

# CHAPTER I

## INTRODUCTION

### 1.1. Background Of The Research

Inquiry learning is an approach in educational activities that enables students to take on the role of scientists by encouraging them to ask questions, identify problems, conduct experiments, and conduct independent research to acquire knowledge. The knowledge gained through inquiry is then presented, reflected upon, and encourages students to think critically. This approach deviates from traditional teaching methods, allowing students to explore ideas and ask questions from multiple perspectives on the subject matter.

There are three approaches to inquiry learning: guided, free, and modified free. Teachers often use a guided or modified approach due to limited resources or students' lack of independence in asking questions and finding answers. However, it is necessary to train students to become critical thinkers who can work smart and be thorough.

Inquiry learning is particularly suitable for learning English, as it challenges students to understand the language in a comprehensive manner, with its many linguistic provisions. Conventional English learning, on the other hand, may limit students' knowledge as they are not accustomed to asking questions, seeking information, investigating, and experimenting to gain a thorough understanding. (Purwati, E., & Fitriana, L. 2019). Therefore, the teacher's creativity is needed in designing learning so that over time students are accustomed to being independent. Learning English is intended to equip students with the ability to think critically and creatively, as well as cooperate and utilize information (M.Chotibuddin, 2017) to find data, facts, and information on their own from various sources so that with these activities they can provide experience to students (Pasaribu; Rede, 2016).

Writing involves physical and a mental action at which at the most

basic level it physically conveys words or idea through some media both in the form of traditional or modern such as hieroglyphics linked onto parchment or a computerized message (Nunan, 2003, p. 87). Accordingly, as the mental work of inventing idea, writing pertains to think about how to deliver and organize work of inventing idea changing into statements and paragraphs so that it will be easier to be accepted by the reader.

Writing also is one of the major language skills for communication through which enables one to deliver their thoughts. This implies that the writer's objective is to understand how to express what has been invented, not to invent and choose what to say. Therefore, learning to master writing skill means knowing the writing system components, as in writing letters and making the difference between them, and using them appropriately. (Bader; 2007, p.6)

For the teacher, the problem is variation in teaching writing approach especially in writing news item text whereas the teachers have to choose the appropriate, easy, and enjoyable approach for teaching writing. One of the methods which can be used to teach writing news item text is by using Inquiry-Based Learning. It provides students encouragement to create knowledge personally by questioning that leads them to deliver questions and make discoveries.

Paula (2006) stated that Inquiry-Based Learning is a learning process using questions derived from the students' interests, curiosities, and perspectives or experiences which is considered as intrinsically enjoyable Prince and Felder (2006, p. 118) state that Inquiry-based learning derives from a constructivist approach, in which students have their own learning and starts with exploration and questioning leading to investigation into question, issue, problem or idea which are worthy.

Also, it needs asking for questions, gathering and analyzing information, offering solutions, organizing decisions, making a justified conclusions and taking action. To emphasize, Donham (2001, p. 34) states that

Inquiry-based learning is a process at which there is a students' involvement in their learning, formulation of questions, a wide investigation and then building of new understandings, meanings and knowledge. This is a new knowledge for students that may be employed as answer and question, development of solution or support of a position or point of view.

The knowledge presented to others may result in some sort of actions which means that inquiry based learning provides the students complex activities that lead the students to an active engagement in the teaching-learning process.

Using Inquiry based learning in teaching writing has been applied in most of educational fields. Teachers are aware of giving many advantages both for the student and the teacher. As far as it was concerned, the main objective of IBL is to provide students' valuable research skills and to develop students' preparation of life-long learning. Students are required to achieve learning outcomes including critical thinking, the ability of independent inquiry, own learning responsibility and growth and mature intellectual (Lee et al., 2004). It means, in writing students are also demanded to develop and explore their knowledge more widely. Clearly, IBL is an assorted term – even the phrase itself varies.

However, there is a general consensus about IBL; Spronken-Smith et al., (2007, p.2) define IBL as pedagogically ultimate students ability to experience the processes of knowledge creativity. Previously there had been several studies with related topics, including research conducted by 1) Heppy Mutammimah, Dewi Rochsantiningsih, Abdul Asib (2019) entitled "Inquiry-Based Learning in English Teaching at a Candidate School of IB PYP: Implementation and Benefits "; 2) Rika Tresnawati & Lilies Youlia Friatin (2019) entitled "The Implementation of inquiry-based learning in Teaching writing news item Text"; and 3) Retika Wista Anggraini (2019) entitled "The Discovery Learning in Teaching Writing Skills in Junior High School". They investigated that the inquiry experience provided students with

valuable opportunities for students to make better understandings of both content and scientific practice.

In addition, they showed that the inquiry-based teaching and learning process had a positive effect on students' understanding of the teaching materials. They emphasize that the process of investigating the subject builds student understanding provided by step-by-step guiding questions.

### **1.2. Identification Of Issues/Phenomena**

1. Low level of mastery of vocabulary and grammar
2. Lack of mastery of the use of microlanguages skills, such as the use of language signs, writing rules, the use of groups of words, the arrangement of clauses and sentences with the correct structure , to the preparation of paragraphs
3. The absence of limitation of effective writing learning media. In line with that, there are still many students who still complain that

### **1.3. Delimitations And Focus Of The Study**

The focus of this research is to describe the implementation of inquiry-based learning in teaching writing. This study also focuses on examining the situation of inquiry- based writing teaching and learning. This research also focuses on identifying constraints and solutions in inquiry-based learning in teaching writing.

### **1.4. Research Questions**

1. How is inquiry-based learning implemented in the teaching of writing?
2. What are the strengths and weaknesses of using inquiry-based learning in teaching writing?

### **1.5. Aims Of Questions**

1. To describe the teaching-learning situation when inquiry-based learning in teaching writing?
2. To identify and analyze the strengths and weaknesses of using inquiry-based learning in teaching writing.

### **1.6. Significances Of Research**

The results of this study are expected to be useful both theoretically and practically described in the following section.

1. Theoretical

This research can be a source or reference for researchers for teaching writing Inquiry based learning

2. Practical

Practically, for teachers, this research is expected to be a new English teaching guide that can be practiced in speaking classes to create active English learning.

### **1.7. Theoretical Foundation**

#### **1.7.1. Inquiry-based learning**

In my academic view, Inquiry-Based Learning (IBL) represents a pedagogical approach that is highly relevant for the development of students' writing skills, particularly in the context of English language teaching. This approach encourages learners to become active participants in constructing their own knowledge, rather than passively receiving information. IBL promotes critical thinking, autonomy, and reflective learning, which are essential components in the process of writing.

Furthermore, IBL provides a meaningful context for students to engage with the language authentically, thus supporting their overall language development. IBL is specifically explained by Caputo (2014) as emphasizing responsiveness, authenticity, and intellectual engagement,

which makes this method a good way to ensure that students benefit from a shared learning environment. Inquiry-Based Learning is also defined by Ajit et al. (2016) as a method of learning through questioning and experimentation. They argue that IBL is a successful method for acquiring the English language in an ELT context because it offers more opportunities to develop engaging, cross-cultural, and practical lessons.

According to the definitions above, inquiry-based learning is a technique that draws on students' prior knowledge before guiding them to explore various materials provided by the teacher. It can also be described as a process involving asking questions, making conclusions, identifying unresolved issues, and evaluating the steps taken during the inquiry.

#### **1.7.1.1. Theory Supporting Inquiry-Based Learning**

Inquiry-Based Learning (IBL) as discussed by Buchanan et al. (2016) emphasizes the importance of students' active engagement in constructing knowledge through exploration and investigation rather than passive reception of information. Their literature review highlights that IBL is a pedagogical model rooted in constructivist theory, where learners develop understanding by asking questions, gathering and evaluating information, and formulating conclusions based on evidence. Buchanan and colleagues explain that IBL plays a significant role in enhancing information literacy, as students must identify, access, analyze, and synthesize information from various sources to answer inquiry-driven questions. Moreover, the study indicates that IBL increases student engagement by creating authentic learning experiences that connect classroom activities to real-world contexts. This engagement encourages learners to take ownership of their learning process, fosters critical thinking, and improves collaboration skills.

Therefore, according to Buchanan et al. (2016), IBL serves not only as an instructional method but also as a comprehensive approach that cultivates intellectual curiosity, self-directed learning, and a deeper

understanding of the learning material.

These characteristics include outlining the value of multiple solutions, characterizing the problem and the conditions it is caused by, proposing a hypothesis to address the issue, and testing the ideas to determine which offers the best answer (Bybee et.al., 2006).

### **1.7.1.2. Importance of Inquiry-Based Learning**

The IBL technique is capable of developing research, management, and problem-solving abilities that can be helpful for study and work. The kids might become more inventive and critical as a result. It supports the pupils' teamwork as well (Ajit et al., 2016). Additionally, Joe Excline (2014) discovers that people build their understanding through the act of inquiry. It doesn't look for the best response. Instead, it searches for the best answers to problems and queries.

For educators, inquiry places a strong focus on the growth of inquiry abilities and the training of the inquiry attitudes or habits of mind that will enable people to continue their lifelong pursuit of knowledge. So, enquiry plays a crucial role in the creation and dissemination of knowledge.

Again, it is crucial for education since the body of information is noticeably expanding. The investigation has attempted to shift its attention from what we know to how we learn it.

### **1.7.1.3. Stages of Inquiry-Based Learning**

The process of inquiry-based learning has a cycle that includes numerous steps related to participation, exploration, justification, elaboration, and evaluation (Bybee et.al., 2006).

Engaging is the first stage. By using brief exercises that foster curiosity and elicit past information, the instructor or a curricular assignment in this stage accesses the students' prior knowledge and aids in

their engagement with a new subject.

Secondly, there is exploration. Students are given a shared set of tasks throughout exploration experiences, which allows for the identification of present concepts (i.e., misconceptions), processes, and skills as well as the facilitation of conceptual change. Students can complete lab exercises that enable them to draw on existing knowledge to develop fresh concepts, ponder issues and options, and plan and carry out a pilot study.

The next phase is explanation. Learners describe how they comprehend the idea. A teacher's or curriculum's explanation could point them in the direction of a deeper comprehension, which is essential for this stage.

"Elaboration" is the following stage. Teachers push and broaden their pupils' conceptual knowledge and abilities. The students gain a deeper and broader understanding, more knowledge, and adequate skills through new experiences. By engaging in supplementary activities, students put their comprehension of the topic into practice.

Evaluation is the last action. The assessment phase gives teachers the chance to examine how well students are doing in terms of completing the learning objectives while also encouraging students to evaluate their knowledge and skills.

#### **1.7.1.4. Characteristics of Inquiry-Based Learning**

Five characteristics of IBL have been found by Kahn & O' Rouke (2004). They are briefly explained as follows. First, involvement with a challenging scenario or topic. Students then control the methodologies used and the direction of the investigation.

The inquiry then asks students to identify their specific learning needs and draw from prior knowledge. The pupils are then encouraged to actively explore and seek out additional evidence by exercises that pique their curiosities. Last but not least, it is the student's obligation to evaluate



and present the data appropriately and in favor of their own solution to the issue.

#### **1.7.1.5. Principles of Inquiry-Based Learning**

The Science by Doing Program, a website for involving students in science through inquiry-based learning, adapts the ideas of IBL to its work. The IBL stages of engagement, exploration, explanation, elaboration, and assessment all make use of these ideas. First off, an inquiry-based method begins with student engagement before providing explanation.

This accomplishes multiple things: Create a tension between what students already know and the new, more scientific understanding. This tension will encourage students to ask questions, focus their attention, and elicit and assess existing knowledge.

The second step is exploration without explanation from the teacher. Students engage in questioning, hypothesising, working without direct instructor guidance but with guidance, gathering data, recording and organizing data, sharing observations, making assertions based on data, drawing conclusions, and working cooperatively and jointly at this stage.

The third level is explanation. Students use their personal experiences to provide their own ideas and explanations during this stage. They also use evidence to support their ideas, evaluate explanations critically, listen to others respectfully and critically, reflect on and evaluate their own understanding, and create multiple representations of concepts to enhance understanding.

The following step is elaboration. Students use scientific terminology, definitions, understandings to new situations, use prior knowledge to ask questions, suggest answers, make judgments, and design investigations, draw logical conclusions from the facts, and check their understanding with peers during this stage. Evaluation is the stage's last step. Students exhibit their comprehension of the concepts and ideas

throughout this phase, respond to open-ended questions, assess their own progress, ask questions, and take part in peer evaluation.

### **1.7.2. Definition of Writing**

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. There are some different definitions of writing explained by some different linguists. Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking ( Harmer, 2007:33 ). On the other hand, writing is the representation of the language in textual medium through the use of a set of sign or symbols. Some people consider that writing is difficult. Elbow (1981: 9) states that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to describe which ones to use. Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2003: 335)

Based on the explanation above, it can be concluded that the definition of writing is process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs which the purpose is used to communicate something with the other people indirectly, student gets effort to express mind through language in writing.

Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Saed and Al-Omari in Yunus, and Chien 2016: 1).

Nunan ( 2005 ) states writing is combination of process refers to

the act of gathering ideas and working with them until they are presented in manner in a manner that is polished and comprehensible to readers. According to Byrne ( 1997) He states that writing is producing a sequence of sentences arranged in a particular order and linked together in certain ways . A sequence of sentences whether it is short or long after being put in order and linked together , they will form a coherent whole . This coherent whole is called a text A text ny consist of one paragraph or more.

Mayers ( 2005 ) , states writing is an action , a process of discovering and organizing the ideas , put them on a paper, reshaping and revising them . It means that when you first writing something down , you have been already thinking about what you are going to say and how are going to say it .

Then after you have finished writing, you read over what you have written and make changes and correction. Furthermore, writing is a powerful tool to organize overwhelming events and make them manageable ( Palmer et . al . , 2017 ) Regarding the definition above the researcher concluded that writing was the way people express their idea , feeling or their opinion into writen form.

#### **1.7.2.1. Definition of Teaching Writing**

Writing skill is necessary skill because the objectives of the English itself is to develop the competence orally and written to achieve the level of informational literacy . According to Harmer ( 2007 79 ) , the reason for teaching writing to students of English as a foreign language include reinforcement . language development , language style , and most importantly writing as a skill in its own right.Harmer (2004: 9) states among the tasks which teachers have to perform before, during, and after student writing are the following:

##### **1. Demonstrating**

In the context of inquiry-based learning, demonstrating refers to the teacher's role in modeling specific skills, strategies, or thought

processes that students are expected to learn. Through demonstration, teachers provide clear examples that help students understand how to approach a task, such as organizing ideas, drafting paragraphs, or revising written work. This role is crucial in bridging the gap between theoretical understanding and practical application, particularly in teaching writing.

## **2. Motivating and Provoking**

Teachers also serve as motivators and intellectual provocateurs who inspire students to think critically and engage actively with learning tasks. By creating a stimulating learning environment and posing thought-provoking questions, teachers foster curiosity and encourage learners to explore issues deeply. In writing instruction, this can involve presenting real-world topics or controversial issues that prompt students to develop and articulate their own arguments.

## **3. Supporting**

Supporting involves guiding and scaffolding students throughout the inquiry process by offering assistance tailored to their developmental needs. This support may include clarifying instructions, offering feedback, or providing resources to help students progress. In the writing classroom, support might involve helping students structure their essays, refine their thesis statements, or improve coherence and cohesion within their texts.

## **4. Responding**

As responders, teachers acknowledge and engage with students' ideas, questions, and work in a thoughtful and constructive manner. This role emphasizes the importance of two-way communication, where students feel heard and valued. In the writing context, responding may include giving formative feedback on drafts, asking clarifying questions, or suggesting alternative ways to express ideas, thereby promoting deeper reflection and revision.

## 5. Evaluating

Evaluation in inquiry-based learning goes beyond assessing final outcomes; it includes the assessment of the learning process itself. Teachers evaluate students' ability to engage in inquiry, develop arguments, and reflect on their progress. In writing instruction, this means assessing not only the final written product but also the stages of writing, such as brainstorming, drafting, revising, and editing. Effective evaluation helps students recognize their strengths and areas for improvement, fostering ongoing development.

Another opinion based on (Groth, 2013: 1) Writing, as a process of expressing ideas or thoughts in words, should be at our leisure. There are three basic principles in academic writing, namely, content, register, and offences.

### 1. Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the care of a piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

### 2. Register

Register refers to the style of language and choice of vocabulary used in a particular piece of writing ; this could be formal or informal.

### 3. Offences

A piece of writing should be free from offences, especially plagiarism and sensitive issues. Besides, according to Nunan (92-93) there are three principles for writing:

- 1) Understanding your student's reason for writing
- 2) Providing many opportunities for students to write
- 3) Make feedback helpful and meaningful
- 4) clarify for yourself, and for your students how their writing will be evaluated.

A teacher must have technique to teach writing (Nunan, 2003: 96-97) there are few techniques and task that can use to teach writing.a) Brainstorming can be done individually or in pairs or groups of students. In a brainstorming session, students list all the ideas they can think related to a topic, either in writing or a loud, quickly and without planning. If no topic is given, then the student can brainstorm possible topics. Word mapping is a more visual form of brainstorming.

When students create word maps, they begin with an idea at the top or center a blank piece of paper. They then think of related ideas or words and draw relationships with a series of boxes, circles, and arrows.

### **1.8. Previous Studies**

In the previous studies section, the researcher highlights and discusses several closely related studies on inquiry-based learning. One such study was conducted by Heppy Mutammimah et al. (2019) using a qualitative approach that focused on a case study. The researchers employed techniques such as in-depth interviews, observation, and document analysis to collect data and analyzed it using the Constant Comparative Method (CCM).

The study found that the implementation of inquiry-based learning in English teaching at a particular school used Bruce and Davidson's view and some features of IBL. The cycle involved asking, investigating, creating, discussing, and reflecting. The study identified four benefits of this method in English teaching based on the International Baccalaureate Primary Years Programme (IB PYP): 1) the teachers develop meaningful activities for the students, 2) teaching and learning were student- centered, 3) the students learn through language and gain enduring understanding, and 4) it promotes students' skills and attitudes towards teamwork.

In the previous studies, Tresnawati et al. (2019) conducted research to investigate the teacher's approach to teaching writing news items

through Inquiry- Based Learning (IBL), the problems encountered by the teacher, and the teacher's methods for overcoming them. The study utilized a qualitative approach with a case study design and involved an English teacher who taught news item text through IBL. Classroom observation and interviews were used to collect data, which was analyzed qualitatively.

The findings of the research revealed that the teacher followed the steps recommended by Lee et al. (2004, p. 23) in implementing IBL, which included planning, creating, processing, sharing, and retrieving, as a means of teaching writing news items. However, the study also identified that the teacher encountered difficulties in guiding students to find relevant information to fulfill the teacher's instructions, as some questions generated on the whiteboard proved challenging for the students to answer.

In the previous studies, Sunarti (2021) conducted research to investigate the effect of inquiry-based learning on learning to write and to identify any significant differences between students who were taught using inquiry-based learning methods and those who were not, in class VIII SMPN 1 Ropang teaching 2020/2021. The study used a quasi-experimental design with 36 students, with 18 students in class A as the experimental group and 18 students in class B as the control group. The data were analyzed using the SPSS 17.0 program.

The findings of the study revealed that the average score of the experimental group was 59.06, while the average score of the control group was 48.06, as shown in the statistical table for the sample test group independent.

The data analysis results demonstrated a significant difference in the average student learning outcomes between students who were taught using inquiry-based learning methods and those who were not. Therefore, it can be concluded that inquiry-based learning methods have a positive effect on learning to write.

In previous studies, Sitti Hawaena (2022) conducted research to

investigate teachers' perceptions of the effectiveness of inquiry-based learning interaction (IBLI) in teaching writing. The study utilized the theory proposed by Robbins (2003), which consists of three aspects: acceptance, understanding, and evaluation, to examine teachers' perceptions. The research method employed a case study design, with observation checklists and interview guidelines used as research instruments. Two teachers participated in the study, and the data were analyzed using a qualitative descriptive technique.

The study findings indicated that the use of inquiry-based learning in teaching writing helped to enhance teachers' creativity and innovation in the teaching and learning process.

The interview results showed that one teacher had a highly positive perception of inquiry-based learning interaction in teaching writing, while the other teacher had a moderately positive perception or an ordinary perception of IBLI.

In previous studies, Isra & Asrobi (2018) conducted research on the effectiveness of inquiry-based learning strategy in teaching writing skills to eighth-grade students at MTs. NW Dames during the 2016-2017 academic year. The study utilized a pre-experimental research method with a one-group pretest-posttest design. The population consisted of two eighth-grade classes, and one class was selected as the sample using cluster random sampling. Data were collected through pre and post-tests administered to the selected class of 21 students, and the paired-samples t-test was used for data analysis using SPSS 22 for windows.

Previous studies, EVAulia et al. (2018) conducted research to describe the effectiveness of guided inquiry-based learning material in improving students' scientific literacy skills on the concepts of solubility and solubility product. This study used a Research and Development (R&D) design and was implemented with 11th graders at Muhammadiyah 4 Senior High School Surabaya during the 2016/2017 academic year,



using a one-group pre-test and post-test design. The data collection techniques used in this study were validation, observation, tests, and questionnaires.

Previous study: Muktar B. Panjaitan (2020) conducted a quantitative descriptive research aimed to identify and describe the improvement of students' scientific process skills and scientific creativity. The research was conducted on 30 seventh- grade students at Junior High School Negeri 12 with the main subjects of temperature and heat. Inquiry-based learning was used as the teaching method.

The results showed that there was a medium category improvement of science process skills with an average n-gain of 0.57 and a moderate category improvement of scientific creativity with an average n-gain of 0.51.

The paired sample T-test revealed a significant increase in both science process skills and scientific creativity with a sig value  $<0.05$  after using inquiry-based learning. The Product Moment correlation test indicated a correlation of 0.69 between science process skills and scientific creativity, which means an increase in science process skills has an effect on the increase in scientific creativity.

The study concluded that students who are able to do tasks related to science process skills will also be able to do scientific creativity tasks, especially those related to temperature and heat material.

Previous research by Kasmainsi & Zahrida (2022) aimed to use an inquiry-based learning paradigm to improve the writing skills of FKIP UNIB undergraduate English education students. The study employed a three-cycle classroom action research design with 39 third-semester students as participants. The data collection instruments included observation, checklist, and test.

The results of the study showed an increase in students' understanding of

the application of inquiry-based learning models from cycles one to three, as well as an increase in student activity from the first cycle to the third cycle. The data from the writing test showed that the average student scores improved from 75 in cycle one, to 79 in cycle two, and 83.5 in the last cycle. The study concluded that the inquiry-based learning model was effective in enhancing the writing skills of third-semester students in the English Education Study Program at FKIP UNIB.

Sitti Hawaena (2022) conducted a research to explore teachers' perceptions of inquiry-based learning interaction (IBLI) in teaching writing. The study utilized a case study design and employed observation checklist and interview guideline as research instruments. The analysis of data was done through qualitative descriptive analysis, based on the theory from Robbins (2003) that consists of three aspects of perceptions: acceptance, understanding, and evaluation. The findings of the study revealed that the implementation of inquiry-based learning aided the teachers in becoming more creative and innovative in teaching and learning the writing process. The results of the interview showed that one of the teachers had a good perception of IBLI, while the other teacher had an ordinary perception or moderately perceived inquiry-based learning interaction in teaching writing.

Yogi Irawan, Syahrial, and Dedi Sofyan (2018) aimed to investigate the impact of inquiry-based learning (IBL) strategy on students' speaking ability and to determine the significance of IBL on students' speaking ability.

The population of this study was all second-grade students at SMAN 7 Bengkulu, while the sample comprised of 30 students from one class of second grade at SMAN 7 Bengkulu Selatan. This quasi-experimental study employed a one-group design to test hypotheses. The study was conducted by administering pretest, providing treatment in three meetings using IBL strategy, and posttest to the students.

A number of previous studies have demonstrated that Inquiry-Based Learning (IBL) positively contributes to students' engagement, critical thinking, and writing performance. Nevertheless, most of these studies have focused on university students or on other language skills such as reading and speaking, while limited attention has been given to the implementation of IBL in teaching writing at the senior high school level. Moreover, only a few researchers have explored how IBL is applied in real classroom settings from both teachers' and students' perspectives. Therefore, this present study, conducted at SMAN 2 Cirebon, seeks to fill this gap by investigating the implementation of Inquiry-Based Learning in teaching writing and examining how it affects students' writing skills. The findings of this research are expected to provide empirical evidence and pedagogical insights for English teachers in applying IBL effectively in EFL writing classrooms.



### 1.9. Frame Of Thought

In this study, researchers describe the implementation of inquiry-based learning in teaching writing. "Relationship between the Implementation of Inquiry-Based Learning, Teaching Writing, and Problems in Teaching Writing at Senior High School"

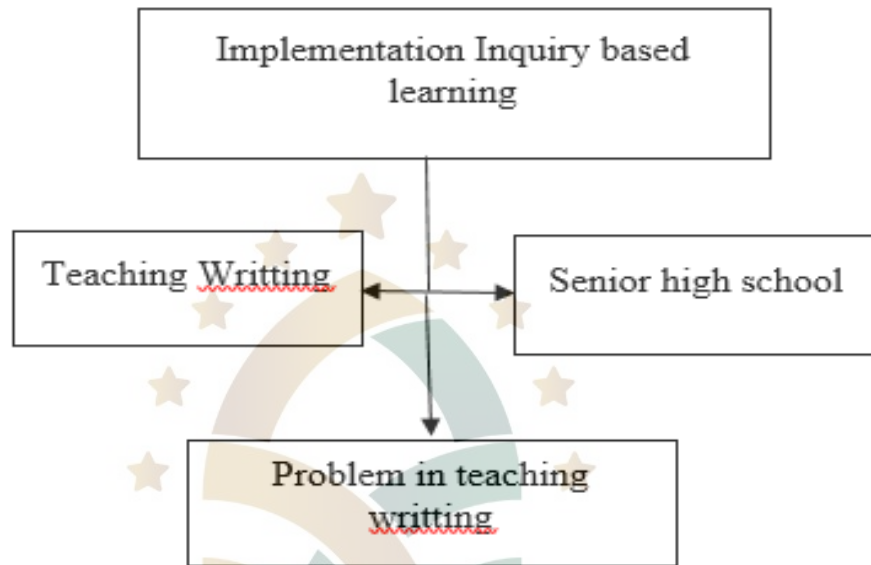


Figure 1 Frame of Thought

#### 1. Implementation of Inquiry-Based Learning

At the core of the diagram lies the implementation of IBL, a student-centered pedagogical approach that emphasizes active learning through questioning, investigation, and problem-solving. The application of IBL is intended to foster deeper engagement, autonomy, and critical thinking among learners, particularly in the development of language skills.

#### 2. Teaching Writing

The concept of teaching writing has evolved from a product-oriented perspective to a more process- and inquiry-oriented approach. According to Hyland (2019), effective writing instruction emphasizes not only the final written product but also the cognitive, social, and metacognitive processes involved in creating it. This shift reflects a growing recognition that writing is a form of meaning-making that

requires critical thinking, creativity, and self-reflection. In the context of 21st-century education, teaching writing is no longer limited to grammar accuracy or text structure; it also involves guiding students to explore ideas, engage in authentic communication, and use digital tools to support their writing development (Tuan, 2021). Therefore, modern writing pedagogy highlights the teacher's role as a facilitator who creates inquiry-driven environments where students can plan, draft, revise, and evaluate their work collaboratively and reflectively.

### **3. Senior High School Context**

The implementation of IBL and the teaching of writing are situated within the context of senior high school education. At this educational level, students are expected to engage with more complex tasks and demonstrate higher-order thinking skills. Therefore, instructional strategies, including IBL, must be adapted to suit the cognitive and emotional development of adolescent learners.

### **4. Problems in Teaching Writing**

Although Inquiry-Based Learning (IBL) is theoretically recognized as a powerful pedagogical approach that promotes learner autonomy and critical thinking, its practical implementation in writing classrooms still faces several pedagogical and contextual challenges. Many students, particularly those in EFL contexts, are not yet accustomed to the inquiry process, which requires them to formulate questions, explore sources, and construct ideas independently. In addition, teachers often encounter limitations such as restricted instructional time, insufficient training in inquiry-oriented teaching, and a heavy reliance on traditional, teacher-centered practices. These conditions may reduce the potential benefits of IBL in enhancing students' writing proficiency. Consequently, there is a pressing need to investigate how IBL can be effectively adapted to suit the realities of EFL writing instruction, particularly at the senior high school level. This research therefore aims to contribute new insights into the implementation of IBL in teaching writing by identifying both its

practical challenges and its pedagogical potential in promoting more active and meaningful learning

## **5. Interconnected Relationships:**

The arrow from “Implementation of Inquiry-Based Learning” to “Teaching Writing” indicates that the adoption of IBL influences the instructional practices employed in writing classes. The bidirectional link between “Teaching Writing” and “Senior High School” suggests a dynamic relationship, where the teaching of writing must be tailored to the specific characteristics of senior high school learners, and vice versa. The arrow leading to “Problems in Teaching Writing” reflects the potential difficulties or limitations that may arise when applying IBL in real classroom settings.

### **1.10. Research Method**

#### **1.10.1. Research Design**

In this study, the researcher employed a qualitative descriptive research design. Qualitative research is a method used to obtain knowledge that cannot be achieved through statistical procedures or quantitative analysis. This approach emphasizes understanding the quality, essence, and meaning of a phenomenon rather than focusing on numerical data.

According to Ghony and Almanshur (2012), qualitative research explores events, social interactions, and phenomena to uncover the meanings behind them, which can serve as valuable insights for developing theoretical concepts. Similarly, Denzin and Lincoln in Moleong (2013) describe qualitative research as a process of inquiry conducted in a natural setting with the aim of interpreting phenomena using multiple data collection methods such as interviews, observations, and document analysis. Furthermore, Yusuf (2014) defines qualitative research as an inquiry strategy that seeks meaning, understanding, characteristics, and descriptions of a phenomenon through a natural,

holistic, and multimethod approach that prioritizes quality and presents findings narratively.

In simple terms, this qualitative descriptive study aims to find answers to research questions by systematically applying scientific procedures within a qualitative framework. The qualitative approach was chosen because the researcher intended to uncover and understand real conditions in the field as they naturally occur, without manipulation or external control. The data in this study were obtained through interviews, field notes, questionnaires, and official documentation.

### **1.10.2. Research Instrument**

In this qualitative research, the researcher himself served as the main instrument. As the key instrument, the researcher played an active role in planning, collecting, analyzing, and interpreting the data. Supporting instruments such as observation checklists and interview protocols were also used to assist in gathering detailed information.

The researcher observed the teaching and learning process of English, particularly the implementation of Inquiry-Based Learning (IBL) in teaching writing, and conducted interviews with both teachers and students. These instruments helped the researcher to identify and record data related to classroom practices, challenges, and strategies applied during the implementation of IBL.

### **1.10.3. Data Collection Techniques**

Two techniques were employed in collecting the data, namely observation and interview. Observation was conducted to understand how Inquiry-Based Learning was implemented during writing instruction, while interviews were used to gain deeper insights from teachers and students regarding their experiences and perceptions.

The observation was guided by a checklist that recorded specific indicators of IBL implementation, while the interviews followed a semi-structured protocol, allowing flexibility to explore emerging themes.

Data collection was carried out in a natural classroom setting at SMAN 2 Cirebon to maintain authenticity and contextual accuracy.

#### **1.10.4. Data Analysis**

The data analysis in this study was conducted qualitatively following the interactive model of Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing or verification.

##### **1. Data Condensation**

In this stage, the researcher selected, simplified, and organized the raw data obtained from observations and interviews. The data related to the implementation process, student participation, challenges, and solutions in IBL were identified and categorized according to the research focus.

##### **2. Data Display**

The condensed data were presented in the form of tables, figures, and descriptive explanations to make it easier to identify emerging patterns. The data displays are shown in Chapter II and Chapter III as part of the analytical process. These tables illustrate how qualitative data were categorized, interpreted, and linked to the themes of Inquiry-Based Learning in teaching writing.

##### **3. Conclusion Drawing and Verification**

At this stage, the researcher interpreted and verified the data to draw meaningful conclusions. The analysis aimed to describe how Inquiry-Based Learning was implemented in teaching writing, what challenges were encountered, and what pedagogical implications emerged from the process.

Through this analytical process, the researcher was able to produce a comprehensive understanding of the implementation of Inquiry-Based Learning in teaching writing at SMAN 2 Cirebon, supported by tables and descriptive analyses presented in Chapter



II and Chapter III.

**1.11. Research Timeline**

*Table 1 Research Timeline*

| No | date                   | Target from Step   |
|----|------------------------|--|
| 1. | August                 | <b>Prepare literature review &amp; research instrument</b> |
|    | - 1 <sup>st</sup> week | literature review  |
|    | - 2 <sup>nd</sup> week | literature review  |
|    | - 3 <sup>rd</sup> week | Research instrument  |
| 2. | September              | <b>Prepare method</b>                                      |
|    | - 1 <sup>st</sup> week | Collecting data  |
|    | - 2 <sup>nd</sup> week | Interview  |
|    | - 3 <sup>rd</sup> week | Transcription data   |
|    | - 4 <sup>th</sup> week | Analysis data  |
| 3. | October                | <b>Prepare Research Findings and Discussion</b>            |
|    | - 1 <sup>st</sup> week | Research Findings and discussion                           |
|    | - 2 <sup>nd</sup> week | Research Findings and discussion                           |
|    | - 3 <sup>rd</sup> week | Reference  |
| 4. | November               | Finals revision<br>Submission thesis                       |