



## The Effect of the Inquiry-Based Learning Model Assisted by Crossword Puzzle Media on the *Hikayat* Text Writing Skills of SMA Muhammadiyah Sukabumi Students

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### ABSTRACT

This study aimed to determine the effect of *inquiry based learning* assisted by *crossword puzzle* media on senior high school students' ability to write *hikayat* texts. The study was conducted at SMA Muhammadiyah Kota Sukabumi in the 2025/2026 academic year. The population consisted of 50 tenth-grade students; class X-A with 24 students served as the control class and class X-B with 26 students served as the experimental class. The instruments included *hikayat* text writing tests, writing assessment rubrics, teacher and student observation sheets, and documentation. Data were analyzed using descriptive statistics, *Shapiro-Wilk* normality testing, *gain* comparison, and an *independent sample t-test*. The findings showed that students' writing ability improved after the implementation of *inquiry based learning* assisted by *crossword puzzle* media. In the experimental class, the average score increased from 67.08 in the *pretest* to 81.40 in the *posttest*, with an average *gain* of 14.32. The strongest improvements occurred in content suitability, text structure, language use, and creativity. The *t-test* result showed Sig. 0.000 < 0.05, indicating that the model had a significant effect on students' *hikayat* text writing ability.

*Keywords: inquiry based learning, crossword puzzle, hikayat text, writing skills*

### INTRODUCTION

Indonesian language instruction aims not only for the mastery of linguistic concepts but also for the development of students' ability to use language for thinking, reasoning, and expressing ideas in writing. Effective instruction requires teachers to design systematic learning activities spanning the planning, implementation, and evaluation stages. Aqib (2013) emphasizes that instruction is a planned effort by the teacher to ensure the learning process proceeds successfully. Consequently, the choice of instructional model is crucial; an appropriate model helps students comprehend material, develop skills, and demonstrate measurable changes in learning behavior.

Writing remains a challenging language skill in schools. Tarigan (2008) states that writing is a

productive and expressive skill that does not emerge automatically but requires regular practice. Dalman (2016) similarly views writing as a form of written communication used to convey messages, information, ideas, and experiences to readers. At the high school level, writing proficiency requires students to go beyond mere sentence construction; they must also comprehend reading content, develop narrative flow, select appropriate diction, apply linguistic rules, and articulate the values embedded in the text.

Teaching students to write *hikayat* (traditional Malay tales) involves greater complexity than teaching the writing of simple, short texts. As a form of traditional prose, the *hikayat* incorporates narrative elements, characters, settings, conflicts,

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moral and cultural values, and a classical Malay writing style. Students must grasp the story structure, the sequence of events, and the underlying message before they can successfully retell the story coherently. This complexity often leads students to perceive *hikayat* as texts far removed from their own lives; consequently, instruction can become passive and unengaging if limited to lectures or routine assignments.

Preliminary observations conducted during the research drafting phase revealed that Grade X students at SMA Muhammadiyah Sukabumi City struggle with writing skills, particularly when asked to retell the content of *hikayat* texts. Students continue to struggle with understanding themes, sequencing plotlines, developing conflict, selecting appropriate vocabulary, and incorporating moral and cultural values into their writing. These issues are compounded by low learning motivation and the limited range of references used by students during the learning process.

This situation highlights the need for a learning model that encourages students to actively discover information, build understanding, and produce written work based on a systematic thought process. Inquiry-based learning serves as a relevant alternative. Anam (2016) explains that inquiry learning positions students as active learners who seek out and discover information themselves through questioning, investigation, and testing. Gulo (2008) further describes inquiry learning as a series of activities that optimize students' abilities to search, investigate, and think critically, logically, and analytically, enabling them to formulate conclusions independently.

In the context of teaching students to write *hikayat* (traditional Malay tales), inquiry-based learning can be implemented through activities such as observing the text, formulating questions, gathering information about characters and events, testing understanding through discussion, and finally reconstructing the story in writing. These stages align with the students' need to gain a deeper understanding of the *hikayat* content. Rather than merely receiving explanations from the teacher,

students construct their own understanding through reading, questioning, discussing, categorizing information, and identifying key elements to serve as the basis for their writing.

The inquiry model is more effective when supported by media that help students map out story elements in an engaging way. Crossword puzzles were selected for this purpose, as they facilitate the search for keywords, characters, settings, and significant events within an educational game format. Arsyad (2013) views media as a tool that assists learners in acquiring knowledge, skills, or attitudes. Munadi (2013) adds that instructional media functions to convey messages from a source in a planned manner, thereby creating a more conducive learning environment. In this context, the crossword puzzle is not merely a game but serves as a guide for inquiry, helping students discover details within the *hikayat*.

Previous research indicates that inquiry-based learning can have a positive impact on writing skills. Nurmertayasa, Suardana, and Adiasiti (2024) found that the use of an inquiry learning model improved the poetry writing skills of fifth-grade students at SDN 3 Sulahan. Herawati (2019) also reported an improvement in students' ability to write satirical poetry following the implementation of the inquiry-based learning method. However, while those studies focused on poetry, the present study targets the ability to write *hikayat* (traditional Malay prose narratives) at the high school level—a genre characterized by distinct narrative structures and linguistic features.

The novelty of this research lies in the application of inquiry-based learning supported by crossword puzzle media to enhance *hikayat* writing skills. High school students are at a stage of cognitive development that enables abstract, analytical, and critical thinking. Consequently, the inquiry approach can be directed not merely toward finding answers but also toward connecting the values found in *hikayat* with modern life. Crossword puzzles serve as an investigative aid, making it easier for students to identify textual ele-



ments, sequence the plot, and develop their writing in a coherent manner.

Based on this background, the research addresses the following questions: how do students' *hikayat* writing skills compare before and after the use of the inquiry-based learning model supported by crossword puzzles, and does this model have an impact on the *hikayat* writing skills of Grade X students at SMA Muhammadiyah Kota Sukabumi?

Based on the preceding explanation, this study aims to determine students' *hikayat* (traditional Malay prose) writing abilities before and after the implementation of an inquiry-based learning model supported by crossword puzzle media, as well as to assess the model's impact on the writing skills of Grade X students at SMA Muhammadiyah Sukabumi City during the 2025/2026 academic year. The research findings are expected to offer theoretical contributions to the study of writing instruction and practical contributions to Indonesian language teachers in selecting learning models and media that foster more active, contextual, and meaningful learning experiences.

## METHOD

This study employs a quantitative approach using an experimental method. A quantitative approach was selected because the primary data consists of writing test scores analyzed numerically. According to Sugiyono (2017), Razak (2017), quantitative research methods are used to examine specific populations or samples through research instruments and statistical data analysis. In this study, the experimental class received instruction using the inquiry-based learning model supported by crossword puzzle media, while the control class received standard instruction.

The study utilizes a pretest-posttest control group design. This design enables the researcher to compare students' initial and final abilities following the intervention. Both classes first took a pretest to assess their baseline *hikayat* writing skills. Subsequently, the experimental class underwent the intervention—inquiry-based learning supported by crossword puzzle media—while the con-

trol class participated in conventional instruction. At the conclusion of the activities, both classes took a posttest to measure changes in writing ability.

The research was conducted at SMA Muhammadiyah Sukabumi City, located in the Cikole District of Sukabumi City. The study population comprised all Grade X students from the 2025/2026 academic year, specifically classes X-A and X-B, totaling 50 students. Class X-A consisted of 24 students, while Class X-B consisted of 26 students. Based on the research design requirements and the data in the draft, class X-A served as the control group, while class X-B served as the experimental group. A saturated sampling technique was employed, as the entire population was included in the study sample.

The instruments employed included a *hikayat* (traditional Malay narrative) writing test, a writing assessment rubric, teacher and student activity observation sheets, and lesson documentation. The writing test was administered as both a pretest and a posttest; in the pretest, students were asked to rewrite a *hikayat* text based on their prior understanding, whereas in the posttest, they rewrote the text after receiving instruction. The assessment rubric covered four aspects: content alignment with the original *\*hikayat\**, text structure, language usage, and creativity and proficiency.

Data collection techniques involved testing, observation, and documentation. Tests were used to obtain quantitative data on students' writing abilities. Observations were conducted to record teacher and student activities during the lesson, focusing particularly on student engagement in discussions and the inquiry process. Documentation served to supplement the data with instructional materials, student work, and activity records. According to Arikunto (2013), a test is a tool or procedure used to assess or measure something according to specific methods and rules.

The instructional procedure for the experimental class followed the stages of inquiry-based learning. During the orientation stage, the teacher

introduced the learning objectives and the problem to be solved. In the problem formulation stage, students were guided to identify key elements within the *hikayat*. During the data collection stage, students worked in groups to identify keywords, characters, settings, events, conflicts, and narrative values using a crossword puzzle activity. In the testing stage, students discussed their answers and aligned their understanding. Finally, in the conclusion stage, students used their findings as a framework to rewrite the *\*hikayat\** text.

Data analysis involved calculating scores, final grades, averages, and gain scores. Prior to hypothesis testing, the normality of the pretest and posttest data was assessed using the Shapiro-Wilk test. Once the data were confirmed to be normally distributed, hypothesis testing was conducted using an independent sample t-test to determine the difference in writing ability between the experimental and control classes. The final score was calculated using the formula  $NP = R/SM \times 100$ , where the raw score obtained by the student is divided by the maximum score and then multiplied by 100. Subsequently, the pretest and posttest averages were compared to assess improvements in writing ability. An analysis of each assessment aspect was also conducted to examine changes in student proficiency in greater detail.

## RESULTS

### 1. Students' Initial *Hikayat* Writing Ability

Based on initial data, the writing ability of students in the control class fell into the low category. The average pretest score for class X-A was 34.09, with mean scores of 1.64 for content relevance, 1.36 for text structure, 1.36 for language usage, and 1.09 for creativity. This situation indicates that the majority of students were unable to develop ideas aligned with the *\*hikayat\** content, organize the story structure coherently, use appropriate language, or demonstrate creativity in story development.

The experimental class demonstrated better initial ability compared to the control class, though

it still required reinforcement. The average initial ability scores for the experimental class—based on a breakdown of aspects—were 2.73 for content, 2.55 for structure, 2.18 for language, and 2.27 for creativity. Persistent challenges included students' limited ability to distinguish between traditional and modern moral values, stiff transitions between story sections, and awkwardness in using vocabulary or conjunctions with a classical nuance.

Table 1

| Summary of Students' <i>Hikayat</i> Writing Scores |         |          |       |                                     |
|----------------------------------------------------|---------|----------|-------|-------------------------------------|
| Class                                              | Pretest | Posttest | Gain  | Note                                |
| Control (X-A)                                      | 34.09   | 59.09    | 25.00 | Improved after standard instruction |
| Experimental (X-B)                                 | 67.08   | 81.40    | 14.32 | Improved after IBL assisted by TTS  |

### 2. Improvement in Writing Ability after the Intervention

Following the intervention, the writing ability of students in the experimental class improved. The average pretest score was 67.08, rising to 81.40 in the posttest, resulting in an average gain of 14.32. This improvement indicates that inquiry-based learning supported by crossword puzzle media helped students understand the content of the *hikayat* (traditional Malay tales) and resulted in more focused writing. A summary of the data is presented in Table 1.

Improvements were also evident across all assessment aspects. Regarding content alignment, students in the experimental class achieved an average score of 3.87 following the intervention. For text structure, the average score rose to 3.73. The aspects of language use and creativity each reached an average of 3.13. These changes demonstrate that crossword puzzles helped students identify key story terms, while the inquiry process enabled them to transform those keywords into more coherent narrative writing. A detailed comparison of these aspects is provided in Table 2.



Table 2

Improvement in Writing Aspects for the Experimental Class

| Assessment Aspect                                 | Pretest | Posttest |
|---------------------------------------------------|---------|----------|
| Interpretation                                    |         |          |
| Alignment of content with the <i>hikayat</i> text | 2.73    |          |
| 3.87 Significant improvement                      |         |          |
| <i>Hikayat</i> text structure                     | 2.55    | 3.73     |
| Significant improvement                           |         |          |
| Language use                                      | 2.18    | 3.13     |
| Creativity and skill                              | 2.27    | 3.13     |
| Improvement                                       |         |          |

During the learning process, students appeared more active when working in groups to complete the crossword puzzle. This activity required students not only to read the text passively but also to search for key information within the story. The keywords discovered through the crossword puzzle served as a bridge for recalling the plot, characters, setting, and values of the *hikayat* (traditional tale). Consequently, when taking the post-test, students possessed a clearer framework for reconstructing the story.

Improvements in writing ability were evident not only in the average scores but also in the quality of the writing. In the pre-test, some students' writing tended to be brief, lacked coherence, and failed to adequately reflect the values of the *hikayat*. In the post-test, students demonstrated a greater ability to introduce characters, develop key events, construct conflicts, and conclude the story with a moral message. Language usage also became more effective, as students utilized the list of keywords acquired through the crossword puzzle activity.

Table 3

Normality Test Results for Pre-test and Post-test Data

| Group     | Sig. (Shapiro-Wilk) | a (0.05) |
|-----------|---------------------|----------|
| Pre-test  | 0.120               | 0.05     |
| Post-test | 0.087               | 0.05     |

Normal

Interpretation: Since the significance value is > 0.05, the data are normally distributed.

Table 5

| Hypothesis Test Results Using t-test |                 |    |       |
|--------------------------------------|-----------------|----|-------|
| Groupt-calculated df                 | Sig. (2-tailed) | a  |       |
| Experimental vs. Control             | 4.215           | 48 | 0.000 |
| Significant                          |                 |    | 0.05  |

Interpretation: The Sig. value of 0.000 is < 0.05; therefore, there is a significant difference between the experimental and control classes.

The normality test results indicate that the pre-test and post-test data are normally distributed, with significance values greater than 0.05 for both. This indicates that the data meet the assumptions for parametric statistical analysis. Furthermore, the t-test results reveal a significant difference between the experimental and control classes, with a significance value of 0.000 (< 0.05). Thus, it can be concluded that the inquiry-based learning model supported by crossword puzzle media influences students' ability to write *hikayat* (traditional Malay narrative) texts.

## DISCUSSION

The research findings indicate that inquiry-based learning supported by crossword puzzle media has a positive impact on students' ability to write *hikayat* texts. The increase in the average score from 67.08 to 81.40 demonstrates that instruction positioning students as discoverers of information can strengthen their understanding of text content and structure. This model enables students to construct knowledge through questioning, data gathering, discussion, and drawing conclusions; consequently, the writing process does not begin with a blank page but rather stems from the results of an investigation into the text.

These findings align with the concept of inquiry-based learning, which emphasizes the activities of searching and discovering. Anam (2016) states that in inquiry-based learning, students do not merely receive teacher explanations

but are actively involved in discovering answers to the problems under study for themselves. Gulo (2008) also emphasizes that inquiry trains students to think systematically, critically, logically, and analytically. In this study, the inquiry phase encouraged students to identify key elements of the *hikayat* (traditional Malay narrative) and subsequently use them as a foundation for rewriting the story.

The role of the crossword puzzle as a learning medium is significant because students require tools to organize information. Crossword puzzles create a more engaging and challenging learning atmosphere. Students are motivated to seek answers to clues related to characters, settings, events, conflicts, and the story's values. Nurjanah & Sumarmi (2020) demonstrate that crossword puzzles can be developed as instructional media to help students comprehend material through word-filling activities. In this study, this function was evident in the students' ability to recall story details and structure the plot more systematically.

The improvement in the content aspect indicates that students were better able to grasp the essence of the story. During the pre-test, students tended to rewrite only the parts of the story they remembered, without understanding the connections between events and values. Following the instruction, however, they were able to link characters, events, and the moral message more holistically. This occurred because the crossword puzzles contained keywords that directed students toward crucial parts of the story. When these keywords were combined with inquiry-based discussions, the students' understanding of the *hikayat* content was strengthened.

Improvements in the structural aspect also demonstrate that students became more capable of organizing the story coherently. As a narrative text, a *hikayat* requires a specific sequence: an opening, a series of events, a conflict, a resolution, and a message. Prior to the intervention, some students produced plots that were disjointed or merely summarized specific sections. After the intervention, students were better able to utilize

the results of discussions and the crossword keywords to construct a narrative framework. This framework helps them connect events, resulting in greater coherence in their writing.

Regarding language use, improvement is evident as students begin to recognize vocabulary and conjunctions suited to the narrative style of *hikayat* (traditional Malay tales). Although not all students have mastered Classical Malay perfectly, they demonstrate progress in using standard sentence structures, temporal conjunctions, and word choices that enhance the story's atmosphere. Thus, the learning process not only improves comprehension of the content but also encourages students to pay attention to the linguistic features of the text.

Creativity also improves, as students are given the opportunity to expand their imaginations based on their understanding of the story. Inquiry-based learning allows students to ask questions, engage in discussions, and interpret the story's underlying values. These activities boost students' confidence in developing plot events, constructing conflicts, and conveying the story's moral message. Creativity does not emerge as aimless, free-form activity; rather, it is cultivated from information discovered and understood through the inquiry process.

The results of this study reinforce the findings of Nurmertayasa et al. (2024), indicating that the inquiry model can enhance writing skills as students actively discover ideas and develop them into written works. These findings also support Herawati (2019), who demonstrated that inquiry-based learning improves students' ability to write satirical poetry. This study differs in its specific subject matter: *hikayat\** (traditional Malay prose narratives). Thus, the results extend the application of the inquiry model from poetry writing instruction to the teaching of traditional prose, which possesses unique structural characteristics and cultural values.

In practical terms, these findings can serve as a foundation for Indonesian language teachers to develop more active writing instruction. Teachers can utilize crossword puzzles as a stimulus, an



exercise for understanding textual elements, or a preliminary framework prior to the actual writing process. This medium can also be adapted for other text types, such as short stories, legends, biographies, or historical narratives. However, teachers must still provide guidance to ensure students do not merely fill in crossword answers but also synthesize the information into complete, meaningful written pieces.

The study is limited by its scope—conducted at a single school—and a relatively short instructional duration. Furthermore, as the primary data derived from writing scores, affective aspects such as interest, self-confidence, and attitudes toward classical literature were not analyzed in depth. Future research could involve multiple schools, extend the intervention period, employ more diverse assessment instruments, and examine the effectiveness of digital crossword puzzles to observe differences in learning outcomes.

## CONCLUSION

Based on the research findings, the inquiry-based learning model supported by crossword puzzles has a positive impact on the *hikayat* writing skills of Grade X students at SMA Muhammadiyah, Sukabumi City. Initial assessments revealed that students faced challenges regarding content comprehension, structural organization, language usage, and the development of creativity. Following the instruction, students' writing skills improved—particularly in the experimental class, which recorded a mean pretest score of 67.08 and a mean posttest score of 81.40, resulting in an average gain of 14.32.

This improvement indicates that the inquiry process helped students identify key elements of the *hikayat* (traditional Malay narrative), while the crossword puzzle medium aided in the retention of keywords, characters, settings, plot events, and narrative values. The combination of this model and medium rendered the writing activities more focused, engaging, and enjoyable. It is recommended that Indonesian language teachers

utilize inquiry-based learning supported by crossword puzzles as an alternative approach to teaching *hikayat* writing. Further research involving larger sample sizes, extended instructional periods, and a wider variety of media is warranted to comprehensively evaluate the model's effectiveness.

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