

- a. Planning Before the action is carried out, planning is made first, namely preparing a syllabus, a lesson plan, observation sheets for researchers and for students, attendance lists, learning materials, assessment sheets, question sheets, student worksheets. Determination of the implementation time is Saturday, May 6, 2020 with a duration of 2x45 minutes.
- b. Action In this action the researcher carried out all procedures for teaching and learning activities, especially writing short stories. Actions taken by researchers when carrying out research in this second cycle and second meeting. First the researcher greets the students and asks the student's status, after that the student is absent and asks the students questions about the first meeting material and explains the material briefly then the researcher evaluates the students.
- c. Observation At this stage the researcher / teacher observes all student activities and creativity during teaching and learning activities. These observations are carried out in conjunction with the learning process, namely:
 - i. Results of observations for students.

- a) Students who are active in learning are 16 out of 18 people with a percentage of 88.89%; and
- b) Students who are not active in learning are 2 out of 18 people with a percentage of 11.11%.

The weaknesses contained in this meeting are:

- a) In the application of this inquiry method, there are still students who do not respond to learning materials because they are still colliding with students' old habits of learning.

There are still some students who are not able to do their assignments well

- a) because of this inquiry method students are required to learn to find their own. The advantages contained in this meeting are:

Provide space for students to study according to their learning style. a) Students participate actively in their learning activities. b) Students can really understand a concept and a formula. c) Can create a spirit of curiosity for students 2. Observations for researchers. a) Research activity carried out is 100%; and b) Research activity that was not carried out was 0%. d) Reflection, which includes analyzing the results of observations. From the results of observations and learning material for short stories in the second (second) cycle, it was found that students looked active and creative in individual work as a whole, and dared to express opinions, likewise the results in writing short stories had improved better than the previous cycle with an average value. 86.38 (attachment 2). According to direct observations of researchers as well as practitioners, after using the inquiry method the researcher saw the motivation of students to think and learn on their own to be able to provide solutions to the learning. Students' completeness in writing short stories in the second (second) cycle was known to have an average value of 86.38. These results have reached the specified success target, namely the minimum test is declared successful if it reaches the KKM is 70. So the completeness of students in the second (second) cycle is known to be 100% (attachment 2). Based on the results of the short story writing test data processing, the percentage of students' mastery level in the second cycle can be seen in the following table:

Table AVERAGE VALUE EARNED IN THE FIRST CYCLE

No	Value Classification	Ability Level	The number of students	Persentase
1	85%-100%	Very well	13	72,22%
2	75%-84%	Good	5	27,78%
3	60%-74%	Enough,	-	-
4	40%-59%	Less	-	-
5	0%-39%	Fail	-	-
Amount			18	100%

Based on the table above, it shows that the level of students' ability to write short stories through the inquiry method has increased, with the average obtained by students of 86.38.

4. CONCLUSION

CONCLUSIONS AND SUGGESTIONS a) Sales Based on the results of the research findings and the results of data analysis, it can be concluded that the results of the observations on the student observation sheets in the first cycle of the second meeting were students who were active in the process.

Learning is 12 people with a percentage of 66.67% and students who are not active in the learning process are 6 people with a percentage of 33.33%, while the results of student learning in the first cycle obtained an average value of 65.84. Furthermore, the results of student observations in the second cycle of the meeting of the two students who were active in the learning process were 16 people with a percentage of 88.89% and students who were not active in the learning process were 2 people with a percentage of 11.11% while the student learning outcomes in the second cycle were obtained value with an average of 86.38. In the first cycle the students got the highest score of 80 and the lowest score was 45, while in the second cycle the students got the highest score of 95 and the lowest score was 75. From the results of the data analysis above, it can be seen that student learning outcomes in cycle II are higher than in cycle I and the learning process that occurs in class in cycle II

Increasingly or better than in cycle I. Therefore, the researchers concluded that using the inquiry method could improve students' ability to write short stories in class X SMA Negeri 1 Botomuzoi in the 2020/2021 Learning Year. a.Suggestions The suggestions that can be given by researchers based on the research findings are: 1) A teacher needs to plan what should be used in the implementation of the learning process so that it attracts students to improve student learning abilities. 3) Teachers at SMA Negeri 1 Botomuzöi where the researchers conducted research so that the inquiry method could be applied.

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