

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

In response to the first research question, "How is the teaching-learning of inquiry-based learning applied in teaching writing?", the findings from the interviews, lesson plans, and syllabi reveal that inquiry-based learning (IBL) is being applied in various ways across different schools. While teachers acknowledge its potential for fostering critical thinking and independent learning, the implementation of IBL in writing instruction is not without challenges. One of the key issues identified is the insufficient access to resources, which limits students' ability to engage deeply with the inquiry process. Despite this, teachers employ a variety of strategies to guide students through inquiry tasks, such as promoting group discussions, encouraging exploration, and providing scaffolding to support students' research efforts. However, the success of IBL is often contingent on the teachers' training and preparation, which were found to be limited in some cases.

Regarding the second research question, "What are the strengths and weaknesses when using inquiry-based learning in teaching writing?", the findings from the interviews and document analysis indicate several strengths and weaknesses in the application of IBL. On the strengths side, IBL fosters student autonomy, critical thinking, and creativity, which are essential skills in writing. Teachers and students both highlight how IBL encourages students to take ownership of their learning, resulting in more engaged and motivated learners. Additionally, the collaborative nature of inquiry tasks allows students to share ideas and learn from each other. However, the weaknesses are significant and need addressing. These include insufficient access to resources, lack of teacher training, and the insufficient guidance provided to students during the inquiry process.

These limitations prevent the full potential of IBL from being realized, as students may not always understand the expectations or receive adequate

support in conducting research and organizing their writings. In short, while inquiry-based learning holds great promise in enhancing students' writing skills by promoting autonomy, critical thinking, and creativity, its implementation faces several obstacles, particularly related to resource availability and teacher preparedness. Addressing these challenges—through better access to resources, targeted professional development for teachers, and more structured guidance for students—can help ensure that IBL becomes a more effective approach in teaching writing.

4.2 Suggestion

For students, the implementation of inquiry-based learning (IBL) plays a crucial role in fostering critical thinking and independent research skills. Students are expected to take responsibility for their learning by actively engaging in inquiry tasks and utilizing available resources, even when such resources are limited. When difficulties arise in the process of research or writing, it is recommended that students seek appropriate guidance, as collaboration with teachers and peers may provide meaningful insights. The development of self-regulation and the enhancement of research abilities are essential to support success in inquiry-based writing tasks.

For teachers, professional development related to IBL is necessary to strengthen the effectiveness of its classroom implementation. Teachers need to be equipped with adequate strategies to guide students through each stage of the inquiry process, including the provision of clear scaffolding and structured support. Furthermore, the creation of a resource-rich learning environment and the promotion of student collaboration can enhance the effectiveness of IBL. These efforts not only improve students' confidence in writing but also allow them to develop a deeper understanding of the subject matter. For future researchers, studies focusing on the effectiveness of teacher training programs and the accessibility of resources in implementing IBL are particularly relevant. Longitudinal and comparative research is also needed to examine the long-term effects of IBL on writing skills and its adaptability across various educational contexts.