

Teacher Perception on Inquiry- Based Learning Interaction in Teaching Writing

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui persepsi guru tentang interaksi pembelajaran berbasis inkuiri (IBLI) dalam pengajaran menulis. Proses persepsi menggunakan teori dari Robbins (2003) terdiri dari 3 aspek yaitu penerimaan, pemahaman, dan evaluasi. Metode penelitian ini menggunakan desain studi kasus. Instrumen penelitian adalah Checklist observasi dan pedoman wawancara dari dua orang guru sebagai partisipan. Teknik analisis data yang digunakan adalah deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa pembelajaran berbasis Inkuiri membantu guru lebih kreatif dan inovatif dalam proses belajar mengajar menulis. Hal ini terlihat dari hasil wawancara yang menunjukkan bahwa, satu guru sebagai kategori sangat mempersepsikan interaksi pembelajaran berbasis inkuiri atau persepsi yang baik dan guru lainnya berpersepsi sedang dalam interaksi pembelajaran berbasis inkuiri atau persepsi biasa.

Kata kunci : *Kemampuan Menulis, Pembelajaran Berbasis Inquiry, Persepsi.*

Abstrak

The aim of this study was to know teachers' perceptions of inquiry-based learning interaction (IBLI) in teaching writing. The process of perceptions using the theory from Robbins (2003) consists of 3 aspects namely acceptance, understanding, and evaluation. This research method used a case study design. The research instruments were observation Checklist and interview Guideline from two teachers as participants. The data analysis technique was a qualitative descriptive. The results of this study indicated that Inquiry-based learning aided the teachers were more creative and innovative in teaching and learning writing process. It was seen based on the interview result showed that, one teacher as category was highly perceived inquiry-based learning interaction or good perception and another teacher was moderately perceived inquiry-based learning interaction in teaching writing or ordinary perception.

Keywords: *Writing skills, Inquiry-based learning, Perception.*

INTRODUCTION

One of the skills that should be learned in the English language is writing. Writing is a process of expressing ideas and feelings in the sentence. Writing is language process that aimed to deliver the information through written communication. According to Richards & Renandya (2002) stated that writing is not only generating and organizing ideas but also translating these ideas into readable text. Writing is one of the difficult skills, some problems happened in the learning, such as, students lacked of ideas, and students lacked of motivation in writing, It was supported by Braine & Yorozu (1998) stated that the writing skill is more complicated than other language skills because writing needed of thinking process . Writing is one of the ways of communication with others with explanation the meaning, purpose, and process of communication with people to share information in writing. Boardman & Frydenberg (2008) stated that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.

One of a proper strategy that could be used for teaching writing is through Inquiry Based Learning. Graham & Perin (2007) state that inquiry activities engage the students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task. It is a kind of teaching technique that helps the students to develop their writing ability because the students can observe immediately the object of learning. Inquiry- based learning is an effective method to improve students' writing skills because this method could make the students more independent to find their problem solving and teaching writing will be more effective because this method could develop students' critical thinking. By using the inquiry Based learning interaction the teachers become facilitators to give materials and then students manage this subject through observations, analyze data, formulate problems, collecting data and learn to be responsible.

Literature Review

A. Inquiry-Based Learning Interaction

Inquiry is direct interaction process that involves the students as the learning center in the classroom. In application of inquiry the students as the learning center in the classrooms, the teacher only provides direction or questions to students; this method is used to build the student's critical thinking and students problem solving in learning. Inquiry- based learning as a form of active learning in which students taken an intense role in learning. Inquiry- based learning is an approach that encourages students to learn through engagement in a real problem, Ghaemi & Ghazi (2017). In inquiry process, students often carry out a self-directed, partly inductive and partly deductive learning process by doing experiments to investigate the relations for at least one set of dependent and independent variables Wilhelm & Beishuizen (2003). In Inquiry based learning the students behave like scholars, using accepted methods of inquiry to answer the questions or their faculty design Gonzalez (2013). The Implementation of Inquiry-Based Learning Based on A maker centered 5E learning cycle cited in Rodriguez & Harron (2019) consist of: 1. Engagement, 2. Exploration, 3. Explanation, 4. Elaboration, and 5. Evaluation.

B. Writing Skills

Writing is one of the ways to transmit thoughts or ideas to other people through written communication. Writing also is a skill that used to convey the ideas, feeling and our thoughts in the form of a symbol. According to Wagiyo & English (2018) writing is an activity of expressing the ideas through the signs or symbols in written form. Futhermore Brown (2001) stated that writing is figuring out meaning and put it into language. Therefore, writing is a communication tool or written language that used to express the ideas, feelings or reality written into the sentence. Analytic Scale for rating composition tasks Brown & Bayley, (1984) cited in Brown, (2010) there are five aspects for assessing writing namely; content, organization, vocabulary, syntax, and mechanic.

C. Perception

Perception is the process of interpretation and analysis about reaction and interpretation of stimuli from around us. According to Johns & Saks, (2019) state that perception is approaches of interpreting the messages of our senses to provide order and meaning to the environment. While Adediwura & Tayo, (2007) state that perception may be energized by both the present and past experience, the individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception. According to Robbins (2003) mentioned that there are three indicators of perception.

1. Acceptance

The process of acceptance is indicator of perception in physiology stage; it's about the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five sense, both sight, hearing, smell, tasting individually or together.

2. Understanding

After the images or impressions occur in the brain, the picture is organized, classified, compared, and interpreted so that understanding is formed. However, the result of analysis is subjective or different for each individual.

3. Evaluation

Evaluation is stimulus from the outside that has been grasped by the sense and evaluated. Individuals compare the understanding that has just been obtained with the criteria or norms that they have subjectively.

METHOD

A. Research Design

This research design was qualitative case study. A single – case study design is analogous to a single experiment and many of the same condition that justify choosing a single experiment also can justify a single case study Yin (2018). Thus, single case study say to have its origins in qualitative approaches. Qualitative research explores attitudes, behavior and experiences through such methods as interview of focus group Dawson et al (2006).

B. Research Participant

The location of this research was SMA Negeri 3 Soppeng which was located on Jl. Dare Ajue Kecamatan Donri- Donri Kabupaten Soppeng. This research would apply a purposive sampling technique to get the data. The research participants of this research were an English teachers and students. In this case the researcher would interview 2 English teachers and 10 Students. Beside that select 2 classes to observe the impact and implementation of using inquiry based learning on students' writing class.

C. Research Instrument

In orders to achieve the purposed and answered the research questions from chapter I, the instruments of this research would be observation checklist and interview guideline.

1. Observation Checklist

In this research, the researcher used non – participant observation. This instrument used to answer the research questions one and two concerning the implemented Inquiry Based Learning in teaching writing an EFL Classroom and the Impact of Inquiry Based Learning in teaching writing. Observation would be used to describe existing situation and activities in the classroom and provided the information to answer the research questions about how the Inquiry based learning is implemented by teachers in teaching writing in EFL classroom at SMAN 3 Soppeng.

2. Interview Guideline

The main instrument of this research was interview guideline. The researcher would conduct some interviews. The interview would be used to find out the teachers and students perceive on Inquiry Based Learning Method, the implementation of Inquiry Based Learning Method and the impacts of Inquiry-based learning Method in teaching writing. It would be delivered in Bahasa Indonesia to avoid misunderstanding between interviewee and interviewer and making the participants was easier to answer the question. It would be recorded using a voice recorder.

D. Procedure of Collecting Data

The procedure of collecting data uses the following steps:

1. Observation Checklist

The first step was the researcher used observation checklist to observe Inquiry– Based Learning in Teaching Writing. Total was five times classroom observation.

2. Interview guideline

The second, the researcher would interviewed two teachers about the use of Inquiry-Based Learning in the classroom activities. The researcher would be conducted the interview on June 29th 2021.

E. Technique of Data Analysis

In this study, the researcher analyzed the data using as supported by Miles and Huber man (2014), the data analyzed consists of three concurrent flows of activities, and those are: data reduction, data display, data conclusion and drawing/ verification. Firstly, the researcher would collect the data through observation and interview the teachers at Senior high school 3 Soppeng. The researcher would observe the teacher teaching in the classroom for collecting data of the used of

Inquiry- Based learning method in teaching writing and doing interviewed to get the data.

1. Data Reduction

Data reduction it means summarizing, chooses the basic things, focusing on important things, look for them and patterns, Sugiyono (2014). In qualitative data involves data reduction the researcher collected the data through observation and interview. The researcher then transcribes the data. In the result of the data would be reduced and organized by coding, and discarding irrelevant data.

2. Data Display

The second main flow of the analysis activity is the data display. In general, data display is an organized, compressed, assembly of information that permits conclusion drawing and the action, Miles and Huberman (1994). In the process of data display, it was based on the formulation of the research problems. The formulation of the research problems are: 1. How did teachers perception on the use of inquiry based learning in teaching writing?

3. Data Condensation

Data condensation deals with the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcript, documents and other empirical materials. By condensing, the researcher would make data stronger. Besides, the data condensing or transforming process continues after the fieldwork was over until a final report is completed.

4. Data Drawing and Conclusion

The fourth is drawing conclusions and verification. From the outset of data collection, qualitative analysts interpret what was meant by noting patterns, explanations, causal flows, and propositions, Miles and Huberman (1994). At this stage the researcher would draw and concludes the data based on data condensation and data display that had been done previously. However, researchers would still need to double-check the data so that there would be no errors in analyzing the data.

FINDING

Teacher's Perception on use of Inquiry – Based Learning in Teaching Writing.

a. Teacher 1 highly perceived inquiry

1. Teacher Acceptance

- **What do you think of Inquiry – Based Learning in teaching writing?**

Extract 1

"Inquiry-based learning method is a good method. This method helped me more competent in teaching writing. I don't explain any more the material but the students analyzed own self about the theme of the writing. This method improved the student's interaction in learning writing.

- **What is your opinion about Inquiry-Based Learning method make students active in the classroom?**

Extract 2

"Yes", inquiry-based learning method makes the students more actives. This method is easier for students to think creative and this method taught us to teach not only in the classroom but outside the classrooms. From the method there were interaction learning between outdoor classroom and in the classroom so that created the enjoyed teaching and learning process.

- **How do you experience of using inquiry-based learning method in teaching writing?**

Extract 3

My experience after teaching inquiry method was good. This method help me in teaching because I am not difficult to explain my material, I only give direction for students and students more active to look for the subject about their learning.

Based on the teacher 1 perceived that, Inquiry-based learning was a good method in teaching writing. This method helped the teacher to be competent in teaching writing and helped the teacher in building the students' responsibility in learning and also makes the students who were initially passive to active. In additional, the inquiry-based learning method produce the

students were more productive in writing than before using inquiry-based learning method. Through inquiry method the creative interaction in the classroom would happen because there were feedback in teaching between teacher and students.

2. Teacher Understanding Inquiry

- **Do you understand well how to implement Inquiry-Based Learning Method in teaching writing”?**

Extract 4

I am little understand, this method is good and enjoyable for me as a teacher.

- **Does the use of inquiry method improve the students writing score?**

Extract 5

When I apply inquiry method in writing class I found many progress from my students, Alhamdulillah my student scores was higher than before, for the first my students got 65-70 score and after our school apply this method, the students got 75-85.

- **Do you recognize well how to perform each inquiry-based learning method in your class?**

Extract 6

Yes”, Inquiry-based learning is a method that provides opportunities for teachers and students more real in teaching and learning. The students were doing real interaction such as doing observation about the written topics.

Based on the teacher's response, teacher 1 perceived that the implementation of inquiry-based learning facilitates the teacher to build critical thinking in teaching writing. This method focuses on exploration problems in teaching so that teaching writing was preferable and more real for students. The application of Inquiry method showed real interaction because the students made direct observations.

3. Teacher Evaluation Inquiry

- **How do you evaluate that inquiry method is a good or not in your writing class?**

Extract 7

There are several ways that I do to evaluate that inquiry method is good or not. One of them is giving writing text. I compared the students result test before using inquiry method and after using inquiry method.

- **What are the benefits of Inquiry-Based learning Method?**

Extract 8

“I think inquiry method gave benefits for as, as a teacher and as a students because this method exercise the material would be independent, as a teacher i can be easily to analyze my students because from their project written. I could be easily where was my student understand well where was my student not.

- **Based on your experience, Does Inquiry-Based Learning Method improves the students writing skills?**

Extract 9

I had applied this method since 2 years ago and based on my experience, i think this method was good to apply in teaching. There is direct interaction between teacher and students because as a teacher if i found my students got lower score especially in writing i could give same project and using discussion groups to handle the problems.

Based on the teacher 1 perceived, one of the aims of this study evaluate the teacher’s perceptions about the inquiry method in teaching writing. The evaluation process helped the teachers to know her student's skills and student’s ability in learning. The teachers are easier to give value to students based on the student’s activity in the classrooms. Therefore, evaluation was a measuring tool for achieving students’ goals in learning. From the extract above it could be concluded that the teacher 1 was highly perceived about the application of inquiry-based learning method in teaching writing at SMAN 3 Soppeng.

b. Teacher 2 moderately perceived inquiry

1. Teacher Acceptance Inquiry

- **What do you think about inquiry-based learning method?**

Extract 10

“So far I applied inquiry methods; I think is a good method in teaching writing. This method was effective to design my material. My material is more varied and makes a fun”.

- **What is your opinion about Inquiry-Based Learning method make students active in the classroom?**

Extract 11

Yes, after i apply inquiry method the students are more active in writing than before using inquiry method.

- **How do you experience of using inquiry-based learning method in teaching writing?**

Extract 12

So far i apply inquiry-based learning method in writing, i feel so good but the application of a learning method there must be drawbacks, including the inquiry method, My experience as a teacher some of students can't apply this method because this method fully use students' abilities in learning.

Based on the teacher 2 perceived that inquiry-based learning method was good method because focus on the investigation problems in learning. This method encouraged the teachers to develop their writing material. This method was good in developing ideas into writing because this method not only focus on the information from the books but more than that this method helped the teacher to think progress and created new things, so that the material easier to receive by students. In inquiry-based learning method, the teachers as stimulus and guide in learning. This method helped the teacher to design the material so the material became attractive. In addition the inquiry method does not completely have positive impacts on students' writing; some of students were still confused when the teacher applies the inquiry method.

2. Teacher Understanding Inquiry

- **Do you understand well how to implement Inquiry-Based Learning Method in teaching writing”?**

Extract 13

When I said understand well, I said not but I think Inquiry-Based Learning is good method in teaching writing. The application of this method, created productive skills, increased the motivation in learning because the inquiry method not only focuses on the teaching and learning process in the classroom but in the outdoor classroom too.

- **Does the use of inquiry method improve the students writing score?**

Extract 14

Yes, I think this method improve the students writing skills, but I sometimes inquiry method make the students stress because this method need high intelligence and critical thinking in learning.

- **Do you recognize well how to perform each inquiry-based learning method in your class?**

Extract 15

To be honest, I little understand about this method, as a teacher I am overwhelmed in teaching because this method spend much time and we must know our time in teaching and learning process at school only 1 x 45 minutes.

Based on the teacher 2 perceived that, inquiry method need much time on the application in the classroom. In application of this method, the learners need much time to explore, analyzed the topic before finishing the jobs. There was no interaction in learning because the time was not enough.

3. Teacher Evaluation Inquiry

- **How do you evaluate that inquiry method is a good or not in your writing class?**

Extract 16

Evaluation is a process of determining the level of achievement of learning. The evaluation process in the inquiry method affects students' mental learning. Every student does not have the same abilities, some of them easier to receive the materials, and some of them too difficult to receive the application of inquiry.

- **What is the benefit of inquiry method do you feel in teaching writing?**

Extract 17

"So far so good but this method is not maximal in application in the classroom. Inquiry method need much time to do observation about the topic and one of the solutions I give for my students is doing homework or doing group discussion about the topic who will explain".

- **Based on your experience, Does Inquiry-Based Learning Method improves the students writing skills?**

Extract 18

I feel this method give benefit for students because through the students more active in giving the question, active discussion, and independently in learning.

Based on the teacher 2 perceived inquiry stated that, Inquiry Method is good method in teaching writing because make it easier for teacher and students in learning process. For teacher, the teacher is not full explaining the material or teacher center in the classroom. The teacher is only focus to accompany the students in learning. For students, they are focus to learn independent.

DISCUSSION

Teacher's Perception on the use of Inquiry-Based Learning Interaction in Teaching Writing.

1. Highly Perceive Inquiry Method.

This part discussed teachers' perception about inquiry-based learning interaction in teaching writing at SMAN 3 Soppeng. The researcher specified the discussion by concerning in three aspects in perception according to Robins (2003). Namely are acceptance, understanding and evaluation. On the category of acceptance the teachers believed that inquiry-based learning was a good method in improving the students' writing skills. Inquiry-based learning is suitable to be adapted in writing class because inquiry-based learning is able to improve and stimulates students' writing skills so that the students to be more creative and active to express their ideas. This is in line with the study conducted by Lestari (2011) which stated that inquiry-based learning was good method in teaching writing since it was a good stimulant for students in writing. Inquiry-based learning was emphasized on the ability to think and learning independently. It is supported by Husni (2020) who said that inquiry-based learning method makes the students more diligent, enthusiastic, and happier to find new knowledge.

The second aspect is about understanding. In the process of the research, the application of inquiry-based learning method made the teachers understanding more deeply, how to teach writing properly and correctly. Wulandari (2019) stated that inquiry-based learning method is an effective method in teaching writing. Inquiry method influenced the teacher understanding in learning. Inquiry-based learning method is the appropriate teaching writing, this method which is used in the writing class so that it can help the teacher to develop their teaching, Nurtalina (2013).

Inquiry-based learning interaction influenced the student's critical thinking. It is supported by Garcia & Pintrich (1992) who said that critical thinking has an important use for transfer of knowledge and application of problem solving skills to new situations. Inquiry-Based Learning engages students mind and how to manage their problems especially in writing and writing is one of hard skill in languages, therefore the teacher serves as a tool of arousing interest and curiosity students with internet media owned by students. It is supported by Ghaemi & Ghazi, (2017) inquiry-based learning

is an approach that encourages learning through engagement students in learning. Last category in perception is evaluation; Evaluation helped the teacher to know the skill and the understanding from the learners. Evaluation was given based on the results of students writing text to know the level of students understanding well about the topic. It is supported by Klimova (2011) evaluation on the other hand, occurs when a mark is assigned after the completion of a task, test, quiz, lesson or learning activity.

2. Moderately Perceive Inquiry Method.

In discussion will also explain three aspects on perception. In acceptance aspect the teacher perceived that inquiry-based learning method is a good method of developing writing skills in learning. Inquiry method also helped the teacher to explain the material quickly. On the other hand, not all teachers understand how to apply inquiry method. Some teachers overwhelmed to design their material because they are comfortable to learn based on their skills. This is in line with the study conducted by Witt & Ulmer (2010) stated that students who were taught with the more traditional approach tended to score higher on content knowledge assessments than students taught with other methods.

In understanding aspect the teacher 2 stimulates the students to think creative and encourage the student's critical thinking. Critical thinking is needed to build the students ideas in writing. This is in line with the study conducted by Branch & Solowan (2003) Inquiry-based learning, which is a student-centered approach focusing on the asking of questions, critical thinking, and problem-solving, enables students to develop skills. Therefore, this method helped the students to find solution in writing. Writing is one of hard skills; therefore inquiry based learning method as a good method to improve the students writing skills. It is supported by Wale & Bogale (2021) who said that inquiry-based writing instruction were able to produce essays that addressed task achievement, coherence and cohesion, lexical resource, grammatical range and accuracy. Thus, inquiry method helped the teacher to design the writing material.

In evaluation process this method encourages the teachers to evaluate the student's performance in writing. According to Gultom (2016) who said that evaluation is procedure of knowing whether or not the teaching and learning process have been done by the teachers effectively and properly by knowing whether the indicators, the materials, the learning strategies and test items are in agreement with the competencies, the learners and the learning situation. The evaluation can be obtained from the mid semester and the final semester scores. From the results of student's scores in writing the teacher could do many things were likes motivation, paper, portfolio and homework.

CONCLUSION

Based on the discussion, Inquiry-based learning interaction (IBLI) showed that teaching and learning process in writing classroom were more creative and innovative for students and teacher at SMAN 3 Soppeng. Inquiry-based learning Interaction (IBLI) provided the students to thinking independent and provided the room for students to explore their mind. Inquiry method was also giving the opportunity for teacher to be easier to manage the material in the classrooms. The teacher acted as a guide for students in learning.

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