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ENHANCEMENT OF STUDENTS' CRITICAL THINKING SKILLS AND WRITING ACHIEVEMENT THROUGH GUIDED INQUIRY LEARNING

by

Mardi Juansyah*
Doctoral Program in Applied Linguistics, University of Bengkulu, Indonesia
mardi.juansyah83@gmail.com

Arono
Doctoral Program in Applied Linguistics, University of Bengkulu, Indonesia
arono@unib.ac.id

Wisma Yunita
Doctoral Program in Applied Linguistics, University of Bengkulu, Indonesia
wismayunita@unib.ac.id

****corresponding author***

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Abstract:

While many studies have explored the enhancement of critical thinking skills through inquiry and guided inquiry learning models, there is no research specifically examining the impact of the guided inquiry learning model on both critical thinking and writing achievement in the EFL context. This study aimed to examine the potential of the Guided Inquiry Learning model to enhance critical thinking skills and English writing achievement. This study was quasi-experimental research with a pretest-posttest control group design. A cluster random sampling technique was used to get two groups of samples. One experimental group was taught by guided inquiry learning, and one control group was taught without guided inquiry learning. The data were collected through six-item essay tests to measure students' critical thinking skills and writing tests to measure students' writing achievement. Those data were analyzed descriptively and inferentially. The prerequisite test of normality and homogeneity preceded the analysis of the t-test. The results of data analysis showed: 1) there is an increased score for students' critical thinking skills and writing achievement in each group, and 2) there is a significant difference in students' critical thinking skills (with sig. value of 0.000) and students' writing achievement (with sig. value of 0.005) after the implementation of guided inquiry learning model. The findings of this research highlight the significance of incorporating the GIL model into EFL instruction to equip students' writing achievement and critical thinking skills.

Keywords: *critical thinking skill; guided inquiry learning model; writing achievement*

Abstrak:

Meskipun banyak penelitian telah meneliti peningkatan keterampilan berpikir kritis melalui model pembelajaran inkuiri dan inkuiri terbimbing, belum ada penelitian yang secara khusus meneliti dampak model pembelajaran inkuiri terbimbing terhadap keterampilan berpikir kritis dan prestasi menulis dalam konteks EFL. Penelitian ini bertujuan untuk meneliti potensi model Pembelajaran Inkuiri Terbimbing untuk meningkatkan keterampilan berpikir kritis dan prestasi menulis Bahasa Inggris. Studi ini adalah penelitian kuasi-eksperimental dengan desain kelompok kontrol pretest-posttest. Teknik cluster random sampling digunakan untuk mendapatkan dua kelompok sampel. Satu kelompok eksperimental yang diajarkan dengan pembelajaran inkuiri terbimbing dan satu kelompok kontrol yang

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diajar tanpa inkuiri terbimbing. Data dikumpulkan melalui tes esai teridi atas enam item untuk mengukur keterampilan berpikir kritis siswa dan tes menulis untuk mengukur prestasi menulis siswa. Data tersebut dianalisis secara deskriptif dan inferensial. Tes prasyarat normalitas dan homogenitas mendahului analisis tes t. Hasil analisis data menunjukkan: 1) ada peningkatan skor untuk keterampilan berpikir kritis siswa dan prestasi menulis di masing-masing kelompok; dan 2) ada perbedaan signifikan dalam keterampilan pemikiran kritis siswa (dengan nilai sig. dari 0.000) dan prestasi menulis siswa (dengan nilai seg. dari 0,005) setelah implementasi model pembelajaran inkuiri terbiming. Temuan penelitian ini menyoroti pentingnya menggabungkan model GIL ke dalam pengajaran EFL untuk membekali siswa meningkatkan prestasi menulis dan keterampilan berpikir kritis.

Keywords: *model pembelajaran inkuiri terbimbing, keterampilan berpikir kritis, prestasi menulis*

INTRODUCTION

Developing the 4Cs (critical thinking and problem-solving, creativity, innovation, communication, and collaboration) has become a central focus in many educational settings' teaching and learning processes (Mallillin et al., 2021). This shift aligns with the increasing demands of the 21st century, which require students to succeed academically and professionally. Having 4C skills is fundamental for success in higher education, the workplace, and throughout life (Erdogan, 2019). Therefore, integrating 4Cs skills into learning activities is essential (Pardede, 2020). This integration prepares students to be aware of their skills and competencies. It equips them to face the challenges of society and the workforce.

However, skills development is often neglected since students' success is typically measured by their understanding of concepts alone (Khoiri et al., 2021). Many teaching and learning activities, including those in English as a foreign language (EFL) classes, do not adequately support the development of 4Cs alongside the four language skills. Most classroom activities are conceptual and teacher-centered and far from integration of the 4Cs skills development. Consequently, EFL learning often focuses on improving cognitive abilities related to foreign language aspects and skills without providing opportunities for students to acquire other life skills. As a result, students often have low motivation. They are reluctant to engage in learning activities, which causes challenges in their academic achievement and future endeavors because they struggle to develop these competencies.

Enhancing students' 4Cs skills is as important as improving their language competencies in English language teaching. Erdogan (2019) asserted that EFL lessons provide an ideal environment for enhancing the 4C. Integrating 4Cs skills into English language

teaching positively impacts students by fostering their development as critical thinkers, effective collaborators, proficient communicators, and innovative creators (Handayani, 2023). This integration allows students to analyze information, evaluate arguments, and communicate effectively during learning activities. Therefore, designing instruction that simultaneously enhances 4Cs and language skills while motivating students to participate in the teaching and learning process is important. One possible design is to integrate the development of critical thinking skills in writing classes by implementing the inquiry learning model.

The inquiry learning model can train students to utilize their potential, fostering active, creative, and critical thinking while also aiding them in mastering the material (Syamsidah & Ratnawati, 2020). Although inquiry-based learning is primarily designed for science due to its scientific methodology, it can also be applied to language education (Wale & Bishaw, 2020). This student-centered model involves activities that aim to develop students' intellectual abilities in observing, questioning, proposing hypotheses, data gathering, and concluding.

In the context of a writing class, implementing the inquiry learning model involves guiding students through questioning, researching, and synthesizing information to develop their writing skills. Inquiry-based writing instruction actively engages students by enabling them to discover writing topics, generate ideas, gather and evaluate information, write drafts, discuss their work with colleagues, and produce writing (Wale & Bogale, 2021). Teachers can facilitate this by providing prompts that require students to explore various perspectives, gather evidence, and construct well-reasoned arguments. This model enhances students' critical thinking and writing abilities, fosters a deeper understanding of the subject matter, and promotes a more engaging and interactive learning environment.

According to Wenning (2011), guided inquiry learning presents student-centered lessons, emphasizing students as active learners instead of passive receivers of information, while the teacher helps students construct meaning from experiences. One benefit of the guided inquiry model is that the teacher stays involved in the activities that the students complete. This allows high and low-thinking skill students to participate equally in the activities and students with slower thinking speeds to follow along (Hadi et al., 2022). Although the guided inquiry learning model is somewhat student-centered, it nevertheless receives problem-solving assistance from teachers to develop critical thinking skills (Rejeki et al., 2021).

Critical thinking is making thoughtful and sensible decisions about what to believe or do (Ennis, 2011). Furthermore, Lai (2011) explains that the processes of analyzing arguments, drawing conclusions through inductive or deductive reasoning, judging, evaluating, and coming to decisions or solving issues are all considered components of critical thinking. There are six fundamental critical thinking indicators: focus, reason, inference, situation, clarity, and overview (Ennis, 1996). First, It will focus on asking the test items to create questions or decisions about what to believe. Second, It will be aware of the arguments in favor of or against judgments based on the facts in the questions. Third, a reasoned or convincing conclusion or answer must be made. Fourth, understanding the situation of thinking to clarify questions, answers, and the meaning to support the decisions or conclusions taken. Fifth, explain the conclusion, meaning, or terms used. Sixth, reviewing and researching details of overall decisions taken.

Several studies have suggested the importance of developing critical thinking skills in science context learning. Pursitasari et al. (2020) revealed that science contexts-based inquiry learning, which involves the activities of observation, investigation, representation, conclusion, and communication, encourages students to participate in their education actively and boosts their capacity for critical thinking in the medium category. Sutiani et al. (2021) developed a set of teaching materials on an inquiry-based learning model with science literacy for teaching Chemical kinetics. They showed enhancement in students' achievement and critical thinking skills. The learning activities are engaging and student-centered, motivating students to use the designed learning model and enhancing their critical thinking skills. (Nisa et al., 2018) discovered that tenth-grade high school students' critical thinking skills were effectively enhanced through a guided inquiry learning model in learning physics on the topic of static fluid. Asiah (2021) discovered a significant effect of the guided inquiry learning model on eighth-grade students' critical thinking skills and learning achievements in science class.

In comparison, some other studies were conducted on EFL learning. Wale and Bishaw (2020) discovered that inquiry-based argumentative writing instruction significantly improves students' critical thinking skills. The model is recommended to enhance critical thinking skills, as it develops students' interpretation, analysis, evaluation, inference, explanation, and self-regulation. Another research proved that inquiry-based writing instruction improved the students' academic writing skills (Wale & Bogale, 2021). Palupi et al., (2020) discovered that

the Guided Inquiry Learning (GIL) model was more effective than Problem-Based Learning in increasing students' explanatory writing achievement.

Numerous previous studies have investigated improvements in critical thinking skills through inquiry and guided inquiry learning models, with the majority investigating in science class. There is a notable lack of research examining the guided inquiry learning (GIL) model in the EFL learning context. Although there have been studies in EFL writing learning, no relevant study specifically examined the impact of GIL on both critical thinking and writing achievement. This gap in research highlights the urgent need to explore the potential of GIL within EFL contexts, particularly in addressing both critical thinking and writing achievement. As global communication increasingly demands advanced writing skills and critical thinking, it becomes essential to investigate teaching methods like GIL that can help EFL learners develop these skills while ensuring they are better equipped for academic and professional challenges.

Therefore, it is crucial to determine the feasibility of using guided inquiry learning to enhance students' critical thinking skills and writing performance in English as a Foreign Language (EFL) learning. Ultimately, the current study examines the potential of the Guided Inquiry Learning model to enhance tenth-grade students' critical thinking skills and English writing achievement in senior high school. To this end, the research question is: How effective is the Guided Inquiry Learning (GIL) model in enhancing critical thinking skills and English writing achievement for tenth-grade EFL students in senior high school?

METHOD

Design

This study employed a quasi-experimental approach with a pretest-post-test control group design. The study's design is depicted in Figure 1 (Fraenkel et al., 2011). This design was chosen because it allows for comparing the experimental group, which received the intervention, to the control group, which did not. The pretest measures the baseline level of the dependent variable for both groups. In contrast, the post-test measures the level of the dependent variable after the intervention has been implemented.

Treatment group	O1	X	O2
Control group	O1	C	O2

Figure 1. Pretest-Post-test Control Group Design

The treatment/experimental group received instruction using this study's guided inquiry learning model (X). In contrast, the control group received instruction without the model (C). The students' critical thinking and writing proficiency were evaluated before (O1) and after (O2) the instructional activity. The instructional content utilized in the teaching and learning activity consisted of descriptive text. The material covered the descriptive text on the topic of local tourist spots. All students locally know this material, as most are from the city or nearby districts. It was expected that the students would not face difficulties imagining the places. However, they would still require guidance in writing the descriptive text. The teaching and learning using the guided inquiry model was done in four meetings for each group.

Participant

The study was conducted in a Senior High School, involving 72 tenth-grade students. The cluster random sampling was used to determine the two distinct groups: the experiment and control groups. This technique divides the population into naturally occurring clusters (classes). Then, a random sample of these clusters is selected. All individuals within the selected clusters are included in the study. Out of 8 classes, two classes were selected as samples. The students of both groups are presented in the table below.

Table 1. Students in Experiment and Control Groups.

No		Experiment Group	Control Group	Total Number
1	Male	18	12	30
2	Female	18	24	42
	Total Number	36	36	72

Instrument

The instruments used in this research were essay tests, both for critical thinking assessment and writing achievement. The writing assessment was done by asking students in both groups to write a descriptive text in at least 200 to 250 words. Critical thinking assessment was done by asking students to answer six questions according to critical thinking aspects. Pre- and post-assessments of critical thinking and writing skills were administered to evaluate the impact of guided inquiry learning on learning outcomes. The gathered data were subsequently subjected to both descriptive and inferential analysis. The inferential statistics were conducted following testing for normality and homogeneity.

Data collecting

After five teaching and learning descriptive text meetings using Guided Inquiry Learning, the data on students' achievement in writing skills and critical thinking skills were collected. The critical thinking assessment had six essay-based test items, evaluating the proficiency of critical thinking skills using Ennis's (1996) criteria. The indications comprised focus, reason, inference, situation, clarity, and overview. The writing achievement test requires the composition of a descriptive essay of at least 200 to 250 words on the topic of tourist spots in Lubuklinggau. This topic was chosen because it is relevant to the local community and because there are numerous tourist attractions in the area. Additionally, since students are already familiar with these spots, it is easier for them to develop ideas for their writing.

Data analysis

The critical thinking assessment was conducted using a scoring rubric developed by Asiah (2021), derived from Finken and Ennis's work (1993). Students' critical thinking skills were evaluated based on their replies using a rating scale of 0-5, consisting of five descriptive elements. The total score in all aspects was timed with 0.3 to get the individual critical thinking skills score. In comparison, two assessors evaluated students' writing skills. The rubric derived from Brown (2007) utilized the writing score, which included five aspects of writing. The total score in all aspects was timed with 0.4 to gain the individual score. The ultimate individual score was determined by calculating the mean score of both assessors' scores.

RESULT AND DISCUSSION

Results

Learning plan of inquiry learning model for teaching writing

A set of teaching and learning plans with guided inquiry learning has been developed following Merdeka's guidelines for English material in the curriculum. The plan includes the objective of learning that students can create descriptive text written in English with their language according to the characteristics of their major. The topic of Tourist Spots was taken for descriptive text writing both in the tests and in teaching and learning using guided inquiry learning.

The teaching procedure with the guided inquiry learning model was based on Syamsidah and Ratnawati (2020). The procedure covers both the teacher's and students' activities. At the beginning of the teaching and learning activity, the teacher presents introductory inquiries, directions, and an initial structure and facilitates a discussion. At the same time, students develop a greater inclination towards seeking guidance and instructions from the teacher to comprehend the lesson's concepts. The teacher offers direction by utilizing organized student workbooks. Throughout the learning process, the teacher oversees student discussion groups to ascertain and deliver the necessary instructions required by the students. During the early phases, the teacher offered extensive direction gradually and decreased the level of guidance in subsequent stages, enabling students to engage in the inquiry process independently.

During the learning using guided inquiry learning, the students were involved in observation, exploration, process and analysis, creation, sharing findings, reflection, and evaluation activities. This inquiry learning assists students in uncovering the concepts being studied. At the same time, educators provide guidance and direction through questioning, allowing students to independently find the concepts (Perdana & Ramadhona, 2021). The stages within the guided inquiry learning model fostered the cultivation of critical thinking skills, as seen by the data presented below.

Table 2. Relationship of Guided Inquiry Learning Model with Critical Thinking

No	Syntax of Guided Inquiry Learning	Indicators of Critical Thinking Skill
1	Observation/Ask Questions	Asking questions related to a topic (Focus)
2	Investigation	Finding the answers and the reasons to questions (Reason)
3	Process and Analysis	Clarifying answers to the questions (Situation)
4	Creation	Making a reasoned or convincing conclusion (Inference)
5	Share Findings	Explaining the findings/conclusion orally and written (Clarity)
6	Reflect and Evaluation	reviewing and researching details of the overall decision taken (Overview)

Students' critical thinking skills through guided inquiry learning

The assessment of students' critical thinking skills before and after the treatment was measured using an essay test consisting of six test items with the indicators of critical thinking

skills. The scoring of critical thinking and the statistical analysis were done, and the result can be seen in Table 3.

Table 3. *Descriptive Data of Students' Critical Thinking Skills*

Description	Experiment Group		Control Group	
	Pretest	Post-test	Pretest	Post-test
Mean	59.8	77.4	59.0	68.0
Standard of Deviation	9.6	9.6	9.9	9.6
Variance	92.7	92.0	98.2	91.7
Maximum	73.3	96.7	73.3	80.0
Minimum	43.3	56.7	40.0	46.7
Range	30.3	40.0	33.3	33.3

It shows that there is a difference in the values of students' critical thinking skills between the classes taught with and without the guided inquiry learning model. In the control group, the highest score on the pretest is 73.3, the lowest score is 40.0, the highest score on the post-test is 80.0, and the lowest is 46.7. In the experiment group, the highest score on the pretest was 73.3, the lowest score was 43.3, the highest score on the post-test was 96.7, and the lowest was 56.7. The average pretest score in the control group is 59.0, while the average post-test score is 68.0. The average pretest score in the experiment group is 59.8, while the average post-test score is 77.4. The Guided Inquiry Learning model positively impacts students' critical thinking skills. The experimental group achieved a higher average post-test score of 77.4, reflecting an increase of 17.6 points from their pretest score, and reached a maximum post-test score of 96.7. In contrast, the control group's average post-test score improved by only 9.0 points to 68.0. This significant difference suggests that implementing the Guided Inquiry Learning model may effectively enhance critical thinking skills in students.

Students' writing achievement through guided inquiry learning

A guided inquiry learning model assessed the students' writing achievement before and after the teaching. The test involved writing an essay of descriptive text, and raters scored the test. The data were analyzed statistically to see the difference in students' writing achievement between the classes taught with and without the guided inquiry learning model. The result can be seen in Table 4.

Table 4. Descriptive Data of Students' Writing Achievement

Description	Experiment Group		Control Group	
	Pretest	Post-test	Pretest	Post-test

Mean	74.5	83.9	73.6	79.4
Standard of Deviation	11.8	8.8	11.5	8.8
Variance	138.6	77.4	131.9	76.6
Maximum	96.3	98.1	93.1	95.0
Minimum	46.3	65.0	46.3	58.8
Range	50.0	33.1	46.8	36.2

The data shows that in the control group, the highest score in the pretest was 93.1, the lowest score was 46.3, the highest score in the post-test was 95.0, and the lowest was 58.8. In the experiment group, the highest score on the pretest was 96.3, the lowest score was 46.3, the highest score on the post-test was 98.1, and the lowest score was 65.0. The average pretest score in the control group is 73.6, while the average post-test score is 79.4. The average pretest score in the experiment group is 74.5, while the average post-test score is 83.9. This indicates that the control and experimental groups improved their writing skills from the pretest to the post-test. The control group increased the average post-test score by 5.8 points. The experimental group exhibited a more substantial increase of 9.4 points. Additionally, the experimental group achieved a higher maximum post-test score of 98.1, suggesting that the Guided Inquiry Learning model may be more effective in enhancing students' writing skills.

The improvement of students' critical thinking skills and writing achievement through guided inquiry learning

Statistical analysis was conducted to determine the significant impact of guided inquiry learning on the student's critical thinking skills and writing achievement. Before testing it inferentially, a prerequisite test of normality and homogeneity was carried out. The normality test is carried out to determine whether the data come from a normally distributed population. In comparison, the homogeneity test aims to determine whether the data have identical or homogenous variants. Kolmogorov-Smirnov Test and Levene's Test of Equality of Variances were used to test normality and homogeneity using SPSS 24.0 for Windows. The test result in Table 6 shows that the significant value is more than 0.05 in all data. It can be concluded that the overall distribution of critical thinking and writing achievement scores is normally distributed.

Table 5. The result of Normality and Homogeneity Data Testing

Group	Critical Thinking Score		Writing Score	
	Pretest	Posttest	Pretest	Posttest
Normality in Experiment	0.109	0.084	0.140	0.118
Normality in Control	0.120	0.073	0.112	0.076
Homogeneity	0.240		0.670	

The result of the variance homogeneity test using Levene's Test of Equality of Variances shows a significant value of more than 0.05. Hence, students' critical thinking and writing achievement scores were homogenous. So, it can be concluded that the classes taught with and without a guided inquiry learning model have identical or homogenous variances.

Therefore, the independent sample t-test was used to determine the significant value of critical thinking and writing achievement between classes taught with and without a guided inquiry learning model.

Table 6. The result of the Independent Samples Test

Scores	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Critical Thinking	7.230	70	**0.000**	8.61139	1.19101
Writing Achievement	2.923	70	**0.005**	3.61139	1.23550

The t-test showed the significant value of critical thinking skills between classes taught with and without a guided inquiry learning model of 0.000 and the significant value of writing achievement between classes taught with and without a guided inquiry learning model of 0.005. Both have significant values less than 0.05. This means significant differences exist between students' critical thinking skills and writing achievement after implementing the guided inquiry learning model. In this way, it is concluded that the guided inquiry learning model significantly impacts the student's critical thinking skills and writing achievement.

Discussion

The data analysis showed an increase in the students' score of critical thinking skills after implementing guided inquiry learning. Although the increase also happened in the other group, it was lower than in the experiment group. The increase happens as the inquiry learning model invites students to actively participate in the learning process by asking questions, finding possible answers, clarifying answers, making conclusions, explaining the conclusion, and reviewing conclusions. This follows what was reported by Wale and Bishaw, 2020). Although it happens in different contexts, the improvement is in line with (Pursitasari et al., 2020), who reported that the syntax model enabled students to get involved actively in learning activities, improve the student's skills in processing data (Nisa et al., 2018), motivating them to join the enjoyable learning process (Sutiani et al., 2021), and helps them to be more confident, independent, and self-motivated (Asiah, 2021).

The focus, reason, and review are the top three critical thinking indicators with the highest improvement. As stated by Ratminingsih et al., (2021), the learning tasks that can enhance students' critical thinking skills include actively gathering, choosing, and organizing sources of knowledge. The presence of instructors or educators is no longer the exclusive provider of information for students. The children should learn how to find and collect information from various sources and directly monitor schools or conduct simple interviews with students and teachers about the learning process in the classroom actively and independently.

Implementing guided inquiry learning impacts the student's critical thinking skills because this model allows the students to participate in the learning activity involving the thinking process. This aligns with what Wilatika and Yonata (2022) said: practicing guided inquiry learning models could exercise students' critical thinking. Furthermore, students with a reflective cognitive style can easily follow guided inquiry learning stages (Margunayasa et al., 2019). The activities such as investigating a problem and a series of processes that move students to find answers to their curiosity increase their critical thinking. It is supported by the principles of inquiry learning stated by Garton as cited in Syamsidah and Ratnawati (2020) (1) intellectual development, (2) process of interaction, (3) asking questions, (4) learning how to think, and (5) open and meaningful (p.7-9). Thus, implementing guided inquiry learning in the EFL classroom enables students to improve their knowledge and thinking skills, ask, interact with others, and find possible solutions. Suchman (1962) supports the belief that students should become autonomous and self-directed learners in learning. Furthermore, the inquiry learning model emphasizes developing inquiry skills and thinking habits that enable students to continue their search for knowledge and become autonomous and self-directed learners.

The analysis also showed an increase in the students' writing achievement. Students' writing achievement can be increased through a guided inquiry learning model. The finding aligns with Palupi et al. (2020), who discovered that the guided inquiry learning model is adequate for writing skill development. The improvement is because the students still require the teacher's guidance in producing the proper texts. The phases in guided inquiry learning increase students' writing skills, mainly in content and grammar. The learning process trains the students to write a complete and transparent description of the topic and improve their grammar accuracy in writing descriptive text.

Besides, the guided inquiry learning model consists of some stages that enable students to follow the writing class easily. The implementation provides students with an active role in making their writing and following the teacher's guidance (Wale & Bogale, 2021). The stages of observation, investigation, process and analysis, creation, sharing findings, and reflection and evaluation helped students start and finish writing a text. Moreover, each stage covers both the teacher's and students' activities, such as giving initial questions and proposing questions by students, facilitating students in finding the answers and reasons, giving suggestions in clarifying and analyzing, giving possible clues in concluding, motivating students in sharing the finding, and guiding students having reflection and evaluation on the learning activity.

CONCLUSION AND IMPLICATION

Conclusion

Based on the findings of this research, it is evident that the Guided Inquiry Learning (GIL) model significantly enhances critical thinking skills and writing performance among senior high school students learning English as a Foreign Language (EFL). The study's results demonstrate a notable improvement in both areas for students exposed to the GIL model compared to those in the control group. This suggests that the GIL approach, characterized by its emphasis on active student engagement, inquiry-based learning, and teacher guidance, is particularly effective in fostering higher-order thinking skills and improving language proficiency.

The GIL model's effectiveness can be attributed to several key factors. First, the GIL model encourages students to actively participate in their learning by asking questions, investigating topics, and constructing meaning from their experiences. This active engagement fosters critical thinking and problem-solving skills. Second, the model's emphasis on inquiry-based learning allows students to explore topics in-depth, develop their curiosity, and learn through experimentation and discovery. This approach cultivates critical thinking and creativity. Third, the GIL model promotes student autonomy, while teachers are crucial in facilitating learning and providing necessary scaffolding. Practical teacher guidance can help students navigate the inquiry process, develop critical thinking skills, and improve their writing.

Limitation

This study is not without limitation, as it only involved two classes of data collection and one topic in English material in Senior High School. Therefore, further research can investigate the issue in more classes or students. In addition, the study investigated writing a descriptive text about tourist spots. Therefore, further research can be done on other language skills (listening, speaking, and reading) and texts. As this study was done in senior high school, further research on English language teaching with the same model can also be conducted in different levels of education or vocational school.

Implication

The GIL model can help students become more independent learners, problem-solvers, and adaptable individuals by fostering critical thinking, creativity, and effective communication. This research may provide important views for EFL educators and curriculum developers. Firstly, the GIL model can be considered a promising approach for integrating critical thinking and writing skills into EFL instruction. By adopting this model, teachers can create more engaging and meaningful learning experiences that empower students to become active learners and critical thinkers. Secondly, the study highlights the importance of providing students with authentic language use and practice opportunities. The GIL model, emphasizing inquiry-based activities and real-world problem-solving, offers a rich context for students to develop their language skills and apply them to meaningful tasks. Finally, the findings suggest that teacher guidance and support are essential for successfully implementing the GIL model. While the model encourages student autonomy, teachers are crucial in facilitating learning and providing necessary scaffolding.

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BIO-PROFILE:

Mardi Juansyah teaches English in senior high school. He earned his undergraduate degree in English Education from STKIP PGRI Lubuklinggau and his master's in English Education

from Universitas Sriwijaya. He is currently studying in the Doctoral Program in Applied Linguistics at Universitas Bengkulu. Corresponding email: mardi.juansyah83@gmail.com

Prof. Dr. Arono, M.Pd., is a Professor in the Doctoral Program in Applied Linguistics at the Faculty of Teacher Training and Education, Universitas Bengkulu. He earned his doctoral degree in Pendidikan Bahasa Indonesia from Universitas Pendidikan Indonesia in 2013, his master's degree in Pendidikan Bahasa dan Sastra Indonesia from Universitas Negeri Padang in 2004, and his bachelor's degree from Universitas Negeri Padang in 1999. Corresponding email: arono@unib.ac.id

Dr. Wisma Yunita, M.Pd., is an Associate Professor at the English Education Postgraduate Program in the Faculty of Teacher Training and Education, Universitas Bengkulu, Indonesia. She earned her doctoral degree in Language Education from Universitas Negeri Jakarta in 2018, her master's degree from Universitas Negeri Padang, and her bachelor's degree from Universitas Bengkulu. Corresponding email: wismayunita@unib.ac.id

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