Improving Students' Writing Ability by using Inquiry-Based Learning Model

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ABSTRACT

The purpose of this study is to use an inquiry-based learning paradigm to improve the writing skills of FKIP UNIB undergraduate English education students This is a three-cycle classroom action research study. The participants in this study were 39 third-semester students. There are 3 instruments used in collecting data, namely observation, checklist, and test. The results of the observations showed an increase in understanding of the application of inquiry-based learning models from cycles one, two, and three. While from the checklist, it was seen that there was an increase in student activity from the first cycle to the third or last cycle. from the third instrument used to see the progress of students' writing skills, it can be seen that in cycle one the average student scores are 75 and 79 at the end of cycle 2 and 83.5 in the last cycle. From the three instruments above, it can be concluded that this inquiry-based learning model can increase the writing skills of English Education Study Program third-semester students, FKIP UNIB.

Keywords: Writing, vocabulary, grammar, Inquiry-Based Learning

INTRODUCTION

Several factors influence the success of learning including facilities, materials, time, media, motivation, learning strategies, and teaching techniques. This also happened to third-semester English education study program students. The lack of response when studying, the number of them sitting and silent in class, and the lack of questions related to the material being studied are indicators of the lack of interest and ability of students in learning. Of all these symptoms, the factor of a

teacher plays a very important role in being able to improve it. As stated by Paulina: 2005 that the factors of freedom, responsibility, decision making, self-direction, psychological, physical, memory, and motivation are factors that influence students in learning. From this theory, it can be concluded that motivation is one of the many factors that influence learning success. In this case, a lecturer can provide encouragement or motivation to students in mastering something.

Concerning motivation, a lecturer can apply an appropriate approach, method, strategy, or technique and model to his students. In this case, the researcher saw the lack of ability of the third-semester students of the English education study program in writing, especially in the Genre Writing course. This course is a compulsory subject for the study program and is a condition that must be followed by every student of English education. This means that if students do not pass this course, they cannot continue to other writing skills courses, namely report writing.

This student's low writing ability can be seen because the researcher has been teaching this course for the past few years. This lack of motivation can be seen from the lack of questions asked according to the topic being discussed, the number of students just sitting and silent in class, not many writings that are under grammar and vocabulary choices, and the presentation of ideas that are not coherent.

To overcome all the problems above, researchers will apply an inquiry-based learning model (Inquiry-based Learning or IBL). IBL was first proposed by Piaget (Sund and Trowbridge, 1973) as learning that prepares a comfortable and conducive situation for students to conduct their experiments, seek answers to their questions, relate findings to one another, and compare what was found. with other people's findings. Because it employs a discovery approach in which students find facts for themselves, inquiry-based writing education is good for enhancing Learning the the English language in general, and particularly writing abilities, In particular, inquiry-based writing instruction helps students with prewriting tasks such as idea generation, topic discovery and clarification, and so on, exploration of information on their writing topics from various sources, explanation of discoveries or concepts gained from the exploration, and broadening their thinking (Wale & Bogale, 2021) by applying their knowledge to their real-world circumstances.

Stone (Dahar, 1991) in Saliman (2021) defines inquiry learning as a strategy in which students are the center of learning, for example,

in informing a group, students are given a problem or seek answers to a question in a clearly outlined procedure and group structure. This means that students are left to solve their problems by collecting related data and making their conclusions based on the facts.

There are six steps of this IBL that allow the above concept to be realized. In this case, it can solve the problems faced by the third-semester students of English Education. The first stage of orientation. Here students will be conditioned on a topic that they write about and then proceed to the second stage of formulating a problem where students will be directed to be able to make several questions that will be written. then in the third stage formulate a hypothesis in which students provide temporary answers to the topic to be written. The fourth stage is collecting data, where students collect information about the topic to be written and the fifth stage is testing hypotheses. Here, students compare the current data with the past to test the existing facts which they will write down and finally formulate conclusions. At this stage, students will write everything they have learned with the right grammar and word choices.

From the six stages above, students are expected to be helped gradually with the ideas or things they will write so that it creates a sense of confidence in what they write because they have gone through opinion tests and comparisons with what others have written. So that at the end of writing, students can write coherently and a large number of writings with the right choice of vocabulary. Despite previous research there is currently insufficient research on the impact of inquiry-based writing instruction on students' academic writing on the use of inquiry-based learning, such as Boudreau (2017), Lee (2014), Ulfah (2012), Godbee (2016), Escalante (2013), and Ismail and Elias (2012), (Wahyuni and Arisa carried out research (2018). The study's title is "the efficacy of the inquiry-based learning approach in increasing Indonesian language learning for junior high school students in the Sabbangparu sub-district." This classroom action research consists of two cycles. At SMP Negeri 2 Sabbangparu. As a result of the application of this model, there is an effective improvement in writing texts, especially argumentative texts.

Ambarita and Rosmita (2020) conducted a study entitled "the inquiry-based teaching method in writing skills." This study was conducted to improve students' writing skills, specifically recount text writing in the Business English course. This classroom action research

was carried out in two cycles and the result was an increase in the average value from cycle 1 to cycle 2.

The third research was conducted by Mulbasari (2020). His research is entitled "The application of inquiry-based learning worksheets on comparative value and value-reversing material in mathematics learning". The purpose of this study is to determine the mathematical learning results on the comparative material of worth and reverse value by using inquiry-based learning-based worksheets. According to the findings of this study, the value increases from stage 1 to stage 6.

From the description above, the authors believe that this inquiry-based learning model can increase motivation, the number of ideas to be written, appropriate grammar, and the right choice of vocabulary with the context of the topic they will write about.

THEORETICAL FRAMEWORK
Teaching Writing

Teaching writing differs from teaching reading or any other ability. Writing includes various traits, including determination, clarity, concept structure, and standard language (Sanjaya, et. al, 2020). Teaching writing, is about teaching pupils how to articulate themselves and transmit a message to the reader, according to Ur (2000). This suggests that teaching writing to children emphasizes the necessity of what we write being accepted by the reader as what we think. In other words, writing must be done slowly and deliberately while keeping to the correct principles.

Writing is one of four abilities that students in English education programs must learn. Students should be able to express all of their ideas effectively and accurately while writing because this is the essence of writing (Nurhidayat, et.al, 2021). Writing can also broaden the author's expertise, allowing pupils to more freely express their opinions Students should focus their efforts on diverse sorts of writing (Oktavianti, et. al, 2021). This writing course is a conditional course that starts with paragraph writing, genre writing, report writing, and academic writing courses. In this study, we will apply this inquiry-based learning model to the Genre Writing course where students are required to write various types of paragraphs following the demands of the genre-based approach curriculum. English education students who are prospective teachers are required to master the concepts and practice

of making various types of text (the genre of writing) because they will teach these types of paragraphs or texts at school.

Text types in the writing genre include narrative text, exposition, argumentation, persuasion, and description. Each of these five-paragraph types has advantages and disadvantages. Descriptive essays provide a social purpose by describing people, objects, and places; their general structure explains the phenomena discussed; and their descriptions describe the components, features, and characteristics of what is described. The present tense is most commonly employed. These features, of course, do not apply to other genres of writing, such as tales, which often utilize the past tense.

Concept Approach Genre

The concept of "genre" is not new. This observation can be heard in a variety of contexts, including Friday sermons, presidential addresses, singing competitions, and casual conversations between mothers. Because each genre has its own audience, distribution method, substance, and goals, each of these examples represents a different genre. In general, genre refers to a style or type (Paltridge, 2001). A genre, in other words, is a type of literature that has a predefined pattern or style of delivery as well as a specific purpose, target, or reader.

Paltridge (2001) defines approach as "the concept of language and language development that drives the specific approach or technique." As a result, the genre approach may refer to a language teaching method that focuses on text types.

The genre technique, according to Hyland (2004), is one of the most important and well-known concepts in language instruction as a result, because it provides a framework for evaluating communicative situations, the genre technique is especially useful in language teaching. This teaches students or language learners how to effectively communicate, in this case via writing. Students must attach what they write to the place in which and about which they are writing in this genre method. This context is what enables a piece of writing to successfully converse with the reader's Inquiry-Based Learning Model.

Piaget discovered an inquiry-based learning approach (Sund and Trowbridge, 1973), in which the learner or pupils are permitted to conduct their experiments in which they perceive for themselves what is occurring, do it themselves, and use particular symbols to find answers to questions. ask questions, discuss facts, compare findings, and create or draw their conclusions In other words, under this paradigm, students are given the flexibility to create ideas that they will

progressively develop while being coached by a lecturer or motivator to optimize their talents.

There are six steps of this inquiry model, namely: Orientation: at this stage, the teacher prepares conditions conducive to learning and provides topics to be studied, what are the goals to be achieved, and prepares students to use the inquiry-based learning model. Formulating the problem: in this step students or learners are given a topic and provoked to discuss the topic. Formulate the hypothesis; At this step, students are asked to find temporary answers to the given topic and the lecturer or teacher will ask questions that lead to student answers. Collecting data: at this stage students are asked to find as much information as possible to test the hypothesis or temporary answers they have found. Here students are asked to develop their intellectual abilities so that they can direct all their thinking potential. Testing hypotheses: here students are asked to test existing hypotheses and compare them with previous data and then explain them. On the other hand, they must be honest and confident so that they can test their hypotheses based on data and facts. Formulating Conclusions: in this last stage, students present their findings.

Application of Inquiry-Based Learning Model in Teaching Writing

This inquiry-based learning model is thought to be capable of improving the writing quality of English Education Study Program third-semester students. Here's how it's implemented: Orientation: at this stage, the researcher prepares conditions conducive to learning and provides topics to be studied, what are the goals to be achieved, and prepares students to use the inquiry-based learning model. Formulating the problem: in this step students or learners are given a topic about the Argumentative text and they are asked to discuss the topic of the text. Formulate hypotheses; At this step, students are asked to find answers to the characteristics of argumentative texts. Collecting data: at this stage students are asked to find as much information as possible to test the definition of the argumentative text that has been obtained. Testing the hypothesis: here students are asked to present the definitions and characteristics of existing argumentative texts and compare them with the definitions of other types of texts such as narrative. Formulating Conclusions: in this last stage, students present the definition, generic structure, linguistic features, and purpose of the recount text correctly.

RESEARCH METHODOLOGY

This is an example of action research in the classroom. This type of research aims to improve the location of learning practice. According to Mills (2003), classroom action research is a systematic examination conducted by teacher-researchers to learn about how their unique school operates, how they teach, and how successfully children learn. The information is gathered to gain insight, encourage positive changes in the school environment and educational practices in general, and improve student outcomes.

This is a three-cycle project of classroom action research. Each cycle has four steps: preparation, activity, observation, and reflection. The researcher's primary research instrument is his or her role as a professor in the Genre Writing course. Other tools include observations, checklists, and tests performed after each cycle. These strategies are used to achieve intended responses in writing or writing.

Observation is a strategy in which students observe and focus on topics about their development in utilizing accurate syntax, tense, and vocabulary when writing in class.

According to Cresswell (2005), a test is a sequence of questions or exercises designed to assess an individual's or group's skills, knowledge, intellect, abilities, or talents. The exam that will be performed after each cycle is a test of writing the text of the specified kind. Heaton's hypothesis will be used in the evaluation. This test's validity and reliability are based on expert validity, which is provided by researchers and partners (research members). The comparative descriptive analysis method was used to analyze the results of the checklist observations. The Heaten method was used to analyze the writing test results.

RESULTS & DISCUSSION
Result

Table 1

Student Understanding of the Inquiry-Based Learning Model

No	Express opinions	Asking	Comment
Cycle 1	5 persons	4 persons	3 persons
Cycle 2	16 persons	5 persons	6 persons
Cycle 3	21 persons	11 persons	7 persons

Tabel 2
Student Activity during the Application of the Inquiry-Based
Learning Model

Cycle I	Cycle 2	Cycle 3
12	26	39

Tabel 3
Results of writing test Cycle 1, Cycle 2, and Cycle 3

No	Name	Score Cycle 1	Score Cycle 2	Score Cycle 3
1	Absn 1	75	80	85
2	Absn 2	73	75	80
3	Absn 3	70	80	90
4	Absn 4	78	75	86
5	Absn 5	77	75	87
6	Absn 6	79	70	80
7	Absn 7	70	80	85
8	Absn 8	74	79	84
9	Absn 9	73	80	85
10	Absn 10	77	78	89
11	Absn 11	77	78	85
12	Absn 12	74	75	86
13	Absn 13	75	77	80
14	Absn 14	78	85	90
15	Absn 15	73	90	92
16	Absn 16	78	89	90
17.	Absn 17	78	79	87
18	Absn 18	77	79	86
19	Absn 19	71	76	80
20	Absn 20	77	82	85
21	Absn 21	74	75	78
22	Absn 22	73	78	79
23	Absn 23	75	75	78
24	Absn 24	73	85	86
25	Absn 25	78	85	86
26	Absn 26	70	75	76
27	Absn 27	77	80	83

28	Absn 28	75	77	79
29	Absn 29	66	75	78
30	Absn 30	76	78	80
31	Absn 31	73	78	80
32	Absn 32	75	77	78
33	Absn 33	77	80	81
34	Absn 34	80	83	86
35	Absn 35	78	80	83
36	Absn 36	76	78	84
37	Absn 37	78	80	83
38	Absn 38	70	75	83
39	Absn 39	79	86	87
	Average	75	79	83.5

Tables 1–3 illustrate a growth in the number of students participating in the application of the inquiry learning model, as well as their level of grasp and capability of the model. This is owing to the alterations that take place during each cycle. Changes that occur as a consequence of thought after each cycle. If the results of the three instruments mentioned above do not meet the success indicator requirements at the end of each cycle, the researcher modifies the action steps or conducts activities. These modifications are reflected in subsequent cycles.

Cycle 1
1. Planning
    a. Using the inquiry learning model, create activities to be used during the teaching and learning process.
    b. Provide text models that will be used in the teaching and learning process (recount) as well as with their characteristics such as social functions, generic structures, and language characteristics.
    c. Divide students into groups
    d. Students write on their own.
2. Action
    a. The lecturer describes the context and characteristics of the text models.
    b. The lecturer provides text examples that will be used as models (recount text).
    c. Discuss the model text's title and ideas.

    d. In class and group discussions, discuss the text's main points.

    e. After assessing the students' readiness, they were instructed to locate their titles and write them individually.

    f. students sort from ideas and arrange them into complete writing with the characteristics of the recount text that has been discussed.

    g. The lecturer collects student writings for correction.

3. Observasi

    a. Other lecturers and research members observe researchers' learning processes, and vice versa when research members teach other lecturers to observe.

    b. The observer completes a checklist on the observation sheet.

4. Refleksi

    a. The team examined the findings of direct observations, the checklist of observation sheets, and student writing to determine the depth of the problems in this first cycle and to plan remedial activities for the next cycle. The findings of the first cycle revealed that 12 pupils participated in this learning. This is corroborated by the table, which shows that 5 students voiced their thoughts on this inquiry learning methodology. This action suggests that students are interested in this model. Four students inquired about this model at the same time. They believe that this is a model that will assist them in penning down their ideas. Three students remarked on this model at the same time. Based on these statements, it is clear that they must employ this paradigm.

According to the exam results from this first cycle, the average student score is 75. This demonstrates that third-semester pupils' writing proficiency remains low. This means that not all students can write correctly with sentence structure and word choice. They have generally been unable to write coherently. The researcher and his team made changes based on the results of the three aforementioned instruments, such as requiring students to remain in their groups, though the number was reduced to three. The title is discussed or corrected by one person, while the sentence structure (grammatical elements) and word choice are examined by the other.

Cycle 2
1. Plan
   a. Create activities to be carried out during the teaching and learning process using the inquiry learning model.
   b. Make text models available for use in the teaching and learning processes (procedure text).
   c. Form groups of three pupils.
   d. Students write independently
2. Action
   a. The lecturer describes the procedure text's context as well as its characteristics such as social function, general structure, and linguistic characteristics.
   b. Lecturers share examples from procedure text.
   c. Discuss the title and ideas in the procedure text.
   d. Discuss the components of the text above in class and group discussions.
   e. After seeing the students' readiness, they rewrote the text that had been discussed using the inquiry learning model.
   f. students sort from ideas and arrange them into complete writing.
   g. The lecturer collects student writings for correction.
3. Observation
   a. Other lecturers and research members observe the researchers' learning process, and research members teach other lecturers how to observe.
   b. The observer completes a checklist on the observation sheet.
4. Reflection
   Tables 1, 2, and 3 demonstrate that the number of students interested in and capable of creating greater recount texts is increasing. It can be seen that 27 students took part in this e-learning. This is demonstrated by the presence of students who voiced 16 people's opinions, asked 5 people questions, and remarked on 6 individuals. When compared to the exam results after cycle 2, it can be noted that the average score of pupils has increased to 79 from 75. This indicates that pupils' writing talents may be improved in four areas. This does not fulfill the success standards established by researchers, where the average student writing score from the three metrics listed above is in the region of 80. As a result, researchers and research participants continue to cycle 3.

b. The changes that will be implemented are to provide another type of text, namely narrative text. In this section, students are expected to compare the two forms of literature in groups. They will write corrections for each other. This is done to assess students' grasp of the two types of texts and to help them better comprehend and master the texts they will create.

Cycle 3

1. Plan
    a. Using the inquiry learning methodology, make activities that will be used during the teaching and learning process.
    b. Provide text models for use in the teaching and learning processes (narrative text)
    c. Divide pupils into three-person groups.
    d. Students write independently

2. Action
    a. The lecturer describes the narrative text's context and characteristics.
    b. Lecturers share examples of text that will be used as models.
    c. Discuss the title and ideas in the model text.
    d. Discuss the components of the text above in class and group discussions.
    e. After seeing the students' readiness, they were asked to find their titles.
    f. students discuss in groups with the inquiry learning model with different member abilities.
    g. The lecturer collects student writings for correction.

3. Observation
    a. Other lecturers and research members monitor the researchers' learning process, and vice versa when research members educate other lecturers to observe.
    b. The lecturer who observes does a checklist on the observation sheet.

4. Reflection.

    At the end of the third cycle, progress that is close to satisfying the researcher's success criteria has been made. Tables 1 and 2 show that all students are learning, but those who are implementing strategies are involved in a range of activities, such as those who voiced 21 people's opinions, 12 people asked questions, and 7 people remarked. Looking at these two tables,

you can see that all of the kids are interested in and comprehend the roundtable strategy The same thing happened at the end of cycle 3 with the written test results. The average writing score of third-semester English education students is 83.5. It may be inferred that the student's skills satisfied the success criteria that were devised, and it turns out that this roundtable technique has been shown to boost students' writing abilities.

Discussion

This classroom action research was carried out in three stages. Each cycle is divided into four steps: planning, implementation, observation, as well as introspection. This study was conducted on students participating in the Genre Writing course during their third semester of English education study. 39 students are taking part in this investigation as subjects. Every Wednesday from 08.00 to 09.40 WIB, this course is held online (online).

Three instruments were employed in this investigation. According to the findings of the preceding investigations, there is an increase in student engagement throughout the first, second, and third cycles. This activity takes the shape of class attendance and active involvement. Twelve students took part in the first round. This group comprises five persons who are not afraid to express themselves. This indicates that the student is curious about the researcher's learning model. These five individuals inquired as to why they should employ the inquiry learning paradigm. What are the benefits of using this model? Meanwhile, four persons in the first cycle were questioned directly about the major point of the discussion that day. Three folks make traditional comments. The activity in the first cycle demonstrates that third-semester students are engaged in the writing genre course, as seen by the tactics used and the learning subjects that day.

Based on the outcomes of the first cycle's activity, it can be determined that the class will be busy, with many students conversing, asking questions, and commenting. This task will undoubtedly improve their grasp of the content being studied, and the third-semester student will produce many perfect sentences with appropriate vocabulary and cohesive writing. The findings of cycle 2 observations show that there was an increase in the number of active students, namely 27 persons. The number of individuals increased by 15 from cycle I. 16 students shared their thoughts during class group discussions, 5 of whom posed questions and 6 of whom reacted. This figure represents an increase in

interest in this course as a consequence of the use of the inquiry learning paradigm. The number of active students increased in the third cycle, with 39 students participating, including 21 students who actively stated their thoughts, 11 individuals who posed questions, and 7 people who remarked. The use of the inquiry-based learning approach resulted in a large rise in inactivity in this cycle.

All of the aforementioned enhancements arose as a result of using the correct steps of the inquiry-based learning model. In this case, Piaget (Sund and Trowbridge, 1973) wherein this learning the learner or students are allowed to carry out their experiments where they see for themselves what is happening, do it themselves, and use certain symbols to find answers to their questions, connect findings one another, compare their findings and make or draw their own decisions. In other words, with this model students are given the freedom to write topics that they will gradually and are guided by a lecturer or motivator so that they can maximize their abilities.

The test findings show that there is a considerable rise after cycles 1, 2, and 3. The average value after each cycle demonstrates this. The ascending numbers are 75, 79, and 83.5. In terms of the use of past tense sentences, this demonstrates an improvement in knowledge of writing grammar or sentence structure. From cycle to cycle, the use of context-appropriate vocabulary improves. The progressively unified writing written by the third-semester student in this English education study program is seen as an.

In cycle 1, the distribution of results ranges from 66 to 80, with the majority of students scoring in the 70 to 75 range. This demonstrates that their capacity is still limited. They are not accustomed to utilizing correct language and terminology that is not dictated by the situation. Their essay outcomes are not yet comprehensible.

The distribution in cycle 2 shows that values range from 70 to 90. A score of 70 represents only one individual, as does the number of 90. The greatest values are between 78 and 82. This demonstrates that the student's comprehension of the written content is adequate. They have a solid command of sentence structure and word choice. Some participants thought the content they produced was already coherent. Furthermore, the genre method is one of the most important and well-known concepts in language training, according to Hyland (2004). As a result, because it provides a framework for interpreting communicative situations, the genre method is particularly useful in language training. This teaches students or language learners how to communicate

effectively, in this case by writing. This implies that students must tie what they write to the setting in which and about which they are writing in this genre approach. This context is what allows a piece of literature to effectively engage in dialogue with the reader.

Writing is widely acknowledged as the most difficult skill to master while studying English. Writing is the most difficult skill for second language learners to develop, according to Richard and Renandya (2002). This implies that the most difficult skill for second language learners is writing, especially undergraduate English Education FKIP UNIB students learning a foreign language. Furthermore, according to Zheng and Yan (2005), EFL teachers and students face a variety of challenges when teaching and learning writing. As a result, the teacher faces writing difficulties when learning to write.

The distribution of results in cycle 3 shows that these third-semester students' writing scores have improved significantly. The values vary from 78 to 92, however, the majority of the kids have already scored above 80. Based on the average value in cycle 3, this meets the current success criterion.

Based on the three instruments mentioned above, it is possible to conclude that the inquiry-based learning model can improve the writing skills of FKIP UNIB third-semester English education study program students majoring in Language and Arts Education in understanding types of texts such as recount, procedure, and narrative. Students may also create texts with acceptable text structure, proper word choice, and clear and cohesive thought arrangement.

CONCLUSION

According to the study's findings, the inquiry-based learning model can improve students' writing skills in a variety of ways, including the ability to use appropriate sentence structures (grammar), the use of context-appropriate vocabulary, and the ability to produce coherent writing. This technique provides students with opportunities and appropriate environments to overcome writing challenges such as idea generation and development in their texts. This is possible because they can discuss in prearranged small groups.

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