

## **Inquiry Method Innovation of Descriptive Text Material In Speaking Course At STKIP AL Maksum**

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### **Abstract**

Innovation is very important in the learning aspect, especially in learning English. Choosing the right learning model for a material has a significant effect on the desired learning outcomes. This study aims to provide innovation in inquiry teaching methods on descriptive text learning materials. A quantitative approach with a pre-experimental design was used in this study. In this study, there were 25 students who participated. All of these students followed the entire learning process that was carried out. The instrument used to measure conceptual mastery was in the form of a practical test instrument using an assessment rubric, while a questionnaire was used to measure student responses. The result shows 84% of students said that the activities carried out in the learning process were new to them and 56% has a little difficulty; it means that there has been a process of students' critical thinking about the learning given, according to the expected inquiry method, 68% of students thought that the learning activities carried out made students interested in learning the concept of descriptive text, the innovations that were carried out actually received a good response, as many as 72% felt that the method had become more enjoyable. The learning activities made it easier for students mastering the concept of descriptive text" obtained 80% results found it easier to understand the basic concepts of material about descriptive texts, and 84% did not feel bored in learning activities. Thus, teachers must continuously develop innovative learning methods and media in order to make the learning process more successful and interesting for students.

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### **1. Introduction**

The purpose of descriptive text is to describe or explain something in detail. A piece of writing that describes anything, including things, animals, humans, and other individuals and entities are referred to as descriptive writing (Kembaren & Patmala, 2022). But it does not rule out the possibility, descriptive text can change its focus to speaking and listening

competence. Students have the opportunity to use their creativity and their senses of smell, taste, sight, and hearing as well as seeing and feeling in order to present an accurate word picture of the topic they are studying in descriptive writing (Sari, 2021). In addition, descriptions are prevalent in a variety of text kinds, including: (1) information reports, (2) literary descriptions, (3) descriptive recounts, and (4) texts that classify and/or explain a process (Knap and Wankins in Ermita, 2019). Descriptive text does lead to writing competence, how to direct this material to other competencies is certainly an interesting thing. In the era of globalization, writing proficiency is crucial for learning English, the ability to communicate in English, especially through writing, is essential for interacting with other people and societies (Faiza, 2020). As a prerequisite for future comprehension of other teachings or requirements, the ability to write descriptions is crucial for students (Sauhenda et al., 2020). To fulfill the 4 English language competencies, at least descriptive text can be used as suitable material. speaking ability is a skill that is really needed at this time, in accordance with the competencies expected in the 21st century, namely 4C (collaboration, critical thinking, creative and communicative). Teachers must be fully equipped to meet the criteria outlined in the competence framework and to meet the challenge of 21st-century learning (Zamora & Zamora, 2022). From this explanation it is clear that a teacher must be prepared and able to teach good communication.

The question now is how to make descriptive text learning material able to assess students' speaking skills, of course there must be an effort to use the right method and innovation of course. Innovation is an idea, a method, and a tool; its outputs are the quality and efficacy of education as a result of the pedagogical system's recent improvement (Shuhratovich, 2020). The English innovation has huge potential for students. We may use this opportunity to not only improve students' performance, but also increase their learning excitement (Wang, 2021). The innovations carried out must of course be adapted to the right method, in supporting students' speaking abilities. One of them is the inquiry method or approach.

This method encourages students to seek and discover new knowledge through research, experimentation, reflection and critical thinking. The Inquiry Method in 21st-century Education is a teaching strategy that allows students to freely express themselves while also being engaging for the students (NADARAJAH & A.R.SIVAKUMARAN, 2022). In enquiry learning, students are encouraged to learn mostly through their own active involvement with concepts, and teachers encourage students to have experiences and do experiments that let students find out concepts for themselves (Muti, 2021). So can conclusion, Inquiry learning is a learning model that instills the basics of scientific thinking in students, so that in this learning process students learn more on their own, develop creativity in solving problems.

This method will be applied to second semester students of the English Department of STKIP AL Maksum Langkat to improve their speaking skills. Innovation will be carried out using the inquiry method. Research results can also be used as motivation for students and new methods in educational development. Students are very concentrated with written things so that their competence in speaking decreases slightly. Based on the problems that have been described, it is necessary to have an innovation in the learning process of writing which is also able to train students to have complete conceptual knowledge both from the aspect of low-level thinking and high-level thinking in speaking. In this study, the innovation developed was by integrating text-descriptive activities into inquiry learning whose activities were designed through a scheme of writing and speaking skills. Because research shows that the enquiry learning model is one of the best ways to help people learn and improve their critical thinking

skills, including students (Fitriyah et al., 2021). This is because students learn to think critically by coming up with questions or problems, which is how the method works.

Based on this, this study was conducted to analyze how conceptual knowledge gains and student responses were applied when an innovatively designed inquiry learning process was implemented by integrating activities into descriptive text subject matter. This study also seeks to determine the efficacy of the use of the innovative enquiry model in enhancing students' critical thinking skills, an essential ability in the globalization period.

## **2. Literature Review**

One of the methods that can improve or assess student competence in the communicative aspects that exist in learning English is the inquiry method. This is one of the alternative teaching and learning approaches that all teachers are encouraged to implement. This strategy is able to satisfy the curiosity of all students, facilitate research, and provide students with the freedom to explore their subject of study (ISMAIL et al., 2021). It is a pedagogical style in which the activity of the instructor and the student is centred on the development of knowledge, skills, and attitudes based on the student's active and relatively independent discovery of reality (Drápela, 2022). It is necessary for teachers to take on the roles of facilitators, resource individuals, and group extension agents when engaging in the enquiry process (Suyono, 2020).

People need to be taught how to think critically so that the modern world can continue to grow. Critical thinking is a set of skills that help students learn by solving problems and working together. The enquiry method is a great way for students to learn the skills that are expected of them. This is very likely to be used with students who already have good cognitive thinking skills, such as those in tertiary institutions. Based on what has been said so far, the combination of teacher or lecturer instructions can be the starting point for students' ideas. When planning the enquiry method, there are five things that need to be given the most attention (Shanmugavelu et al., 2020), they are Planning Behavioral Objective, Designing Teaching Materials, Designing Questioning Strategies, Designing Teaching and Learning Strategies, Evaluation.

The above concept includes determining specific and measurable goals to be achieved by students through the inquiry method and Teaching Material Design materials that are relevant to students' goals and experiences as well as facilitating interactive and fun learning. Then formulate a Questioning Strategy - designing appropriate and in-depth questions to facilitate the inquiry process and build a better understanding of students. Designing learning activities that are fit for purpose and facilitating active student involvement in the inquiry process is also very important. For the latter on Evaluation - includes measuring student progress in achieving goals and improvements to the inquiry method used to support more effective learning. The material for this research is descriptive text. Descriptive text requires critical thinking in its understanding if it is adjusted to the level of the learner.

In the second semester of the English Language Education Study Program at STKIP AL Maksum, descriptive texts are studied. Descriptive text provides an overview to the reader regarding the author's idea, whether in the form of a description of the shape, nature, color, or other characteristics of an object so that the reader seems to be able to see, experience, or feel what is being described. Students can also enhance their sensitivity through descriptive text writing, as it allows them to use their senses to observe a real object or phenomenon and is based on their experience (Darihastining et al., 2020). In reading descriptive text, the author attempts to stimulate the reader's imagination (Paramita Sari, 2017). Hence, when readers read descriptive prose about a location, they feel as though they are actually there. If the

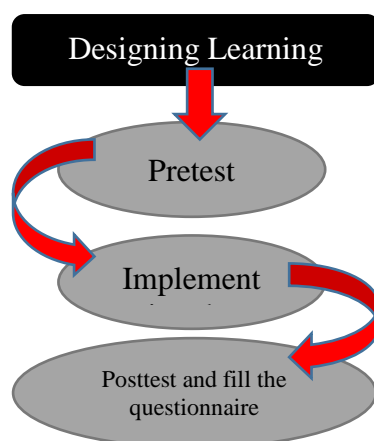
writer wants to read or understand a descriptive text, all they have to do is go to the thing being described and make a note of it (Presetyo & Abbas, 2017). This is called "questioning the author." For a reader to understand a descriptive text, they need to pay attention to how the text is put together.

Descriptive material is usually associated with writing skills, however, this does not mean that descriptive material cannot be developed to improve students' speaking skills. One of the innovations that can be made in descriptive material is to integrate speaking skills into descriptive writing activities. Innovation is an idea, a method, and a tool; its outputs are the quality and efficacy of education as a result of the pedagogical system's recent improvement (Shuhratovich, 2020). For example, students may be asked to observe a particular image or object, and then they must write a detailed description and then use that as a reference for giving an oral presentation. In this case, the teacher can also assist students in preparing their presentations by providing guidance and feedback on structure, pronunciation, and intonation. In addition, teachers can also provide opportunities for students to practice speaking in class through various activities such as role-plays, debates, and group discussions. By developing descriptive materials to improve students' speaking skills, students can gain wider benefits in developing their overall communication skills. It can also help students to feel more confident in public speaking and improve their ability to communicate effectively.

### 3. Research Method

In this study, there were 25 students who participated. All of these students followed the entire learning process that was carried out. The instrument used to measure conceptual mastery was in the form of a practical test instrument using an assessment rubric, while a questionnaire was used to measure student responses.

A quantitative approach with a pre-experimental design was used in this study. The researcher designed the design of the stages of inquiry activity which would be carried out practically in front of the class. Then after designing the learning stages, the researcher conducted a pretest to students. Then, after the pretest, apply the learning stages that have been designed in the speaking lecture. Then do the posttest. In addition, questionnaires were also distributed to explore student responses regarding the learning process that had been carried out. The learning process is carried out on the topic "asking and inviting". On this topic, students are trained to master the concept of asking, inviting and convincing someone.



Picture 1. Design stage

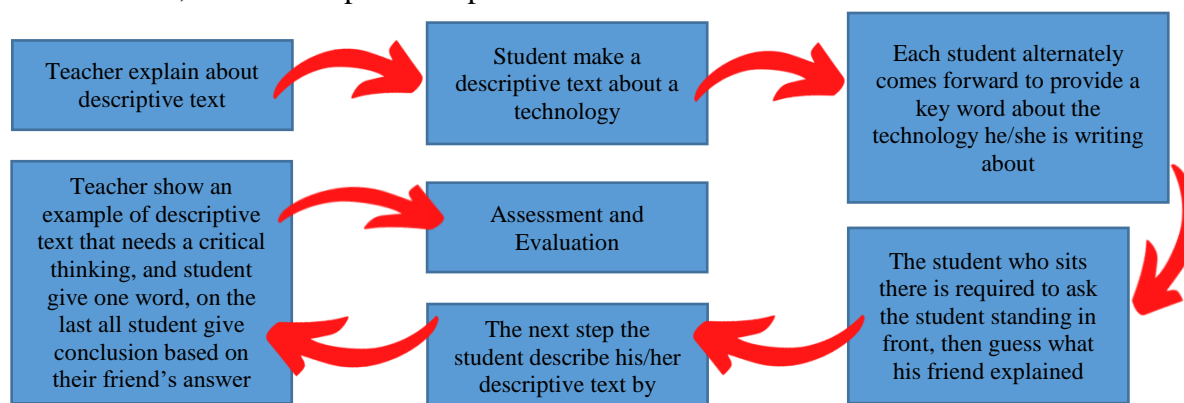
#### 4. Findings and Discussion

From the results of the questionnaire that has been given by giving 10 questions about their perceptions in doing assignments or quizzes. The inquiry learning process in this study was designed to follow the RPS. In this study, the inquiry learning process was designed to be integrated through speaking activities with descriptive text material. Inquiry learning steps designed online with integrated speaking activities are presented in Table 1. In general, the learning stages are packaged in 3 sessions. The first session was carried out with the aim of focusing students on the material to be studied, as well as preparing students to look for theories/concepts related to the problems to be studied. The second session was conducted for knowledge acquisition. The third session was carried out to strengthen the knowledge that had been obtained by practicing in front of the class. More details can be seen in Table below.

Learning step	Students' Activities
<b>Session 1</b>	
<b>Identify the problem</b>	-Identify the problem -Conduct a consultation process to evaluate the results of problem identification
<b>Doing literature studies</b>	- Conduct literature studies related to the problems described - review the literature
<b>Formulate hypotheses accompanied by temporary arguments</b>	-formulate hypotheses by providing evidence and provisional support
<b>Session 2</b>	
<b>Conduct investigations to test student activity-based hypotheses</b>	-conducting experiments to test hypotheses
<b>Perform data analysis</b>	-Perform experimental data analysis as a basis for evaluating hypotheses
<b>Perform hypothesis evaluation</b>	Evaluate the proposed hypothesis accompanied by appropriate arguments
<b>Session 3</b>	
<b>Communicating results</b>	Each student presents the results of the activity

Tabel 1. Learning step ans students' activities

Based on the explanation above about learning innovation through learning methods and materials, here's a simple description of the innovations used in the classroom



## Picture 2. Learning Process

In addition to the inquiry stages, speaking practice activities integrated into inquiry learning also play a role in increasing students' conceptual knowledge gains. Students will be more proficient in constructing knowledge if the ability to build scientific arguments. Argumentation skills are needed by students to strengthen understanding of a particular concept or object. Based on the results of research that has been done, students give a positive response to the learning process that is applied. The recapitulation of student response results can be seen in the table, with statement items:

No	Question
1	Are the learning activities carried out new to you?
2	Do you have difficulty in carrying out these learning activities?
3	Did the learning activities carried out make you interested in learning descriptive text?
4	Is the learning process carried out more enjoyable than the usual method without any innovation?
5	Do the learning activities made it easier for you to master descriptive concepts?
6	Are the experimental activities in the learning activities boring?

Tabel 2. Student respond tabel

The following is a discussion of the questions answered by students in the previous section.



Picture 3. Students' answer

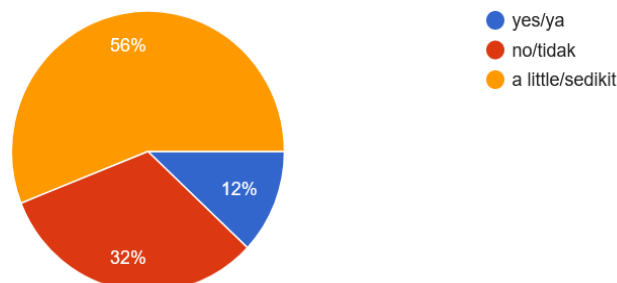
In the first question point, 84% of students said that the activities carried out in the learning process were new to them. While 16% of students said that the learning activities carried out were not new to them. The new thing that is felt in this learning

process is an online activity that is carried out with an emphasis on the process of inquiry and the description of things orally.

Do you have difficulty in carrying out these learning activities?

Apakah anda kesulitan dalam melakukan aktivitas pembelajaran tersebut?

25 responses



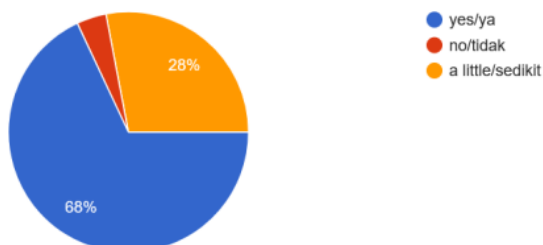
Picture 4. Students' answer 2

There are interesting things about this second question, where the questionnaire asks about difficulties in learning using this method. The results show that 56% has a little difficulty; it means that there has been a process of students' critical thinking about the learning given, according to the expected inquiry method, where critical thinking processes are expected to appear in this method.

Did the learning activities carried out make you interested in learning descriptive text?

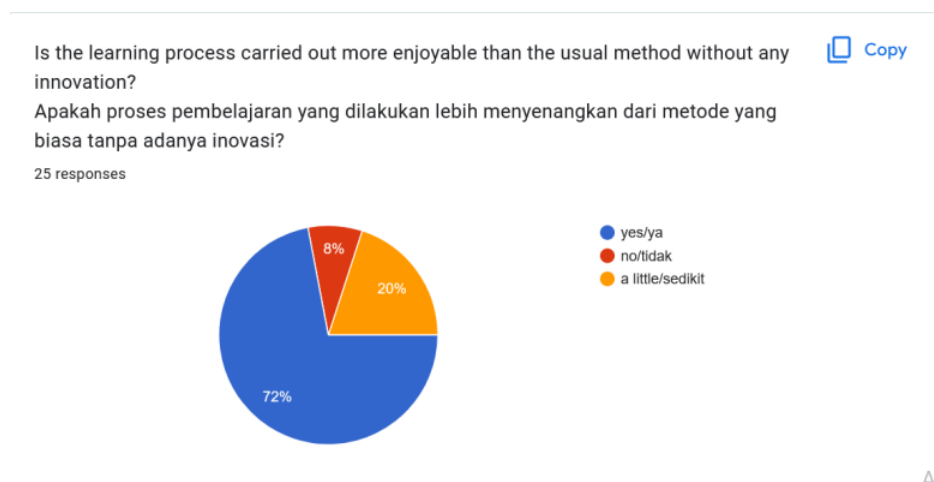
Apakah aktivitas pembelajaran yang dilakukan membuat anda tertarik untuk belajar teks descriptive?

25 responses



Picture 5. Students' answer 3

Furthermore, for the third question point, 68% of students thought that the learning activities carried out made students interested in learning the concept of descriptive text. Based on the findings, only 4% of students felt disinterested and 28% were slightly interested. In general, student interest is caused by things learned in contextual form by connecting directly through phenomena and direct practice and speaking, indirectly it can also increase students' vocabulary in describing and giving answers.



Picture 6. Students' answer 4

The innovations that were carried out actually received a good response, as many as 72% felt that the method had become more enjoyable. This is of course related to the positive response found in the previous questions. Innovation needs to be continuously carried out and developed in every method and media used by teachers in teaching. In the 5th and 6th questions about "the learning activities made it easier for students mastering the concept of descriptive text" obtained 80% results found it easier to understand the basic concepts of material about descriptive texts, on the sixth question "do they feel bored in learning activities" the results showed that 84% did not feel bored in learning activities.

## 5. Conclusions

Based on the findings of this study, it can be concluded that innovative learning approaches with an emphasis on the inquiry process and oral explanations of descriptive texts give most students with a new learning experience. Even if there are a few learning challenges, this is consistent with the expected critical thinking process of the inquiry learning technique. In addition, the majority of students are engaged and enthusiastic in learning descriptive text, which is practiced directly and contextually through watching occurrences and practicing speaking and question-answering. This innovative method of education was also well-received by the majority of students, who found learning more pleasurable. In addition, the majority of students find it simpler to comprehend the fundamental concepts of descriptive texts utilizing this strategy, and the majority of students are not bored during learning exercises. Thus, teachers must continuously develop innovative learning methods and media in order to make the learning process more successful and interesting for students.

However, because this research was conducted at a little hurried pace, it will be necessary to conduct more exhaustive research in the future to obtain more legitimate and reliable data, which is necessary for the advancement of our education. In conclusion, teachers are instructed to always develop learning in accordance with needs, learning objectives, and educational growth.



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