INTRODUCTION

Writing is a very important activity in life, because writing can make ideas and ideas in the form of words can be seen in a row of sentences on paper. Writing is one of the language skills that must be learned well and structured (well structured) so that writing skills are an integral part of other language skills. A child who is able to write well especially to make essays can be sure to be able to read and write / compose well too, because writing involves organizing ideas for reading and seeing in a word and sentence with the skills to use diction (word choice).

Language learning in writing skills must be inculcated early on, because the reading-writing culture in Indonesia is still very low, (Nursisto, 2000. 3). In principle, it can be stated that the mastery of the ability to read - write early can be seen as a methodical effort. The ability to read and write is known as the key to opening the wider world. Through good reading and writing teaching, it can trigger the mastery of critical thinking skills - creative and the development of children's affective dimensions can be optimized. Recognizing the importance of reading and writing skills, it is appropriate if the curriculum places mastery of basic literacy skills and skills in a central position.

In practice students often have difficulty organizing ideas obtained from the reading and simulations to be written in essays, many things can be the cause, for example lack of mastery or vocabulary, lack of motivation to compose, or not finding the right method of teaching composing to children.

One alternative that can be done by the teacher to improve student learning motivation in writing or composing is by applying the right teaching method. In addition to increasing student learning motivation, the application of the right teaching method does not make the learning process monotonous and make students become bored, so that the material taught will be more memorable and steady in students' memories.

As subjects that have material that is sometimes abstract with a broad and broad range of material, so far the Indonesian language has been taught more by applying the lecture method. However, seeing the shortcomings possessed by the lecture method and along with progress in the field of education the experts realized the importance of actively involving students in learning activities. This is confirmed by the opinion of Sudjana (1989: 11) that in reality all knowledge must be obtained by observation, experience, investigation, and self-employment; while the teacher only acts as a mentor. In addition there are no learning activities that are not followed by student activity, meaning that learning activities are student activities themselves.

One method of teaching that can be used to activate students in the implementation of Indonesian language learning is by applying the inquiry method. The application of the inquiry method in Indonesian language learning is assumed to provide better results in terms of improving student learning outcomes. This is inseparable from the view that the right education process is education that does not only move information or knowledge from teachers to students. Right education is promoting the development of students' natural abilities, especially the ability to ask questions and solve problems. In addition, the teacher must help students learn how to ask questions and seek answers to the problems they face objectively and not merely to help them learn.

METHOD

By following the steps of inquiry method in composing learning, students are expected to find ideas well and process them in essays, in the end the goal of using inquiry methods in composing learning can be achieved, namely the creation of effective and direct learning or known as CTL (Contextual Teaching) . Therefore, prospective researchers hope to be able to reveal the application of the inquiry method in composing learning in a scientific paper entitled "Application of Inquiry Method in Writing Argumentation of Class X Natural Science Students in Batam State 21 High School".
This research will be conducted in Class X Natural Sciences of State Senior High School 21 Batam in the even semester of 2017/2018 school year for three months, starting from May to July 2018. As the subject of the research is one class of Class X Natural Science Students of State 21 Batam High School, Batam, namely class X registered in the 2017/2018 school year as many as 30 people, consisting of 9 male students and 21 female students.

Observations in learning to write / compose arguments with inquiry methods are carried out by implementing learning actions. In this activity, researchers and teachers try to recognize, record, and document all process indicators, changes that occur, both caused by planning actions and the impacts that occur in learning to write / compose arguments. All observations are recorded in the form of observation sheets. Observations are made in each cycle. The results of this observation are then discussed with the teacher and reflected for planning the next cycle.

At the reflection stage, activities are focused on analyzing, interpreting, explaining, and concluding. At this stage, the researcher and teacher discuss the implementation of learning that has been carried out based on the results of observations during the learning process. The things discussed included: (1) suitability between the implementation with the learning plan that had been made, (2) the shortcomings that existed during the learning process, (3) the progress achieved by students, and (4) the next learning action plan. Based on the results of the reflection, the researcher and the teacher made improvements and improvements to the learning design to be carried out by the teacher in the next cycle of learning. Next, create a cycle action plan 2. The results of reflection cycle 2 are used for the 3rd cycle action plan and so on until it reaches the target of the researcher.

This study aims to describe the enhancement of learning to write essays through inquiry methods of Class X Science Students of State Senior High School 21 Batam. The type of research is Classroom Action Research (CAR). CAR is a research designed to help teachers find and solve learning problems that occur in class. The form of CAR studies is reflective by the perpetrators of the action with the aim of improving the conditions in which the learning practices are carried out. (Stephen Kemmis, in Sinarmawati, 2008: 34).

RESULTS AND DISCUSSION
Writing or composing skills are activities that must be carried out by students in the Indonesian language learning process. Writing as a skill must involve ideas or ideas that are outlined in paperwork. Writing skills are a process that includes the process of processing ideas contained in pre-writing steps, draft writing, revision, editing, and publication or discussion. In writing learning activities are expected to attract the interest of students and teachers and change the atmosphere of writing learning so that a method that is considered appropriate to the learning to write / compose arguments is used which is an inquiry method which is carried out in the following stages; (1) students were divided into four groups (2) each group was given different assignments group 1 was given the task of seeing shrimp nurseries, group 2 saw brick making, group 3 saw the fishermen's work, group 4 saw the stone crafts of the surrounding population (3) students make essays based on the theme given.

Writing can be seen as a series of activities that are flexible. The series of activities in question include: pre-writing, draft writing, revision, editing, and publication or discussion. As with the development of reading, children's development in writing also occurs slowly. In this stage the child needs to be guided in understanding and mastering how to transfer thoughts into writing. There are principles for developing writing, including:

1) The principle of recurring: the child realizes that in a word the same form occurs repeatedly. They demonstrate it by using a form repeatedly.
2) Generative principle (generative principle): the child is aware of written forms in more detail, using several letters in various combinations and patterns. They begin to notice the regularity of the letters in the word.

The principle of the development of writing, consists of: prafonemik, phonemic early stage, name letters, transitions, and masters.

In the pre-stage stage the child has recognized the shape and size of the letters, but the child cannot combine letters to write words. He has not mastered phonetic principles, ie letters represent the sounds that form words.

Guidance that needs to be given to children who are in the pre-stage stage, to process their brain capture on words in recognizing the shape and size of letters that can be given in the form of: read aloud the words that are commonly heard and feel close to the child's world, read titles or labels that are close to the child's world, give examples of writing letters and explain their shape and size.

In the initial phonemic stage children have begun to recognize phonetic principles, know how to work writing, but the skill of operating phonetic principles is still very limited. As a result of this limited skill, children often write only one or two letters. Guidance that can be given to children in the early phonemic stage is: invite children to enter the world of writing (for example by introducing printed items observed by children), guidance activities focused on establishing the word concept in children, the technique adopted: reading books which is very close to the child's world, focus on certain words, give children the opportunity to write down anything that can be written, make sure that the child can write, keep the child from fear making mistakes in writing.

In the name-letter (master letter) stage the child begins to apply the phonetic principle. The child has used letters to represent the sounds that make up a word. The resulting writing often cannot be read, including by the child itself. Guidance that can be given to children who are in the name-letter stage is: practice
writing words / groups of words and how to pronounce them, showing examples of writing that is not appropriate by using a dictionary, noting words that are often encountered in reading activities.

In the transition stage, children’s mastery of the writing system is more complete. Although not yet consistent, he was able to use spelling and punctuation in writing, especially giving spaces between spaces. Guidance for children who are in the transition stage is focused on organizing patterns and writing system. Guidance activities can take the form of: introducing written rules, how to say words, how to write and their meaning in context, reviewing writing errors in writing. This final stage is that children not only can apply well all writing systems, but also have mastered writing skills for beginners.

Various notions of writing or writing that have been put forward by experts of teaching from different perspectives. In order to obtain a clearer picture, the following are described various meanings of writing. Writing is a process of composing, recording, and communicating a conventional sign system that can be seen. From this understanding, it is clear that there is a meaning that will be conveyed to others and also to yourself. So, writing in principle is something or meaning that you want to distribute or convey in the form of writing that can entertain, provide information, influence readers, and increase knowledge. The results of this composing activity are called essays that can be in the form of essays of argumentation, exposition, description, and narration.

In principle, the results to be achieved in this discussion have the main function of what is and how to make it work. Essay is an indirect communication tool. Writing is very important in the world of education because it will make it easier for students to think critically. In addition, it can facilitate the reader to feel and enjoy the relationships, profound responsiveness or perceptions of students, solve the problems faced, and arrange sequences for experience.

Composing skills can help someone explain their thoughts. Not infrequently someone encounters what is actually thought and felt about ideas, problems, and events only in the actual writing process. Writing activities that are often carried out certainly have the objectives to be achieved. In general, writing activities are usually done because of pleasure, to provide information or to influence the reader. In connection with the above, Sujanto (in Tarigan 1987: 19) suggested the purpose of writing as follows:

1) Expressing feelings;
2) Providing information;
3) Influencing readers;
4) Give entertainment.

From the above opinion, it is clear that a writer must know from the beginning the intent and purpose to be achieved before writing. If this has been understood and applied, the resulting writing will receive a response from the reader.

Characteristics of Good Writing
It is stated that writing can carry out tasks like that is writing that has characteristics such as:

1) Good writing is always meaningful
   Good writing must be able to state something that has meaning for someone and provide evidence of what is said.

2) Good writing is always clear
   A good writing is clearly stated if the reader to whom the writing is intended can read at a fast speed and grasp its meaning, after which it tries in a reasonable way.

3) Good writing must always be solid and complete
   A writing is said to be united and intact if the reader can follow it easily because it is clearly organized according to a plan and because its parts are linked to one another, either by means of it, the underlying pattern or by connecting words or phrases.

4) Good writing is always economical
   Good writing will not give the reader time to disappear in vain, so he will throw away all the excessive words or writings. A writer who wants to captivate the attention of his readers must strive to keep his writing solid and straightforward.

5) Good writing always follows grammatical rules
   What is meant by writing that always adheres to grammatical rules is writing that uses standard language, which is the language used by most educated members of society and expects others to use it in formal and informal communication, especially in writing. In many ways the standard language is in line with the language learned in elementary school, secondary school, and perfected in college.

In addition to the characteristics of the writing above, there are also opinions which formulate the characteristics of good writing as follows:

1) honestly, don’t fake your ideas or ideas;
2) clear, not confusing the reader;
3) short, do not waste the reader time; and

From the opinions expressed by the experts above, it can be concluded that good writing is writing that can communicate effectively with readers.

Types of Essays
In Nursisto (2000: 57) mentioned five types of essays, namely narration, description, exposition, argumentation, and persuasion. Even though there is virtually no one type of essay that is truly pure. There is no writing that is truly narrative because it may contain elements of exposition or description. In order to have a clearer picture, below will be discussed each type of essay one by one. For each essay will be briefly discussed about the meaning, purpose, characteristics of writing, and essay examples.

a. Narration
   Narration is an essay in the form of a series of events that occur in a single time. Essays
belonging to the type of narration are short stories, novels, romances, and all imaginative prose works. This type of essay intends to present events or tell what has happened and how a event occurred. The event may be something that is imagined by the author and turned on in a fantasy realm that is far from the reality of life. Narrative characteristics are: (1) sourced from facts or just fiction, (2) in the form of a series of events, (3) Besifat tells.

b. Description
Description (perian) is an essay that describes something in accordance with the actual situation so that the reader can image (see, hear, feel, and smell) what is described in accordance with the image of the author. The purpose of the description is to describe something in accordance with what the author himself saw. The object described is something that we absorb with the senses, such as traffic during rush hour, colorful lights on certain days of warning, crowds in the market, and so on. The characteristics of the description essay are (1) the picture as it is and depicted with life. (2) there is no consideration or opinion.

c. Exposition
Exposition (exposure) is an essay that explains or explains the subject matter which can broaden the horizons or knowledge of the reader. Through exposition, the author tries to explain a concept or idea, analyze something, limit the meaning of a term, give orders, and so on. The exposition aims to explain, explain something or provide information to the reader so that the reader gets the information as clearly as possible. The characteristics of the exposition are (1) containing explanations or information, (2) using examples, facts, maps, and numbers, (3) the end of the essay in the form of confirmation.

d. Argument
Argumentation (discussion) is an article that attempts to give reasons to strengthen or reject an opinion, position, or idea. So, the argument must contain arguments, namely evidence and reasons that can convince others that their opinions are true. The purpose of argumentation changes or influences the reader's mind, and changes the attitudes and views of readers so that they agree with our opinions and beliefs. The goal will be achieved the writer is able to prove and give reasons that what we write is true. Characteristics of argumentation are (1) containing evidence and truth, (2) strong welds, (3) using denotative language, (4) rational analysis (based on facts), (5) subjective and emotional elements are very limited (wherever possible).

e. Persuasion
Persuasion or appeal is a type of essay which in addition contains reasons and evidence or facts, also contains an invitation or appeal so that the reader will accept and follow the opinion or will of the author. The purpose of persuasion is to influence and change attitudes, or to encourage readers to voluntarily do things according to the will of the author accompanied by awareness and based on understanding. To influence someone's attitude (readers), there is a need for real reason and evidence so that the reader trusts the writer. Characteristics of persuasion (1) there must be an argument (reason and evidence), (2) there is an element of appeal or invitation, (3) there is no conflict (conflict).

f. Argumentation
Argumentation is a form of rhetoric that seeks to influence the attitudes and opinions of others, so that they believe and ultimately act according to what is desired by the writer or speaker (Kerf, 2004: 3)

Through the argumentation the author tries to organize facts in such a way that he is able to show whether an opinion or a particular thing is true or not. In science, the argument is nothing but an attempt to present evidence or determine the possibilities for expressing attitudes or opinions about a matter (Kerf, 2004: 4).

CONCLUSION
Based on the results of the research obtained, it can be concluded that the increase in learning making up the arguments of students of Class X Science at SMA Negeri 21 Batam can be done using the inquiry method. There are four conclusions related to learning planning. First, the use of inquiry methods in planning learning makes arguments compiled and realized in the form of learning plans. The learning plan is arranged collaboratively between the researcher and teacher of class X. The learning plan is arranged based on the first semester program, which consists of (1) competency standards, (2) basic competencies, (3) indicators, (4) goals, (5) learning material, (6) learning methods, (7) learning steps, (8) material / tool sources, and (9) assessment. Second, plans are arranged based on the curriculum. In addition, also pay attention to student interest. Third, plans are prepared by taking into account the learning process. The learning process of composing arguments uses the following stages, namely (1) the stage before writing, (2) the stage of creating essays, and (3) the stage after writing. Fourth, the plan prepared contains clear and detailed learning tasks. This is useful for helping students in learning.

The learning process of composing arguments through inquiry method is carried out with the following steps: (1) group formation, (2) theme sharing, (3) observing the theme objects, (4) creating a theme based on themes, (5) creating essays, (6) editing.

In assessing listening learning through the inquiry method, teachers are better able to conduct a comprehensive assessment. The teacher not only does the assessment of results but also evaluates the process from the stage before writing, the stage to create the essay, and the stage after writing. Process assessment is recorded through a guide to the analysis of the activities of students and teachers in learning, while the
assessment of results is done by analyzing the results of composing students by using the analysis guide for composing results, the results achieved by students in making arguments through the inquiry method indicate an increase.

REFERENCES