

## **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.

#### **A. 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.

A good arrangement 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 (Byrne, 1979:1) Writing in school have

relationship between the student book to read and assigns writing for student to do (Bazerman,1976: 8).

Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text (Hedge, 2003: 302) 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.

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. (Bazerman, 1976) 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 statements 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.

## **2. Writing process**

Writing process is seen as thinking, as discovery (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, 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.

There are some steps to write a text become easier. They 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. Free writing means writing 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. Those question will help students in writing in their paper. In questioning, students generate idea by asking as many as questions they can think about our topic.
3. Brainstorming 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.
4. 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.

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 clarify your main point or its several kinds of support.

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

### **b. First Drafting**

The students are focused on fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richards and Renandya, 2002) One dimension of good writing is the student's ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also encourage writing for different audiences 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.

### **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 ( Nurpitasari, 2012 : 19)

### **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 ( Nurpitasari, 2012 : 19)

### **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 (Nurpitasari, 2012 : 19)

#### **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 (Nurpitasari, 2012 : 20)

#### **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 boards. The post writing stage is a platform for recognizing students work as important and worth while (Nurpitasari, 2012 : 19)

### 3. Good Writing

Good writing is a product of careful thinking and incorporates the following four characteristics. It means good writing is writing which is made 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 feels that it is worth sharing with others.
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.
4. An appropriate, well articulated style. The language you use to get important, well developed ideas across should be accurate and appropriate as possible (Nurpitasari, 2012 : 20)

#### B. Types of Writing in Junior High School

Based on *Badan Standar Nasional Pendidikan (BSNP)* (2006:117-125)

English is a tool to communicate orally and in writing. The researcher will discuss about types of writing in Junior High School based on *BSNP*. The explanation is presented below:

**Table 2.1 Standard Competence and Basic Competence of Junior High School**

<b>Class</b>	<b>Standard Competence</b>	<b>Basic Competence</b>
Vii / 1	<p><b>Menulis</b></p> <p>4.mengungkapkan pikiran dan pengalaman dalam buku harian dan surat pribadi</p> <p>8.mengekspresikan pikiran,perasaan,dan pengalaman melalui pantun dan dongeng.</p>	<p>4.1menulis buku harian atau pengalaman pribadi dengan memperhatikan cara pengungkapan dan bahasa yang baik dan benar</p> <p>4.2menulis surat pribadi dengan memperhatikan komposisi, isi dan bahasa</p> <p>4.3menulis teks pengumuman dengan bahasa yang efektif, baik dan benar.</p> <p>8.1menulis pantun yang sesuai dengan syarat pantun</p> <p>8.2menulis kembali dengan bahasa sendiri dongeng yang pernah dibaca atau didengar.</p>
Vii / 2	<p>12.Mengungkapkan berbagai informasi dalam bentuk narasi dan pesan singkat.</p> <p>16.Mengungkapkan keindahan alam dan pengalaman melalui kegiatan menulis kreatif puisi.</p>	<p>12.1mengubah teks wawancara menjadi narasi dengan memperhatikan cara penulisan kalimat langsung dan taklangsung</p> <p>12.2menulis pesan singkat sesuai dengan isi menggunakan kalimat efektif dan bahasa yang santun</p> <p>16.1menulis kreatif puisi berkenaan dengan keindahan alam</p> <p>16.2menulis kreatif puisi berkenaan dengan peristiwa yang pernah dialami</p>
Viii / 1	<p>4.Mengungkapkan informasi dalam bentuk laporan, surat dinas, dan petunjuk</p>	<p>4.1menulis laporan dengan menggunakan bahasa yang baik dan benar</p> <p>4.2menulis surat dinas berkenaan dengan kegiatan sekolah dengan sistematika</p>

	<p>8. Mengungkapkan pikiran dan perasaan melalui kegiatan menulis kreatif naskah drama</p>	<p>yang tepat dan bahasa baku</p> <p>4.3 menulis petunjuk melakukan sesuatu dengan urutan yang tepat dan menggunakan bahasa yang efektif</p> <p>8.1 menulis kreatif naskah drama satu babak dengan memperhatikan keaslian ide</p> <p>8.2 menulis kreatif naskah drama satu babak dengan memperhatikan kaidah penulisan naskah drama</p>
Viii/ 2	<p>12. Mengungkapkan informasi dalam bentuk rangkuman, teks berita, slogan/poster</p> <p>16. Mengungkapkan pikiran, dan perasaan dalam puisi bebas</p>	<p>12.1 menulis rangkuman isi buku ilmu pengetahuan populer</p> <p>12.2 menulis teks beritas e cara singkat, padat, dan jelas</p> <p>12.3 menulis slogan/poster untuk berbagai keperluan dengan pilihan kata dan kalimat yang bervariasi serta persuasive</p> <p>16.1 menulis puisi bebas dengan menggunakan pilihan kata yang sesuai</p> <p>16.2 menulis puisi bebas dengan memperhatikan unsur persajakan</p>
Ix / 1	<p>4. Mengungkapkan ragam wacana tulis dengan membaca intensif dan membaca memindai</p> <p>8. Mengungkapkan kembali pikiran, perasaan, dan pengalaman dalam cerita pendek.</p>	<p>4.1 menulis iklan baris dengan bahasa yang singkat, padat, dan jelas</p> <p>4.2 meresensi buku pengetahuan</p> <p>4.3 menyunting karangan dengan berpedoman pada ketepatan ejaan, tanda baca, pilihan kata, keefektifan kalimat, keterpaduan paragraph, dan kebulatan wacana.</p> <p>8.1 menulis kembali dengan kalimat sendiri cerita pendek yang pernah dibaca</p> <p>8.2 menulis cerita pendek bertolak dari peristiwa yang pernah dialami</p>

Ix / 2	<p>12. <i>Mengungkapkan pikiran, perasaan, dan informasi dalam bentuk karya ilmiah sederhana, teks pidato, surat pembaca</i></p> <p>16. <i>Menulis naskah drama</i></p>	<p>12.1 <i>menulis karya ilmiah sederhana dengan mengguakan berbagai sumber</i></p> <p>12.2 <i>menulis teks pidato/ceramah/khotbah dengan sistematika dan bahasa yang efektif</i></p> <p>12.3 <i>menulis surat pembaca tentang lingkungan sekolah</i></p> <p>16.1 <i>menulis naskah drama berdasarkan cerpen yang sudah dibaca</i></p> <p>16.2 <i>menulis naskah drama berdasarkan peristiwa nyata</i></p>
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The scope of subjects in English in Junior High School include:

1. Capability of discourse, the ability to understand and/ or produce spoken text and/ or write are realized in the four skills of language, listening, speaking, reading and writing in an integrated to reach the level of literacy functional.
2. The ability to understand and create a variety of functional text short and monologue and the essay form procedure, descriptive, recount, narrative, and report. Gradation of teaching materials appear in the use of vocabulary, grammar, and steps rhetoric.
3. Supporting competence, linguistics competence (grammar), sociocultural competence (her use expressions and acts of acceptable language in various contexts communication), competence strategy (solve problems that arise in the process communication with various ways to keep communication takes place), and forming discourse competence (using a forming tool discourse).

## C. Genre of The Text

Genre is particular style or type of literature, art, film or music. Djuhari (2007) states that 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. There 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

Descriptive 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.

### 2. Report texts

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

#### Snakes

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 slither along. Snakes often sunbathe on rocks in the warm weather. This is because snakes are cold-blooded.

### **3. Explanation text**

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. The example of Explanation text :

#### **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.

### **4. Exposition text**

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

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.

### **5. Procedure text**

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.

### **6. Review text**

Review text aims gives reviews about a work of film, music, book, exhibition, etc.

### 7. Narrative text

Narrative text is text which the content to amuse or to entertain.

### 8. Recount text

Recount text is a type of text contents reported events, someone activity or the experience of someone. The example of recount text :

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 railway. It was scary. Then, mummy and I went shopping with Della. We went to some antique shops and tried on some old hats.

### 9. News item text

News item text is a type of text contents preaching event or proper events witnessed by the public ( Nurpitasari, 2012 : 23 )

## D. Descriptive text

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

#### My Small House

I live in small house. It has six rooms: there are three bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It so small with only five chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer.

Commonly, descriptive text has structures, are :

1) Identification

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

2) Description

It is information about the characteristics of subject , for examples : psychological characterisctic, 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
- d) Various of adjectives which describing characteristic, numbering, classifying.
- e) Relational process, use verb which can describe participant condition.
- f) Figurative language, use figurative language are like simile or metapore as the way to give illustration of comparison ( Nurpitasari, 2012 : 25 )

## **E. Inquiry Learning Method**

Inquiry-based learning (IBL) is a pedagogy which best enables students to experience the processes of knowledge creation and the key attributes are

learning stimulated by inquiry, a student-centred approach, a move to self-directed learning, and an active approach to learning. Students should develop research skills and become life-long learners (Spronken-Smith : 1 )

### **1. Learning Strategy**

The process of learning works optimally need the planning of making learning strategy. Learning strategy also to reach out the component in the learning. Cited by Nuspitasari (2012) , 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. Dahar (1988:163), explains that the result of study which is reached includes five competences:

- 1) Intellectual competence, competence which is presented by the students about intellectual operation which can be done.
- 2) Verbal information (declarative knowledge), knowledge presented in the proposition form and has the static characteristic.
- 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 intellectual 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 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 out 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. Besides, it can add the knowledge, form performance in writing and discipline thinking.

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 children understanding toward relationship between something. (3) writing to persuade still active the other ability of thinking, is like arrange again and manage the information.

## **2. Definition of Inquiry Learning Method**

Inquiry-based learning is an approach to teaching and learning that places students' questions, ideas and observations at the centre of the learning experience (The Student Achievement Division, 2013 : 2). The Student Achievement Division ( 2013 : 1) cited by Kukulthau, Maniotes & Caspar i( 2007 : 2 ) Inquiry requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction.

Cited by Nurpitasari (2012), Gulo (2002) explains that inquiry strategy is the series of study activity related the students' 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.

### **3. 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. 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) explain 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 is like 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 training 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.

#### **4. 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).

Cited by Nurpitasari (2012), Gulo (2002) explain that inquiry does not only develop intellectual 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).

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

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

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

- b. 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 Rafi Ahmad, the students are given opportunity by the teacher to get support information about Rafi Ahmad by reading other book or source.

- c. 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.

- d. Communicate or present the result of work to the reader, classmate and other audience. For examples, the student's work is conveyed 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.

## **F. Review of previous studies**

There is relevant previous studies to prove the originality of this research. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones. The following explanations are the highlights of some previous studies related teaching writing of descriptive text.

First, the study on implementation of inquiry is done by Fitria Wulansari (2014) “ The Effectiveness of Inquiry Based Teaching to Teach Writing Viewed from Students’ Creativity” (An experimental study at SMP Negeri 1 Karanganyar, 2013/2014) . This study used experimental research design. In this study, the researcher applied inquiry for teaching writing. The finding of this study there is Inquiry based teaching method is an effective method to teach writing skill, and the effectiveness is affected by the degree of students’ creativity.

The second study on implementation of inquiry is done by Yuni Nurpita Sari (2012) “The Effectiveness Of Using Inquiry Learning Method To Teach Writing Descriptive Text To The First Year Students Of Mtsn Tunggangri Kalidawir”. This study used pre-experimental research design. In this study, the researcher applied inquiry for teaching writing with the material or descriptive text. The students through some steps are formulate the problems, collect data by observation, analyze and present the result in the form of

written, picture, or report, finally communicate the result of work for the reader, classmate, or other audiences. The finding of this study there is a significant different from the application of inquiry learning method in teaching writing descriptive text for seventh grade student at MTsN Tunggangri.

The third study on implementation of inquiry is done by Umi Sholikhah (2015) under the title “The effectiveness of inquiry Technique to enrich Vocabulary of second Grade Students at MTsN Tunggangri Kalidawir Tulungagung”. This study used pre-experimental research design. In this study, the researcher applied inquiry for enrich vocabulary. The students through some steps are first learn to observe, find and work by themselves. It is one of contextual teaching learning method where in this technique the students might learn independently through they can improve their critical thinking that happen on their environment. The finding of this study there is significant different on the students vocabulary mastery who were taught before using inquiry technique and after using inquiry technique.

The last study on implementation of inquiry is done by Ulfa Wahidatul Laily (2012) with the title “The Effectiveness on Teaching Speaking Skill by Using Inquiry Method to the Second Grade Students at MTs Sunan Ampel Ringinrejo”. This study used pre-experimental research design. The use of inquiry method for speaking skill in telling their past experience. The finding of this study there was significant difference on the students score in test

before they were taught by using inquiry method and after using inquiry method.

Based on some previous studies above, the researcher knew that the inquiry method is effective for teaching speaking and writing. According to researcher above, it has similarities and differences with the writer's research. The similarities, it has same method for teaching. The differences are the technique of data collection, the sample and the place of the study. This research differently, was designed more specifically on the use of inquiry method in teaching writing descriptive text toward student writing achievement. While the researcher of this research wants to conduct a research of using inquiry that is applied for teaching writing descriptive text entitled "The Effectiveness of Inquiry Learning Method (ILM) Towar the Students' Writing Descriptive Text Achievement at The First Year of SMPN 01 Ngantru". Thus, it was clear that this research did not plagiarize the previous studies, but used those as guidelines and references in conducting the further research.