

IMPROVING PARAGRAPH WRITING COMPETENCE THROUGH INQUIRY METHOD USING AUDIO MEDIA

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ABSTRACT

The implementation of learning to write paragraphs through the inquiry method using audio media shows a change in behavior in learning in a positive direction. This proves that the application of the inquiry method using audio media can improve the ability to write student paragraphs, both argumentative paragraphs and persuasive paragraphs. Changes in student behavior can be seen in the creative abilities and skills of students who experience changes from cycle I to cycle II. In cycle I, students generally did not really understand paragraphs and were not able to write paragraphs properly and correctly. In cycle II, students understood paragraphs well and students were able to write good and correct paragraphs. The results of the study show that the application of the inquiry method using audio media can increase learning to write paragraphs. The results of the overall test analysis from cycle I to cycle II showed an increase. Starting from the assessment of the cognitive, affective, to psychomotor domains, it shows an increase.

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1. INTRODUCTION

Language has a central role in the intellectual, social, emotional development of students and is a support for success in studying all fields of study. The main function of language is as a means of communication. Communication in question is a process that conveys the speaker's intent to others by using certain channels. The purpose of communication can be in the form of thoughts, ideas, ideas, opinions, agreements, wishes, conveying information about an event, and so on. With its very large role, language is a support for success in studying all fields of study.

Teaching language skills aims to grow and develop students' language skills. Skilled in language means skilled at listening, speaking, reading, and writing in good and correct language. As stated by Nida and Harris (in Tarigan 2008: 1) language skills have four components, namely: listening skills ; speaking skills (speaking skills); reading skills (reading skills); writing skills (writing skills).

Based on the KTSP (Educational Unit Level Curriculum), the Competency Standards for Indonesian Language and Literature subjects are oriented towards the nature of language learning. Indonesian language learning competency standards in linguistic and literary aspects include listening, speaking, reading, and writing skills. These four skills are supporting factors in conveying thoughts, ideas and opinions, both orally and in writing, according to the context of communication that must be mastered by language users. With the use of these four skills, the general purpose of language learning can be achieved. In addition, these four aspects should receive a balanced portion and their implementation should be carried out in an integrated manner.

Learning Indonesian basically aims to improve students' ability to use language as a means of communication, both orally and in writing. The ability of students to communicate in writing in question is the ability to write. Writing ability is the ability to write effectively and efficiently various types of essays in various contexts and the ability to express various types of essays in various contexts and the ability to express various thoughts, ideas, opinions, and feelings in various types of writing.

In the learning process, the problem is that students often feel uncomfortable and stressed in learning, especially for complex subjects. This is what causes students to be unable to develop their thinking and their learning outcomes are also low. Therefore, to improve student learning outcomes, teachers need to use methods that are in accordance with the readiness of students to be able to accept techniques. In addition to the learning techniques used, the teacher also needs to pay attention to the psychological aspects of student development, abilities, skills, maturity, speed of capturing information, and ability to solve problems.

Language learning at school will raise students' awareness of the importance of developing knowledge of Indonesian. Not only the use of spoken language, but the use of written language as well. Good use of language for students will reflect the brilliance of their thinking. One of the language skills that is important to know and apply is writing skill. Writing skill is a language skill that is used to communicate indirectly, not face to face with other people. Writing activity is also a productive and expressive activity because it is a means to convey ideas, ideas or opinions, and experiences that are owned in order to develop writing skills.

Writing is a process, not a one-time task. The process starts from finding topics, limiting topics, breaking topics into frameworks, and developing these frameworks into essays. However, pouring thoughts in an orderly and organized way into writing so that readers can understand someone's way of thinking is not easy. This requires intensive training and guidance. Therefore, writing skills need to receive serious attention from the elementary level of education. As an aspect of language skills, writing can indeed be mastered by anyone who has adequate intellectual abilities. In contrast to the ability to listen and speak which is obtained naturally. Writing must be learned and practiced seriously.

Specifically for teaching writing skills in linguistic aspects, one form of learning is writing paragraphs. Paragraphs are also divided into several types, namely narrative, descriptive, persuasive, expository, and argumentative paragraphs. Paragraph is a unit

consisting of a set of sentences used by the author as a root to express and convey his thoughts to the reader. Therefore, paragraphs must be arranged logically-systematically. In the paragraph, of course, has a purpose and type. Paragraphs consist of narrative, description, exposition, persuasive, and argumentation paragraphs. However, among the five types of paragraphs, which will be the focus of research are argumentative paragraphs and persuasive paragraphs.

Argumentative paragraphs and persuasive paragraphs are one of the language learning materials taught in schools based on the education unit level curriculum (KTSP). The activity of writing argumentative paragraphs and persuasive paragraphs is an aspect of language skills in language learning that must be mastered by students listed in the standards and basic competencies of class X semester II SMA. Argumentative paragraphs are paragraphs that contain a description of a problem by disclosing evidence or data that serves to strengthen a position or opinion regarding the issue that is expressed. The main basis of argumentative paragraphs is critical and logical thinking. This is sometimes difficult for students to apply, so they experience problems in writing argumentative paragraphs.

So even with persuasive paragraphs. The ability to write persuasive paragraphs is one of the absolute competencies to be achieved in language learning. Students are expected to be able to write down what is in their minds by stating reasons that are considered to support essays or writing because persuasive type writing is always inviting. For this reason, stimuli are needed that make it easier for students to write persuasive paragraphs.

Research on writing skills has been carried out by several researchers, including: [Nur Aeni \(2008\)](#) with the research title "Ability to Compose Argumentative Essays for Class XI Students of SMA Negeri 1 Bantaeng, Selayar Regency". Furthermore, research conducted by Fatimah (2011) entitled "Improving the Ability to Write Persuasive Paragraphs Using Semantic Mapping Techniques in Class X 1 Students of SMA Negeri 1 Maniangpajo, Wajo Regency". This study shows that the ability of students to write paragraphs is not sufficient. Much research has been done on writing paragraphs, but research using inquiry methods and audio media has never existed.

In the implementation of learning to write argumentative and persuasive paragraphs, there were still teachers who did not use a variety of learning methods and media. The absence of varied learning methods and media causes students to feel bored following lessons. This resulted in learning to run monotonously and did not arouse students' creativity. Even though the use of learning methods and media really supports the spirit of student learning. This fact occurs in class X TKJ A students at SMK Negeri 1 Topoyo, Central Mamuju Regency

A solution is needed to overcome the problems found in the learning process. The solution aims to make the learning atmosphere in the classroom not monotonous and boring for students. Of course, it will make the learning atmosphere more lively and arouse students' enthusiasm for learning. Therefore, researchers offer a solution, namely the use of inquiry methods and audio media in learning to write paragraphs.

According to Wina Sanjaya (2008: 191), the inquiry method is a learning method that emphasizes the process of thinking critically and analytically to seek and discover for yourself. In the application of the inquiry method, students are expected to be able to find and solve their own problems. The inquiry method has six activity steps namely orientation, formulating problems, formulating hypotheses, collecting data, testing hypotheses, and formulating conclusions. These steps will be taken by students in writing paragraphs, especially argumentative paragraphs and persuasive paragraphs.

One of the reasons researchers chose the inquiry method was to see the advantages possessed by the method. The inquiry method emphasizes the development of cognitive, affective and psychomotor aspects in a balanced way so that learning is considered more meaningful. It is said that learning is more meaningful because students do not only receive knowledge and skills from remembering a set of facts, but come from the experience of discovering it themselves. To support the success of learning and create more interesting learning conditions, researchers use learning media, namely audio media.

Audio media is media that can only provide sound stimulation ([Haling et al, 2007:101](#)). The use of audio media in the learning process can stimulate students to think. The presence of audio media in the form of songs also feels familiar to students' ears so that students will feel interested in learning. With that interest students will feel different things when compared to the learning process that only uses learning methods that are monotonous and not varied.

The audio media used by the researcher is a song. The song will be played to students, then students will write paragraphs based on the contents of the song. Of course the songs that the researchers chose were educational songs. The song that will be played is the song "Manusia Half God" by Iwan Fals to write argumentative paragraphs and the song "Diary Depresiku" which was popularized by Last Child Band.

Based on the problems that have been stated above, the researcher feels the need to conduct research using the inquiry method that uses audio media in Indonesian language subjects, especially the skills of writing argumentative and persuasive paragraphs. For this reason, research was compiled with the title "Increasing Paragraph Writing Competence through the Inquiry Method Using Audio Media.

2. METHOD AND DISCUSSION

In this study, researchers used classroom action research procedures or PTK for short. According to [Arikunto et al, \(2010:58-61\)](#), CAR is action research conducted in class with the aim of improving or enhancing the quality of learning practices, increasing professionalism, and fostering an academic culture. PTK consists of a series of four activities carried out in repeated cycles. The four main activities in each cycle are (1) planning, (2) action, (3) observation, and (4) reflection. This classroom action research is an effort to improve learning practices to make them more useful. Thus, the teacher can know clearly the problems that exist in the class and how to overcome these problems.

3. RESULTS AND DISCUSSION

Results

1. Presentation of Data on the Implementation of Learning to Write Paragraphs through the Inquiry Method Using Audio Media to Class X 1 Students of SMA Negeri 1 Mallusetasi

a) Data and Data Analysis Implementation of Learning to Write Paragraphs in Cycle I

1) Data and Analysis of Teacher and Student Observation Data

The implementation phase in cycle I was held in four meetings. In this study, researchers examined two basic competencies, namely writing ideas to support an opinion in the form of argumentative paragraphs and writing ideas to convince or invite readers to behave or do something in the form of persuasive paragraphs. The first basic competency was carried out at the first and second meeting, while the second basic competency was carried out at the third and fourth meeting.

(a) Meeting I

At the first meeting, before starting the lesson the teacher assigned the class leader to lead the prayer before class as a routine activity before learning. After praying together, the teacher checks students' readiness to learn and then checks student attendance. At the first meeting, 29 of the 29 students attended, in other words, all students of class X 1 were present at the first meeting. To find out students' initial knowledge at the first meeting, the teacher asked students about argumentative paragraphs, as an apperception activity. In this activity, the teacher appointed three students namely Irham Kadir, Putri Rahayu, and Rizki Arfanita Mas'ud. Before entering the core activities, the teacher first explains the learning objectives to be achieved so that students are more focused on the subject matter to be taught.

In the core activity, the teacher explains the learning material, namely writing argumentative paragraphs. The material about argumentative paragraphs explained is the definition, characteristics, and steps for writing argumentative paragraphs. After explaining the material for argumentative paragraphs, the teacher explains the things that need attention and become the center of assessment in writing argumentative paragraphs, namely sentence cohesion (cohesion), linkage of meaning (coherence), use of EYD, use of language, and diction (choice of words). After explaining the learning material, the teacher gives the opportunity to students to ask questions. When the teacher explained the learning material to provide opportunities for students to ask questions, there were students who enthusiastically paid attention to the teacher and students who did not pay attention. Students who do not pay attention to the teacher's explanation carry out other activities such as telling stories with their friends and doing assignments (PR) in other subjects.

In this study, researchers applied the inquiry method using audio media. Therefore, the teacher explains the steps of the inquiry method using audio media. The audio media in question is the playback of a song entitled "Manusia Half God" by Iwan Fals. The song is played twice. While the song playing was in progress, all students actively

participated in listening to the song and taking down the lyrics of the song. This is because students are interested in the song being played. After the song playback stage, the teacher distributes worksheets to students, then assigns students to formulate the problems in the song. the activity of formulating a problem is one of the stages of the inquiry method, namely the phase of formulating the problem. The next step is to determine the hypothesis of the problem concept that has been determined. This step is also the stage of the inquiry method, namely the phase of determining the hypothesis. After formulating the problem students were assigned to collect data. The collected data is found in the songs. The data is in the form of facts or events in the song. This fact gathering activity is the data collection phase. After that, students are assigned to determine the answer to the problem that has been determined. Then formulate answers to predetermined problems. And the last activity is writing paragraphs based on the conclusions that have been made. Students write paragraphs in an orderly manner. No one was playing around or joking with his friends during the process of writing paragraphs. All students focus on their work because the teacher supervises students.

Based on the results of the analysis it can be seen that the percentage of positive behavior that occurs in the classroom during the learning process reaches 61.38% while the negative behavior reaches 38.62%. In positive behavior, there are five behaviors that have different treatment percentages. The behavior carried out by all students and obtaining the highest percentage by students is student behavior respond positively (happy) to learning through the inquiry method by using audio media and the behavior of students writing paragraphs with a good attitude, which is done by 29 people (100%). This is because this is the first time students are getting the application of learning methods that use audio media, especially playing songs. Meanwhile, the behavior that received the lowest percentage was that students actively answered and always asked if they found something they didn't understand, which was done by 5 people (17.24%). This is because students pay less attention to the teacher's explanation so they do not understand the subject matter and are confused about what is being asked.

Negative behavior that gets a lower percentage than positive behavior is of course caused by several things. For example, students still feel unfamiliar with the learning method applied, namely the inquiry method, students feel less interested in learning paragraphs, and students are less interested in the way the teacher explains. The negative behavior that gets the highest percentage is passive and lazy students to ask about the paragraph writing material that is being taught. This behavior gets a percentage of 82.76%, which is carried out by 24 people. While the behavior that gets the highest percentage is students doing unnecessary activities when learning to write paragraphs (cheating, lying down, joking, and so on), namely 0%, in other words no students do it. The high percentage of negative behavior compared to positive behavior proves that students' enthusiasm in the learning process at the first meeting is still lacking.

(b) Meeting II

The second meeting begins with the class leader preparing all students in the class, greeting, and closing by reading a study prayer. After all students have calmed down,

the teacher starts the lesson by again asking questions about argumentative paragraphs. The questions given are questions about the meaning, characteristics, and steps for writing argumentative paragraphs. In giving questions, the teacher appoints three people assigned to answer questions. The students are Restu Ramdani, Indah Sari, and Adinda Try Yunara.

The next step is entering the core learning activities. The teacher again reminded the learning material at the first meeting. Then the teacher explains the steps for writing argumentative paragraphs based on the steps of the inquiry method. After explaining the learning material and the steps of the inquiry method that must be passed, students are given the opportunity to ask questions. On this occasion, some students asked questions that were still not understood. Most of what was questioned was the steps of the inquiry method, but there were also those who asked about argumentative paragraphs. As for the students who asked, namely Irham Kadir who asked about "how to formulate a problem and what form is the formulation of the problem?". Jasmin asked, "Where is the reason for writing a paragraph, is it at the beginning of the paragraph or at the end of the paragraph?". And Rizki Arfanita Mas'ud who asked about "How to formulate a conclusion?". After the students understood the learning material and the steps that had to be taken, the teacher again played the same song at the last meeting, namely the song entitled "Manusia Half God" by Iwan Fals. However, before playing the song, the teacher reminded again that students would not be able to take the steps of the inquiry method if students did not know the lyrics of the song and did not understand the content of the song being played. Therefore, students are more enthusiastic and serious about listening to songs.

At the second meeting, the researcher and the teacher reduced the steps of the inquiry method to be taken by students and clarified how to explain them more. The teacher focuses more on students and provides more opportunities to ask questions to students because many students still do not understand the steps of the inquiry method. Students' lack of understanding of the inquiry method is due to the fact that this is the first time students are learning by applying the inquiry method. After students hear the song, students formulate the problem in the song. In addition, students are also assigned to collect data in the form of facts contained in the song. Then students determine the answer to the problem formulation that has been determined in accordance with the contents of the song, and finally formulate conclusions. After students have succeeded in formulating conclusions, students are assigned to write argumentative paragraphs calmly and without actions that can interfere with the learning process. Based on observations all students write paragraphs with a good attitude. No one was playing, telling stories, or even joking with their friends. Like the previous meeting, at this meeting, the teacher also supervised students who were writing paragraphs so that none of the students dared to do things that could interfere with the learning process and that could interfere with students' writing concentration.

Based on the results of the analysis, it is known that the comparison of the percentage of positive behavior and negative behavior is quite far. The percentage of positive behavior reached 77.93% while the percentage of negative behavior reached 18.62%.

The difference that is quite far indicates that the difference in attitudes carried out by students during the learning process is quite large. This can be seen in positive behavior, namely students respond positively (happy) to learning through the inquiry method using audio media and the behavior of students writing paragraphs with a good attitude. Both of these behaviors were carried out by 28 people and obtained a percentage of 95.56% while the behavior that received the lowest percentage was the behavior of students actively participating in learning activities which obtained a percentage of 58.62% which was carried out by 17 people.

Negative behavior gets an average percentage of 18.62%. This proves that the negative attitudes of students during the learning process are decreasing. Based on the results of the analysis of student observations, the negative behavior that obtained the highest percentage was students who did not participate or were passive in learning activities, namely 37.93%, carried out by 17 people. While the negative behavior that obtained the lowest percentage was that students responded negatively (did not pay attention) to learning to write paragraphs through the inquiry method using audio media, namely 0%. The lack of negative behavior carried out by students during the learning process is because students have begun to be interested in the methods and learning media used, especially in the learning media used.

When compared to the results of the analysis of student observations in the first and second meetings which were both used to examine argumentative paragraphs, it showed quite satisfactory differences. This can be seen in the table below.

Based on the results of the analysis, it can be seen that there were changes in students' attitudes during the learning process in two meetings. The difference in positive behavior in the first and second meetings reached 16.55%. Based on the analysis of the results of these observations, there was an increase from the first meeting to the second meeting. The increase in positive attitude behavior was caused by students having begun to be interested in the learning methods and learning media used. Although it has shown an increase in positive behavior, this increase has not been maximized. The difference in reducing negative behavior from the first meeting to the second meeting reached 20%. This difference indicates that there is a change in behavior carried out by students.

(c) Meeting III

The material for the third meeting is different from the material for the first and second meetings. At the third meeting, the material explained by the teacher was persuasive paragraph material. At this meeting, the learning process begins with praying together led by the class leader. After finishing praying and the students have started to calm down, the teacher checks students' readiness to study and checks student attendance. Furthermore, like the previous meeting, the teacher gave apperception in the form of asking questions about persuasive paragraphs. The question given is "what is meant by a persuasive paragraph?". After asking questions, there were several students who raised their hands, but the teacher only pointed at Putri Rahayu and A. Muh. shahrian. The two students answered the teacher's questions with answers that were almost close to being correct. When the classroom situation has begun to be under control again, the teacher again explains the learning objectives to be achieved. Then

provide motivation to students to be more diligent and enthusiastic in learning. The motivation given was in the form of words of encouragement about the benefits of studying diligently and the benefits of being a successful person.

In the core activity, the teacher explains the learning material, namely material about persuasive paragraphs. The material explained by the teacher is the meaning of persuasive paragraphs, the characteristics of persuasive paragraphs, and the steps for writing persuasive paragraphs. After that, the teacher immediately explained the points that became the core of the assessment, namely sentence integration (cohesion), linkage of meaning (coherence), use of EYD, use of language, and diction (choice of words). When the teacher finished explaining the learning material, the teacher gave students the opportunity to ask questions and five students raised their hands to ask questions. The students are Jasmin, Irham Kadir, Putri Rahayu, Dwi Wahyuni K, and Adinda Tri Yunara. However, the teacher only appointed two students, namely Jasmin and Irham Kadir. The question given was "what is meant by persuasive paragraphs" and the two students answered with answers that were almost the same and close to true.

Before carrying out the steps of the learning method, the teacher distributes worksheets to students. The sheet paper was deliberately provided by the teacher so that students would no longer make a fuss when providing their own paper as worksheets because usually students are always noisy when ordered to provide their own worksheets. After the worksheets are distributed, the teacher explains the steps of the inquiry method that will be applied during the learning process. There are six steps to the inquiry method, namely the orientation phase, formulating problems, formulating hypotheses, collecting data, testing hypotheses, and formulating conclusions. After students understand the steps of the learning method, the teacher plays the song "Deary Depresiku" which was popularized by Last Child Band. However, before playing the song, the teacher ordered students to be quiet and not to do things that could disturb, for example making noise. The teacher also prepares learning media that will be used such as laptops and speakers .

After the class was quiet, the teacher started playing the song. The song is played twice. While the song is being played, all students record the lyrics of the song in preparation for writing persuasive paragraphs and to make it easier for students to carry out the tasks given in the next step. The activity of playing this song is the first step of the inquiry method, namely the orientation phase. When the song has been played and students have finished writing down the lyrics of the song, the next task done by the students is to formulate the problem. The activity of formulating this problem is the second step of the inquiry method. After that, students were assigned to determine the hypothesis, then collect data based on the song. After collecting data students determine answers to predetermined problems. Then make a conclusion. During the learning process, especially when students are doing assignments based on the steps of the inquiry method, there are still students who often ask the teacher what is being questioned about the steps of the inquiry method.

When students write persuasive paragraphs based on the conclusions that have been made, the teacher supervises students so that students write quietly. No one tells stories or cheats on each other. All students write in an orderly manner.

Based on the results of the analysis, it is known that the percentage of positive behavior with negative behavior is much different. This proves that changes in student behavior from meeting to meeting are increasingly experiencing improvements and changes. Based on the data in the table, it is known that the percentage of positive behavior that occurs in the classroom during the learning process reaches 90.34% while the negative behavior reaches 6.20%. In positive behavior, the behavior carried out by all students and obtaining the highest percentage by students is (1) student behavior responds positively (happy) to learning through the inquiry method using audio media and student behavior writes paragraphs with a good attitude, (2) students actively answer and always ask when they find things they don't understand, (3) students write paragraphs with a good attitude. These three positive behaviors were carried out by 28 people (100%). This is because students are interested in the learning methods and learning media used. While the behavior that gets the lowest percentage is students paying attention and responding enthusiastically (asking, responding, and taking notes), this behavior is carried out by 20 students or 68.97%. Furthermore, the behavior carried out by 27 students or 93.10% is that students actively participate in activities. This is because students pay less attention to the teacher's explanation so they do not understand the subject matter and are confused about what is being asked.

Negative behavior that gets a lower percentage than positive behavior is of course caused by several things. The behavior that gets the highest percentage is students not paying attention to the teacher's explanation and doing unnecessary activities (talking to themselves, pacing, lying down, and taking notes), which is done by 8 students or 27.5%. Furthermore, the second behavior is that students participate less or are passive in learning activities carried out by 1 student or 3.45%. The behavior that gets the lowest percentage is (1) students respond negatively (don't pay attention) to learning to write paragraphs through the inquiry method using audio media, (2) students are passive and lazy to ask questions about the paragraph writing material being taught, and (3) students doing unnecessary activities during learning to write paragraphs (cheating, lying down, joking, and so on), namely 0%, in other words no students do it.

(d) Meeting IV

Meeting IV is the last meeting of the first cycle. At this meeting, the teacher again explained the persuasive paragraph material. Learning begins with praying together led by the class leader. After praying together, the teacher checks students' readiness to learn and checks student attendance. When the class conditions are calm and all students are ready to learn, the teacher conveys the learning objectives to be achieved. Then the teacher conducted a free test by asking students about the material that had been studied in the previous meeting. When the teacher conducted the free test, almost all students raised their hands to answer the teacher's questions, and some even answered immediately without being appointed. However, the question that students haven't answered perfectly is the question about the steps to write persuasive paragraphs.

Students still often switch back and forth between the steps of writing argumentative paragraphs and the steps of writing persuasive paragraphs. Therefore, what the teacher explains in more detail is the steps for writing paragraphs. After explaining the learning material, there was a question and answer session between the teacher and students.

The next activity is playing songs that will be used as writing material by students to write persuasive paragraphs. However, before playing the song, the teacher ordered the students to calm down and be ready to listen to the song. When the class was quiet, the teacher started playing the song. The song that was played was still the song "Deary Depresiku" which was popularized by Last Child Band. Still like the previous meeting, the song was played twice. After hearing the song, students are assigned to formulate the problem according to what is in the song. Then, collect data or facts in the song, determine the answers to the predetermined problem formulations, and finally formulate conclusions. After formulating conclusions, students are assigned to write persuasive paragraphs based on the conclusions that have been made.

The task of writing persuasive paragraphs is done individually by students. When writing paragraphs, students are supervised by the teacher.

Based on the results of the analysis, it is known that the comparison of the percentage of positive behavior and negative behavior is quite far. The percentage of positive behavior reached 92.41% while the percentage of negative behavior reached 4.14%. The difference that is quite far indicates that the difference in attitudes carried out by students during the learning process is clear. In positive behavior, the behavior carried out by all students and obtaining the highest percentage by students is (1) student behavior respond positively (happy) to learning through the inquiry method by using audio media and the behavior of students writing paragraphs with a good attitude, (2) students actively answer and always ask questions when they find things they don't understand, (3) students write paragraphs with a good attitude. These three positive behaviors were carried out by 28 people (100%). While the behavior that gets the lowest percentage is students paying attention and responding enthusiastically (asking, responding, and taking notes), this behavior is carried out by 23 students or 79.31%. Furthermore, the behavior carried out by 27 students or 93.10% is that students actively participate in activities.

Negative behavior that gets a lower percentage than positive behavior is of course caused by several things. The behavior that gets the highest percentage is students not paying attention to the teacher's explanation and doing unnecessary activities (talking to themselves, pacing, sleeping, and taking notes), which is done by 5 students or 17.24%. Furthermore, the second behavior is that students participate less or are passive in learning activities carried out by 1 student or 3.45%. The behavior that gets the lowest percentage is (1) students respond negatively (don't pay attention) to learning to write paragraphs through the inquiry method using audio media, (2) students are passive and lazy to ask questions about the paragraph writing material being taught, and (3) students doing unnecessary activities during learning to write paragraphs (cheating, lying down, joking, and so on), namely 0%, in other words no students do it.

When compared to the results of the third and fourth meeting student observation analysis which were both used to examine argumentative paragraphs, it showed quite satisfactory differences. This can be seen in the table below.

Table 1. Differences in the analysis of the results of student observations in the third and fourth meetings

No.	Behavior	Third meeting		Fourth meeting		Difference	
		Amount	Percentage	Amount	Percentage	Amount	Percentage
1.	positive behavior	26,2	90.34%	26,8	92.41%	0.6	2.06%
2.	Negative behavior	1,8	6.20%	1,2	4.14%	0.6	2.06%

Based on the table above it is known that the difference in the behavior of the third meeting and the fourth meeting is quite far. At the third meeting, positive behavior obtained a percentage of 90.34% and the fourth meeting obtained a percentage of 92.41%. So, the difference in positive behavior between the third and fourth behaviors is 2.06%. Based on these results it is known that there was an increase in students who carried out positive behavior from the third meeting to the fourth meeting. While the negative behavior of the fourth meeting obtained a percentage of 6.20% and the fourth meeting was 4.14%. So, the difference between the third meeting and the fourth meeting is 2.06%. Based on the results of these calculations it is known that the percentage of students who commit negative behavior decreases by 2.06%. By knowing that the percentage of positive behavior has increased and negative behavior has decreased, it can be concluded that student behavior from the third meeting to the fourth meeting has increased.

2) Analysis of Teacher and Student Interview Results

After carrying out learning by applying the inquiry method using audio media, the researchers conducted interviews with teachers and students. This activity is carried out by giving interview question sheets to teachers and students. This was done to find out how the teacher and students responded to the application of the inquiry method using audio media in learning to write paragraphs. The following is an excerpt from the results of interviews with cycle teacher respondents

Based on the results of interviews conducted with teachers, it is known that students are quite interested in the application of the inquiry method using audio media. According to him, the use of the inquiry method using audio media can develop students' imaginations, stimulate students' active participation, and arouse students' curiosity. The inquiry method can train students' independence in learning and doing assignments while the use of audio media can overcome students' boredom in learning, especially learning paragraphs. Audio media can also entertain students and increase student enthusiasm in learning. The application of the inquiry method using audio media is an effective method and learning media used in the learning process because it can trigger student enthusiasm for learning and reduce students' boredom in learning.

Based on the results of these interviews it is also known that students are quite active in participating in learning to write paragraphs using audio media. students respond positively to the application of these methods and media. it can be seen from the activities of students who have started to pay attention to learning such as asking, responding, and making important notes. However, in the learning process, there are still things that make students feel bored, namely learning material that is monotonous and the method of delivering material that is too long so that it is difficult for students to digest.

During the learning process by applying the inquiry method using audio media, students have actively answered questions given by the teacher. Students have also begun to have the courage to ask the teacher about things they have not understood, both regarding the subject matter and about the steps of the inquiry method. However, as a whole the teachers think that the application of the inquiry method using audio media can increase students' creativity and participation in learning. And can improve students' ability to write paragraphs.

In line with the results of interviews conducted with teachers, of the 29 students interviewed, overall (100%) students stated that they liked the application of the inquiry method using audio media in learning.

Based on the results of interviews with these students it is known that in this first cycle, students did not really feel interested in the subject matter and there were still difficulties in learning. One of the things that is difficult for students to apply and pay attention to in writing paragraphs is the choice of words. However, students are interested in the use of learning methods and media that are applied because according to them it can make it easier for students to learn to write paragraphs. By using these methods and media, students feel unsaturated in the learning process. The use of audio media is one of the entertainers for students, audio media can provide enthusiasm for students in learning.

In fact, some students want the use of learning methods and media not only to be used in learning to write paragraphs. This indicates that students also respond positively to the use of applied learning methods and media. Based on the results of interviews, students admitted that it was easier for them to absorb learning material and do school assignments, write paragraphs, when using the inquiry method and audio media. It can have an impact on improving student learning outcomes.

b) Data and Data Analysis Implementation of Learning to Write Paragraphs in Cycle II

The implementation phase in cycle II was held in four meetings. In this study, researchers examined two basic competencies, namely writing ideas to support an opinion in the form of argumentative paragraphs and writing ideas to convince or invite readers to behave or do something in the form of persuasive paragraphs. The first basic competency was carried out at the first and second meeting, while the second basic competency was carried out at the third and fourth meeting.

1) Data and Analysis of Teacher and Student Observation Data

(a) V meeting

At the fifth meeting, the researcher re-examined the first basic competence, namely about argumentative paragraphs, so the teacher also explained the material for argumentative paragraphs. At this meeting, the learning process began with praying together led by the class leader. Next, the teacher checks students' readiness to learn and checks student attendance. At this meeting, there were 29 students present. After that, the teacher returned to do apperception as a refresher on the material that had been studied at the previous meeting, then the teacher gave motivation to students. As a next step, the teacher again reminded the learning material, namely material about argumentative paragraphs. Then re-explain the five things that are the main assessment in writing argumentative paragraphs, namely sentence cohesion (cohesion), linkage of meaning (coherence), use of EYD, use of language, and diction (choice of words). When the teacher is explaining, students pay attention and listen to the teacher's explanation. Some of them seem to write down explanations that they think are important.

The next step was for the teacher to give students the opportunity to ask questions and there were two students who asked, namely Irham Kadir and Rizki Arfanita Mas'ud. The two students asked about five things that became the main assessment. Irham Kadir asked about the meaning and examples of coherence while Rizki Arfanita Mas'ud asked about the meaning and examples of cohesion. When no more students ask questions, the teacher distributes worksheets as places to write argumentative paragraphs. However, before playing the song and doing the writing activity, the teacher again reminded the students about the steps of the inquiry method. These steps are formulating problems, formulating hypotheses, collecting data, testing hypotheses, and formulating conclusions.

When the teacher finished explaining the steps of the inquiry method, two students asked. Adinda Try Yunara asked about how to formulate a problem and Windasari asked about how to test a hypothesis. After finishing answering student questions, the teacher instructs students to calm down and be ready to listen to the song that will be used as writing material. The song that was played to the students was a song entitled "Ibu" by Iwan Fals. While listening to the song, all students are quiet and write down the lyrics of the song. The song is played twice. After listening to the song, students are assigned to formulate problems, determine hypotheses, collect data, test hypotheses, and formulate conclusions. After that, students write argumentative paragraphs based on the conclusions that have been made. During the writing process, the teacher supervises students so that students write quietly.

Based on the results of the analysis, it can be seen that the difference between positive behavior and negative behavior is very large. Positive behavior gets a percentage of 81.38% while negative behavior is 18.62%. From the analysis of the results of these observations it is known that students respond positively to the application of the inquiry method using audio media and students also write paragraphs with a good attitude. This can be proven by all students doing the behavior well, namely as many as 29 people (100%). As for students who paid attention and responded enthusiastically (asked,

responded, and made notes) were carried out by 22 people (75.86). Students who actively participate in learning are only 16 people, namely 55.17%. Students who actively answered and always asked when they found things they didn't understand were done by 22 people, 75.86%. The behavior that is still lacking in students is participating actively in learning. This happened because there were still some students who paid less attention to learning. If asked by the teacher, the student does not answer.

At this meeting, students had less negative behaviors. This can be seen by the low percentage of negative behavior. The behavior that is still carried out by some students is that students do not participate or are passive in learning activities, which are carried out by 13 people (44.83%). In addition, there are still two behaviors that are still carried out by students, namely students not paying attention to the teacher's explanation and carrying out unnecessary activities (talking to themselves, pacing, lying down, and taking notes) and passive and lazy student behavior to ask questions about writing material paragraph being taught. Each of these behaviors was carried out by 7 people, namely 24.14%.

(b) VI meeting

The learning activities at this meeting began with reading a prayer together led by the class leader. After all students are ready to learn, the teacher checks student attendance and student readiness to learn. When the teacher checked students' attendance, it was seen that several students had prepared learning materials such as Indonesian notebooks and pens to take notes. Once ready, the teacher begins learning by conveying the learning objectives to be achieved. Then, the teacher gives questions to students. Almost all students simultaneously answered the teacher's questions. Seeing these conditions, the teacher has begun to understand that most students have understood the learning material that will be discussed today. At this meeting, the teacher gave motivation to students so that students continued to participate actively in learning.

In the core activity, the teacher re-explains the learning material that is considered still not understood by students. In addition to learning materials, the teacher also reminds students to pay attention to the five things that are the subject of assessment, then the teacher also explains the steps of the inquiry method that will be taken by students. When the teacher explained it seemed that all students paid attention to the teacher's explanation well. There are also students who pay attention while taking notes on material they deem important. After the teacher finished explaining, the teacher gave the opportunity for students to ask questions. There were ten students who raised their hands but only two were appointed, namely Rizka Maulidyah Mas'ud and Arham Febriadi. Rizka asked where the reason lies in the argumentative paragraph while Arham Febriadi asked about the steps of the inquiry method, namely how to test the hypothesis. After listening to students' questions, the teacher answered them clearly so that all students understood the answers to their friends' questions, both students who asked and students who did not ask. When no more students asked questions, the teacher and researcher distributed worksheets to write paragraphs. Before playing the song, the teacher gives an overview of the contents of the song to students. After that, the teacher

ordered the students to calm down and prepare themselves to listen to the song. The song that will be played is a song entitled "Ibu" by Iwan Fals. The song is played twice.

When the teacher plays the song, all students listen carefully and record the lyrics of the song to be used as material for writing and to make it easier to do tasks according to the steps of the inquiry method. After they finished listening to the song, the students immediately worked on the task given by the teacher, namely writing based on the steps of the inquiry method. The steps taken are the phases of formulating the problem, collecting data, and formulating the problem. There are six steps in the inquiry method, but at this meeting only four steps were taken by the students. The reduction of the two steps of the inquiry method was carried out with the intention of being a differentiator from the next meeting, and this reduction did not affect the quality of students' argumentative paragraph writing results. After that, students immediately write argumentative paragraphs. Students write quietly without anyone messing around or disturbing their friends. The teacher supervises students while writing argumentative paragraphs so that no one makes a fuss. In contrast to cycle I, at this meeting, there were no longer any students who asked questions while the writing process was in progress.

Based on the results of the analysis, it is known that the percentage of positive behavior is higher than negative behavior. Positive behavior is 117.24% while negative behavior is 2.76%. This difference indicates that the behavior of students in class during the learning process is getting better. Positive behavior carried out by all students is (1) students participate actively in learning activities, (2) students respond positively (happy) to learning through the inquiry method using audio media, (3) students actively answer and always ask when they find something that are not understood, (4) students write paragraphs with a good attitude. Each of these behaviors was carried out by 29 students (100%). This happens because students have started to feel interested in learning. Almost all students already understand the application of learning methods and are interested in the media used. While the positive behavior that students don't do is students pay attention and respond enthusiastically (asking, responding, and taking notes). This behavior was carried out by 25 students (86.21%).

Based on the results of observations at this sixth meeting, it is known that the negative behavior that is still being carried out by students is that students do not pay attention to the teacher's explanation and do unnecessary activities (talking to themselves, pacing, lying down, and taking notes that are not important), the behavior is carried out by 4 people or 13.79%. This happened because when the teacher was explaining the learning material there were still students who did not pay attention and disturbed their friends, there were also those who were talking to their friends.

After knowing the analysis of the results of student and teacher observations, to see whether from the fifth meeting to the sixth meeting, a comparison was made. This comparison was carried out to find out how big the percentage difference was between the fifth and sixth meetings. Below is a table showing the differences in the analysis results of the fifth and sixth meetings.

Table 2. Differences in the analysis of the results of student observations in the fifth and sixth meetings

No.	Behavior	Fifth meeting		Sixth meeting		Difference	
		Amount	Percentage	Amount	Percentage	amount	Percentage
1.	positive behavior	23,6	81.38%	34	117.24%	10,4	35.86%
2.	Negative behavior	5,4	18.62%	0.8	2.76%	4,6	15.86%

Based on the table above it is known that the difference in the behavior of the fifth meeting and the sixth meeting is quite far. At the fifth meeting, positive behavior obtained a percentage of 81.38% and the sixth meeting obtained a percentage of 117.24%. So, the difference in positive behavior between the fifth and sixth behaviors is 35.86%. Based on these results it is known that there was an increase in students who carried out positive behavior from the fifth meeting to the sixth meeting. While the negative behavior of the fifth meeting obtained a percentage of 18.62% and the sixth meeting as much as 2.76%. So, the difference between the fifth meeting and the sixth meeting is 15.86%. Based on the results of these calculations it is known that the percentage of students who commit negative behavior decreases by 15.86%. By knowing that the percentage of positive behavior has increased and negative behavior has decreased, it can be concluded that student behavior from the fifth meeting to the sixth meeting has increased.

(c) VII meeting

At this seventh meeting, the material that will be taught is material about persuasive paragraphs. The beginning of learning at this meeting was the same as the previous meeting, which was started by reading a prayer. Check student readiness, check student attendance, and explain learning objectives. Like the previous meeting, at this meeting, students were more enthusiastic about participating in learning. Students are increasingly paying attention to the teacher's explanation. At this meeting, the teacher explained the persuasive paragraph material. However, before the teacher proceeds to the next stage, the teacher conveys the title of the song to be heard, then explains its relation to persuasive paragraphs.

The main activity at this meeting begins with an explanation of persuasive paragraphs. The teacher also conveys five important things that will be the subject of assessment, namely sentence integration (cohesion), integration of meaning (coherence), use of EYD, use of language, and diction (choice of words). After the teacher finished explaining, the teacher gave the opportunity for students to ask questions. The students who asked were Adinda Try Yunara, A. Muh. Syahrian, Rizka Maulidyah Mas'ud, and Windasari. After hearing the students' questions, the teacher answered all these questions clearly so that no more students asked. When no more students ask questions, the teacher continues his explanation of the steps of the inquiry method. The steps that must be taken by students are the phases of formulating

problems, formulating hypotheses, collecting data, testing hypotheses, and formulating conclusions.

The next activity is the teacher plays a song that will be used as writing material by students. The song entitled "Don't Give Up" popularized by D'Massiv Band was played twice. While the song is being played, all students listen carefully to the song and write down the lyrics. From time to time, the voices of students who know the lyrics of the song can also be heard singing along in broken voices for fear of disturbing their other friends. After listening to the song, students are assigned to write based on the steps of the inquiry method previously explained by the teacher. The five steps of the inquiry method are taken by students continuously without pauses in explanation by the teacher. Students who still do not understand, sometimes ask the teacher. However, almost all of the students already understood the steps of the learning method because this meeting was the seventh meeting using the same method.

After students have finished writing writing material according to the steps of the inquiry method, students continue to do the task by writing persuasive paragraphs based on predetermined conclusions. When students are writing, the teacher supervises them so that no students are playing around doing the assignment. The condition of the class is calm.

Based on the results of the analysis, the percentage of positive behavior and negative behavior has been identified. Positive behavior is 95.17% while negative behavior is 4.38%. The positive behavior that gets the highest percentage is the behavior of (1) students respond positively (happy) to learning through the inquiry method using audio media, (2) students actively answer and always ask questions when they find things they don't understand, and (3) students write paragraphs with a good attitude. These three behaviors were carried out by 29 students (100%). While the other two behaviors, namely (1) students pay attention and respond enthusiastically (ask, respond, and take notes) are carried out by 26 students (89.66%), and (2) students participate actively in learning activities carried out by 25 students (86.21%).

At this seventh meeting, there were still students who did negative behavior. It can be seen based on the analysis table of student observations above, the negative behavior that is still being carried out by students is (1) students do not pay attention to the teacher's explanation and do unnecessary activities (talking to themselves, pacing, lying down, and taking notes). This behavior was carried out by 3 students (10.34%), and (2) students did not participate or were passive in learning activities. This behavior was carried out by 4 students (13.80%). While the other three negative behaviors are no longer carried out by students (0%).

(d) VIII meeting

The eighth meeting is the last meeting in cycle II as well as the last meeting in the research conducted by the researcher. At this eighth meeting, the teacher again explained the persuasive paragraph material. The teacher only perfects the learning activities or strategies that will be carried out in the classroom. This strategy was at the

same time the difference between the seventh meeting and the eighth meeting, and was lacking at the previous meeting.

Based on the results of the analysis, it can be seen the percentage of positive behavior and negative behavior. Positive behavior is 97.93% while negative behavior is 2.07%. The positive behavior that gets the highest percentage is the behavior of (1) students respond positively (happy) to learning through the inquiry method using audio media, (2) students actively answer and always ask questions when they find things they don't understand, and (3) students write paragraphs with a good attitude. These three behaviors were carried out by 29 students (100%). While the other two behaviors, namely (1) students pay attention and respond enthusiastically (ask, respond, and take notes) are carried out by 28 students (96.55%), and (2) students participate actively in learning activities carried out by 27 students (93.10%).

At this last meeting, there were still students who did negative behavior. It can be seen from the analysis table of student observations above, the negative behavior that is still being carried out by students is (1) students do not pay attention to the teacher's explanation and do unnecessary activities (talking to themselves, pacing, lying down, and taking notes). This behavior was carried out by 1 student (3.45%), and (2) students did not participate or were passive in learning activities. This behavior was carried out by 2 students (6.90%). While the other three negative behaviors were not carried out by students (0%).

After knowing the analysis of the results of student and teacher observations, to see the increase that occurred from the seventh meeting to the eighth meeting, a comparison was made. This comparison was made to find out how big the percentage difference was between the seventh and eighth meetings. Below is a table showing the differences in the results of the analysis of the seventh and eighth meetings.

Table 3. Differences in the analysis of the results of student observations at the seventh and eighth meetings

No.	Behavior	Seventh meeting		Eighth meeting		Difference	
		Amount	Percentage	Amount	Percentage	Amount	Percentage
1.	positive behavior	27,6	95.17%%	28,4	97.93%	0.8	2.76%
2.	Negative behavior	1,4	4.83%	0.6	2.07%	0.8	2.76%

Based on the table above it is known that the difference in the behavior of the seventh meeting and the eighth meeting is not too far away. At the seventh meeting, positive behavior obtained a percentage of 95.17% and the eighth meeting obtained a percentage of 97.93%. So, the difference in positive behavior between the seventh and eighth meeting was 2.76%. Based on these results it is known that there was an increase in students who carried out positive behavior from the seventh meeting to the eighth meeting. Meanwhile, negative behavior decreased at the seventh meeting and obtained a percentage of 4.83% and 2.07% for the eighth meeting. So, the difference between the fifth meeting and the sixth meeting is 2.76%. Based on the results of these calculations

it is known that the percentage of students who commit negative behavior decreases by 2.76%. By knowing that the percentage of positive behavior has increased and negative behavior has decreased, it can be concluded that student behavior from the seventh meeting to the eighth meeting has increased.

2) Analysis of Teacher and Student Interview Results

Interview activities in cycle II were conducted on teachers and students. As in cycle I, in cycle II, interview activities were carried out by distributing question sheets to students and teachers. Interviews were conducted to find out how the teacher and students responded to the application of the inquiry method using audio media in improving the ability to write argumentative and persuasive paragraphs. The following is an excerpt from the interview results of cycle II teacher respondents.

Based on the results of interviews conducted with teachers, it is known that students are very interested in the application of the inquiry method using audio media. According to him, by applying the inquiry method using audio media, teachers can present songs that can stimulate students' active participation. while listening to the song, students can carry out other activities that support the achievement of learning objectives. The use of the inquiry method using audio media can trigger student enthusiasm and activeness in the learning process. Especially in learning to write paragraphs. This can be seen from the enthusiasm of students in participating in learning such as active students asking questions, responding and making small notes.

Based on the results of the interviews, it was also known that students were very active in participating in learning to write paragraphs using audio media. However, in the learning process, there are still things that make students feel bored participating in learning such as learning materials that do not vary and the way in which material is delivered is not related to the environment.

During the learning process by applying the inquiry method using audio media, students enthusiastically participate in learning. Students have paid attention to the teacher's explanation. In contrast to learning in cycle I, in cycle II students are more enthusiastic about participating in learning. Students also have the courage to ask the teacher about things they don't understand. Students actively make notes about learning material that is considered important. As well as students also write without seeing examples from books again. Overall the teacher believes that the application of the inquiry method using audio media can increase creativity and student participation in learning. And can improve students' ability to write paragraphs.

In line with the results of interviews conducted with teachers, of the 29 students interviewed, overall (100%) students stated that they liked the application of the inquiry method using audio media in learning.

Based on the results of interviews with these students it is known that students are very interested in the use of learning methods and media that are applied because according to them they can entertain, increase enthusiasm for learning, and eliminate boredom in learning to write paragraphs. In the opinion of students, learning to write paragraphs is a challenging lesson, but there are still difficulties in learning. one of the

things that is difficult for students to apply and pay attention to in writing paragraphs is the use of EYD.

In fact, some students want the use of learning methods and media not only to be used in learning to write paragraphs. This indicates that students also respond positively to the use of applied learning methods and media. Based on the results of interviews, students admitted that it was easier for them to absorb learning material and do school assignments, write paragraphs, when using the inquiry method and audio media. It can have an impact on improving student learning outcomes.

Based on the results of interviews conducted with students, all students continued to respond well to the application of the inquiry method and audio media in the process of learning to write paragraphs. Similar to the responses given in cycle I, students also stated that the application of these methods and media was very enjoyable. Students do not feel bored during the learning process. According to some students, the application of the inquiry method which uses audio media in the form of playing the song is very fun and not boring. According to him, by using this method, students can be more enthusiastic in writing paragraphs because the writing materials to be written already exist, even what is no less interesting is the playing of songs which are very entertaining. According to some students, by making songs as writing material, students don't just listen to songs but they also know the meaning of a song and can take the message from the songs they listen to.

Students also think that from meeting to meeting, they increasingly understand the application of the inquiry method, especially the steps of the inquiry method. Students also think that by using the inquiry method, it is easier for them to write paragraphs. This is because there has been good interaction between teachers and students. The teacher has also been able to master and manage the class well. In other words, students' writing results increased from cycle I to cycle II.

4. CONCLUSION

Based on the results of data analysis and discussion, it shows that the application of the inquiry method using audio media can improve the ability to write paragraphs for class X TKJ A students. at SMK Negeri 1 Topoyo, Central Mamuju Regency . Based on the description above, this research can be concluded as follows:

1. The implementation of learning to write paragraphs through the inquiry method using audio media shows a change in behavior in learning in a positive direction. This proves that the application of the inquiry method using audio media can improve the ability to write student paragraphs, both argumentative paragraphs and persuasive paragraphs. Changes in student behavior can be seen in the creative abilities and skills of students who experience changes from cycle I to cycle II. In cycle I, students generally did not really understand paragraphs and were not able to write paragraphs properly and correctly. In cycle II, students understood paragraphs well and students were able to write good and correct paragraphs.

2. The results of the study show that the application of the inquiry method using audio media can increase learning to write paragraphs. The results of the overall test analysis from

cycle I to cycle II showed an increase. Starting from the assessment of the cognitive, affective, to psychomotor domains, it shows an increase.

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