

## APPLICATION OF INQUIRY LEARNING METHODS TO INCREASING STUDENTS' INTEREST IN SPEAKING ENGLISH

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### **Abstract**

*This study investigates how the implementation of Inquiry Inquiry can improve students' interest in speaking English in class VII in Public Junior High School 18 Cirebon. This collaborative classroom action research did in two cycles, and the participants of this study participants were 24 students from the target class, consisting of 12 girls and 12 boys. The researcher herself acted as an observer, and one of the English teachers from the target school acted as a teacher (collaborator). This is a descriptive-qualitative study because this study investigates the value of teaching speaking. The findings from the classroom observation, the video recorded, and the field notes were analyzed and then described according to the relevant theorists. The findings proved that Inquiry Inquiry improved students' interest in learning speaking in class VII Public Junior High School 18 Cirebon. The improvement in the student's interest was proved by the student's enthusiasm and the students' joy during the teaching process. It also proved from the students' responses during discussion sessions and practising and from the students' exposure to using English during the lesson. Implementing Inquiry Inquiry in teaching English facilitates students to do maximal in doing their best during the learning process. However, Inquiry Inquiry consumes time and is unsuitable for many students in a classroom. Inquiry facilitates freedom for students in finding their knowledge through learning, but it only ensures students' focus on their studies if the teacher does maximal management and scaffolding. Thus, the findings above made the researcher suggest a more prominent study with sufficient time and broadened Cycle for better results.*

**Keywords:** *Students' Interest in Learning English; Speaking; Inquiry; Descriptive-Qualitative-Study; Collaborative Classroom Action Research; Junior High School Level.*

### **Introduction**

English is one subject taught from the elementary school level to tertiary institutions in Indonesia (Hamzah, 2016). In this regard, currently learning English in Indonesia still requires the implementation of more efficient learning methods that will enable students to get used to using the language better. This assumption is concluded from phenomena in the field which show that students' ability to speak English actively

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is still far from expectations. Furthermore, involving students actively in using the target language in language learning will likely make learning activities more effective ([Hamzah, 2016](#)).

Relevant to the statements above, the results of a preliminary study at Public Junior High School 18 Cirebon revealed that students' potential to learn English in the several classes observed needed to have been adequately explored. The researcher examined the students' speaking ability by observing English learning activities in class VII and class VIII, considered the top grades in the target school. From the results of these brief observations, the researcher concluded that students' speaking skills still needed to be improved and could still be maximized by increasing students' interest in participating in learning activities.

Relevant to this, ([Puspitasari, Hayati, & Purwaningsih, 2022](#)) explained that interest is a condition that reflects a relationship between something observed or experienced with one's desires or needs. Thus, a student-centred (student-centred learning) learning system that directs students to be directly involved in learning activities has the potential to inspire and increase students' interest in participating in learning activities. The emergence of various student-centred learning methods is a breath of fresh air for the world of education. Implementing student-centred learning is believed to maximize learning activities because it is considered more attractive to students. Student-centred education is believed to provide wider opportunities for students to participate more in learning ([Hamzah, 2016](#)). Student-centred education is believed to direct students to acquire knowledge through memorable and enjoyable learning experiences ([Hamzah, 2016](#)).

Furthermore, student-centred learning processes are more open and challenging. They are considered capable of keeping students from worrying about making mistakes when trying to find knowledge in their educational process ([Gubali, Paramata, & Lihawa, 2021](#)). Meaningful knowledge can only be obtained through a planned learning process in learning that activates students to find knowledge ([Hamzah, 2016](#)). Furthermore, an effective and planned learning process is also believed to hone and broaden students' knowledge so that it is more optimal.

([Dewi, Dantes, & Sadia, 2013](#)) States that learning is a process carried out by a person to obtain a new change in behaviour as a whole, which is the result of his experience from interaction with his environment. Thus, it can be explained that learning as an activity is related to changes in a person's behaviour towards certain situations caused by repeated experiences he has lived in a certain situation. In this regard, student interest in learning is a force that will encourage students to learn. Interested students (happy attitude) in the lesson will appear to be constantly motivated to study diligently. In contrast, students who are not interested in learning activities will not be moved to participate in learning activities.

In this case, ([Puspitasari et al., 2022](#)) explain in more detail that interest is a condition that occurs when a person sees the characteristics or temporary meaning of a situation associated with his desires or needs. In other words, what a person sees will

arouse his interest to the extent that what he sees relates to his interests. Thus, interest is a condition that reflects a relationship between something observed or experienced with one's desires or needs, which are related to their desires and needs.

Interest is also interpreted as a will, desire or liking. Interest is a source of motivation that encourages people to do what they want if they are free to choose ([Dewi et al., 2013](#)) ([Fatimah & Usman, 2017](#)). ([Fatimah & Usman, 2017](#)) argued that student interest is the main factor determining the degree of student learning activity. ([Lovisia, 2018](#)) states interest as attention that contains elements of feelings, whereas Shalahudin's statement above gives the sense that interest is related to feelings of pleasure or displeasure. Therefore, interest determines the attitude that causes a person to be active in a job or situation. In other words, interest can be a cause or a motivating factor for an activity.

Still related to the explanation above, interest in learning is a person's tendency that comes from outside and from within his heart which encourages him to feel attracted to something so that he directs his actions to something and creates feelings of pleasure ([Pranata, 2016](#)). ([Pranata, 2016](#)) states that there are four indicators of interest: feelings of pleasure, student interest, student attention and student involvement. Then, the Ministry of National Education (2013) further explains that a person's interest in learning is not always stable but always changing. These changes are influenced by several factors, as follows. Internal factors, namely factors that come from a person both physically and spiritually, physically and psychologically. External factors are all factors that exist outside the individual family, community and school.

Thus, ([Sofyan, 2007](#)) adds that efforts that can be made to foster students' interest in becoming more productive and effective include enriching ideas or ideas, giving stimulating gifts, getting to know creative people and adventure in the sense of adventure into nature. Around healthily, develop fantasy and practice a positive attitude. In addition, some educational experts argue that the most effective way to generate interest in a new subject is to use existing interests. This was stated by Tanner and Tanner ([Astutik, 2015](#)), who stated that in order for students to want to try to form new interests in themselves to achieve their learning goals, the teacher must always provide information to students about the relationship between one learning material that will be provided with other learning materials. Other learning, as well as outlining the usefulness of this learning for students in the future.

Furthermore, developing an interest in learning about something will help students see the relationship between the subject matter they are expected to learn. This process will show students how certain knowledge or skills influence them in serving their goals and satisfying their needs. Suppose students realize that learning is a tool to achieve several goals that they consider important. Students understand that the results of their learning experience will bring progress to themselves. In that case, a great interest will likely grow in them to learn.

Relevant to the purpose of this research ([Siregar, 2021](#)) states that learning will generally be more effective if it is carried out through an information discovery process.

Thus the application of a learning model where the steps of learning activities lead to activities of thinking and processing information is necessary. In this regard, ([Mubin, 2014](#)) explains that the learning process that implements the Inquiry learning model does not only provide opportunities for students to be able to develop their intellectual abilities but learning activities in the Inquiry learning model are also expected to be able to foster all the potential that exists within students. , including skill, emotional and skill development. ([Mubin, 2014](#)) states that the Inquiry learning model is a series of learning activities that maximally involve students in seeking and investigating knowledge systematically, critically, logically and analytically so that students can eventually formulate their own findings confidently.

The Inquiry learning model does not present subject matter in its final form but fosters and provides opportunities for students to seek and find their knowledge through problem-solving techniques according to the steps suggested by the learning model. In addition, a learning process is considered as learning that adopts the Inquiry model if the activity contains several conditions as described below. There are social conditions in the classroom and an open atmosphere that invites students to discuss with other students or the teacher. Some conditions give rise to hypotheses or temporary assumptions about learning problems to be solved, as hypotheses are the focus of the Inquiry learning model. The existence of conditions that allow the emergence of evidence or the use of facts as evidence to conclude. The role of the teacher in the classroom, which allows the creation of a comfortable learning condition as intended, is explained by ([Brown, 2000](#)) as a motivator, facilitator, questioner, administrator, director, regulator and award giver.

Inquiry-based learning has been developed since 1960. This learning method was developed to answer the failure of traditional teaching methods, where students must remember the facts of teaching material content. Inquiry learning is a form of active learning where progress is judged by how students develop experimental and analytical skills rather than how much knowledge they have. Inquiry-based learning or inquiry-based science essentially includes the desire that learning should be based on student questions. Learning wants students to work together to solve problems rather than receiving direct instruction from the teacher.

Inquiry means that the learning process is based on search and discovery through a systematic thinking process. Knowledge is not many facts resulting from remembering but the result of the process of self-discovery. Learning is a person's mental process that does not occur mechanically. Through this mental process, students are expected to develop intellectually, mentally, emotionally and personally. Therefore, in the learning planning process, the teacher does not prepare many materials that must be memorized but designs learning that allows students to find the material they must understand for themselves. Learning is a process of facilitating discovery activities (inquiry) so that students acquire knowledge and skills through their discoveries (not the result of remembering many facts). Inquiry departs from the assumption that since humans are born into the world, humans have the urge to find their knowledge. Curiosity about the

state of nature around it has been human nature since birth into the world. Since childhood, humans have desired to know everything through the senses of taste, hearing, sight and other senses.

As explained below, several things are the main characteristics of inquiry learning strategies. The inquiry strategy maximizes student activity to seek and find, meaning that the inquiry strategy places students as learning subjects. All activities carried out by students are directed to seek and find their answers to something in question. Thus the inquiry learning strategy places the teacher not as a source of learning but as a facilitator and motivator for student learning. Inquiry learning strategies aim to develop the ability to think systematically, logically and critically.

Thus, the main purpose of learning through inquiry strategies is to help students develop intellectual discipline and thinking skills by asking questions and getting answers based on their curiosity. Furthermore, inquiry learning using Inquiry can follow the following steps ([Mubin, 2014](#)). The steps in implementing the Inquiry method, according to ([Mubin, 2014](#)), are orientation, namely fostering a responsive learning atmosphere or climate. Then formulating the problem is a step that brings students to a problem that contains a puzzle. Next, formulate a hypothesis or temporary answer to a problem being studied. After that, collecting data captures the information needed to test the proposed hypothesis. Then, testing the hypothesis or the process of determining the answers that are considered acceptable according to the data and information obtained based on data collection. The last is formulating conclusions, namely describing the findings obtained based on the results of hypothesis testing.

The advantage of Inquiry is that it emphasizes the development of cognitive, affective and psychomotor aspects in a balanced way so that learning through this strategy is considered more meaningful. Inquiry can provide space for students to learn according to their learning style. Inquiry is a strategy considered under the development of modern learning psychology, which considers learning to be a process of changing behaviour due to experience. The weakness of Inquiry learning is that it will be difficult to control student activities and success. This strategy is difficult in planning learning because it collides with students' learning habits, sometimes it takes a long time to implement it, so it is often difficult for teachers to adapt it to a predetermined time, and the criteria for learning success are determined by the ability of students to master the learning material, so Inquiry will be difficult to implement by every teacher.

Based on the explanations above, the researcher wants to raise the Inquiry learning model, a student-centred learning model, to increase junior high school student's interest in participating in English learning activities. The inquiry or discovery learning model is a learning model that directs students to learn to gain knowledge through experience ([Mubin, 2014](#)), in which case ([Mubin 2014](#)) further explains that the inquiry learning model can hone students' skills in systematic thinking and problem-solving. Thus, the next researcher plans to conduct further studies on how to increase

students' interest in speaking by implementing the inquiry learning method in Class VII at SMP Negeri 18 Cirebon.

### **Research methods**

This research is a classroom action research (CAR), which was held in two research cycles to find out how the implementation of the inquiry learning method was able to increase students' interest in speaking English in Class VII at Public Junior High School 18 Cirebon so that in the end students would have sufficient ability to speak English according to the level of junior high school students. As a PTK, each Cycle in this study will include the phases contained in a class action research as suggested by ([Arikunto, 2006](#)), namely the phases of planning, implementing actions, observing and reflecting on the results of activities. This classroom action research is qualitative. The data was collected through field observations and analysis of the recorded learning video results. The findings were then analyzed qualitatively based on the relevant theories put forward in the study. Other participants involved in this study were 24 students in Class VII at Public Junior High School 18 Cirebon, consisting of 12 female and ten male students. This research was also a collaborative study, with the researcher acting as the researcher/observer and one of the teachers. The English subject at the target school is the implementer of the action/collaborator, the researcher, who also implements the action in class ([Arikunto, 2006](#)). The researcher asked a colleague to record the learning activities for data validation.

### **Results and Discussion**

As explained at the beginning of this report, the results of a preliminary study in several grades VII at Public Junior High School 18 Cirebon found the following facts. The observation results show that the learning process implemented in several target classes still needs to be improved. Learning activities that are passive and do not maximize student involvement in speaking English seem to make learning activities monotonous and boring. The teacher only explains and gives assignments to students, and students seem disinterested and don't seem to pay much attention to learning activities ([Juniati & Widiana, 2017](#)).

Thus, researchers collaborated with collaborators in preparing Learning Implementation Plans (RPP) with a focus on guided inquiry learning mode in the target class, in this case, Class VII at Public Junior High School 18 Cirebon. In compiling the RPP, researchers and collaborators base the learning steps relevant to the focused learning model. Furthermore, the researcher and collaborators discussed the appropriate observation sheet. They asked for the help of other colleagues to record the learning activities to be carried out, where it is hoped that the video recording of the learning will be useful for increasing the validation of findings from class observations, which may have escaped the researcher's observation. In addition to the preparations above, researchers and collaborators prepare relevant teaching materials in PowerPoint displays, researchers and collaborators prepare appropriate research instruments, and

researchers and collaborators prepare to enter the target class to hold the first meeting of Cycle I. The explanation and the discussion of each Cycle in this study are further discussed.

The first meeting of Cycle I began with apperception and motivation by the researcher. Apperception concerns an explanation to the participants involved in the implementation of the research and what things are expected of the participants during the activity. Then, motivating activities are related to activities carried out by researchers to arouse and accumulate participants' interest to be willing to participate in activities to the fullest.

At the second meeting, the collaborators then carried out the first action by organizing learning activities with the subject of Congratulations. After previously collaborators divided students into four heterogeneous groups, consisting of six students in each group. As previously explained, collaborators carry out learning activities according to the steps of guided Inquiry Inquiry learning that are effective and efficient, and researchers observe learning activities in this the attitude of students and the attitude of collaborators/teachers and then note the things that are deemed necessary to emerge from these activities in the next stage.

In the second meeting of Cycle I, after giving an adequate explanation regarding Greetings at the previous meeting, the collaborators played an example of a learning video with the theme Greetings and students observed. Afterwards, the researcher divided the questions to the students to be discussed later with the theme Greetings, where each group was given a different theme (e.g. greetings when meeting, greetings when parting, greetings good night, greetings when getting acquainted, etc.). Furthermore, in the second meeting, the collaborator directs students to formulate hypotheses/conversational designs related to problems in their group discussions. During the activity, the researcher ensured that the learning process was recorded. As explained earlier, the researcher made several field notes deemed necessary to receive attention as material for reflection in subsequent meetings ([Dewi et al., 2013](#)).

In the third meeting of Cycle I, collaborators continued learning activities by directing students back to carry out discussion activities. In this case, students in their groups were guided to analyze the findings of their discussions in the previous meeting and make conclusions to be displayed for 10 or 15 minutes in the next meeting. Thus, in the fourth meeting of Cycle I, speaking practice was held in front of the class, which all group members attended. In this case, other groups are asked to respond and then provide criticism, suggestions, and values for the group that appears.

The conclusions from the observations of researchers regarding the learning process with the implementation of the guided inquiry learning model in Cycle I, based on video recordings and conclusions from field notes, indicate that students' involvement in speaking in English during learning activities takes place and in practice sessions speaking in front of the class, appears to be still inadequate and still requires improvement, especially in terms of spelling and pronunciation. Students did not appear to be fully interested in participating in the learning process. Although the collaborators

tried to direct students to be more active in speaking using English words in the second and third meetings, the researcher considered that learning activities still encountered some obstacles. These obstacles are generally caused by students who are too passive, the high mobility of students during the activation process and the tendency of students to unconsciously use their mother tongue and second language (Indonesian), which makes collaboration/teachers require a lot of time to control the class so that the learning process can be carried out. On time and target ([Ambarsari, 2012](#)).

In addition, based on the researchers' observations, collaborators/teachers still do not provide maximum guidance to students as expected by the guided inquiry learning model. Collaborators/teachers seem not to have fully mastered the class. Group work, which tends to generate learning activities that require high student activity and mobility, cannot be fully managed by collaborators/teachers. In addition, based on the observations, researchers also found that collaborators/teachers still need to provide maximum enrichment to students regarding the discussion material. As for the transcription of the results of observations from the learning video Cycle I in connection with the implementation of learning with the Inquiry method in the target class, it can be observed from the following rubric.

**Table 1. Table of Indications of Student Interests in Sikus I Guided Inquiry Learning**

No	Activity	GROUP			
		I	II	III	IV
1	Voice Intonation	60	65	60	70
2	Word pronunciation	60	60	60	75
3	Pause	60	70	70	75
4	Word pressure/stress	60	75	75	75
5	Mimic	65	60	75	80
6	Attitude	60	60	75	80
Total		365	390	415	455
Average		60, 83	65	69, 16	75, 83

Based on the table above, the researcher concluded that students' interest in participating in learning activities in Cycle I was still very low. This can be explained as follows. Group I (low ability group category) only scored 60 for intonation, 60 for pronunciation, 60 for pauses, 60 for word stress/stress, 65 for expression and 60 for attitude. Group II (moderate ability category) scored 65 for intonation activities, 60 for pronunciation, 70 for pauses, 75 for word stress and 60 for expressions and attitudes.

Furthermore, Group III (moderate ability category) only scored 60 for intonation activities, 60 for pronunciation, 70 for pauses, 75 for word pressure, 75 for expression and 75 for attitude. Group IV (categorized as a high-ability group) scored 70 for intonation, 75 for pronunciation, 75 for pauses, 75 for word stress and 80 for expression and 70 for attitude.

Thus, even though the above findings are not satisfactory when compared with the results of observations in the preliminary study, the findings of the Cycle I research have shown positive progress. Students are no longer passive in participating in learning activities, and even though it is not sufficient, there are already some students who speak English in learning activities. Furthermore, group collaboration seems to provide the greatest opportunity for students to share knowledge and understanding regarding the subject matter. However, group work tends to make the learning atmosphere less controllable. Collaborators/teachers must direct students to be orderly so that learning objectives can still be achieved as planned. As a follow-up to the findings in Cycle I, researchers and teachers again revised the action plan for Cycle II. Researchers and teachers plan to strive to increase student activity more optimally. The results of Cycle II research can be observed as follows.

In Cycle II, after revising the lesson plan and improving the learning design based on reflections on the activities and findings of Cycle I, the researchers and collaborators returned to the target class to hold the first meeting of Cycle II. Similar to the first activity in Cycle I, Cycle II also begins with the researcher doing apperception and motivation, which aims to explain the research implementation and motivate students regarding the activities to be carried out.

In the second meeting, the collaborators/teachers also organized learning activities to continue the learning theme under the effective and efficient guided Inquiry Inquiry learning steps by utilizing laptop and projector facilities. After giving an adequate explanation regarding the subject matter in the second meeting, the collaborator/teacher continues the activity again by giving questions to each group, discussing the formulation of the problem and the hypothesis of the problem in the group with the direction of the collaborator. In the third meeting, the collaborator directs the students again. to evaluate the data findings from the discussion and draw conclusions to be presented at the fourth meeting.

During the holding of Cycle II, student activity seemed to have increased. Students seem to have paid more attention to learning activities and are starting to show an interest in taking lessons and speaking more confidently in English more often. This is possible because the collaborators/teachers carry out variations of teaching by trying to use media in the form of attractive image displays by utilizing the focus. In addition, collaborators/teachers display lessons with the help of attractive images in focus. Collaborators/teachers also insert elements of entertainment that are relevant to the images displayed but are still related to learning material and students' interests as young learners.

It seems that the maximum effort of the collaborator/teacher to provide better attention and direction makes the whole group put more effort into doing the task as well as possible. Students seem motivated to complete the experiment and work on the worksheet. However, the number of students and the mobilization of students in the class remains an obstacle for collaborators/teachers. The learning process becomes less orderly. Students who are too excited sometimes lead the emergence of an atmosphere

that is too boisterous in the classroom. Students have become more confident in asking and answering questions after the speaking practice session. However, a condition still occurs several times where the questions and answers are not as relevant as expected.

Thus, in general, it can be concluded that it seems that the guided inquiry learning model can improve students' speaking skills in the target class. Students seem more enthusiastic about learning, and the students' enjoyment when participating in the learning process increases. However, implementing guided inquiry learning takes a lot of time because many students in the class require good management from the collaborator/teacher. The following table shows increased students' learning interest in Cycle II.

**Table 2. Table of Indications of Student Interests in Sikus II Guided Inquiry Learning**

No	Activity	Group			
		I	II	III	IV
1	Voice Intonation	70	75	70	80
2	Word pronunciation	70	75	75	80
3	Pause	70	80	80	80
4	Word pressure/stress	70	75	80	85
5	Mimic	70	75	80	90
6	Attitude	70	80	80	90
	Total	240	460	465	505
	Average	70	76, 33	77, 5	84, 16

The table above shows a significant increase in interest in Cycle II. Group I (low ability group category) scored 70 for intonation, 70 for pronunciation, 70 for pauses, 70 for stress, and 70 for expression and attitude. Group II (moderate ability category) scored 75 for intonation, 75 for pronunciation, 80 for pauses, 75 for word pressure, and expressions and attitudes scored 80.

Furthermore, Group III (moderate ability category) scored 70 for intonation, 75 for pronunciation, 80 for pauses, 80 for pressure/stress, and 80 for expression and attitude. Group IV (categorized as a high-ability group) scored 80 for intonation, pronunciation and pauses. 85 for word pressure/stress, 90 for expression and attitude. Thus, the findings of the Cycle II research showed adequate progress. Students are more active in speaking English. Although group collaboration still makes the learning atmosphere less controlled, in general, the learning objectives can be achieved as expected.

## Conclusion

In collaborative research, it is highly recommended that researchers and collaborators always have a logical agreement in researching to maximize the goals to be achieved. In collaborative action research, each party is expected to be able to respect each other as a team and be able to work together as equal partners. Thus, further

research regarding implementing the Inquiry learning model for English subjects still needs to be carried out on a larger scale for more satisfactory findings.

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