

## Application of the Inquiry Learning Model to Improve Student English Learning Achievement

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### Abstract

In learning English, teachers use many learning models in the classroom, one of which is inquiry. The inquiry model is a model used in the teaching and learning process where students can ask, examine, or investigate a problem, involving all students. the ability to search and investigate systematically, critically, logically and analytically so that students can formulate in their own way. This research aims to determine the effect of Inquiry model cooperative learning on students' English learning outcomes. The research method used is a qualitative method. The research results are in the form of an English language learning process by applying the Inquiry learning model and English language learning outcomes values are collected using observation, interview and documentation techniques. Research data was analyzed using a descriptive approach. The research results stated that in cycle I the students' English learning outcomes were 80% (good), and in process II it increased to 87.7% (good). Thus, it can be concluded that the application of the Inquiry.

**Keywords:** transformasi lembaga, pendidikan tinggi.

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### Introduction

English was the first international language used to communicate in interactions between nations and countries worldwide (Juriana, 2018; Firmansyah & Purnama, 2021). To gain understanding in communicating, each interacting party must have good language skills. Language is a communication tool that is understood by the speaker and must also be understood by others as a listener (Anggraini & Yulis, 2019; Parcon & Reyes, 2021). If the message in the speaker's speech is incomprehensible to the listener, then communication fails. Therefore, language as a means of communication is critical in the lives of individuals and groups in society (Laoh et al., 2016).

In the current era of globalization, which is full of digital technology, the use of English as a communication tool has become a necessity for all circles, both children and adults who use English in various fields such as online games, education, business, trade, politics, tourism, and other areas. English is required both to master communication technology and to interact directly (Mofareh, 2019). Therefore, English must be actively learned both orally and in writing.

In English language learning, teachers use many learning models in the classroom, one of which is inquiry. The inquiry model is a model used in the teaching and learning process in which students can ask, examine, or investigate a problem, which includes all students' abilities to search and investigate systematically, critically, logically, and analytically so that students can formulate in their way (Refita, 2017; Wahyuni Putri et al., 2021). This inquiry model places and requires teachers to help students find their data, facts, and information from various sources so that the activity can provide experience to students (Pujani, 2022). In other words, the teacher is a facilitator by not interfering with student activities. That way, students are easier to direct because the actions of finding their data from various sources can make it easier for students to get meaningful experiences in their lives (Pujiastuti et al., 2019). In bringing students to meaningful experiences, there are obstacles faced by a teacher. These obstacles include, first, the imbalance in the activeness of bright students and less intelligent students. This obstacle causes teachers to

be ineffective in applying the inquiry model because, in this model, students are required to think actively (Oktaviah et al., 2021).

Second, there is a lack of facilities for English language learning. This obstacle makes teachers less motivated to deliver material to students in the teaching and learning process in the classroom. One of the things that influences teachers in providing material is extrinsic motivation, which is the motivation that comes from outside the teacher. A concrete example is the facilities and infrastructure supporting smooth classroom learning. The success of educational programs through the teaching and learning process is strongly influenced by many factors, including the availability of adequate educational facilities and infrastructure accompanied by optimal utilization and management (Pasek Wiguna et al., 2021). Third, lack of time. Too little time causes English teaching using the Inquiry model ineffective and efficient. Teachers must be able to adjust the allocation of time provided with its application in class. In addition, time management between teachers and students is needed so that the application of this inquiry method can run well (Sofyananjani et al., 2021). If it can be applied, then the objectives of teaching and learning activities will be achieved. Departing from some of these mistakes, this study seeks to describe the use of inquiry learning models to improve students' English learning achievement.

## Method

The design of this study is classroom action research. The subjects of this study were 8th-grade students in Junior High School. Data were obtained from several sources, namely English learning events that apply the Inquiry learning model, informants of English teachers and students, and documents related to the English learning process. Data were collected using observation, interview, and test techniques. The data was analyzed using a descriptive approach.

## Results and Discussion

This research was conducted to improve student achievement in English language learning by applying inquiry learning models. By using this model, students are expected not only to listen to lectures or commands from the teacher, but also they must play an active role in the learning process and be able to understand the material more deeply. By learning using the inquiry learning model, students are expected to achieve success in learning. In addition, students can also practice having both thinking skills and social skills, such as the ability to express opinions, receive suggestions and input from others, work together, feel loyal friends, and reduce the incidence of deviant behavior in class life. This inquiry learning model allows students to develop their knowledge, abilities, and skills in a fully open and democratic learning environment.

This research was carried out in as many as two cycles, namely cycles I and II, each of which was held two times. Before carrying out the action process, researchers conducted an initial test (*pre-test*) to determine the extent of students' understanding of the material delivered in cycle I. From the results of the initial test analysis (*pre-test*), action is needed to improve student achievement on the material by applying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts that involve the act of congratulating and praising winged (*extended*), as well as responding to it according to the context of its use.

In its implementation, this research is divided into three main activities: introduction, core, and closing. In the learning activities, researchers convey learning objectives, provide perceptions, and provide motivation. In this core activity, researchers began to explore the learning models offered as an effort to improve student achievement. In the closing activity, researchers and students make conclusions about learning outcomes. The following are the steps for implementing the Inquiry learning model in the classroom.

## Steps for Applying the Inquiry Learning Model to English Subjects

### 1. Learning preparation

Before conducting learning, researchers prepare material given to students, namely Interpersonal Interaction Text and Congratulations and Praising Winged (Extended). Researchers also prepare learning media that students will use in learning, namely relevant images, photos, and videos. This media's use is expected to stimulate students' interest in learning material that can be seen in everyday life. Learning media can be used to channel messages and facilitate the learning process of the learner (student).

### 2. Observation activities with groups

The next activity of the researcher is to divide the class into 8 study groups. Each group consists of 4-5 students. At first, some students protested against the division of groups that the researcher had determined. However, the researcher explained that the division of this group is based on gender and daily test scores in the previous material and provides an understanding that everyone should not be favored and be fair to others. Finally, students accept their groups and try to work together so that the material taught can be understood and can compete for the best group. Researchers suggest that each group divides tasks to create an influential work group.

During group work observation, researchers distribute group worksheets containing instructions for activities and themes the group must discuss. In cycle II, students do not get confused with string words in answering the questions listed on the group worksheet, and with a bit of encouragement from the teacher, students begin to understand. In cycle II, the activity went very well.

### 3. Examination of the results of group work

After working on the worksheet, the next thing the researcher does is check the observations. The examination is carried out by presenting the experiment results and reading the group results. Each group carries this out while the other group listens and responds to their friends' answers in front of the class. However, some students still say nothing and pay attention to their friends in front of the class with puzzled faces. Researchers guide students to be active by asking questions about their experiments.

With the presentation of the results of this group work, students learn to convey the results. In contrast, other students learn to express their opinions based on the experiences they have and the results of the experiments they do. This is as stated by Sanjaya: "Inquiry is a method that is considered by the development of modern learning psychology, which considers learning as a process of behavior change thanks to experience." (Sanjaya, 2008)

### 4. Students take individual tests

In each cycle, researchers provide individual tests that function as post or final tests of each process. At this stage, the researcher conditioned the students by adjusting the sitting position of the students; their sitting positions were randomized. This is done by researchers so that students who are high in skill do not sit close together, and eventually, they cheat on each other. After the sitting position is neat, the researcher distributes the final test sheet or *post-test* and then tells the students to do it. Researchers assisted by colleagues supervise the test course so that cheating does not occur by going around each bench. In the first cycle, in an orderly manner, students take the test according to the provisions. The time provided by the researcher is enough to answer the questions given.

### 5. Examination of individual test results

After carrying out the test, researchers and peers check the students' test results. From the *post-test* of cycle II actions, 91.7% of students reached the limit of learning completeness. The results of the *second cycle post-test* were announced by researchers at empty hours. Researchers also announced the results of group points collected based on *post-test I* and *post-test II* progress

points. This aims to motivate students to compete for the best group award and the best value in class.

### 6. Group and individual awards

Researchers give prizes to the best groups and individuals at empty hours based on the second cycle post-test results. After the researchers gave awards at open hours, it was seen that students were curious and enthusiastic to compete with other groups to become the best group. Each group wants the results of group work or individual tests more than the others.

### Student Learning Achievement

By using the Inquiry learning model, students experience many changes that increase learning achievement.

The achievement of learning English referred to in this study is the result of the learning process that results in changes in behavior by teaching competencies. Learning outcomes are grades and attitudes or behaviors of students who show a positive attitude in the learning process.

Learning with the implementation of the Inquiry model is effective in improving student learning outcomes in English subjects. This can be seen from the students' initial test scores, which were initially very unsatisfactory, with an average of 66.94. Of the 36 students who took the test, only eight reached KKM, which is 75. However, after learning through the Inquiry model implementation, students' understanding increases, which can be seen from the increasing test results. At the end of the first cycle action, the average grade point increased to 74.72 or 44.4% of students had reached the limit of learning completeness, and 20 students who did not complete learning, then student learning outcomes increased again in cycle II, which was 91.7%. The activities of researchers and students activities are illustrated in Table 1 and Graph 1 below.

Table 1.  
Observation Results of Each Cycle

Keteakrangan	Siklus I	Siklus II	Keterangan
Kegiatan Peneliti	81,5%	87,7%	Meningkat
Kegiatan Siswa	80%	91,5%	Meningkat

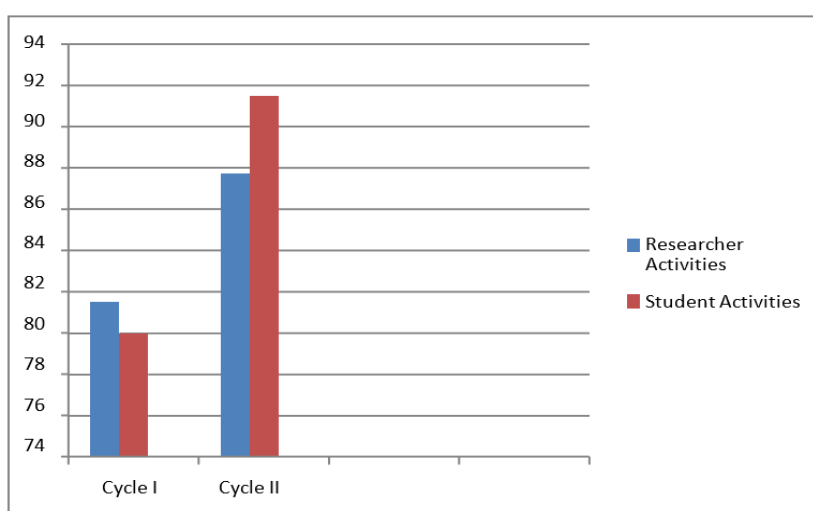


Figure 1.  
Observation Results of Cycle I and Cycle II

Thus, it can be concluded that applying inquiry learning models can improve students' English learning outcomes.

## Conclusion

Based on the results and discussion of the research results, conclusions can be drawn: 1) Teacher activity during the teaching and learning process by applying the inquiry learning model in cycle I by 80% (good), and in cycle II increased by 87.7% (good); 2) Student learning activities carried out during learning activities by applying the inquiry learning model in cycle I by 80% (good), and in cycle II increased by 91.5% (perfect), and 3) Student achievement results by applying the inquiry learning model can increase student achievement results by a percentage in cycle I of 74.72% (good), and in cycle II student achievement results increase by 91.7% (perfect).

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