

Does Inquiry-Based Learning (IBL) Give an Impact on the Students' Writing Achievement?

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Introduction

Background of The Study

- Writing is the act of conveying information indirectly, according to **Helaluddin & Awalludin (2021)** In daily communication activities, writing skills play a vital role. Writing abilities are essential for daily communication activities.
- Because writing is a complex skill and involves many processes and abilities, problems may arise for some students (**Westwood, 2008: 57**).
- Due to the facts that occurred during pre-observation, there are still many students who do not complete writing assignments, because most students say writing is a difficult activity. Because in writing, there are several components such as vocabulary, spelling, punctuation, and grammar that need to be considered.
- This fact is also confirmed by **Novita (2017)**, who says that students show several problems in writing descriptive texts, including general structure, grammar, and spelling. The difficulty in writing descriptive texts is seen in the general structure of descriptive texts that describe objects in detail.

Research Gap

- If the previous research conducted by **Ismayanti & Kholiq (2020)** used efficient strategies when organizing or editing texts that the previous researchers adopted from **Graham & Harris (in Glynn et al., 2006: 98)**, namely using a cognitive approach to help students who have difficulty in writing because this approach emphasizes the components of the writing production process, which can then be focused individually and focused on class X, or using *The Gambas Technique* as stated by **Suharyati (2021)**.

Novelty

- In the previous study, using a **cognitive approach** to improve students' writing skills and using the **Gambas Technique**. In this article, the researcher uses **Inquiry-Based Learning (IBL)** as a method to give an impact on the writing achievement of grade XI Office Management students at SMK Muhammadiyah 1 Taman.

Research Question

- Whether there is a significant effect of using IBL on students' writing achievement at SMK Muhammadiyah 1 Taman..?

Methods

- **Design**

This research uses quantitative research methods. And The pre-observation and teacher interviews revealed that the students were still deficient in mastering English, particularly in writing.

- **Setting**

The study will be carried out at SMK Muhammadiyah 1 Taman, Sidoarjo.

- **Participant**

The population of this study are 11th grade students of SMK Muhammadiyah 1 Taman in the academic year 2023-2024. Purposive sampling is the sample strategy employed in this investigation. The 25-student class XI Office Management is the one that the researchers use as an experimental class.

Methods

- **Data collection**
- Data collection techniques using test observations (pre test and post test)

- **Data analysis**
- The T-test and the IBM SPSS Statistic 22 program were used to analyze the data.

Finding

- To gather information to study the impact of the Inquiry-Based Learning (IBL) method on writing achievement at SMK Muhammadiyah 1 Taman, particularly in class XI Office Management. When the researcher did the pretest, the first step was to gather preliminary data on students' proficiency in crafting descriptive texts with the theme "**My Favorite Pleasure**," with a maximum score of 4 on each assessment indicator.
- The mean score that pupils received on the pretest is 56.65. This is because there has been no implementation of IBL in assessing students' descriptive text writing skills. Then the researcher applied IBL to learning to write student descriptive text so that when conducting a posttest, the average student score increased to 86.55.

Discussion

- From the findings of the pretest and posttest, there were variations in the students' descriptive text writing ability scores. This is evident from the pretest results, which showed relatively low student mean scores of 56.65 prior to the introduction of inquiry-based learning (IBL) as a method of instruction. The first content score of 2.00 was averaged, whereas the scores for vocabulary, grammar, originality, and syntax were 1.50 on average.
- This suggests that students' descriptive text-writing abilities in class XI Office Management at SMK Muhammadiyah 1 Taman needed development. Therefore, researchers began to apply the inquiry-based learning (IBL) method to develop the descriptive text-writing skills of students in grade XI Office Management at SMK Muhammadiyah 1 Taman.

Discussion

- There was a significant development after the inquiry-based learning (IBL) method was applied to the descriptive text writing abilities of students in class XI Office Management at SMK Muhammadiyah 1 Taman. The average, which was originally between 2.00 and 1.50, has now increased to 3.00 to a perfect score of 4.00, and the results when researchers took the final score obtained an average of 86.55 in the post-test.
- This research is relevant to the study performed by **Syahrul (2019)**, which states that when it comes to teaching students how to write descriptive texts, Inquiry-Based Learning is incredibly effective.

Conclusion

- The results of this research can be seen as highlighting the application of Inquiry-Based Learning (IBL) methods to teach high school students how to create descriptive texts. The application of Inquiry-Based Learning (IBL) methods has an important influence on how well students can write descriptive texts. This is shown by the students' post-test scores increasing rapidly along with their critical thinking and exploration. Training students to think critically about questions can develop critical thinking skills, the ability to formulate relevant questions, and the ability to investigate independently. Teachers can also use Inquiry-Based Learning (IBL) methods to deliver learning material easily and reduce monotonous teaching methods.
- This has various benefits, including developing students' critical thinking, supporting diverse learning styles, and increasing students' enthusiasm for learning. This also makes it easier for teachers to present material in an interesting and new way. By using inquiry-based learning methods, students can improve their writing skills, ideas, and understanding of writing structure and style. As a result, this approach can be used in the curriculum to help students improve their abilities in descriptive writing.

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