Development of Learning Tools to Improve Writing Skills with the Inquiry Based Learning Model of Indonesian Lessons for Students Class IV SD Negeri 2 Bungatan Situbondo

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ABSTRACT
This study aims to determine the development, results and effectiveness of learning tools to improve writing skills using an inquiry-based learning model for Indonesian subjects in fourth grade students of SD Negeri 2 Bungatan Situbondo. The background of this research is the existence of a learning model that is applied by educators oriented to educators (teacher oriented) so that students do not play an active role in learning, educators tend to be more dominant in the classroom so that interactions that occur only run in one direction. This makes students bored quickly and loses concentration when studying, especially in learning Indonesian. To present it in an attractive way, preparation is needed, starting from choosing the material, preparing the place, preparing the model, and presenting writing activities. The development model that researchers will use is the Plomp Four-D model. This model was developed by Thiagarajan, Semmel, and Semmel (1974). The results of this study are the development of learning devices produced in this development research is said to be of good quality and feasible to use, judging from the analysis of the validation results which show a high value with a percentage of 85% and the criteria “valid”. Students' writing skills increased marked by an increase in learning outcomes, it was proven that the post test results of the experimental class and control class gave a significant value, namely In posttest 3, the t count value of 4.276 shows that t count t table (4.276 > 2.011 ) that learning by using learning tools can improve students' writing skills. With the use of learning tools that can improve students' writing skills, it is proven to provide more significant things and learning tools can be said to be effective.

Key Words: learning tools, inquiry learning model, students' writing skills

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INTRODUCTION

Learning Indonesian has a strategic value. At this level Indonesian language was implemented in a planned and directed manner, for the first time. Indonesian language learning has four kinds of language skills that must be mastered, namely: (1) listening or listening skills, (2) speaking skills, (3) reading skills, (4) writing skills. The four skills are very closely related. The four skills are a unity that supports each other. There are various kinds of learning models that can be applied in writing activities, one of which is the inquiry based learning model. Therefore, researchers are interested in developing a learning model to improve writing skills. Based on the background of the problem above, the formulation of the problem in this study are: (1) How is the development of learning tools to improve writing skills using an inquiry-based learning model for Indonesian subjects in fourth grade students of SD Negeri 2 Bungatan Situbondo?, (2) What are the results of developing learning tools to improve writing skills using an inquiry based learning model for Indonesian subjects in fourth grade students at SD Negeri 2 Bungatan Situbondo?, (3) How is effective the development of learning tools to improve writing skills using an inquiry based learning model for Indonesian subjects in fourth grade students of SD Negeri 2 Bungatan Situbondo?

Based on the formulation of the problem, the objectives of this study are (1) to determine the development of learning tools to improve writing skills using an inquiry-based learning model for Indonesian language subjects in fourth grade students of SD Negeri 2 Bungatan Situbondo; (2) To find out the results of the development of learning tools to improve writing skills with an inquiry based learning model for Indonesian language subjects in fourth grade students of SD Negeri 2 Bungatan Situbondo; (3) To determine the effectiveness of developing learning tools to improve writing skills using an inquiry-based learning model for Indonesian subjects in fourth grade students of SD Negeri 2 Bungatan Situbondo.

The devices used in the learning process are called learning devices. Ibrahim (in Trianto, 2007:68) states that the learning tools needed in managing the teaching and learning process can be in the form of a syllabus, lesson plans, Student Activity Sheets (LKS), Evaluation Instruments or Learning Outcomes Tests (THB), and learning teaching aids. So, Learning Devices can be interpreted as completeness tools used to assist learning. In this study, the learning tools used consisted of the syllabus, lesson plans and worksheets. 1) Syllabus, According to Trianto (2010: 201) states the syllabus is a learning plan in a particular subject group that includes competency standards, basic competencies, learning materials, learning activities, and indicators of competency achievement for assessment, time allocation, and learning resources. 2) Lesson Plans (RPP) Effective learning is not possible only with the hope that meaningful and relevant experiences will emerge spontaneously in the classroom. There is no doubt that effective learning can only be found in good planning. Planning in learning activities is written in a Learning Implementation Plan (RPP). RPP is a short plan to estimate all activities that will be carried out by students and teachers in learning activities. 3) Student Activity Sheet (LKS), in the Ministry of National Education (2008: 12) states that the Student Worksheet is a sheet in the form of instructions and steps to complete a task. Activity sheets are usually in the form of instructions and steps to complete a task. Worksheets are usually in the form of instructions, steps to complete a task, where the tasks ordered in the activity sheet must be clear about the basic competencies to be achieved. According to Kunandar (2014: 35) that "assessment is the process of collecting various data that can provide an overview of the learning development of students". Assessment of student learning outcomes is something very important and strategic in
teaching and learning activities. With the assessment of learning outcomes, it can be seen how much success students have mastered the competencies or materials that have been taught by the teacher.

The 2013 curriculum emphasizes a shift in assessing through tests (measuring competence based on results only), towards authentic assessments (measuring the assessment of attitudes, skills, and knowledge based on processes and results). In this study, attitude assessment was taken during the teaching and learning process, knowledge assessment and skills assessment were taken after working on the worksheets given by the teacher.

The inquiry based learning model seeks to instill the basics of scientific thinking in students, and places students in a role that demands great initiative in finding important things for themselves. According to Trianto (2014) argues that: the inquiry based learning model means a series of learning activities that involve maximally all "student skills to search and investigate". Systematic, critical, logical, analytical, so that they can formulate their own findings with confidence. According to Warsono and Haryono (2012) argues that: the inquiry-based learning model is defined as a series of learning activities that involve maximally all students' skills to search for and investigate problems systematically, critically, logically, and analytically "so that they can formulate their own findings, them with confidence. From some of the opinions of the experts above, we can conclude that inquiry means a series of learning activities that involve maximally all students' skills to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings fully on student engagement. Maximally in learning activities, developing self-confidence in students about what is found in the inquiry-based learning model process.

In general, the steps of the inquiry based learning model are as follows: orientation, formulating problems, formulating hypotheses, collecting data, testing hypotheses and formulating conclusions (Hobri, 2009). Based on the above advantages, the inquiry based learning model is a learning model that motivates students to be more active in participating in learning, but besides having advantages, this inquiry based learning model also has drawbacks. Based on the shortcomings mentioned above, the inquiry based learning model is a learning model that requires mental readiness, an adjustment process, and a long time to implement it.

Tarigan (2013) argues that "writing is lowering or painting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and the graphic description". Based on the expert opinion, it can be explained that writing is an activity of writing; graphic symbols or letters become a unified meaning in several sentences, so that people who read the unity of the graphic symbols that have been compiled can know the full meaning of the resulting writing.

Djuanda (2008) suggests that writing is an activity to generate thoughts and feelings with writing. It can also be interpreted that writing is communicating expressing thoughts, feelings, and desires to others in writing. Based on this opinion, it can be explained that writing is a way so that someone is able to express all ideas that are in the mind accompanied by expressions of the author's feelings that will support and develop writing that is made to be full of meaning, so that other people who read will understand the content and meaning of the writing. Furthermore, Djuanda (2008) defines that "writing or composing is a process and activity of giving birth to ideas, thoughts, feelings, to other people or themselves through language media in the form of writing".

Based on the expert opinion, it can be explained that writing is an activity that is initiated by; thinking activities to obtain ideas to be written, then the ideas are adjusted to the mood of the
author, so that the resulting writing can be clearly read and interpreted both by oneself and by others. Based on the opinions of the three experts above, a conclusion can be drawn that writing is an activity carried out by someone to create a work in written form by including aspects of the mind; determine the ideas in writing and aspects of feelings to become colors and complement the meaning in writing, so that the writing can be read, both by oneself and by others.

The following is the purpose of writing activities, as stated by Hugo Hartig (in Tarigan 2013) that the purpose of writing is "assignment purpose (assignment purpose), altruistic purpose (altruistic purpose), persuasive purpose (persuasive purpose), informational purpose (informational purpose, information), self-experience purpose (self-statement goal), creative purpose (creative goal), and problem-solving purpose (problem-solving goal).

Indonesian is the language of the unity of the Indonesian nation which is used to facilitate communication between one person and another. At the elementary school level, Indonesian language learning includes four language skills, namely those that are closely related to one another. The four language skills are listening, speaking and writing. With an allocation of 35 minutes every one hour of learning and 5 hours of lessons in each week Indonesian Language Learning is given.

The aim of learning Indonesian is to prepare students for meaningful interactions with natural language. The Indonesian language skills in question are, students are skilled at using Indonesian as a communication tool. Language learning plays a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields of study. The process of learning Indonesian in elementary schools must rely on students as learning subjects. The implementation of Indonesian learning materials in elementary schools is related to the use of Indonesian today. Learning is aimed at the use of everyday language, both oral and written, the use of Indonesian, including through written and oral discourse. Written discourse is developed with knowledge books, newspapers, advertisements, letters, and oral discourse develops through daily conversation, radio, television, speech, and so on. Through these discourses, students can follow Indonesian language learning and follow the times. Based on the explanation above, it can be concluded that learning Indonesian in elementary schools has an important goal, namely to prepare students for interaction so that students are required to be skilled in Indonesian. Learning Indonesian has a variety of subject matter that can be in the form of oral or written.

METHODOLOGY

The development design used in this study is a development research design that refers to the Four-D (4D) model of Thiagarajan, Semmel, &Semmel (Thiagarajan, Semmel, &Semmel, 1974: 5-9) which includes the defining stage, design, development, and dissemination. In this study, 4 stages of development were refined into 3 stages of development, namely the definition, design, and development stages. The learning tools developed include lesson plans and worksheets.
The development of the RPP and LKS is carried out with a development procedure consisting of five phases, namely:

1) Initial Investigation Phase (preliminary investigation)

The term "preliminary investigation" is also called needs analysis or problem analysis (Setyosari, 2010: 194). This activity aims to collect information about the problems of learning devices in elementary schools. The things that are done to analyze the needs in this research are conducting exploratory studies that collect various interrelated data as follows: (1) Application of inquiry based learning learning model, (2) Application of writing skills for fourth grade students in elementary school, (3) Application of Student Worksheets (LKS), (4) Application of Teacher Learning Tools

2) Design Phase

In this phase the solution is designed, starting from the problem definition. Activities in this phase aim to design solutions to the problems raised in the initial investigation phase. In this phase, researchers design products in the form of lesson plans and student worksheets (LKS).

3) Realization/construction phase (realization/construction)

Design is a work plan or blueprint to be realized in order to obtain a solution in the realization/construction phase. Plomp in Rochmad states: "In fact, the design is a written out or worked out plan which forms the departure point for the phase in which the solution is being realized or made. This is often entails construction or production activities such as our curriculum development or the production of audio-visual material.” Design is a written plan or work plan with the format of the point of departure from this stage is the solution being realized or made. This kind of thing often ends with construction or production activities such as curriculum development or production of audio-visual materials. In this phase, the basic form of

![Four-D Development Model](image-url)

**Figure 1. Four-D Development model**
the product is produced as a result of the realization of the design phase. At this stage, the Student Worksheet (LKS) begins to be developed according to the design that was designed at the design stage.

4) Test, evaluation and revision phase (test, evaluation and revision)

A developed solution should be tested and evaluated in practice. Evaluation is the process of collecting, processing and analyzing information systematically. Plomp and van den Wolde in Rochmad state: "without evaluation it can not be determined whether a problem has been solved satisfactorily, in other words, whether the desired situation, as described in the definite formulation of the problem, has been reached." Without evaluation it cannot be determined whether a problem has been satisfactorily solved. In other words, the desired situation as described in the problem formulation has been solved. Based on the data collected, it can be determined which solution is satisfactory and which still needs to be developed. This means supplementary activities may be required in the earlier phases and are called feedback cycles.

5) Implementation phase (implementation)

After evaluating and obtaining valid, practical, and effective products; then the product can be implemented for a wider area. Plomp in Rochmad states "Solutions have to be introduced, in other words, have to be implemented." Solutions (solutions) must be introduced. In other words, it must be implemented. After testing the product is successful and there may be further revisions, then the product in the form of RPP and Student Worksheets (LKS) is applied in a wide scope of educational institutions. In its operation, the RPP and LKS must still be assessed for deficiencies or obstacles that arise for further improvement.

The subjects of this development research were fourth grade elementary school students. The location of this development research is located at the State Elementary School 2 Bungatan Kab. Situbondo. The trial was conducted to obtain data that would be used as a basis for revising the learning device product for grade IV elementary school students. According to Sugiyono, (2013: 414) in the field of education, product designs can be directly tested, after being validated and revised.

RESULT AND DISCUSSION

This research is development research, so the product of this development research is a learning device that meets the valid and effective criteria. The results of the development of learning tools are in the form of lesson plans (RPP), teacher books, student books, student worksheets (LKS), and research instruments, namely student writing skills tests. The development of learning tools in this study is based on a realistic approach that aims to improve students' writing skills using an inquiry based learning model.

To achieve the predetermined goals, the researchers conducted a research on device development using the 4-D development model from Thiagarajan, Semmel, and Semmel as described in Chapter III, namely the Initial Investigation Phase, Design Phase (design phase), Realization phase/ construction (realization/construction), Phase test, evaluation and revision (test, evaluation and revision) and Phase implementation (implementation). Data analysis and research results obtained in each stage of development are presented as follows.
1. Description of Learning Device Development Stage

In this study, the development phase of learning tools based on the development research of Thiagarajan, Semmel and Semmel (1974) consisted of 5 stages, namely the initial investigation phase, the design phase (design phase), the realization/constructing phase (realization/construction), the test, evaluation and construction phases. The revision (test, evaluation and revision) and the implementation phase described as follows:

a. Description of the preliminary investigation phase

The preliminary investigation consists of the analysis stage, namely; problem analysis of student needs. The following is a description of the analysis: Based on the results of observations and analysis of learning tools at SDN 2 Bungatan, it shows that so far teachers have not had good learning tools. The existing learning implementation plan (RPP) is not a description of the learning process carried out and is still the result of a copy from another teacher that is still general in nature. Activities at this stage are the preparation of tests, selection and application of worksheets media, selection and application of the format and initial design of learning devices, selection and application of the inquiry-based learning model.

b. Description of the Design Stage (Design)

Activities at this stage are the preparation of tests, selection and application of worksheets media, selection and application of the format and initial design of learning devices, selection and application of the inquiry-based learning model.

Preparation of Tests, Data collection techniques through tests produce data about the value of students in working on writing skills questions on the material to extract information from interviews. The test carried out using a question instrument in the form of a description question. Before making the description questions, first a grid of the questions that will be used is made. The purpose of making the grid is that the questions made are in accordance with the indicators of writing skills to be achieved and in accordance with the learning indicators in the material for extracting information from interviews.

In addition to grids and question instruments, an assessment rubric or assessment guide is also used in this study. Assessment rubrics or assessment guidelines used to provide an assessment of the results of tests carried out by students, so that from these values we can find out the extent of students' writing skills. All instruments are then validated by the validator. After the research instrument was validated by the validator, then the written test instrument was tested which included tests of validity, reliability, discriminating power, and level of difficulty.

Questions that have been validated by expert lecturers and instrument tests are then directly tested on fourth grade students. There are five questions tested to students, where in each question consists of five sub-questions that represent writing skills, namely analyzing, evaluating, and creating. Analyzing skills are represented by sub-questions 1 and 2, evaluation skills are represented by sub-questions points 3 and 4, and analytical skills are represented by sub-questions point 5. All questions are in the form of story questions about rank and each student is given 90 minutes to complete all questions. After the students have finished working on the written test, then an assessment of the results of the student's work is carried out. Assessment is given to each item with a value range of 0-4. Students are said to have achieved the desired skill if they get a maximum score of 4 on each given question. The value obtained by these students is used as data on students' writing skills.

(2) Selection and application of LKS media

In the selection of media, it is done to identify the right media according to the characteristics of the learning material to dig up information from interviews with the surrounding community. In this study, the material developed in this learning device is material for extracting information...
from interviews with the surrounding community. The media used in learning include Learning Implementation Plans (RPP) and Student Activity Sheets (LKS) and interesting pictures that are already available in the device. This media is expected to help students understand the material. With this media selection, it is hoped that students will enjoy Indonesian language more and be more enthusiastic and active in learning.

The results of the selection of the learning implementation plan format used in the lesson plan include core competencies, basic competencies, learning indicators, learning objectives, learning materials, learning activities, assessment and learning resources, learning models, methods, and time allocation. Learning activities consist of preliminary activities, core activities and closing. The worksheets are made in color so that students will be interested and motivated to learn.

(3) Selection and application of the format and initial design of learning tools.

In the development of this learning device, student worksheets and lesson plans (RPP) were developed. In its development the format chosen is adjusted to the characteristics of the students. The results of the selection of the learning implementation plan format used in the lesson plan include core competencies, basic competencies, learning indicators, learning objectives, learning materials, learning activities, assessment and learning resources, learning models, methods, and time allocation. Learning activities consist of preliminary activities, core activities and closing. The LKS format is made in color so that students will be interested and motivated to learn. All of the learning tools are adjusted to the Inquiry learning approach so that they become a single unit and then it is hoped that its application will have an impact on improving students' writing skills.

(4) Selection and application of the inquiry based learning model.

After conducting a preliminary study and finding that the learning model used by educators is not suitable for exploring students' writing skills. Researchers began to develop model designs that can improve students' writing skills and develop the selected model to suit the needs of students. learning method because the researcher assumes that the inquiry based learning model is suitable for improving students' writing skills. The design of the learning model that will be developed in this study refers to a fun learning model that is able to train students' writing skills.

(5) Initial design results

In this step the researcher compiles the design of the learning device. The learning tools compiled are Student Worksheets (LKS) and lesson plans. In general, the results of the initial design are as follows:

1) Student Worksheet (LKS)

The worksheets developed in this study were 3 sets for 3 meetings because the meetings designed according to the lesson plan were 3 meetings. Worksheets are given at each meeting with different topics according to the material at each meeting. The worksheets developed in this study are worksheets that are in accordance with the characteristics of the inquiry based learning approach. LKS is designed referring to student books. This worksheet contains questions that encourage students to express their ideas in written form.

After learning, students will be given a post test sheet to check students' understanding after participating in the lesson. The LKS components include the LKS title, mapping of basic competencies, indicators and writing objectives, general knowledge and practice questions as well as learning steps oriented to the Cooperative model.
This worksheet is intentionally designed or designed to provide convenience for teachers in managing good Indonesian learning. The LKS contains questions where when students do group study or individual study they can comfortably aim to train students to learn and complete tasks with cooperative skills that each student actually has.

Therefore, the researchers designed this worksheet with an Inquiry learning model oriented.

2) Learning Implementation Plan

Learning Implementation Plan (RPP) The Learning Implementation Plan (RPP) consists of 3 meetings. The three RPPs are described as follows: The time allocation used in the lesson plans is 3 x 150 minutes with the theme of the beauty of togetherness. Indicators of achievement of learning outcomes are described as follows: 1). After discussing, students are able to design as many questions as possible to obtain information about the types of businesses and occupations related to art in the local area. 2). After reading the text, students are able to conduct interviews to explore detailed information. 3) After conducting interviews, students are able to write reports about the results of the interviews in detail. 4) Based on interview data, students are able to tell about various types of work and economic activities related to the works of art (souvenirs) of the surrounding community in detail.

C. Description of Development Phase Results (Develop)

The results of define and design stages produce the initial design of a learning device. After the learning device with the inquiry, learning approach is designed, then the validity test of the experts (expert review) and field trials are carried out. Validation is the first step in the development stage. The validation of the material experts focused on the format, content, illustrations, and language of the developed learning tools. Media expert validation focused on media design, media content, media appeal, and media appearance. The results of expert validation are in the form of validation scores, corrections, criticisms, and suggestions that used as the basis for revising and improving learning tools and worksheets. The results of the revision are learning tools that have met the valid criteria.

Expert Validation Results of learning device materials

Validation on material experts is carried out to see the validity of learning, content and language which includes all devices developed including learning media. The validation results from the experts are used as the basis for revising and improving the learning tools.

Product revisions according to material expert comments about the content of learning tools include the results of data analysis from questionnaires given to material experts used to revise the products that have been produced to obtain good results. After being assessed by a material expert, a percentage of 80% is obtained and the product is at the "valid" qualification level and does not need to be revised.

Although the product has been declared not to need to be revised on a percentage basis, in order to achieve better validity and provide advice from learning material experts, the developer made a revision. The things that have been revised include the RPP content that does not need to be deleted and simplified as well as more adjusted to adjust the K13 RPP.

Validation on material experts is carried out to see the validity of learning, content and language which includes all things developed including learning media. The validation results from the experts are used as the basis for revising and improving the LKS.

The assessment carried out by the validator includes aspects: format, language, and content of the LKS. In making revisions, the researcher refers to the results of the discussion by following the suggestions and instructions of the validator.
Product revisions according to material expert comments about the contents of the worksheets include the results of data analysis from questionnaires given to material experts used to revise the products that have been produced to obtain good results, after being assessed by a material expert, the percentage is 87% and the product is at the "valid" qualification level and does not need to be revised.

Although the product has been declared not to need to be revised on a percentage basis, in order to achieve better validity and provide advice from learning material experts, the developer made a revision. The things that have been revised include the material presented is clarified at certain points and the material contained is sufficient to represent the material for writing skills with an inquiry learning approach.

Validation on media experts is carried out to see how far the quality of Student Worksheets (LKS), content and language which includes all the tools developed including learning media. The validation results from the experts are used as the basis for revising and improving the learning media.

Product revisions according to media expert comments about the contents of the worksheets include the results of data analysis from questionnaires given to media experts used to revise the products that have been produced to obtain good results. After being assessed by media experts, the percentage is 85% and the product is at the "valid" qualification level and does not need to be revised.

Even though the product has been stated that it does not need to be revised on a percentage basis, in order to achieve better validity and provide advice from learning media experts, the developer made a revision. The things that have been revised include adding features to the display, making it colorful and fun to attract more students' attention to learning.

Test Results 1

a. Test Results 1

After the learning tools developed have met the criteria for validity. Then the learning device in the form of draft II was tested at the research site, namely trial I was carried out in class IV with a total of 32 students. The first trial was carried out in 1 meeting, in accordance with the learning implementation plan (RPP) that had been developed. The first trial was conducted to measure the effectiveness of the learning tools developed based on the Inquiry learning approach, which aims to improve the process of finding a concept. Overall, the results of the first trial data analysis are that the learning tools developed have not been effective, because there are still several indicators of effectiveness that have not been achieved. Based on the results of the analysis and trial I, it is necessary to revise several components of the learning tools developed in the hope that the learning tools based on the Inquiry learning approach can improve students' writing skills.

b. Test Results II

After conducting the first trial, further improvements were made to produce learning tools that meet good effectiveness. The second trial was conducted in 1 meeting in accordance with the lesson plan (RPP) that had been developed. The second trial was conducted to measure the effectiveness of the learning tools developed based on the Inquiry learning approach which aims to improve students' writing skills.

Overall, the results of the data analysis of the second trial are that the learning tools developed have been very effective, the second trial has met the criteria for achieving classical mastery, the achievement of learning objectives has reached the specified criteria, the
achievement of learning time which is at least the same as ordinary learning has been achieved. Thus, it is known that the results of trial II are better than trial I.

This is because the inquiry learning approach-based learning device used in the second trial is a realistic approach-based learning device revised from the first trial, so based on the results of the second trial, it can be concluded that the learning device with the method meets the quality of effective learning tools.

c. Trial Results III

After conducting trials I and II, further improvements were made to produce learning tools that meet good effectiveness. Trial III was conducted in 1 meeting in accordance with the lesson plan (RPP) that had been developed. Trial III was conducted to emphasize students' ability in writing skills which was developed based on the Inquiry learning approach.

In the third trial, the students' writing skills again experienced a fairly high increase. This can be seen from the average value of the posttest results of students who have reached the expected KKM value. So the researchers did not conduct trials and redevelop the inquiry based learning model. The researcher concluded that the steps of the inquiry based learning model in the 3rd trial were able to improve students' writing skills, especially in learning Indonesian.

The following is the display of the Student Worksheet (LKS) which will be disseminated to large groups.
Description of the Stages of Dissemination (Disseminate)

The dissemination stage is the final stage in the 4-D development model. At this stage, the learning tools that have been tested in the research class will be retested by comparing the developed learning tools (experimental class) with the tools commonly used by subject teachers (control class).

The product trial in the field by the researcher together with the IVA and IVB class teachers. In the product trial of the inquiry based learning model, 32 students were asked to give an assessment of the inquiry based learning model through writing reports.

1) Normality Test

Based on the results of the normality test in the table above, the significant value of the pretest, posttest1, posttest2 and posttest3 data in the experimental class and control class is above 0.05, thus it can be concluded that both the pretest data and posttest data in the experimental class and the control class the control is normally distributed.

2) Homogeneity

| Table 1. Homogeneity Test Results |
|-----------------|-------|-------|-----|
| Statistic       | df1   | df2   | Sig |
| Pretest         | 3.328 | 1     | 32  | .090 |
| Postest 1       | 1.154 | 1     | 32  | .197 |
| Postest 2       | 1.605 | 1     | 32  | .078 |
| Postest 3       | .003  | 1     | 32  | .492 |

The results of the homogeneity test above in the Test of Homogeneity of Variances column, it is known that the significant values in posttest1 to posttest3 students' writing skills, especially in learning Indonesian, are as follows:

1) In the pretest, seen from the significance value, it can be seen that the sig value is 0.090>0.05, it can be concluded that it is accepted
2) In postest1, seen from the significance value, it can be seen that the sig value is 0.197>0.05, it can be concluded that it is accepted
3) In postest2, seen from the significance value, it can be seen that the sig value is 0.078>0.05, it can be concluded that it is accepted
4) In postest3, seen from the significance value, it can be seen that the sig value is 0.492>0.05, it can be concluded that it is accepted

Based on the results of the homogeneity of variance test, it can be concluded that the experimental class and control class come from populations that have the same variance or both classes come from populations that have the same or homogeneous variance.

3) Two-Mean Difference Test (t-test)

The t-test was conducted to determine whether there was a difference in the average score increase in the experimental class better than the control class.

After knowing that there was a significant average difference between the control and experimental classes, the researcher then conducted a gain test in the experimental class with the aim of seeing the improvement of students' writing skills before and after the development of the
inquiry based learning model. The results of the experimental class gain test can be seen from the table below:

Table 2. Gain Test Results for Experimental Class and Control Class

<table>
<thead>
<tr>
<th>Notes</th>
<th>Experiment Class</th>
<th>Control Class</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Average</td>
<td>Postest Posttest</td>
<td>Gain normalized</td>
<td>Pretest Average</td>
</tr>
<tr>
<td>1st trial</td>
<td>55</td>
<td>66.92</td>
<td>0.24</td>
</tr>
<tr>
<td>2nd trial</td>
<td>66.92</td>
<td>71.68</td>
<td>0.13</td>
</tr>
<tr>
<td>3rd trial</td>
<td>71.68</td>
<td>81.32</td>
<td>0.32</td>
</tr>
</tbody>
</table>

Based on the gain values for the experimental class and the control class in the table above, it can be concluded from the 1st trial to the 3rd trial, showing that after the development of inquiry based learning students' writing skills have increased. Judging from the findings above, the development of inquiry learning models based learning in the 3rd trial was very effective in improving students' writing skills, especially in learning Indonesian. The average level of posttest results using the inquiry based learning model shows a higher average comparison than the posttest results using scientific learning. This finding strengthens that the inquiry based learning model is an appropriate model to improve writing skills.

To achieve better/maximum results, students need to be given sufficient time for learning to understand story texts. During the discussion, students must be given motivation so that each group member can work together and discuss well with each member of their respective group. The teacher should guide and direct some students who are less enthusiastic in the discussion, so that they can help students when they have difficulties in making questions and their partners can help to provide new information.

After conveying the learning objectives, the teacher directs students to pair up with their respective groups. The division of groups, based on students who are less intelligent with students who are smart enough. Students are seen to be more active in the learning that is carried out, because the teacher involves more students in every learning activity that is carried out, among others: the teacher does more questions and answers during the delivery of the material; group discussions; teachers are more active in guiding students to conduct discussions; provide opportunities for students to comment on the results of other groups; and conclude the lesson. In addition, students can look more active during discussion activities, this is because the teacher also guides and directs students to carry out discussion activities well. The next activity is to describe orally. By the time the description was seen, the group could describe it well and smoothly. The teacher also provides opportunities for students to complete student work on analyzing the results of interviews correctly. The time opportunity given by the teacher is very helpful for students in making questions well, so that the results can be better and maximal.

In addition to the effectiveness of the application of the inquiry based learning model, the effectiveness of the use of learning tools is also studied. After being applied to class IV with a total of 32 students there was a significant change between the experimental class and the control class. It is very effective in improving students' writing skills. This has been done by researchers, in accordance with Prastowo's statement (2011: 205) that the function of LKS is: 1) As a teaching material in order to minimize the role of education, but to activate students more;
2) As teaching materials to make it easier for students to understand the material provided; 3) As a concise teaching material and many tasks to practice; 4) Facilitate the implementation of learning to students.

Based on these circumstances, changes in the way students learn become the main thing in improving and developing writing skills in particular. Changes in the way students learn are expected to be able to change the way students think, especially in elementary schools. Able to prepare students to be smart and creative young generation.

CONCLUSION

Development inquiry based learning model to improve students' writing skills with the 4D model can produce learning tools that meet the valid, practical and effective categories. Application inquiry based learning model can improve students' writing skills. This is evidenced by the results of the t-test which showed a significant difference in the mean post-test results between the control class and the experimental class. Apart from that the application inquiry based learning model can also increase student activity so that learning takes place more effectively.

REFERENCES


