

# **Inquiry-Based Learning on Teaching Speaking to Students Second Semester of English Language Education**

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**Abstract.** The aims of this study are to determine the implementation of inquiry-based learning strategy in learning speaking on the materials speaking for a specific purpose and analyze students' responses to the implementation of an inquiry based learning strategy. This research is a type of field research, and the approach used is qualitative. The researcher obtained data by using the technique of observation checklist, questionnaires, and documentation. Then the researchers classified the data according to the identified problem. In addition, the data were compiled and then analyzed using descriptive analysis. The results of this study indicate that the implementation of inquiry based learning strategy in learning speaking can be implemented well following the existing concept. Implementation was done through the activities of students looking for or digging for information about learning materials. Teacher provides stimulus and motivation to students, followed by giving questions to students by teachers. In the next step, the teacher provides opportunities to students in turns to provide responses or practice a conversation discussed by students in pairwork. At the end of the lesson, the teacher provides learning conclusions and reinforcement of learning materials that have been implemented. Students were positive about the implementation of strategy inquiry-based learning as the strategy applied in learning. It makes student learning outcomes increase.

Keywords: inquiry-based learning, students respond.

## **1. INTRODUCTION**

Learning to speak English is a lesson that has been arranged so that students can master English well. Learning and teaching will require careful planning, which determines the elements' objectives, teaching materials, teaching and learning activities, methods, and teaching aids, as well as the assessment or evaluation.

The learning strategies and appropriate learning methods will enhance students' creativity in learning. According to Cristine Smith, *Promoting Creativity in Learning and Teaching* (2014), creativity could offer an invigorating, albeit challenging, experience for both learners and teachers. It is because creativity can affect the educational system. Therefore a teacher has to use an absolute strategy for transferring knowledge to their students. All that to continue creating the young generation with life skills to survive and compete in the global community. The skills

needed consist of the ability to think critically, the ability to communicate effectively and efficiently, and the ability to develop the technology.

According to Sumiati (in Andriani, Vera Septi, *The Effectiveness of Inquiry Learning Method to Enhance Students' Learning outcome*, (2016), teaching strategy emphasizes the learning process actively to acquire the capability of learning outcomes. Using an appropriate teaching strategy is aimed to solve the problems that arise in the learning process. Besides, the strategy includes suggestions for gaining knowledge about practicing teaching skills and various activities.

Inquiry-based learning is a pedagogical approach that invites students to explore academic content by posing, investigating, and answering questions. Also known as problem based-teaching or simply as 'inquiry,' this approach puts students' questions at the center of the curriculum and places just as much value on the component skills of research as it does on knowledge and understanding of content; Center for inspired teaching *Inspired Issue Brief: Inquiry-Based Teaching* (2008). The purpose of the use of inquiry-based learning is to develop the ability to think systematically, logically, critically, or develop intellectual abilities as part of the mental process. Therefore, in inquiry-based learning students are not only demanded to master the learning material, but also to use its potential, Hamdayana, Jumanta (2016: 133) *Metodologi Pengajaran*.

Some previous studies are similar to this study. The first previous study is about implementing Inquiry-Based Learning for Teaching English at SMP Negeri 2 Grobogan in the 2104/2015 Academic year (Hantoro, Sukma Adi Windy: 2015). This research aims to describe and explain the implementation of inquiry-based learning for teaching based on reality and the fact in the field. The second previous study is about the Effectiveness and Accountability of the inquiry Based methodology in Middle School Science Hardin, Cade (2009). Research shows that using an inquiry-based approach can encourage student motivation and increase academic achievement (Wolf & Fraser, 2008, Bryant, 2006); National Research Council (NRC), 2000). The third previous study is the Effect of Inquiry-Based Learning Method on Students' Academic Achievement in Science Course Abdi, Ali *Universal Journal of Educational Research*, (2014). This study aimed to investigate the effects of the inquiry-based learning method on students' academic achievement in sciences lesson.

The study aims to describe the implementation and the students' response toward the implementation of Inquiry-Based Learning in the teaching of speaking in students' second semester of English Language Education of PGRI Ronggolawe University Tuban. This article reports the results of the research on learning strategies used by EFL students in their speaking course at Universitas PGRI Ronggolawe Tuban. For EFL teachers, they will apply English learning by using inquiry-based learning for students who study English for a specific purpose so that teachers can build the learning activity based on the institution's aim. For the learner, the students gain experience teaching the nature of this inquiry because the students conduct an investigation or a study of a problem.

## 2. METHOD

This study applies a qualitative research design. This research is designed to identify and describe the observed phenomena in the form of words rather than numbers in detail. This research describes the implementation and students' response to inquiry-based learning in students' second semester of PGRI Ronggolawe University Tuban. According to Kothari (2004: 3), qualitative research concerns a qualitative phenomenon related to human behavior.

In this study, the researcher used an instrument and data collector. The researcher's presence in a qualitative study is needed; because the researcher is an observer. The study instruments are observation, questionnaire, and documentation; the researcher used the study based on some questions. Therefore, the researcher analyzed the data done by students in the second semester of English language education at PGRI Ronggolawe University Tuban. The researcher analyzed the implementation process of Inquiry-Based Learning. Also, the researcher used a questionnaire sheet for the students' responses to teaching activities using an Inquiry-Based Learning strategy.

The research subject of this study is the students in the second semester of English language education at PGRI Ronggolawe university Tuban, which consists of 21 students. The study location is English language education of PGRI Ronggolawe university Tuban placed at Jl. Manunggal 61 Tuban. This research took the information about the implementation of inquiry-based learning on teaching speaking in students' second semester of English language education at PGRI Ronggolawe University Tuban. The data collection techniques are observation, questionnaire, and documentation. The detailed process of collecting data is explained in detail below:

- a) Firstly, to answer the first research question about how the teacher implementation process of inquiry-based learning in teaching speaking to students the second semester of English language education of PGRI Ronggolawe Tuban, the researcher involved in classroom observation checklist and documentation to know process implementation teaching speaking among students at second-semester class by using inquiry-based learning strategy.
- b) Secondly, the researcher used a questionnaire to answer the second research question about how the students respond to using an inquiry-based learning strategy. The purpose is to determine the effect of implementing inquiry-based learning in managing speaking in English classroom activity at the second semester English language education class of PGRI Ronggolawe university Tuban.

In qualitative research, the data is obtained from various sources using the techniques of data collection triangulation and carried out continuously until data saturation. Data analysis is systematically searching and arranging the interview transcripts, field notes, and other materials accumulated to increase the understanding and enable any presentation of the results and findings (Bogdan & Biklen, 1998: 157). The researcher used qualitative data analysis. This research's qualitative data were analyzed using the inductive analysis method. It begins with a particular piece of evidence and then pulls them together into a meaningful whole.

According to Miles & Huberman (1984: 10-11), the data analysis consists of three concurrent flows of activities, and those are: 1. Data reduction: refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this case, the writer reduced the data taken from the field to make more manageable for the writer to draw a conclusion. 2. Data display: display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the process of showing data simply in the form of words, sentences, charts, tables, and graphics for the researcher to master the data collected as the basis of taking appropriate conclusion. From the displayed data, the verbal narrative account was given. In this study, the researcher described the finding using a chart, table and description. 3. Conclusion Drawing and Verification: From the beginning of the research, the researcher made the temporary conclusion. In the last step, the conclusion was verified to the notes taken. Furthermore, it was brought to the perfect conclusion. Making a conclusion was the process of drawing the content of data collected in the form of a good statement and having precise data. The conclusion draws could start from tentative conclusions that need to be complemented. Verification means testing the provisional conclusions for their validity, suggests that after getting the data, it is analyzed continuously and verified about the validity.)

### **3. RESULT**

The researcher used an observation checklist and documentation of the implementation of Inquiry-Based Learning in teaching speaking. The data of the documentation is taken by using lesson plans and media of learning activity. The researcher used an observation checklist when the teacher taught during the learning process in English class. The research finding are as follows: Every student in English class had different characteristics; they were talkative and always answered most of the questions from teacher. Most of the students had not only good conversations with other students but also good pronunciation.

The second research question asked students' responses to the implementation of Inquiry-Based Learning to increase teaching speaking in the second-semester academic year 2018/2019 of English Language Education of PGRI Ronggolawe University Tuban, consisting of 21 students. In order to support the data, the researcher collected the data through a questionnaire. The questionnaire was given in the third meeting in the end of the classroom activity on March 27th, 2019. The researcher gave a questionnaire related to the students' responses to implementing Inquiry-Based Learning for teaching speaking. The students filled the questionnaire by choosing one option that was prepared. The researcher gave questionnaires to the students about their response to the implementation of Inquiry-Based Learning as a learning strategy to teach questions and deliver opinions in the English class, especially in speaking.

There was some knowledge from the students' responses, such as (1) the use of Inquiry-Based Learning strategy in English learning for speaking classes; the students' response to this knowledge is 100% (2) the role of teacher when teaching and learning activities in the classroom, the students response this knowledge 100% (3) the students' opinions about the implementation of Inquiry-Based Learning strategy, the students response this knowledge 82%

(4) students' motivation to learn English with using inquiry-based learning strategy, the students response this knowledge 68% (5) Student's obstacle to using Inquiry-Based Learning strategy in English class, and the last knowledge students response 80%.

Based on the research finding, the researcher found that using Inquiry Based Learning to teach speaking increased and motivated students in speaking class. Speaking for a specific purpose in learning English needs a skill because it became the main of good conversation. Speaking was a complex skill because it involves putting the message together, communicating and interacting with other people and learners need a lot of practice to develop this skill (Lindsay C-Knights, 2007: 58). Speaking for a specific purpose is one of the ways to train and develop speaking skills. Teacher and students should be able to interact in teaching and learning activities well because students would be more active in learning.

In the implementation of learning, the teacher used Inquiry-Based Learning strategies such as complex scenarios, in which it provided feedback to students to know the response in the form of answers to problems given by teachers. On the process of implementing Inquiry-Based Learning, students should involve open-ended investigations into a question or a problem, requiring them to engage in evidence-based reasoning and creative problem-solving, as well as “problem finding” *CBS\_Inquiry Based Learning* (2007). Concrete learning is beneficial for the thinking process and student reasoning. The impact was to provide knowledge to students of the state and phenomena that occur in the environment and try to understand it in depth. In understanding the problems given, students were required to use appropriate methods to facilitate the extracting information and accuracy of the investigation conducted. Here the role of teachers can direct learners to understand well the learning materials and deeply.

At the orientation step, explain the topics, purpose, and learning results it is expected and achieved by the student. This process should the teacher does it well. The teacher's vital role is to stimulate students to solve problems. Explain the topic in order to students understand and do activities in learning well. In this research, the topic speaking for specific purpose about making a conversation how to book a room at a hotel. The student knew the material at the last meeting. In addition, students were given information on what resources can be used to support students in learning activities. At the beginning meeting, the teacher gave a little information about speaking for a specific purpose in speaking activities. Then the teacher asked the student to show the hotel brochure. Not only on the brochure teacher also used the module. Learning with the module can be helpful in understanding learning materials well. In addition, the teacher must convey goals and learning results that aim to attract students' attention.

Teachers should explain the main points of activities that students must do to achieve the goals and the importance of topics and learning activities to provide student learning motivation. The Inquiry Based Learning strategy in English learning was crucial to apply to speaking for a specific purpose. All of the students stated that the teacher always used Inquiry-Based Learning strategy in English learning, while the topic of speaking for a specific purpose applied with the strategy was very relevant and effective for smooth and success in teaching and learning activity.

The teacher should stimulate and provide encouragement and reinforcement to make students' potential dynamic, appear self-help (activity) and creativity (creativity), so that will be dynamics in the learning process. The motivation of students in the second semester class of the English language education program of PGRI Ronggolawe University Tuban was increased when English learning on the topic of speaking for a specific purpose was implemented with the strategy of inquiry-based learning. It can be influenced by students who feel helped and facilitated by the implementation of the strategy because speaking for a specific purpose emphasizes aspects of speaking skills and confidence to speak in public. While the strategy of inquiry-based learning also involved the active role of students in teaching and learning activities. Therefore, the implementation of the Inquiry-Based Learning strategy with the speaking for specific purpose activities material can be said to be very closely related between the two, and the very relevant Inquiry-Based Learning strategy was applied to that topic.

The obstacle to classroom activities by students that some of the students felt shy, unconfident, and passive in learning activities. At this time, students just rely on more exercise to make a good conversation. The solution for teacher to solve the problem was the teacher should develop students' confidence by giving exercises every meeting. In addition, teacher should listen the students' problem. It can make teacher understand the condition of students in contextual learning.

The problem can be solved by the teacher providing direction to students to practice it at home and memorize both vocabulary consistently and continuously. That way must teacher do because the material of speaking for a specific purpose can do well if the student can master vocabulary well so that can be active talk in speaking class. While the problem of conveying can be solved by training students on speaking skills because good convey can be possessed the habit of speaking continually.

Three components of attitudes should be looked at in student's response to implementing the Inquiry-Based Learning strategy in English learning: cognitive component, affective component, and conative or behavioral component Rosenberg and Hovland (1960), as cited in Rahmawati (2014). English learning using an inquiry-based learning strategy was effective in improving students' cognitive power. The indicator was that students are more critical in their reasoning. They can find the learning resources independently. It also helps students use memories to transfer their concepts to new learning situations and motivate them to think intuitively and formulate their hypotheses.

#### **4. CONCLUSION**

The aim of this research is to describe the implementation of Inquiry-Based Learning in the teaching of speaking and the students' responses toward the implementation of Inquiry-Based Learning to increase the teaching of speaking in students' second semester of English Language Education at PGRI Ronggolawe University Tuban which consist of 21 students.

The teacher gives students some module on learning materials about "booking a room at a hotel and at a restaurant ."Teachers also instruct students to find and explore information about the material from other sources. The teacher asks students some questions. The teacher invites the

students to answer the question. The teacher asks the students make a conversation. The teacher tests students by practicing the conversation in front of the class. The teacher gives final conclusions about the learning materials. This result has answered the research question that Inquiry Based Learning has implemented in second semester class of English Language Education of PGRI Ronggolawe University Tuban.

The students' responses to the implementation of Inquiry-Based Learning strategy are very effective in developing and increasing students' speaking ability. It can be seen from good students' responses during learning activities. In fact, students became more confident, and learning about independence, opinions, others, and insights was widespread. Can be seen from the results of a questionnaire that shows the students' responses during learning activities.

From the research finding and facts discussed in the previous chapter, the researcher gave some suggestions for the lecturer, students, university, and the next researcher. The lecturer should be able to apply effective learning strategies in learning activities because implementing the strategy becomes a critical element of the student's learning success, ultimately improving student achievement. The students should train themselves to master speaking skills well and memorize more vocabulary to be active in English learning. The university should provide adequate facilities to support student learning activities, especially by adding a collection of learning resources in the library.

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