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**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN
TEACHING WRITING NEWS ITEM TEXT
(A Case Study at the Eleventh Grade of a Senior High School in
Ciamis)**

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Abstract

This study was aimed at finding out teacher's way in teaching writing news item through Inquiry-Based Learning, its problems encountered by the teacher, and teacher's ways in overcoming it. A qualitative approach with the type of case study was utilized to collect the primary data involving an English teacher who taught news item text through IBL. Classroom observation and interview were the instruments in this research which were analyzed qualitatively. Based on the research findings, the writer found that the teacher used the steps in implementing IBL as suggested by Lee et al., (2004, p. 23) including planning, creating, processing, sharing and retrieving, and evaluating. The writer also found that the teacher encountered difficulties in guiding the students to find out the information in order to fulfill teacher's instructions by some questions generated in the white board. To solve that problem, the teacher encouraged the students to communicate intensively in their group. The findings suggest that IBL, as one of the approaches to teaching English, should be applied by the teachers in various ways with the reference to the steps in implementing IBL.

Keywords: *IBL, news item text, teaching writing*

INTRODUCTION

Writing is an activity to express and share our feelings. In English language teaching, writing is a skill that must be understood by the students. There are several kinds of text in English language teaching in the eleventh Grade of Senior High School; one of them is news item. Cooper (2010, p.45) defines News item as a text which tells what a person or a thing is like with the purpose of depicting and revealing a person, place, or thing particularly. Sometimes, students get difficulties in writing especially in writing news item. They feel difficult to express their idea to be a good news item, so sometimes they feel bored to learn it anymore. It is in line with Beare (2013) who clarified that many English learners find English writing much more challenging than learning to speak; and the written communication ability of advance level learners is much more slowly than spoken communications.

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 several studies on related topic, among others, study conducted by 1)Turkmen's (2009) entitled "An Effect of Technology Based Inquiry Approach on the Learning of „Earth, Sun, & Moon“ Subject; 2) Smith (2005) entitled "Experiencing the Process of Knowledge Creation: The Nature and Use of Inquiry-Based Learning in Higher Education"; and 3) Edelson (2000) entitled "Addressing the challenges of inquiry-based

learning through technology and curriculum design”. They investigate that Inquiry experiences accommodate students a valuable opportunities for students to make a better understanding in term of both content and practice scientifically. In addition, they pointed out that the teaching-Learning process of inquiry based learning has positive effect toward students’ understanding of the teaching material. They emphasized that the process of investigation toward subject constructed students’ understanding provided by step-by-step guidance question.

All of the previous studies conducted by the researcher are similar with the topic of Inquiry-Based Learning in teaching English. However, they did not pointed out the use of Inquiry-Based Learning in teaching writing news item text. Therefore, the writer was interested to investigate the use of Inquiry-Based Learning (IBL) in teaching news item text under the title “THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING WRITING NEWS ITEM TEXT (A Case Study at the Eleventh Grade of a Senior High School in Ciamis)”.

METHODOLOGY

This study used qualitative design in which case study was applied to collect the data because it investigated a recent phenomenon and context that were not evident, and used multiple sources of evidence (Gerring, 2004, p.1), and focused on a single phenomenon. The research participants were the entire English teachers of a senior high school in Ciamis consisting of an English teacher who taught writing skill through inquiry based learning and 24 students who learned news item text. They were selected by using purposive sampling technique because individuals and sites were selected intentionally to study or find out the focus of phenomenon (Creswell, 2008, p.214).

The primary data were collected through observation and interview. The use of multiple instruments was intended to apply a triangulation technique in order that the case study research was valid and correct in term of measure (Aramco, Harari, Harrison, &Lynn, 1982, p. 245). To be a valid instrument, the survey questions must measure the identified dimension or construct of interest (Ruane, 2005, p.4).

In analyzing the data from observation (video recording), the writer started watching the video from classroom observation, transcribing the data from video recorder, and

coding some information data regarding the research questions. By definition, coding is a way of condensing extensive data systematically setting into smaller analyzable units by categorizing and conception which is derived from the data (Sharon, 2004, p. 137). Evaluating the data is the next step done by the writer at which the writer analyzed how the teacher conducted teaching process in news item through inquiry based learning.

Interview was the last analysis done by the writer in this steps using the following steps: (1) Transcription, (2) Classification; (3) Identification of the main ideas expressing in each topic and the most important points in translation, (5) Excerpt of interview displayed (translated version) in data analysis, and (6) Conclusion.

FINDINGS AND DISCUSSIONS

Teacher's ways in teaching writing news item text through Inquiry-based learning

The classroom observation was conducted in four sessions in order to investigate teacher's ways in teaching writing news item text. The observation was conducted on 7th, 9th, 14th, 16th, March, 2018. To sum up, based on the data from classroom observation, the writer concluded that the teacher implemented the steps in implementing IBL as suggested by Lee et al., (2004, p. 23). The first is planning which was explicitly could be seen when the teacher encouraged the students to find out the information about the theme of news item given for each group by generated the questions in the whiteboard. The second one is creating that could be seen when the teacher guided the students to create the product in the form of descriptive text based on the theme given. The third step is processing which could be seen when the students worked in groups in order to find out the information to be presented in the PowerPoint. Furthermore, the next step is sharing and retrieving which could be seen when the students shared the information in their groups in order to fulfill the requirement given and each students in the groups gave corrections. Finally, the last step is evaluating that could be seen when the teacher asked the students to make the summary from each group presentation and gave correction to the students' performance in presenting PowerPoint slides.

The finding of this study has closely similar to previous study conducted by Turkmen (2009) entitled "An Effect of Technology Based Inquiry Approach on the Learning of „Earth, Sun, & Moon“ Subject". It was pointed out that inquiry-based teaching has often been taken analogically with 'problem-solving, laboratory instruction, project-based

learning, cooperative learning and discovery instruction” (p.3). However, teacher’s ways in implementing IBL in the teaching-learning process, the teacher’s problems in implementing IBL, and how the teacher solves the problem were not pointed out.

Moreover, this study fills that gap by investigating the issues above. In addition, this section also discusses about the process of writing, teaching news item text based on English syllabus for senior high school, the model of Inquiry- Based Learning (IBL) applied by the teacher, and the components of IBL found by the writer in the teaching - learning process.

The problems encountered by the teacher in implementing Inquiry-based learning

The data from interview and classroom observation concerned the problems encountered by the teacher in implementing IBL in teaching writing news item text. The writer concluded that the teacher had two problems in implementing IBL. The first problem encountered showed that the teacher had to guide the students to find out the information needed for their data. The second problem was about helping the students in arranging the information needed. This problem may arise from the students who had a very low interest, curiosity, and critical thinking ability which were contrast to what has been said by Paula (2006).

Teacher’s ways in overcoming the problems in implementing Inquiry-based learning.

Teacher overcame the problem based on the problem arose. To sum up, it could be concluded that the teacher solve the problems in implementing IBL by encouraging the students to solve the problems in finding out and arranging the information needed for students’ investigation in news item text. In this case, the teacher encouraged the teacher by supporting the students to work cooperatively in their group in order to create student engagement in solving the problems. The teacher’s solution linked to constructivist approach as suggested by Prince and Felder (2006, p. 118) who state that Inquiry- based learning derives from a constructivist approach.

CONCLUSION AND SUGGESTION

This study has successfully investigated teacher’s ways in teaching writing news item

through Inquiry-Based Learning, the problems encountered by the teacher in implementing Inquiry-Based Learning, and teacher's ways in overcoming the problems in implementing Inquiry-Based Learning. Furthermore. The data resulted from the instruments used in this study consisting of classroom observation and interview that created three major conclusions presenting as follows.

In responding to the first research question on teacher's ways in teaching writing news item through Inquiry-Based Learning, the writer found that the teacher did the activities or some steps that are relevant with the implementation of IBL in teaching writing news item text. The writer concluded that teacher's ways in implementing IBL in teaching writing news item text was relevant with the theory from Lee et al., (2004, p. 23) including planning, creating, processing, sharing, retrieving, and the last evaluating.

Furthermore, concerning teachers' problem and solution in implementing IBL in teaching-writing news item text. In particular, dealt with the difficulty in guiding the students to arrange and find out the information needed to support the students' investigation regarding the theme about news item text that had to be presented by the students, may arose from students' low interest and curiosity that led the teacher to applied constructivist approach. It implied that the students must be encouraged to communicate intensively with the other member of groups in finding out the information needed and to arrange the information to fulfill the requirement given by the teacher in implementing IBL.

Referring to the aforementioned conclusions, the writer gives some suggestions to teachers, students and further researchers who intend to conduct research in the related topic. For the teachers, the use of various techniques, methods and approaches have to be applied in their teaching learning process to provide the students new situations in teaching learning process. In addition, IBL as an approach in teaching English should be applied by the teachers in such a way referring to the step of IBL implementation. For the students, the writer suggest that the students have to study hard to achieve maximal achievement in learning process. Finally, based on the weakness of this research that did not point out specific factors influencing IBL, the writer recommends that further researchers investigate students' perception about the implementation of IBL in the teaching-learning process.

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