

CHAPTER 1

INTRODUCTION

A. Background of the Study

In the context of education at SMP Plus Ja'al Haq, one of the prominent problems is the lack of variety in teaching methods. Research highlights that the selection of appropriate learning strategies is crucial to achieving learning objectives (Lutvaidah, 2015), and teachers' inability to choose appropriate methods can hinder the overall teaching and learning process (Sugihartono et al., 2013). Writing, as a skill, is essentially a complex skill because it requires not only sentence construction but also the ability to communicate ideas effectively. At Ja'al Haq Plus Junior High School, many students have difficulties in organizing narratives and showing creativity in their writing. Research shows that conventional teaching approaches often fail to actively engage students in the writing process, resulting in low motivation and suboptimal writing performance (Graham & Perin, 2007). Therefore, the need for innovative teaching strategies that encourage participation and critical thinking has become increasingly urgent.

Based on observations conducted for one full month in October 2024, many students at SMP Plus Ja'al Haq Bengkulu City face difficulties in writing narrative texts. Several common issues include insufficient understanding of narrative text structure, challenges in organizing ideas, and

low motivation to engage in writing activities.. This suggests the need for a more effective learning approach to improve students' writing ability. many teachers at Ja'al Haq Plus Junior High School. This causes students to feel bored and less involved in teaching and learning activities. Research by Djamarah and Zain (2014) emphasizes the importance of variation in learning methods to meet students' various learning styles.

In addition, the lack of use of innovative learning media is also an inhibiting factor. Effective learning media can improve student understanding and make the learning process more interesting (Slameto, 2010). However, at Ja'al Haq Plus Junior High School, many teachers have not utilized learning media optimally, making the classroom atmosphere less dynamic and interactive. This results in low student scores, which are often only measured by written assignments without considering their writing skills. Learning media has an important role in achieving educational goals. Through the integration of diverse media, teachers can facilitate a better understanding of the material among students. Research indicates that the integration of ICT-based instructional media can improve the effectiveness of teaching while creating a more interactive and participatory learning atmosphere.

Writing is a complex process that involves critical thinking, creativity, organization of ideas, and mastery of

grammar and vocabulary. Therefore, writing skills cannot be acquired instantly, but through consistent practice and appropriate learning methods. Good writing skills will greatly help students in conveying messages clearly and interestingly, especially in writing narrative text which requires students to be able to compose stories with a logical and interesting plot.

A range of instructional strategies can be implemented in teaching, especially in writing instruction, one of which is the Inquiry-Based Learning (IBL) method. This method promotes active student involvement by encouraging them to explore questions and discover answers through investigation. Evidence suggests that this approach can significantly enhance students' writing proficiency, especially in crafting narrative texts. Research involving eighth-grade learners indicated that those who were taught using IBL showed notable improvements in narrative writing skills compared to peers who were instructed through conventional methods (Daulay et al., 2023).

By implementing IBL, students move beyond passive learning from teacher explanations and become directly involved in their educational journey, thereby improving their speaking abilities. Students are encouraged to ask questions and explore topics of interest, which leads to deeper understanding and retention of knowledge. Research indicates that when students are actively involved in their

learning, they are more likely to develop critical thinking skills and confidence in their writing abilities (Bakar et al., 2019).

From the discussion above, it can be concluded that the challenges in teaching writing at SMP Plus Ja'al Haq—such as the limited variation in teaching methods, minimal utilization of innovative learning media, and reliance on traditional approaches—have contributed to students' low motivation and weak narrative writing skills. Findings from research and classroom observations indicate that implementing the Inquiry-Based Learning (IBL) approach can greatly enhance student engagement, creativity, and writing performance, particularly in composing narrative texts. Consequently, adopting innovative strategies like IBL is essential to create a more effective, interactive learning environment that supports the optimal development of students' writing abilities at SMP Plus Ja'al Haq.

B. Identification of the Problem

Based on the background of the problem as describe above, the problem identification is as follows:

1. Lack of Engagement in Writing Activities

Many eighth-grade students at SMP Plus Ja'al Haq exhibit low motivation and engagement during writing lessons. Traditional teaching methods often rely heavily on rote memorization and direct

instruction, which can lead to disinterest and a passive learning experience. As a result, students may struggle to express their thoughts creatively or develop their unique narrative voices, hindering their overall writing proficiency.

2. Insufficient Understanding of Narrative Structure

Students often demonstrate a limited understanding of the elements that constitute effective narrative writing, such as plot development, character creation, and thematic expression. This lack of comprehension can result in poorly structured narratives that fail to engage readers. Without a solid grasp of these foundational concepts, students may find it challenging to organize their ideas logically and coherently, leading to frustration and diminished confidence in their writing abilities.

3. Limited Opportunities for Collaborative Learning

Lack of collaborative learning activities in the writing process may hinder students from developing crucial skills like providing peer feedback and engaging in critical thinking. At SMP Plus Ja'al Haq, students may not have sufficient chances to work together on writing tasks or share their narratives with peers for constructive criticism. This lack of interaction can stifle creativity and limit exposure to

diverse perspectives, ultimately affecting the quality of their narrative writing.

C. Limited of the Problem

This research establishes certain boundaries to maintain a clear focus and depth of analysis. Firstly, the scope is confined to the implementation of the Inquiry-Based Learning (IBL) approach, excluding other instructional strategies such as traditional or project-based learning. Secondly, the participants of this study are limited to eighth-grade students at SMP Plus Ja'al Haq Bengkulu City, implying that the findings may not be applicable to learners from other grade levels or educational institutions with different characteristics.

D. Research Question

Is there an effect of Inquiry Based Learning (IBL) method in enhancing writing ability in narrative text of students at SMP Plus Ja'al Haq Kota Bengkulu?

E. Research Objective

Based on the research question the aims of this study is to determine whether there is an effect of the Inquiry-based Learning (IBL) method in improving students' writing skills in narrative text at Ja'al Haq Plus Junior High School Kota Bengkulu.

F. Significance of the Study

1. Theoretical

The IBL method fosters students' critical thinking skills by encouraging them to ask questions, analyze data, and formulate hypotheses. This aligns with the overarching educational objective of shaping individuals capable of analytical and critical thinking when addressing problems..

2. Practical

There are several practical benefits to this research, which are as follows:

a) Teachers

The implementation of Inquiry Based Learning (IBL) provides various significant benefits for teachers, including improving teaching skills and facilitating diverse learning. Through the application of this method, teachers can foster an engaging and dynamic classroom atmosphere that motivates students to inquire and explore, thereby enhancing their critical and creative thinking abilities. In addition, this method increases students' motivation and engagement in the learning process, which in turn gives teachers satisfaction when they see students' progress. IBL also encourages students to become

independent learners, assisting teachers in managing the classroom better as students become more responsible for their own learning process.

b) Students

Inquiry-Based Learning (IBL) facilitates the development of students' critical thinking by motivating them to raise questions and independently seek answers. This method makes learning more interesting and increases students' motivation as they are actively involved in the learning process. In addition, IBL also develops communication and cooperation skills, as students often work in groups to discuss their ideas.

c) The Next Researchers

First, Inquiry Based Learning (IBL) method can be an interesting research model to explore further, especially in the context of improving students' writing and critical thinking skills. Researchers can dig deeper into how this method affects students' learning motivation and academic outcomes, as well as the factors that support or hinder its implementation in the classroom. Secondly, further research can help identify the most

effective teaching strategies in implementing IBL, so that teachers can be better prepared and trained to use this method optimally. Thus, IBL not only benefits students and teachers, but also opens up vast research opportunities for academics and educators.



CHAPTER II

LITERATURE REVIEW

A. Conceptual Description

1. Inquiry Based Learning (IBL)

In this section, the Inquiry Based Learning (IBL) method will be explained, explaining the meaning in detail, what the function of this method is in learning, and how the steps in using this method.

a. The Defenition of Inquiry Based Learning (IBL)

Inquiry-Based Learning (IBL) is an instructional approach that prioritizes students' active participation in the learning process through investigation and exploration. Brown (2000), in his book *Teaching by Principles*, asserts that learners who apply this strategy tend to become more effective language learners. This method encourages students to be more engaged in class, increasing their motivation to pay attention and participate actively in lessons, as they feel a sense of control over their language development. Evidence from research and post-test results after multiple treatments shows that students who consistently apply the principles of IBL tend to achieve higher levels of classroom participation and improved performance. This indicates that learners play a central role in the IBL approach, as the outcomes of the learning process are largely

determined by their own efforts. Ultimately, the success or failure of teaching and learning activities within this framework depends on the students themselves.

Inquiry-Based Learning (IBL) refers to a teaching and learning approach that fully engages students' abilities to explore and investigate systematically, critically, and logically through proper analysis, enabling them to formulate their own conclusions (Fatkhriyah, R. Y., 2019). As an instructional method, IBL promotes active student participation by encouraging them to ask questions, carry out investigations, and seek solutions. This approach emphasizes not only the acquisition of knowledge but also the development of critical and analytical thinking skills essential for addressing real-life challenges. Research suggests that learners involved in IBL exhibit a deeper conceptual understanding (Brandon & Houghton, 2015).

IBL is a process that involves students in active inquiry to discover knowledge. They outline several phases of inquiry, including orientation, conceptualization, investigation, conclusion, and reflection, all designed to stimulate students' curiosity and enhance critical thinking skills (Pedaste et al., 2015). Zion and his colleagues explain that IBL can be

categorized into various levels, ranging from structured inquiry to open inquiry. They emphasize that each level has unique characteristics regarding the roles of students and teachers, with the primary goal of increasing student engagement in the learning process (Zion et al., 2007).

In a recent study, Halimah found that implementing the IBL model significantly enhances students' critical thinking abilities. She highlights that this model motivates students to actively identify issues and cultivate critical as well as creative dispositions toward learning (Halimah Ful, 2024). IBL is not merely a teaching strategy but a mindset toward life, reflecting students' active participation in addressing problems and seeking realistic, strategic solutions (Intel Teach Essentials Courses, 2013). The IBL process consists of five stages: asking, investigating, creating, discussing, and reflecting (Escalante, 2013).

Inquiry-Based Learning is a teaching method that educators can utilize to enhance speaking skills. This method centers the learning process around students' inquiries, ideas, and observations (CBS, 2013). As stated by Scardamalia (2002), in IBL settings, teachers play a proactive role by cultivating a learning environment where students' ideas are

respectfully questioned, analyzed, improved, and seen as evolving contributions. This process guides students from a state of curiosity to one of deeper understanding, while encouraging further inquiry. Kuhlthau, Maniotes, and Caspari (2007) assert that inquiry involves more than merely responding to questions or finding correct answers. It encompasses activities such as investigation, exploration, searching, questioning, researching, and studying. This process is further enriched through engagement within a learning community, where individuals gain knowledge from one another through social interaction.

Numerous studies have explored the application of Inquiry-Based Learning (IBL) strategies across various English language skills, including listening, reading comprehension, and writing. Although the literature supports the effectiveness of IBL in language teaching, its implementation in enhancing writing skills remains a significant area of interest. This consideration serves as the primary focus of the present study, which aims to examine the impact of IBL strategies on students' speaking proficiency.

b. The Function of Inquiry Based Learning (IBL)

Inquiry-Based Learning (IBL) is widely acknowledged as an effective approach for enhancing students' speaking abilities. Setiawan and Royani (2013)

emphasize that IBL fosters active student engagement in the learning process through inquiry, which plays a crucial role in improving their language proficiency, particularly in writing.

Key Functions of IBL in Improving Speaking Skills:

- 1) **Active Participation:** IBL creates an environment where students are encouraged to ask questions and seek answers, which improves their verbal communication skills. As they engage in discussions and collaborative activities, they practice speaking in a supportive atmosphere, thus improving their fluency and confidence.
- 2) **Critical Thinking and Expression:** The inquiry process requires students to think critically about the topics they explore. This critical engagement not only helps them express their thoughts more clearly but also encourages them to convey their ideas and opinions effectively during discussions.
- 3) **Motivation and Engagement:** The practical nature of IBL increases students' motivation and engagement, making them more willing to participate in speaking activities. When students are interested in the topic of inquiry,

they are more likely to express themselves verbally and share their findings with others.

c. Steps for Implementing Inquiry-Based Learning

1. Orientation

This initial step involves creating a conducive learning environment. The teacher introduces the topic, outlines the learning objectives, and prepares students for the inquiry process. It is essential to engage students' interest and motivate them to explore the subject matter further.

2. Formulating Problems

Students are guided to identify and articulate problems that require investigation. This can be done through engaging demonstrations or intriguing questions that stimulate curiosity. The goal is for students to frame their inquiries in a way that encourages exploration and critical thinking.

3. Formulating Hypotheses

In this phase, students generate preliminary hypotheses or potential answers to the problems they have identified. Teachers should encourage students to express their ideas freely and provide support in refining their hypotheses through guided questioning.

4. Data Collection

Students actively gather information necessary to test their hypotheses. This step is crucial for developing intellectual skills as students learn to utilize various resources and methods for collecting data, such as experiments, surveys, or literature reviews.

5. Testing Hypotheses

Students analyze the collected data to evaluate their hypotheses. This involves comparing their initial assumptions with the evidence gathered, fostering rational thinking and encouraging honesty in assessing their findings.

6. Drawing Conclusions

Finally, students summarize their findings based on the data analysis and present their conclusions. This step allows them to communicate their results effectively, either through presentations or written reports, reinforcing their understanding of the inquiry process.

2. The Definition of Writing Ability

a. Writing Ability

Jeremy Harmer (2007), in his book *The Practice of English Language Teaching*, defines

writing as the capability to express thoughts, feelings, and ideas clearly and meaningfully through written text. Harmer emphasizes that writing is not merely a mechanical process but involves several stages that contribute to producing coherent and meaningful text.

Brown highlights that writing is a multifaceted cognitive process encompassing several stages such as planning, drafting, revising, and editing. He explains that writing demands not only mastery of the mechanical components of language but also the capacity to structure and convey ideas with clarity (Brown, 2001). Writing is seen as a productive skill that allows individuals to convey messages indirectly and engage with their audience through written text. According to Silaban (2017) writing as not just a means of expressing thoughts or feelings but also a way to convey knowledge and experiences through written language. This definition highlights the broader implications of writing as a tool for sharing knowledge and insights.

Writing is considered a productive and expressive language skill utilized for indirect communication. Tarigan (2008) emphasizes that effective writing requires the clear articulation of

ideas, opinions, and emotions through written form. Similarly, Raimes (2014) asserts that writing is a fundamental aspect of language learning, as it reinforces the grammatical structures and vocabulary taught in class. She explains that engaging in writing activities allows learners to interact more deeply with the language, enabling them to practice and internalize what they have acquired.

Writing is a form of knowledge that becomes evident only when applied in a specific context. It goes beyond the use of linguistic systems, posing significant challenges to cognitive processes such as thinking and memory (Riswanto et al., 2023). Efrizal (2019) states that writing is a highly complex skill that is difficult to teach because it requires mastery not only of grammar and theoretical elements but also of conceptual understanding and evaluative judgment. Furthermore, writing involves much more than producing graphic symbols; these symbols must be arranged in accordance with established conventions to form words, which in turn must be organized to construct sentences (Zasrianita et al., 2024).

Key Points on Writing Ability:

1. Process-Oriented Approach:

Writing is viewed as a process encompassing planning, drafting, revising, and finalizing a text. This perspective emphasizes that writing is a cyclical activity, where every stage contributes significantly to improving the overall quality of the final work.

2. Elements of Writing:

- 1) Planning: Experienced writers plan what they will write by focusing on the purpose of the text, the audience, and the structure.
- 2) Drafting: During this stage, writers create a rough draft to facilitate revisions and improvements.
- 3) Editing: This involves reviewing the draft to ensure clarity and coherence, as well as checking for grammatical and structural accuracy.
- 4) Final Version: The last stage is when the writer prepares their work for publication or submission, ensuring it meets all necessary criteria.

3. Importance of Writing Skills:

Writing provides students with more time to think compared to speaking, allowing

for deeper reflection and organization of thoughts (Harmer, 2007). This aspect is particularly important in educational settings where clear communication is essential.

4. Integration of Skills:

Writing ability encompasses various skills beyond just grammar and vocabulary; it includes understanding genre conventions, audience awareness, and effective argumentation (Brown, 2007).

5. Cognitive Processes:

Writing is viewed as a cognitive process that requires interaction between memory, motivation, and cognitive skills. Writers must be able to interpret texts and generate new ideas based on their linguistic knowledge.

b. Teaching Writing For Junior High School Students in Indonesia

In Indonesian junior high schools, developing narrative writing skills forms an essential component of the English language curriculum. The purpose of teaching narrative writing in English is to enhance students' writing abilities in a structured yet enjoyable manner. Referring to the Merdeka Curriculum and the textbook English for Nusantara by Damayanti and

Mukarto (2024), the following provides an overview of the material included in narrative writing instruction for junior high school learners:

1. Narrative Structure

Students are taught about the basic structure of a narrative, which usually consists of:

- 1) Introduction: Introducing the characters and setting.
- 2) Conflict: Presents the issue or obstacle encountered by the characters.
- 3) Climax: The peak of the narrative where the conflict attains its greatest intensity.
- 4) Resolution: The resolution of the conflict and the end of the story.

2. Use of Language

This material covers:

- 1) Vocabulary: Students are introduced to relevant vocabulary to describe characters, settings, and events in the story.
- 2) Tenses: Proper use of tenses, especially the past tense to recount past events.

- 3) Description: Techniques for describing characters, places, and settings to bring the story to life.

3. Writing Techniques

Students are taught various writing techniques which include:

- 1) Brainstorming: Generating ideas before starting to write.
- 2) Drafting: Writing an initial draft without thinking too much about mistakes.
- 3) Revising and Editing: Improving the draft with a focus on grammar, spelling, and storyline.

4. Narrative Text Examples

Students are given examples of narrative texts to analyze. These include:

- 1) Short stories
- 2) Fables
- 3) Legends

Writing instruction in Indonesian junior high schools has placed growing emphasis on writing proficiency. This shift is driven by various factors highlighting the significance of writing skills within the educational curriculum.

- a) The Importance of Focusing on Writing Skills
by Harsono, B. A., & Markhamah, M. (2017).

1. Basic Competencies in the Curriculum:

Both the 2013 Curriculum and the Merdeka Curriculum identify writing as a fundamental competency that students are required to master. This ability plays a vital role in enabling learners to express ideas and information in a clear and effective manner.

2. Development of Critical Thinking:

Writing fosters critical and creative thinking among students. By engaging in the writing process, learners develop the ability to construct arguments and structure ideas coherently—skills that are essential both in education and in daily life.

3. Communication Skills:

Writing proficiency is a crucial component of effective communication. Learners who possess strong writing skills are able to articulate their ideas, experiences, and knowledge more clearly in both academic and social settings.

4. Preparation for Higher Education:

Numerous universities report concerns regarding the poor writing proficiency of incoming students, indicating the need to establish strong writing foundations as early as junior high school. Emphasizing writing at this stage is expected to better equip students for future academic demands.

b) Challenges in Teaching Writing

Despite the increased focus on writing skills, there are still significant challenges in teaching:

1. Low Student Interest: Many students show low interest in learning to write, often feeling bored or unmotivated when given writing tasks.
2. Traditional Approach: The use of traditional teaching methods tends to be boring and uninteresting to students. This results in a lack of active participation from students in the learning process.
3. Limited Time and Support: Often, insufficient time is allocated for writing activities, and teachers do not provide

adequate support or feedback to help students develop their skills.

c) Solutions to Challenges

1. Explicit Vocabulary Teaching: Teaching new vocabulary directly can help students expand their language skills.
2. Collaborative Activities: Promoting teamwork among students through group tasks can enhance their motivation and involvement in the learning experience.
3. Regular Writing Practice: Providing regular writing practice can help students improve their skills over time Amalia, H., Abdullah, F., & Fatimah, A. S. (2021).

c. Narrative Text

According to Langan (2005), a narrative refers to storytelling, either by presenting a single event or a series of connected events, intended to entertain readers or listeners. Similarly, Wardiman (2008) defines narrative text as a real or fictional story that includes conflict and resolution, serving the purpose of entertaining the audience. In essence, a narrative is a text designed to amuse or engage readers or listeners, typically

recounting events that occurred in the past, whether factual or imaginary.

According to Lubis (2014), as cited in the Oxford Advanced Learner's Dictionary, a narrative refers to the depiction of events, especially within a novel or story, and relates to the process of storytelling. Djuharie, O. S. (2007) describes narrative as a type of text that recounts legends or stories, aimed at amusing and entertaining readers. Similarly, Pardiyono (2007) defines narrative as a text that recounts past events, typically involving a problem and providing a lesson for readers. Based on these definitions, it can be concluded that a narrative is a story about past events with the primary purpose of entertaining and engaging the audience. is to entertain and to amuse the reader and listeners. Here's an example of narrative text based on opinion A.S Hornby (2014):

The Lion and the Poor Slave

Once upon a time there was a slave who was treated cruelly by his master. One day, he couldn't take it anymore and ran to the forest to escape. There, he found a lion who couldn't walk because of a thorn in his leg. Despite his fear, the slave

bravely pulled out the thorn. The lion ran away without harming him.

Later, the slave was caught and thrown into the lion's den by his master. When the lion saw the slave, he recognized him and did not harm him. The slave escaped safely and freed the other animals in the den.

Nur Umar Akashi – detikJogja

This example illustrates a series of events organized into a complete story, in accordance with the definition of narrative as a description of events and the process of telling a story.

B. Previous Studies

There are several studies that are directly used as support in writing this proposal, researchers found 2 studies that are relevant to this research.

1. Yogi Irawan (2018) conducted a study titled *The Effect of Using Inquiry-Based Learning Strategy on Students' Speaking Ability (A Case Study at SMAN 7 Bengkulu Selatan)*. The population included all second-grade students at SMAN 7 Bengkulu, with a sample of 30 students from one class. This research applied a quasi-experimental design using a one-group approach to test the hypothesis. The procedure involved administering a

pre-test, implementing the IBL strategy over three treatment sessions, and then conducting a post-test. The research instruments consisted of pre-test and post-test assessments. Findings indicated an improvement in students' speaking scores from 40.27 to 51.33. Score increases were observed in vocabulary (13.54), grammar (10.67), fluency (7.33), and pronunciation (12.67). This study shares many similarities with the current research, with the main difference being the sample size; this research used 20 participants.

2. Riwayati Yanu Fatkhriyah (2019) conducted a study titled *Inquiry-Based Learning: An Attempt to Enhance Students' Speaking Performance*. This study aimed to examine the effectiveness of Inquiry-Based Learning strategies in enhancing students' English-speaking skills. It adopted a collaborative classroom action research model conducted over two cycles. The results demonstrated that students' average speaking performance reached the predetermined success benchmarks. Furthermore, responses gathered from student questionnaires reflected a generally favorable perception of using Inquiry-Based Learning in classroom instruction. The key difference between this study and the present research lies in the methodological approach, as the previous study applied a Classroom Action Research (CAR) method.

In the research titled “The Effect of Inquiry-Based Learning Method in Enhancing Students’ Writing Ability in Narrative Text at the Eighth Grade Students of SMP Plus Ja’al Haq Bengkulu City,” the author seeks to emphasize the novelty of this study compared to prior research. While previous studies have provided valuable insights into improving speaking skills, there appears to be a gap in the literature concerning the use of this method to enhance writing abilities, particularly in narrative text. This study addresses that gap by focusing on writing skills and aims to demonstrate how the Inquiry-Based Learning approach can foster creativity and coherence in the writing of eighth-grade students at SMP Plus Ja’al Haq. The author hopes that the findings will not only contribute to the field of language teaching but also promote the adoption of more varied instructional strategies in the classroom.

C. Conceptual Framework

1. Description of the Relationship Between Variables

This research seeks to examine the impact of implementing inquiry-based learning strategies on students’ writing proficiency at SMP Plus Ja’al Haq. It is anticipated that this approach will encourage greater

student participation in the learning process and enhance their writing abilities.

2. Variables Identification

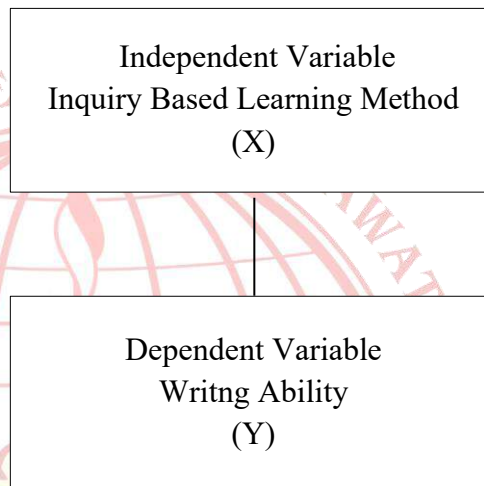


Figure 2.1 Variable Diagram

D. Research Assumptions

This study is based on several underlying assumptions. First, it is presumed that applying the inquiry-based learning approach will actively involve eighth-grade students in the writing process, thereby increasing their interest in narrative writing and improving their overall writing competence. It is also anticipated that students engaged in inquiry-driven activities will demonstrate notable progress in writing skills, especially in structuring ideas, selecting appropriate vocabulary, and producing coherent narratives. Furthermore, this advancement is expected to be reinforced through

collaborative learning opportunities, enabling students to exchange ideas and provide constructive feedback to their peers.

Furthermore, the success of the inquiry-based learning approach is believed to depend largely on the teacher's skill in facilitating discussions and directing the inquiry process during writing activities. A skilled facilitator is expected to enhance the learning experience and outcomes for students. It is also assumed that individual differences among students such as prior knowledge, motivation, and writing experience will influence their responses to this method; however, it is believed that all students will benefit from this approach to some degree. Lastly, it is assumed that fostering a positive and supportive classroom atmosphere through inquiry-based learning will motivate students to take risks in their writing and express creativity without apprehension of criticism. These assumptions serve as the foundation for the research design and analysis in examining the influence of inquiry-based learning on students' narrative writing skills.

E. Research Hypothesis

1. **Main Hypothesis:**

The experimental group implementing Inquiry-Based Learning will show more significant improvement in writing ability than the control group.

2. **Alternative Formulation:**

H₀: There is no significant difference in writing ability between the experimental and control groups.

H_a: There is a significant difference in writing ability between the experimental and control groups.