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The Effects of I-bLA on Resolving the Issues of the EFL Students' Writing Skills and Content Originality

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Abstract: The Effects of I-bLA on Resolving the Issues of the EFL Students' Writing Skills and Content Originality. Objective: This research aims at testing the effects of Inquiry-based Learning Approach (I-bLA) on Resolving the Issues of the EFL Students' Writing Skills and Content Originality. **Method**: The one Group Pre-test and Post-test experimental research design was used to test the effects of I-bLA. **Findings**: The result of paired sample test explicates that the sig. 2-tailed value is 0.000 designating a significant difference between pre-test and post-test. Furthermore, the I-bLA significantly decreases the similarity index by 80% meaning that the content originality of the students' essays does not match against the original sources. **Conclusion**: the use of I-bLA can significantly resolve the issues of the EFL students' Writing Skills and Content Originality.

Keywords: I-bLA, writing skills, content originality.

Abstrak: Efek I-bLA terhadap Penyelesaian Masalah Keterampilan Menulis dan Orisinalitas Konten Mahasiswa Jurusan Bahasa Inggris. Tujuan: Penelitian ini bertujuan untuk menguji pengaruh Pendekatan Pembelajaran berbasis Inkuiri (I-bLA) terhadap penyelesaian masalah Keterampilan Menulis dan Orisinalitas Konten Mahasiswa EFL. Metode: Desain penelitian eksperimen One Group Pre-test dan Post-test digunakan untuk menguji pengaruh I-bLA. Temuan: Hasil uji sampel berpasangan menjelaskan bahwa nilai sig. 2-tailed adalah 0,000 yang menunjukkan perbedaan signifikan antara pre-test dan pos-test. Selanjutnya, I-bLA secara signifikan menurunkan indeks kesamaan sebesar 80% yang berarti orisinalitas isi karangan mahasiswa tidak sesuai dengan sumber aslinya. Kesimpulan: penggunaan I-bLA secara signifikan dapat mengatasi masalah Keterampilan Menulis dan Orisinalitas Konten mahasiswa EFL.

Kata kunci: I-bLA, keahlian menulis, orisinalitas konten.

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■ INTRODUCTION

The sets of reasons on which the Inquiry-based Learning Approach (I-bLA) is urgently researched strongly lead to the following details. *Firstly*, the students frequently fail to eliminate the Academic Writing issues or errors in grammar and structures (Anefnaf, 2017); in spelling (Reed, 2012; Young, 2007; Templeton, 2003; vos Savant, 2000); in punctuations and enhancement (Scott, 2014; Straus & Mignon, 2007; Woods, 2005); in sentences' conciseness; in readability; in word choices; in clarity or precision, in style, etc. The errors or issues undoubtedly degrade or downgrade the values, meanings, and qualities of their writing skills of producing good English essays. *Secondly*, the lack of attention to developing writing skills; the lack of possessing self-confidence in writing ideas in English; the lack of mastering writing's knowledge, skills, and competencies in meeting the standards and quality of academic writing; diminishing interest in reading extensively and intensively; thinking of being inferior or feeling ashamed when being asked to join class discussions with lecturers and expert's students; purely intend to expect to get good grades; to quickly complete the assignments; and do not want to be tied down, to work hard, and to think critically when dealing with numerous writing tasks and activities, etc. are the fundamental reasons or primary causes to "steal other ideas and works and pass off them as one's own" (Merriam-Webster Dictionary, 2021). Such an illegal act has become a part of academic offenses or fraud and it certainly violates academic integrity (Bretag, 2016; Bretag et al, 2009).

These two students' critical writing issues require quick handling using the I-bLA principles in the Academic Writing learning process. The authors' rationales for using the I-bLA principles in resolving the Issues of the EFL Students' Writing Skills and Content Originality are, firstly, philosophically, the I-bLA plays a critical role in assisting a teacher to achieve curriculum or

learning goals and arouses students' learning motivation and enthusiasm. Besides, it effectively establishes the students' participation and engagement in each series of the learning process to construct knowledge both individually and collaboratively. Besides, the approach completely places emphasis on inquiry, discovery, active, and reflective learning processes; innovation and creation; creative, critical, and higher-order thinking skills; problem-solving skills; and reflective thinking skills. Delightfully, it provides a friendly learning environment. More importantly, it is to enable students to understand conceptual knowledge, master the expected skills and competencies, and be capable of comprehensively solving every learning problem encountered.

Subsequently, the I-bLA is, secondly, capable of playing its major roles in guiding the students' Writing learning achievement and accomplishment. It reduces the teacher's role in traditionally explaining a number of facts and knowledge about the subject being taught. It also eliminates the assumption that the students are good listeners to his/her teacher's talks and lectures. The starring roles closely relating to this approach are developing the language students' knowledge and learning problem-solving, verbal, and spatial skills; focusing on creative and thinking skills, improve the strength and endurance of the long-term memory, imagination, attitude towards English as the students' target language, etc. The I-bLA engages the students to actively learn and to participate in every stage of the learning process. Besides, it builds the students' higher-order thinking skills of analysing, evaluating, and creating something new or new ideas (Larson-Hall, 2008; Bell, Urhahne, Schanze, Ploetzner, 2010).

The authors' rationales for using I-bLA are strongly in line with the historical and pedagogical perspectives. *Historically*, the idea of I-bLA was firstly proposed by Joseph Schwab in the 1960s.

Schwab bases his own idea upon the philosophy of constructivism proposed by Jean Piaget, John Dewey, Lev Semyonovich Vygotsky, Paulo Reglus Neves Freire, and among others; Jerome Bruner's discovery learning becoming a technique of I-bL, and experiential learning pedagogy or learning through meaningful realistic experience pioneered by John Dewey. The compilations of these ideas contained in Schwab's I-bLA strongly confirms that "every learner is capable of exploring scenarios, examining problems, and being able to learn and develop information becomes the facts and knowledge through his/her own social experiences (Twigg, 2010; Bachtold, 2013; Roth & Jornet, 2013)." Whereas *pedagogically*, the idea of I-bLA is a response to the principles and concepts of traditional education, some of them are such as direct instruction and remote learning, which strongly places emphasis on the memorization of information and teaching materials (Twigg, 2010; Pappas, 2014; Alsulami, 2016; Flora, Raja, & Mahpul, 2020). The compilations of these historical ideas are exceptionally useful for the EFL learners to particularly fix their writing issues because, philosophically, the ideas actively and experientially engage the learners during the learning process at school or outside the school environment. They are required to enthusiastically pose questions, cite and read resources, aggressively discuss and share ideas and be keenly engaged in solving problems. They, certainly, will no longer be passive learners (Ozer, 2021; Yusuk, 2020; Hung, 2015).

Besides, the transformation of 21st-century pedagogy continues to occur as a result of the emergence of international movements and digital societies. As a result of this condition, it triggered the emergence of the 21st-century pedagogy resting on the basic principles of 4Cs skills, namely collaboration, communication, critical thinking, and creativity. The 4Cs are not only associated with knowledge-based content but also deeper-integrated learning and mastering skills of analytical reasoning, problem-solving, and teamwork (Trilling & Fadel, 2009; OECD, 2013). Moreover, the transformation swiftly shifted the strategic roles of traditional education's learning approach from teacher-centred to student-centred learning or SCL focussing on promoting the essences of establishing positive relationship amongst learners and their environment, meeting learners' needs, embracing and developing positive identity, providing learning freedom and pursuing an interest, solving real-world problems, mastering and demonstrating competencies, and learning life skills in their environment (Klemenèiè, 2017; Krista, 2018; Du Plessis, 2020; Krista, 2018). Beneficially, the transformation strongly adopts the contemporary learning approaches, one of which is the I-bLA to facilitate the students to successfully achieve the expected learning outcomes (Sarioglan, & Gedik, 2020). The I-bLA itself strongly highlights Inquiry, Research/Reflect, Evaluate, and Construct (IREC) during the learning process. Due to these four phases of IREC, the I-bLA can be appropriately applied in fixing the EFL learner's writing issues mostly relating to content knowledge-based although the I-bLA is rarely used in language learning. Actually, the approach is mostly used in scientific facts, (Minner, Levy & Century, 2010).

In fixing the EFL learners' writing issues and content originality, Bell, Schanze, & Ploetzner (2010) explicate the characteristics of the I-bLA. The characteristics are the learners are required to create and or pose their own questions. They (the learner his/herself or other learners) then asked to provide any supporting evidence to respond to such questions. What is more, they elucidate the evidence gathered to then relate this explanation to the knowledge that has been obtained from the results of the investigative process. Finally, the design and construct their

ideas or argumentation and prove the explanation. These characteristics are the particular processes that the learners involve during the inquiry learning. Afterward, Bell & Banchi (2008) break inquiry into four different levels. Confirmation is the first level of inquiry. After a teacher taught a theme/topic, s/he develops questions and a procedure helping learners to take part in activities. This level is useful for helping the learners comprehensively understand the concepts taught and follow the procedure, gather data, or record the information correctly. More importantly, it confirms that the learners have had a deep understanding of the concepts.

The second level is a structured inquiry. At this level, the initial questions are provided by the teacher along with a framework of the procedure. Then learners, then, gather and explore the data, answer the question, develop their explanations of the research finding. The third level is a guided inquiry. This inquiry encourages the teacher to provide research questions for the learner. The learners, subsequently, design and follow their procedure to respond to the assigned questions and then present their research findings. The last is open/true inquiry. This urges the learners to frame their own research questions, they design and follow their procedures, present their research finding (Bell & Banchi, 2008).

The teacher is suggested to begin the process of inquiry learning at the highest level starting at levels 1, 2, 3, and 4. The level of confirmation inquiry is the highest level of teacher involvement. The teacher totally involves by seeking and providing an appropriate method to assist the students to understand and master the knowledge they already have. In the second level, the teacher's involvement is moderate or just provides guidance if the students really need it. The students seek information (facts), study, and learn the knowledge in structured formats (Bell & Banchi, 2008). The third level, guided inquiry, is the teacher poses research problems and at the same time the students directly investigate them. The teacher's involvement here is at a mediocre level. Lastly, in the open/true inquiry, the teacher is not involved in the processes of seeking a research topic, studying, and investigating it. The students do themselves. The students' involvement is the highest whereas the teacher's involvement in the lowest (Mishra, 2021; Bell & Banchi, 2008).

Under those circumstances, these issues and the ideas strongly base the authors select the I-bLA as an approach to significantly resolve the ED students' writing skills along with maintaining the quality of their content originality. The research aimed at verifying whether there were significant effects of the I-bLA on resolving the issues of the 2nd-year ED students' writing skills and content originality. The proposed research questions were does the I-bLA have better effects on resolving the 2nd-year ED students' writing skills and content originality issues and what fundamental effects of the I-bLA on resolving the 2nd-year ED students' writing skills and content originality issues? The results of this research are of great significance to contribute to improving the students' writing errors in grammar, sentence structures, spelling, punctuation (enhancement), conciseness, readability, word choice, clarity (precision), and style. Besides, it is significant to developing the knowledge of Academic Writing of English in terms of producing effective and communicative sentences, paragraphs, and essays. More importantly, it raises the students' awareness, sensitivity, understanding, and knowledge of the basic principles of plagiarism acts or violation of academic integrity. It assists them to academically cite sources includes the quotation, paraphrase, and or summarise.
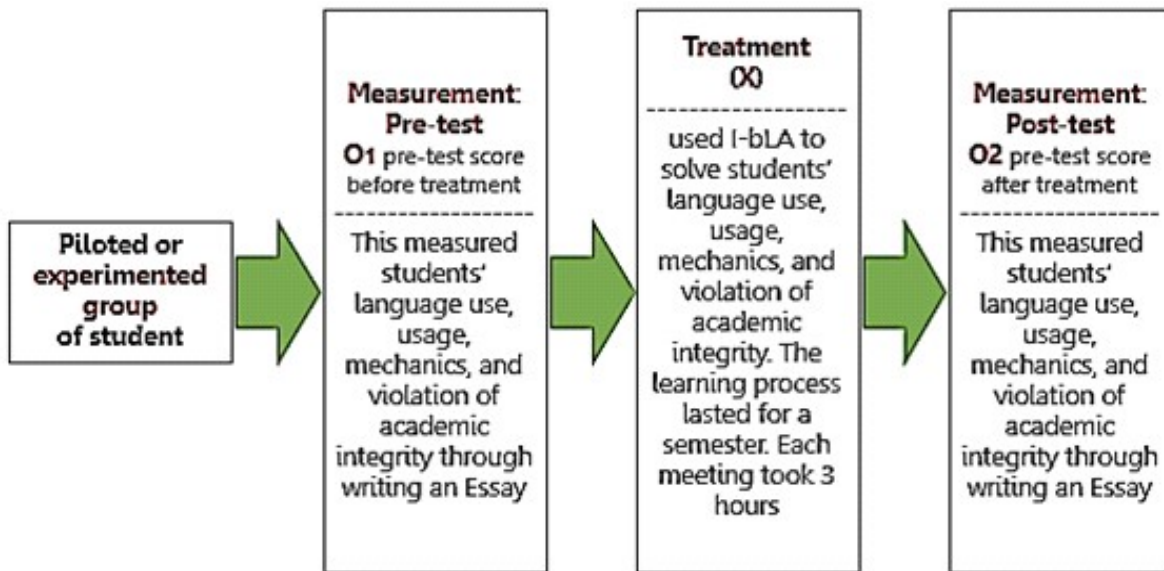
■ METHODS
This research used a quantitative paradigm whose primary goal was to stress on measuring the quantity of the data collection and analysis.

Besides, this study stood on the empiricist and positivist approaches whose deductive reasoning or logic aimed at testing the effects of the I-bLA's theory on improving the students' English language writing skills and content originality (Bryman, 2012; Goertzen, 2017; Apuke, 2017). Subsequently, this study used a One Group Pretest-Posttest Pre-Experimental Design. The main focus of strongly using it was to accurately investigate the treatment effects and empirically calculate and judge the effects of the I-bLA's theory on improving the students' English language writing skills and content originality without having a control group and random assignment (DeRue, 2012; Creswell & Creswell, 2018; Wager & Susan, 2018). Here was the design.

Table 3: One group pre-test – post-test design

| Piloted or experimented group of student | → | **Measurement: Pre-test**
O1 pre-test score before treatment

This measured students' language use, usage, mechanics, and violation of academic integrity through writing an Essay | → | **Treatment (X)**
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used I-bLA to solve students' language use, usage, mechanics, and violation of academic integrity. The learning process lasted for a semester. Each meeting took 3 hours | → | **Measurement: Post-test**
O2 pre-test score after treatment

This measured students' language use, usage, mechanics, and violation of academic integrity through writing an Essay |

The issues being academically measured in writing skills (first and final writing drafts) were firstly closely related to students' knowledge and deeper understandings of eliminating writing errors in grammar, spelling, punctuation or enhancement, conciseness, readability, word choice, clarity or precision, and style. Secondly. Another measurement was related to academic integrity whether they were capable of avoiding plagiarism act by scholastically citing sources, including quotations, paraphrasing, ways of combining (synthesizing) multiple, varied, and dissimilar sources to form (a) new idea(s), and scanning for plagiarism. These assessments started from the pre-test, (treatment and investigating the effects of I-bLA), and ended at the post-test to find out the students' learning outcomes/achievement.

Population, Sampling and Sampling Technique

The population was the second year even semester students who have registered in the 2020/2021 academic year. The population was 35 ED research participants. The samples were from Class 2A and Class 2B, numbering 31 active students. The two samples were put together as an experimental group (Creswell & Creswell, 2018; Goertzen, 2017; Lance & Hattori, 2016). This kind of saturated sampling technique is

theoretically used because it has a relatively small population of 30 students (Sugiyono, 2007).

Instrument, and Technique of Data Collection

The research variables are as follows (Creswell & Creswell, 2018). I-bLA was the independent variable causing (seemingly will affect changes) changes. Writing skills and content originality issues were dependent variables being tested and measured in an experiment. These depend on the independent variables.

Quantitative data were taken from rating scale (students' responses to the effects of the application of the I-bLA in resolving their writing skills and content originality issues) and pre-test and post-test scores (students' learning outcome). Subsequently, the test questions (test items) were the instruments used to collect the data. Another one was a rating scale. This instrument was intended to measure the student's perceptions of the effects of I-bLA on resolving the issues of writing skills and content originality. The written test was a technique for collecting primary data. The data was from the students' English essays whose primary purpose was to analyse the issues of their writing skills and content originality. The questionnaire was used to identify the extent to which the effects of I-bLA were able to assist them to resolve the issues of their writing skills and content originality.

Technique of Data Analysis n-Gain Score

The N-Gain test was intended to calculate the difference between pre-test and post-test scores. This difference showed the difference in the increase in student learning outcomes cognitively before and after being given treatment or saw the extent to which the learning effectiveness using I-bLA in resolving the issues of the students' writing skills and content originality. The data used pre-test and post-test scores. Normalized Gain (n-Gain) was then classified into three criteria. They are *highest*, *moderate*, and *lowest*. The indexes of these criteria are 0, 70 Â g Â 1, 00, 0,30 d" g d" 0,70, and 0,00 Â g Â 0,30. What is more, the test was intended to find out whether the data obtained from the research result was normally distributed or not before and after providing treatment. Besides, it is to compare the distribution of data (to be tested for normality) with the standard normal distribution. If it shows no significant difference between the data to be tested and the standard normal data, it can be interpreted that the data is normally distributed. The technique of computing and analysing the data used was the Kolmogorov Smirnov Normality test. The test is a part of nonparametric statistics (Syah, Supardi, & Hasibuan, 2007).

Hypothesis testing uses inferential statistics with two possible uses, namely parametric or nonparametric statistics. Firstly, if the data is normally distributed and homogeneous, it is advisable to use parametric statistics. Secondly, if the data is not normally distributed and homogeneous, it is recommended to use non-parametric statistics. This hypothesis test aims to analyse the increase in learning outcomes before and after the treatment is given by comparing the difference between pre-test and post-test scores. If the sample is correlated, for example by comparing between before or after the treatment is given or comparing between the experimental group and the control group, it is advisable to use the t-test sample in conducting the t-test. The requirement of the t-test is that the data must be normally distributed and homogeneous (Sugiyono, 2007). If the sample is not normally distributed, the

researcher must use non-parametric statistics. The results of the t_{count} above are compared with the t_{table}. The test criterion is if $t_{count} < t_{table}$, then H_o is accepted and H_a is rejected. Conversely, if $t_{count} > t_{table}$, then H_o is rejected and H_a is accepted. Similarly, hypothesis testing for cognitive learning outcomes is carried out by using a significant level of 0.05 with the following test criteria. The test criterion is if $t_{count} < t_{table}$, then H_o is accepted and H_a is rejected. Conversely, if $t_{count} > t_{table}$, then H_o is rejected and H_a is accepted (Sugiyono, 2007).

■ RESULTS AND DISCUSSION

Prior to providing treatment using I-bLA, the two critical issues encountered by the 2nd-year ED students dealt with the writing errors in grammar, sentence structures, spelling, punctuation (enhancement), conciseness, readability, word choice, clarity (precision), and style. In terms of academic fraud or violation of academic integrity. The issues downgrading the students' content originality linked to the processes of citing the sources includes the quotation, paraphrase, and or summarise. The application of the I-bLA is, however, positively able to resolve the 2nd-year ED students' English writing issues, skills, quality, and content originality. The followings are brief presentations and explanations of the findings and discussion of the research. Here are the details. The research findings explicated that the students' learning outcome prior to providing treatment is 59, 61. The mean indicates that the students have not

yet been able to resolve and eliminate the writing errors and failed to improve the quality of the content originality of theirs. The mean then progressively changes after they are actively engaged in a series of learning processes and treatments using the I-bLA. The mean for the post-test score, 84, 77, shows that the students have been capable of correcting the issues of their writing skills and qualifying the content originality. The result of this learning outcome strongly signifies that the I-bLA better resolves the issues of the 2nd-year ED Students' writing skills and succeeds in qualifying (fixing) the content originality.

Furthermore, the test of normality which was used to determine the sample data drawn was normally distributed prior to providing treatment. The result shows that the sig. value is $0.380 > 0.05$ meaning that the data were normally distributed. What is more, the analysis of the post-test score aimed at determining the sample data drawn was normally distributed and homogenous after providing treatment using the I-bLA. The test result indicates that the sig. value $0.161 > 0.05$ meaning that the data drawn was normally distributed and homogenous. In conclusion, the pre-test and post-test data are normally distributed because the 2-tailed asymp-sig. value is greater than 0.05. The following is the sample data before and after the treatment provided. Since the data are normally distributed, the comparative test used the paired *t*-test parametric statistical test. The test results of data processing are as follows.

Table 4: Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	59.6129	31	5.03109	.90361
	Post-test	84.7742	31	4.51449	.81083

In the output of the Paired Samples Statistics table, it is known that the mean score for pre-test is 59.6129 whereas the mean score for post-test is 84.7742. The number of respondents was 31 students, the standard deviation of pre-test was 5.03109 and post-test was 4.51449. The mean pre-test standard error value is 0.90361 whereas the post-test standard error value is 0.81083. Because the mean score for the pre-test is 59.6129 < mean score for the post-test, that is, 84.7742, it descriptively signifies that there is a difference in the pre-test and post-test mean score learning outcomes. Furthermore, the interpretation of the paired *t*-test is required to test whether it designates a significant difference or not. The following are the results of the paired *t*-test. The result was the output of the paired samples correlation table shows the relationship between the pre-test and post-test scores where the correlation value is 0.960 with a significance of $0.000 < 0.05$. It can be interpreted that there is a correlation between pre-test and post-test. A detailed explanation are shown in table 5.

Table 5: Paired sample test

|		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest – PostTest	-25.16129	1.43983	.25860	-25.68943	-24.63316	-97.298	30	.000

The paired sample test (see table 5) explicates that the sig.2-tailed value is 0.000 < 0.05. This designates that there is a sufficiently significant difference (change) between the mean values of the pre-test compared to the post-test. If relating back to the introduction and first research question proposed, the descriptions explain that the hypothesis test shows that the I-bLA better affects and improves the 2nd-year ED students' English language writing skills and qualifies the content originality of theirs. In other respects, H_o is accepted whereas H_o is rejected. To sum up, there are sufficiently significant effects of I-bLA on improving the 2nd-year ED students' English language writing skills and content originality.

Lastly, the data analysis above is closely related to the second research question proposed, that is, what are the fundamental effects of the I-bLA on resolving the issues of the 2nd-year PNP ED students' writing skills and content originality. The fundamental effects of the I-bLA are, firstly, the students have a better learning experience and sufficient knowledge of correcting their writing issues. Second, they are aware that plagiarism is an act of violation of academic integrity. Therefore, they no longer copy other works directly to pass off them as their own works. To avoid plagiarism, they cited, paraphrased, and summarised other works correctly. Such awareness prevents them from committing plagiarism acts.

Subsequently, the following is rating scale data measuring students' perceptions of the effects of I-bLA on resolving the issues of their writing skills and content originality. The raw data for this rating scale is in the form of numbers 1 to 4 which are then interpreted in a qualitative sense. Students answer by circling

Table 6: 31 Respondents' answers to the I-bLA effects on resolving the issues of the students' writing skills and content originality
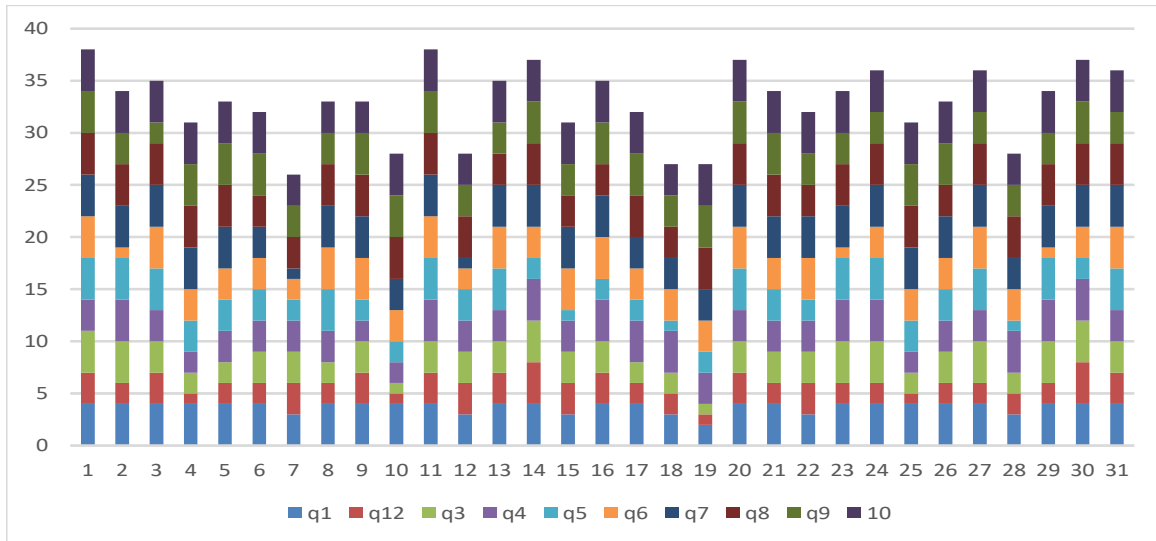
Notes: (q=question) q1 - q10 is the respondent's answer to each item number (question)

the answer interval 1 = *no effect at all*, 2 = *less affect*, 3 = *sufficiently affected*, 4 = *highly affected*. The quantitative data is presented in Table 6 and Table 7.

The rating scale questionnaire was given to 31 respondents (students) and the results are tabulated as shown in the above charts 10 and 11. The total criterion score (if each item gets the highest score) is 4 (the highest score) x 10 (number of items) x 31 (number of respondents). The result is 4 x 10 x 31 = 1240. Thus, the effects of I-bLA according to the perceptions of 31 respondents (see table 11) are 1018: 1240 x 100% = 82.09%. The digit, 82.09%, which does not much significantly differ from the student's post-test mean score of 84. 77, has better effects on resolving the issues of the student's writing skills and content originality. Hereafter, do observe the criteria of the continuum rating scale in table 8.

Table 7: The total number of the respondent's answers to each item number (question)
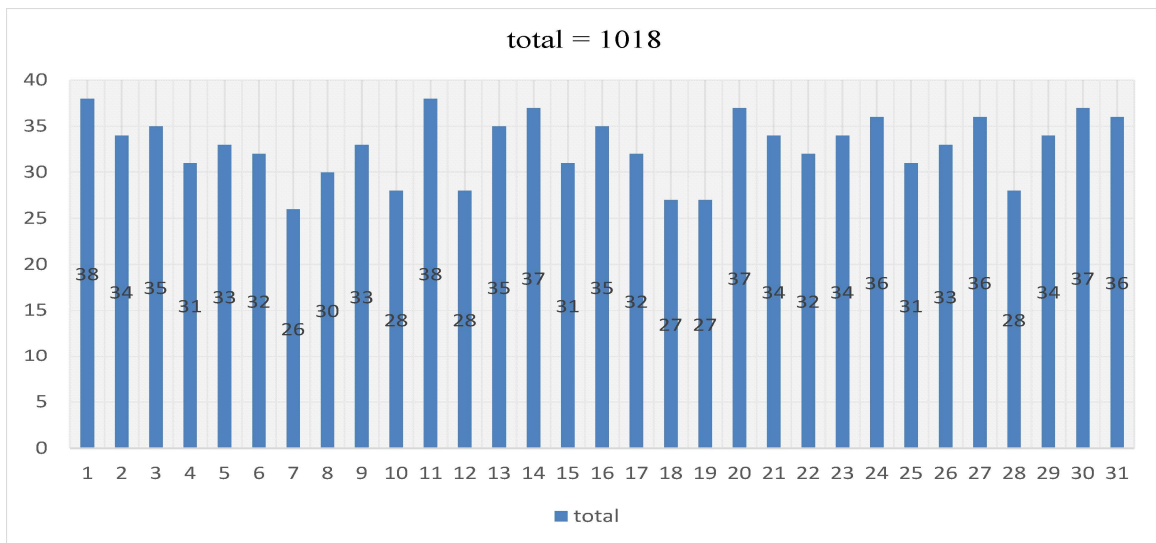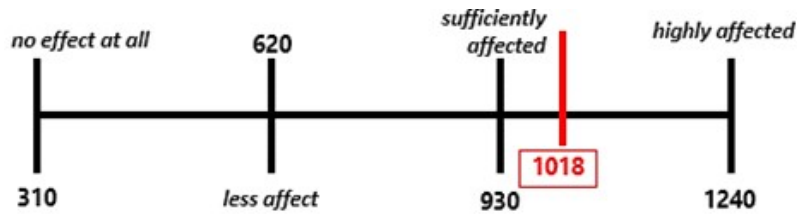
Table 8: Criteria of the continuum rating scale

Shortly explicating, a score of 1018 is in or is included in the interval category between *sufficiently affected* and *highly affected*. The number re-affirms that this approach with the emphasis on the inquiry process encourages students to constantly investigate and assess their writing performance. Students' active learning, problem-solving skills, creative-critical thinking skills, and reflective thinking skills emerged as a result of the teacher's open-ended questions. The open-ended questions leading towards the issues of writing skills and original content remind students to keep examining, correcting, and fixing their writing performance.

The scores between the pre-test and post-test show a sufficiently significant change. Similarly, the students' perception rating scale score validates such a significant change from the pre-test to the post-test. The changes strongly reaffirm that the I-bLA better affects and progresses the 2nd-year ED students' writing skills and qualifies their content originality. The fundamental question is why or how the I-bLA can better improve (correct) the students' writing skills and qualify their content originality. The change and improvement are truly triggered by a key concept of "*inquiry*" requiring the teacher to pose the "*w-h's open-ended questions*" about the issues of writing skills and content originality. The questions posed urge the students to do the investigations and explorations, to get some information, and or to find more about them in order to be able to answer the questions or to resolve the problems meaningfully. Before

providing treatment, students, after receiving explanations of the theory of academic writing, were asked to write the essay and submit it for the teacher's final assessment to indicate the level of their learning achievement.

Inappropriately, before and after grading the essays, the students have no opportunities to perform the inquiry processes of investigation and explorations on the essays because the assessment purely aims at informing the student's writing grade. Rather, the I-bLA underlines that the two processes are the master key to eliminate and resolve the issues of the students' writing skills and content originality. Besides, the two processes are always built up consistently from the beginning to the end of the learning programs. Assessment in the I-bLA-based learning processes is to improve instruction and learning, inform the students' learning progress, gather learning information, appraise teaching practices, and indicate whether the learning outcomes are met and achieved well or not, provide feedback and reflection on learning.

The sufficiently significant change in increasing the abilities to eliminate or resolve the writing issues and improve the quality of the content originality of theirs is inseparable from the power of posing (asking) the w-h open-ended questions during the essay writing learning processes. The teacher's open questions spark, stimulate, motivate, and encourage each student to analyse, examine, evaluate, edit, and correct the errors of grammar and structures, spelling, punctuations, conciseness, readability, word

choice, precision, and clarity. Likewise, the teacher's open-ended questions about other online or offline sources and other people's works prompt them to cite, paraphrase, or summarise the sources correctly. The teacher's open-ended questions bind and affect the students' thoughts to actively fix and correct the issues of their writing skills and content originality of theirs.

A number of theories and empirical studies elucidate that the open-ended questions encourage students to look for the knowledge; to explain the theories, to develop understanding; to provide answers using their own experience and knowledge; to thoughtfully and meaningfully respond to the questions; to search and provide specific forms of methodical answers; to assist them to communicate their ideas directly with their teacher and peers; to share and construct the knowledge and skills collaboratively; to require language knowledge and skills; to communicate the ideas in academic ways; to urge the students to provide multiple responses, opinions, answers, and solutions; to help the students to actively take part in discussing and solving the issues (problems); and to assist them to obtain extra and detailed facts and knowledge (Ackley, 2010; Fribourg & Rosenvinge, 2013; Worley, 2015; Worley, 1016, Worley, 2019). Similarly, Popping (2015) states, "the arguments of why the open-ended question is better than the close-ended questions because the open-ended question is a statement which aims at catching information that is not seized by a closed question, involves linguistic interactions (knowledge), requires analysis process of informational paradigm, and is specific to provide meaningful and interpretable data, p. 4-9." The essences of these critical open-ended questions lead the students by the hand to resolve the issues of their writing skills and improve the quality of the content originality.

In addition to the previous details of the key effect of inquiry, active learning is another important effect of the I-bLA that triggers students to actively engage themselves in every stage of the writing process starting from writing the first draft and doing investigation and exploration after being posed questions to producing the final draft of the essays. They take responsibility for assessing the essay of their peers, carefully examine and correct the writing issues, identify the sources whether they have been cited, summarized, or paraphrased correctly, reviewing and revising the content originality of the essay, and discuss the weaknesses of the essays with their teacher and peers.

The aforementioned details re-affirms that the I-bLA encourages the students to actively participate and engage in the writing learning process. It helps them to do more rather than spend time listening to their teacher's lectures. They are no longer passive students. The students' active learning participation and engagement motivate them to read, write, listen to other peers' writing experiences, and discuss the writing and plagiarism issues intensively and extensively. From these activities, they are able to answer the questions posed, investigate the writing issues and immediately solve or correct them. To be able to perform such activities, the teacher develops the students' cognitive, affective, and sensory or psychomotor frameworks of both lower-order thinking skills of remembering, understanding, applying, and higher-order thinking skills of analysing, evaluating, and creating. The developments of the students' LOTs and HOTs frameworks aim at identifying what they have achieved at resolving the writing issues and improve the quality of their content originality (Bonwell, Eison, 1991; Anderson & Krathwohl, 2001; Renkl, Atkinson, Robert, Maier, Staley, 2002).

It is already clear at the beginning of the explanation that the I-bLA emphasizes problem-solving skills. Besides, the beneficial effects of

applying it are to maintain and enhance students' long-term memory performance and develop associative learning (Barber et al., 2008; Yang et al., 2016; Plotnik & Haig, 2012). In certain contexts, the approach can be likely applied to specific types of education or subject matters such as memorising the holy verses of the Koran or the Bible, phonics in reading, multiplication table in math, anatomy in medical science, any rules in natural sciences, law, chemistry periodic table, etc. (Beck, 2009; Ornstein & Hunkins, 2013; Stephen Perse Foundation, 2021). When a teacher, students (peers), or a combination of the two pose open-ended questions, students immediately think to understand the issues of the writing skills and content originality, define them correctly, find out the roots of the causes, distinguish and decide which one is the most important and do first, choose the alternatives for solutions, and carry out a solution to the problem. These problem-solving steps are taught and always emphasized by the teacher when the students have or are dealing with the issues of writing skills and content originality.

In essence, the meaning of problem-solving skills in this research is not just about a definition of solving a problem. It leads more towards developing students' Writing skills in acquiring knowledge and establishing communication and team collaboration. The development helps them to be able to work together and learn in small groups, to build and take roles, to focus on reflection and reasoning to construct their own writing learning. If all of these have been properly developed, the stages of problem-solving such as clarifying terms, defining the problem (s), brainstorming, structuring and hypothesis, etc will be easier to perform and discover the effective solutions to practical writing skills and plagiarism issues (Wood, 2003). Schmidt, Rotgans, & Yew

(2011) theoretically disclose that "Problem-solving is to assist the students to distinguish what they already know, what they need to know, and how and where to find or obtain new information to resolve the writing skills and plagiarism issues."

Hereinafter, the I-bLA causes the students to "learn by doing." Throughout the learning process of writing, the student is well motivated to teach him/herself, to draw on his/her own experience, to connect between prior knowledge and new knowledge being learned, and to interact with their real-world life and environment. The learning by doing appears because they were required to answer or respond to the questions posed and to be actively involved and engaged in every part of the learning process and problem-solving. Theoretically, the series of "learning by doing" is to require students to ask questions, experiment, explore, manipulate, and create new ideas. Furthermore, a teacher's guidance in developing students' reasoning and connect it to their experiences, the culture of learning underlining discussion and open-mindedness, asking questions or investigating something in order to find out more about it, and establishing teacher and students' collaborations are the key components in constructing knowledge of solving the issues of the students' writing skills and plagiarism. All of these important series aims to help students acquire facts and knowledge that best match the needs of solving the issues with multiple effective solutions (Alfieri, et al, 2011; Dorier & Garcia, 2013).

The last effect of the I-bLA is to enhance the student's reflective thinking skills. The teacher's open-ended questions using "the 5Ws plus 1H question words" reflect the students back upon the minds themselves, assist them to develop their higher-order thinking skills, relate prior knowledge to the new one, and build new ideas and understanding of the materials and theories that have just been studied and discussed.

Further, the teacher's open-ended questions provide students opportunities to observe, communicate, analyse and evaluate their essays. The opportunities strongly affect the strategies used in solving writing and plagiarism issues and in achieving the expected outcomes. The students examine and judge what they identify, what they need to identify, and how they resolve the issues. Theoretically, these reflective thinking skills assist the students to look for new strategies for acquiring new knowledge, for correcting writing and plagiarism issues, for developing higher-order thinking skills, for identifying and clarifying issues, for looking for possible causes and solutions to the issues, and for re-evaluating the essays, findings or results of the study (Hua, 2007; Gurol, 2010).

The above details of the inquiry, active and discovery learning, problem-solving, and reflective thinking are the I-bLA's master keys of aiding the students resolve the central issues of their writing skills and content originality. The I-bLA is philosophically a learning or pedagogical approach that requires the teacher to pose open-ended questions, motivates and triggers students to ask questions, or the combinations of the two to clarify the issues of the writing skills and content originality. The questions posed or asked have been proven to be able to encourage students to carry out investigations and explorations. In addition, the open-ended questions always posed or asked aroused their learning motivation and enthusiasm to actively learn and engage in all series of the writing learning process. They also try their best to discover ideas and reflect on the learning in providing solutions to the issues (problems) of writing essays.

The inquiry processes of posing or asking open-ended questions designate sufficiently significant direct results of assisting them to completely remove the issues of grammar (such as the global errors of verb and form tenses, modals, conditional sentences, passive voices, relative, adverbial, and noun clauses, sentence structures, word orders, and connecting words. The others are local errors of subject-verb agreement, articles, singular and plural nouns, word choices, word forms, and preposition). In terms of resolving spelling issues, the teacher posed some open-ended inquiries to ensure that there are no misspellings found in their essays. The students responded to the questions posed. They investigated the errors, learn the rules, use mnemonics (aid (short/long term) memory to recall what have been learned through rhyme, songs, poems or acronyms) method, list the troublesome and difficult spellings, carefully re-read the essays, identify the causes of the errors, re-spell the words, put the misspelled words into a misspelling box to review, and look up the origin of the words in the dictionary of how to correctly spell the words.

To possess the correct use of all English punctuations, the teacher posed some inquires to pinpoint the errors. Comparing is a technique used to identify errors. They compared their punctuation usage and the basic concepts of English punctuations. Such self-evaluation and peer assessment guide them to fix the errors. As a result, they are theoretically and practically able to distinguish the uses between its vs. it's, dashes vs. hyphens, semicolons vs. commas, and semicolon vs. colons. They carefully use an apostrophe for plural nouns and link the dependent and independent clauses acceptably to avoid run-on sentences. They use commas acceptably, put full stop and commas inside (in the British) or outside the quotation marks (in the US), and use exclamation marks correctly when required.

Hereinafter, the power of always posing or asking open-ended questions during a series of writing learning processes have better upshot and outcome of guiding students to make every sentence concise and easy to follow, to look for and learn vivid vocabulary and words to tone up

every message conveyed and to choose to use effective language to communicate the desire intended meaning unambiguously. The students' sentences, clauses, phrases, words do not allow the readers to have misinterpretation. In terms of readability, the students used the flesh formula to manually examine the complexities of sentences' vocabulary and syntax. This test aims at sidestepping the readers to likely have to re-read to comprehend.

More importantly, the inquiry processes of open-ended questions enable them to cite, paraphrase, and summarise the other (online and offline) works and people's works correctly. As a result, the similarity index percentages do not match against or are not similar to the original sources. The key features that are central to I-bLA are students are always encouraged to ask questions relating to what they are learning. They discuss and think of solving the problems and formulate to invent or create new ideas as a response to the questions posed. They are required to research and identify their learning resources to acquire the knowledge and reflect on these resources to generate new ideas. They evaluate whether the resources address the questions asked or raise new questions if they are in doubt about the knowledge been acquired from that sources. If they are sure, they then construct their findings through the processes of re-formulating, re-examining, and synthesising. Referring to the background of the study and the literature review, the hypothesis proposed is "there are significant effects of I-bLA on resolving the issues of the 2nd-year ED students' writing skills and content originality." The questions posed or asked plus the opportunities, experience, and knowledge of learning the APA referencing styles guide them to qualify the content originality of their essays. To sum up, the I-bLA's inquiry processes are well-defined reminders, ringing

bells, or alarms that warn every student of the dangers of the central issues of their writing skills and content originality. They are cautioned through open-ended questions to directly investigate and explore the issues.

■ CONCLUSIONS

The students' writing issues and the act of copy-pasting the other person's works and pass them off as their own have disrupted so far the reader's level of comfort in understanding or interpreting the message being conveyed and have undermined the readers level of trust in receiving (accepting) the content originality (the authenticity of their essay content). The I-bLA is, therefore, importantly required to research to examine and testing its effects of resolving the two critical issues. The findings show that the I-bLA has fundamental effects on resolving the issues of the 2nd-year PNP ED students' writing skills and content originality.

The effects are the processes of posing and asking the w-h's open-ended questions by both the teacher and students or a combination of the two motivated the students to actively engage in the writing learning processes, to actively investigate the causes of the writing issues and look for the academic solutions to the issues (problems). In addition, they re-evaluate the sources of the writing issues and how and what strategies were used to resolve them. Shortly, posing or asking w-h's open-ended questions, active and discovery learning enthusiasms, problem-solving, and reflective thinking skills are the master key effects of enabling the students on resolving the critical issues of their writing skills and content originality.

As a result of the fundamental effects, the student's English essays were free from grammatical, spelling, and punctuation errors. The sentences made are concise, easy to follow and to understand. The words are vivid and enliven

each and every message. The language used is not bewildering and does not allow the readers to have a mix-up. The APA referencing style has become the students' guide to prevent them from committing the act of plagiarism or violation of academic integrity. They are avoided from doing "direct plagiarism (duplicating one's words), self-plagiarism (copying his/her own previous work and submitting it without having professor's authorization), mosaic plagiarism (copying phrases from original works without using quotation marks), and accidental plagiarism (Bowdoin, 2020). They take notice of mentioning or crediting its original sources as examples of shrugging off doing plagiarism. These arise because the students have sufficient knowledge and experience of how to avoid such an act. They do realize the deleterious side effects (consequences and sanctions) of committing academic fraud or violating academic integrity (Newton, 2016). As a result, They cite, include quotations, paraphrase, and summarise the sources correctly. The APA guide significantly decreases the similarity index by 80 percent or is in the range of 15-20 percent. This percentage means that the contents of the student's essays do not match against the original sources. The APA referencing guide qualifies the content originality.

In contrast to the conventional education approach strongly sticking to its own principles that *teaching is explanatory than exploratory and subject matter is more important than approaches, methods, strategies, and techniques*; relying heavily on teacher-centred pedagogy whose prime objective emphasizes rote learning: repetition and memorization of the theories or mostly known as learning by repetition, the I-bLA is an instructional approach requiring students to be active in every stage of the writing learning process. The activeness is purely triggered by the open-ended questions posed by the teacher, by their peers, or the combination of the two that encourages students to do investigations or experiments. The investigation aims at answering or responding to the questions posed or asked, seeking valid answers, getting some information, or finding more about them. After verifying the effects of I-bLA, the I-bLA shows sufficiently significant changes or effects where the students better resolve (correct) the writing and content originality (plagiarism) issues of theirs. The findings of this research, therefore, strongly recommend inquiry-based learning as a very feasible or appropriate approach to be applied in the writing class considering that this approach is able to resolve the students' writing and content originality (plagiarism) issues. Students have been able to remove and correct the errors of grammar, spelling, punctuations and capitalization, conciseness, readability, word choice, clarity and precision in their essays and avoid them to committing the act of plagiarism.

Due to its key focuses on writing and content originality (plagiarism) issues, future research is recommended to encourage English teachers to research one of the following areas such as developing Writing learning model based I-bLA, Writing assessment system-based I-bLA, language use (communicative meaning of the language), or vocabulary that emphasizes the use of idioms, transitional combinations, and grammatical lexical collocations, etc. These research areas are very helpful for improving EFL students' English writing experience and knowledge.

The finding can serve as a reference for language teaching policymakers to be included in the curriculum or English language teaching program in Indonesia and on the university. The rationales are to familiarize teachers and students or the combination of the two to learn to ask questions, to do investigations or seek information on the questions posed. Besides, open-ended

questions are ways of arousing the students' active and discovery learning, building critical thinking, problem-solving, and reflective thinking skills during the processes of investigation and exploration.

Finally, English teachers are advised not to be too rigid in translating or interpreting Inquiry-based learning as an approach that is purely specifically intended or used in the area of natural sciences. The I-bLA is an educational approach that can be also applied philosophically in social sciences such as art, humanities, language teaching, etc. The I-bLA is very flexible for all scientific areas. The essence of the I-bLA is posing or asking open-ended questions, problems, or scenarios to encourage students to do investigations or experiments whose results can be used as answers to the questions or solutions to the problems or scenarios proposed. The I-bLA urges the student to actively learn and engage in every stage of the learning process, critically think of providing a solution to a problem. Posing and asking open-ended questions are part of 21st-century learning skills.

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