The Effectiveness of Jurisprudential Inquiry Learning Model in Developing the Students' Competence in Writing Analytical Exposition Texts

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Abstract—**The purposes of this exploratory mixed method research are to describe the implementation of Jurisprudential Inquiry Learning Model in developing the students' competence in writing analytical exposition texts and the students' motivation in learning writing. The subject of this study is the fifth semester students of English Department of Tidar University in 2016/2017 academic year. This study employed in-depth interviews, and on-site observation in collecting the data of the effectiveness of this model in developing the students' motivation in learning writing. In addition to that, the writer used writing test of analytical exposition text to know the improvement of the students' writing skill. Following Milles and Hubberman's theory (1994: 10-11), the writer analyzed the qualitative data through data reduction, data display, conclusion and verification. For the quantitative data, the writer used descriptive statistics. The triangulation was employed in checking the validity of the data. The results show that the implementation of Jurisprudential Inquiry Learning Model is an effective way to develop the students' motivation in learning writing. Besides, it develops the students' competence in writing analytical exposition text.**

Index Terms—**analytical exposition text, exploratory mixed method research, jurisprudential inquiry learning model and writing skill**

I. INTRODUCTION

Writing is a productive skill. It means that writing serves as a means of learning, thinking, and organizing knowledge or ideas. It is a complex activity which involves some stages. Writing is really a form of thinking using the written word. As a powerfull tool for organizing overwhelming events, it must be mastered by the English Department students. Since 30 years ago, the status of writing as a productive skill in language teaching has accelerated tremendously (Widodo, 2007: 109). As Handoyo (2008: 101) states that besides as a tool for communication, writing also serves as a means of learning, thinking, and organizing knowledge or ideas. In line with Widodo, Temporal (2016: 194) argues that writing, as a language skill, is a power instrument of thinking because it provides learners with a way of gaining control over their thought. As stated by Batin in Temporal (2016: 194), the learner's understanding of the use of language can lead to writing competence. It is a vital component of academic success especially at a university level as the content courses.

In fact, conveying written message through written texts is not simple. It is based on previous observation the writer did in conducting the research. It is also in line with Widodo's statement (2006: 173) that it is approving that the most difficult skill to master foreign or second language learner is writing. It has been considered as one of the most difficult skills for learners to master particularly in an EFL context (i.e., Indonesia). The ability to generate and organize the ideas using appropriate choice of vocabulary, sentence and paragraph is one of the difficlties found by students in writing text. In addition, turning such ideas into a readable text along with a particular rhetoric pattern is another difficulty the students found (Richards & Renandya, 2002: 51)

In addition, the students of writing class still found difficulties especially in organizing a paragraph. It was found that some students were confused in starting the messages. The writer often found that the students of English Department of Tidar University lose their ideas whenever they are expected to write. Based on the above reasons, the students of English Department of Tidar University need to know how to organize the texts in a paragraph writing. As stated by Farikah (2015: 327), writing is a compulsory subject. It belongs to productive skill. This course provides the students with the knowledge and skill of writing. As a skill course, it is a must for the students of English Department of Untidar (Tidar University) to take writing subject. It is an important skill besides the other three skills. As stated by Brown (2004: 218), writing is very significant skill, because almost every aspect of daily life uses written form.

In teaching and learning process of writing, the lecturer plays a key role. It is in line with John's statement that his role is helping the students to develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics) (John, 1997: 12). In addition to that, lecturer/teacher in that case must be

responsive to the classroom context. He/she must be able to give good demonstration on spesific type of writing, to motivate/provoke the students into having ideas, to support and help them overcome difficulties, to respond and make suggestion for their improvement and evaluate the students' work.

Based on the above consideration, the writer applied Jurisprudential Inquiry Learning Model in teaching paragraph writing of analytical exposition text. Referring to Joice and Weil's statement (2008: 78), Jurisprudential Inquiry Model (JIM) is a value clarification approach given by Oliver and Shaver. JIM is a problem solving technique that enhances connection between science, technology and society (Nwafor, 2014: 63). In implementing Jurisprudential Inquiry Model (JIM) in teaching-learning activities of paragraph writing class, it consists of six stages. The stages are orientation to the case, identifying the issues, taking positions, exploring the stance (patterns of argumentation), refining and qualifying the positions, and testing factual assumptions behind qualified positions. In stage one, the lecturer/the teacher gives the students orientation to the case by introducing them the materials and reviewing the facts. Following the stage one, the lecturer/the teacher identifies the issues. It is the second step of the JIM. In this stage, the lecturer/the teacher asks the students to synthesize facts into a public policy issue, select one policy issue for discussion, identify values and value conflicts and recognize underlying factual and definitional questions. Taking the positions is the third step of JIM. In this stage, the students articulated a positions and stated the basis position in terms of social value or consequences of the decision. The fourth step is exploring the stance, patterns of Argumentation. It was done by establishing the point at which value is violated (factual), proving the desirable or undesirable consequences of a position (factual), clarifying the value conflict with analogies and setting priorities. It means asserting the priority of one value over another and demonstrating lack of gross violation of second value (Nwafor, 2014: 63).

In line with the previous steps, the fifth stage is refining and qualifying the Positions. In this occasion, the students stated positions and reasons for positions, and examined a number of similar situation. Finally, they qualified positions. The last stage of JIM is testing factual assumptions behind qualified positions. The students identified factual assumptions and determined if they were relevant. At last, the students determined the predicted consequences and examined their factual validity (Nwafor, 2014, 63-67).

Based on the above phases, it can be inferred that JIM is research-based learning model since through this model, the students research, discuss, debate, and the lecturer encourages them to commit themselves to one side of the issue. The lecturer's role during the teaching-learning process is very important. This model helps the students to think systematically about contemporary issue. This model requires the students to formulate these issues as public policy questions and to analyze alternative position about them (Joice & Weil, 2000: 78). The basic model of Jurisprudential Inquiry Learning includes orientation to the case, identifying the issue, taking positions, exploring the stances underlying the positions taken, refining and qualifying positions and testing assumptions about facts, definitions, and consequences as well (Joice & Weil, 2000: 78).

Based on Singh's opinion, the basic assumptions underlying this model are: (i) in society, people differ in their views and priorities in which social values legitimately conflict with one another (ii) controversial issues are not simple and there is no one right solution for them, (iii) the differences in values can be negotiated through free and open debate by making it process of rational consent (Singh, 2010: 45-71). This study is aimed to investigate the implementation of Jurisprudential Inquiry Learning Model (JIM) in developing the students' competence in writing analytical exposition texts especially in organizing the message in a paragraph. In addition to that, it is expected that through JIM, it can also develop the students' motivation in learning writing. Motivation is an essential component of successful language acquisition and is a dynamic process subject to continuous flux (Dörnyei 2001a:56).

II. METHODOLOGY

The present study can be classified as mixed method research. Discussing this research paradigm, Creswell (2009: 168) states that the mixed method research paradigm is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. In line with creswell, Sugiyono (2013: 16) supports his theories by stating that the mixed method research is based on pragmatism paradigm. This paradigm does not recognize the world as an absolute unity. In othe words, in mixed methods, the researchers look for various methods for collecting and analyzing data. It does not use one way only (e.g quantitative or qualitative). Thus for the mixed method research, researcher opens her or his views to multiple method, different worldviews, and different assumptions, as well as different data collection and analysis.

Sequential exploratory mixed method procedures as a part of mixed method research was applied in this research. As stated by Cresswell (2009: 175), the characteristics of exploratory strategy mixed method research procedure is collecting and analyzing the qualitative data in a first stage then following them by collecting and analyzing the quantitative data in the second one that build on the results of initial quantitative results. It means the writer has to elaborate on or expand the findings of one method with another method. This study began with a qualitative method in which the writer examined the effectiveness of Jurisprudential Inquiry Learning Model in teaching the students how to develop a paragraph. The writer took qualitative data based on observation and interview then conducted experimental research to elaborate the results of qualitative data analysis.

The data was analyzed in two stages: qualitative and quantitative analyses. Milles and Hubberman's theory (1994: 10-11) was used in analyzing the qualitative data. The writer analyzed the qualitative data through data reduction, data display, conclusion and verification. Reducing the data is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field note or transcription. Displaying the data is organizing, compressing assembly of information that permits conclusion drawing and action. In designing the display, what to make are the rows and columns of a matrix of qualitative data and deciding which data, in which form, should be entered in the cell. Conclusions are also verified as the analyst proceeds. Verification may be as fleeted second though crossing the analyst's mind during writing with a short excursion back to field notes (Milles and Hubberman, 1994: 10).

For the quantitative data, the writer used descriptive statistics. Descriptive statistics is the procedure used to organize and present the data in a convenient, summary form. Descriptive statistics in this study was employed to describe the profiles of the students' competence in writing analytical exposition texts before and after the implementation of Jurisprudential Inquiry Learning Model. The triangulation was employed in checking the data validity. The writer applied investigator triangulation as one of the ways in checking the validity and reliability of the data. Investigator triangulation is one of the types of triangulation. In this type of triangulation procedure, more than one observer contributes to the finding (Allwright and Bailey, 1991: 73). In this type of triangulation, the researcher involved other investigator to observe the research data to check its validity and reliability.

III. RESULTS AND ANALYSIS

The results of implementation of Jurisprudential Inquiry Learning Model in teaching paragraph writing of analytical exposition text in the academic year of 2016/2017 was effective. It can be seen in two aspects. They are the students' learning motivation and whether or not there is significant difference of the students' competence in developing the paragraph before and after the implementation Jurisprudential Inquiry Learning Model.

A. The Students'Motivation in Writing

Motivation plays a role in second language acquisition. Discussion on motivation and second language teaching, referring to Gardner's theory (1985: 47), motivation is a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. To support Gardner's theory, Dörnyei states that motivation can help majority of the learners to learn a language if they are motivated (Dörnyei, 2001a: 56). The learners' sense of agency and feelings of mastery influences the learner's motivation and controls over the learning activity and their interest (Julia Lo and Hyland, 2007: 219). In other words, motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). In line with Gredler, Broussard and Garrison broadly define motivation as "the attribute that moves us to do or not to do something" (Broussard and Garrison, 2004: 106).

There are four indicators of motivation. They are choice of tasks, effort, persistence and achievement (Schunk, Pintrich & Meece 2008:11-13). Choice of task means that the student chooses an exercise, and since the exercise is chosen voluntarily it would seem natural that there exists a high level of motivation to complete the task. If the task is difficult the effort and persistence put into completing the task by the student would also be an indication of high motivation, and students who spend time and effort on difficult tasks should achieve greater proficiency. Choice of task can indicate in what areas the student's motivation lies but is ironically a poor guide since free choice is rare or limited in school. Effort is a clear indicator of motivation. A student that is eager to learn will spend more effort on understanding instruction and solving tasks. The student is also more likely to adapt old knowledge to the new task in order to solve it. Constructive feedback that links students' effort to achievement has a positive effect on motivation. Persistence is a good way to measure motivation. Learners that persist at solving exercises despite difficulties are often highly motivated and persistence often leads to better results.

The observation of the student's motivation in learning writing was done to observe the process and the aspects of teaching-learning process using Jurisprudential Inquiry Learning Model (JIM). The on-going learning process, the class performance and the students' performance were monitored using an observation sheet. The recorded data includes the processes and aspects to be observed. In this obsservation stage, the collaborator was involved to observe the process of teaching-learning activities. He scored on each of the indicator (1= poor, 2= enough and 3= good) and wrote a brief description about the process as well as the subjects of interest which are worth denoting. The aspects of each indicator of the observation before and after the implementation of Jurisprudential Inquiry Learning Model (JIM) can be seen in the following table.

TABLE 1
THE RESULTS OF INTERVIEW AND OBSERVATION ON THE STUDENTS' MOTIVATION

NO.	Indicators	Pre-treatment (number of the students)			Post-treatment (number of the students)		
		1	2	3	1	2	3
1.	I enjoy writing	15	12	3	0	20	10
2.	I like the composition topic	15	10	5	0	10	20
3.	I like to write down my thoughts	18	7	5	1	11	18
4.	I put a lot of effort into my writing	19	6	5	2	5	23
5.	The things I've written are very important	9	18	3	2	6	22
6.	I enjoy writing about the topic	14	13	3	0	5	25
7.	I like to get feedback from an instructor on my writing	22	8	0	2	19	9
8.	I am able to clearly express my ideas in writing	19	8	3	2	19	9
9.	I enjoy writing assignments that challenge me	14	13	3	1	10	19
10.	I am motivated to write in my class	19	8	3	2	19	9

Based on the above table, it can be seen that the students' motivation in joining teaching-learning process of writing class of the fifth semester students of English Department of Tidar University in 2016/2017 academic year before the implementation of Jurisprudential Inquiry Learning Model (JIM) was in a poor category. Almost all of the indicators are in poor category. After the implementation of, almost all of the indicators are in an enough and a good category.

Based on the data, it can be concluded that after the implementation of Jurisprudential Inquiry Learning Model (JIM) in teaching-learning process of writing class of the fifth semester students of English Department of Tidar University in 2016/2017 academic year, almost all of the students enjoy writing class activities. It means that they like writing, composition topic, writing assignments and are motivated to join the writing class. In other words, the implementation of implementation of Jurisprudential Inquiry Learning Model motivated the students to enjoy writing class activities.

Based on the above data, it can be seen that the implementation of Jurisprudential Inquiry Learning Model is effective for writing of analytical exposition text for the fifth semester students of English Department of Tidar University in 2016/2017 academic year. In addition to that the implementation of Jurisprudential Inquiry Learning Model models encouraged the students to have high order of thinking since through this model, it motivates the students to be creative and innovative ones. The activities became a competitive interaction. Through these models, it gives the students opportunities to talk, listen, write, read, and reflect meaningfully on the content, ideas, issues, and concerns of an academic subject. Besides, this construction of a relaxed environment was naturally smooth since this technique permits free-stress learning. The students felt safe and accepted taking not only risk, but also receiving rewards.

B. The Competence in Organizing the Paragraph

To support the qualitative data, the writer gave test to the students to investigate the effectiveness of Jurisprudential inquiry learning model in developing the students' competence in organizing the paragraph of analytical exposition text. Referring to the data analysis, there was a significant improvement of the students' competence in developing analytical exposition texts of the English Department of Untidar in 2016/2017 academic year after the writer implemented Jurisprudential Inquiry Learning model in teaching of paragraph writing.

Based on the above data, it could be seen that Jurisprudential Inquiry Learning model was effective model for teaching paragraph writing. There was an improvement of the students' paragraph writing skill after the implementation of the model. Thr focus of the improvement can be seen in the students' skill in developing a paragraph. The writer focused this research on organization aspect. Organization here dealt with the students' ability in organizing the paragraph including introduction, body and conclusion. The organization aspect here dealt with how the students develop topic sentence, some supporting sentences and concluding sentence of the paragraph; and because it was a text-based writing, the focus of this reserach here was also on the application of schematic structures or generic structures of the texts (Farikah, 20015: 64). Since the type of text the writer implemented for this research was an analytical exposition text, the generic structures of the texts were thesis which states the position about the issues, arguments to support the issues and reiteration which summed up the position on the issues. The summary data of the results of the students' competence in organization aspects can be seen in the following table.

TABLE 2.
THE SUMMARY OF THE ORGANIZATION SCORE OF PRE-TEST

Number of the Students in each Category				
excellent to Good (20-18)	Good to Adequate (17-15)	Adequate to fair (14-12)	Unacceptable (11-6)	Not College Level Work (5-1)
0	0	3	27	0

Referring to the above result, it can be concluded that there are 27 students or 90% from all students belong to the poor category (unacceptable category). The Students who are in fair category (adequate to fair) are three students or 10%. No student who got good to adequate or excellent to good category. Based on the pre-treatment test data, it could be summarized that the ability of the students in organization was still in unacceptable category since the mean score was 11 or 11-6 (unacceptable). Referring to Brown's theory, it means there was shaky or minimally recognizable

introduction; organization can barely be seen; severe problems with ordering of ideas; lack of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort of organization (Brown, 1994: 244-245).

Based on the previous facts, the writer conducted the research by implementation of jurisprudential inquiry learning model to develop the students' competence in organizing the paragraph of analytical exposition text. After the implementation of jurisprudential inquiry learning model, it could be inferred that there was some improvement, especially on the number of the students who got score 20-18 or excellent to good category. No student or 0% of the students got excellent to good category in pretest stage into 1 student or 3.33% and 23 students or 76.67 belong to Good to Adequate, 5 students or 16.67 are in adequate to fair category and 1 student or 3.33 belong to unacceptable category in the post test. There is no student belongs to Not College Level Work category In other words, based on the previous explanation, it can be concluded that the implementation of Jurisprudential Inquiry learning model is effective model of teaching to improve the students' competence in writing supporting sentences to develop the paragraph. In other words, it can be summed up that the implementation of jurisprudential inquiry learning model significantly improves the students' competence in developing the paragraph of the English Department students of Tidar University in the academic year of 2016/2017. The Results of post test of writing skill can be seen in the following table.

TABLE 3
THE RESULT OF POST TEST OF WRITING SKILL

Category				
excellent to Good	Good to Adequate	Adequate to fair	unacceptable	Not College Level Work
1	23	5	1	0

The comparison between pre-test and post-test of writing skill can be seen in the following graph.
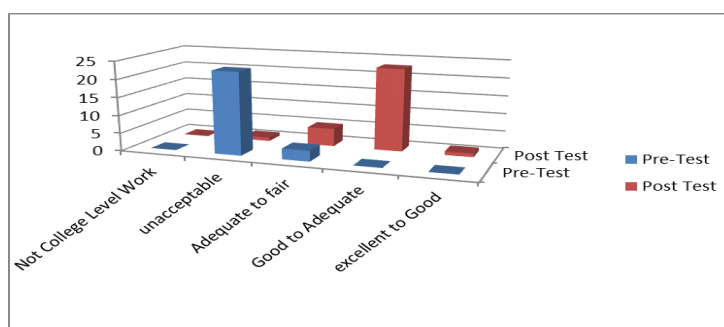

Figure 1 Comparison of Pretest and Posttest Score

Based on the data, it could be inferred that there was some changes, it deals with the increase in number of the students who got good to adequate category, from no student or 0% in pretest of pre-treatment phase into 23 students or 76.67% in post-test of pre-treatment phase. Based on the previous statements, it can be concluded that the implementation of Jurisprudential Inquiry learning model gave good effects on the students' ability in developing the paragraph. In other words, it can be summed up that there is significant improvement of the students' competence in developing a paragraph of the English Department students of Tidar University in the academic year of 2016/2017 before and after treatment by implementating Jurisprudential Inquiry learning model. This model trains the students to have critical thinking, creativity, communication, and collaboration skill.

IV. CONCLUSION

Based on the data analysis, it can be concluded that there is a significant improvement of the students' writing skills before and after the implementation of jurisprudential inqury learning model. In addition to that, the implementation of this model improves the students' motivation in joining teaching-learning activities of writing class. Through this model, the students are trained to have a high order of thinking skill. This model is a research-based learning model so the students are expected to be able to analyze, synthesize, evaluate and create a project (text).

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