

Implementing Inquiry Learning Strategy to Improve Students' Thinking Ability of SMPN 6 Gunungsitoli in 2023/2024

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Abstract

This research was motivated by initial observations which showed low student learning outcomes, which can be seen based on the average score on exam results, namely 60. The average score is still below the minimum completeness criteria (MCC) set by the school, namely 67, in English subjects. This shows that student learning outcomes in English learning are still low. This research aims to implement inquiry learning strategies in improving students' thinking skills and improving listening skills in English at SMP Negeri 6 Gunungsitoli. This research focuses on finding out the teaching methods used by teachers to improve students' thinking skills, implementation, assessment in learning with research results obtained through student observations in learning activities, questions to improve one of the students' competencies in listening skills, and the researcher's field notes. while carrying out research. The informants for this research were class 8, totaling 7 people. The method used in this research is Classroom Action Research (CAR). The results obtained from this research include: 1). Implementation of the learning process using the inquiry method. 2). Observation results showing improvement from the first cycle to the second cycle at the second meeting. 3). Implementation of listening tests for students makes students like learning English and through MCC. The average value presentation obtained is 90%. This shows an increase from cycles I and II student learning motivation through implementing the inquiry learning model in the When I was a child material with an average score of 90% in the very high category. The application of the inquiry learning model can increase students' activeness in learning, improve students' thinking abilities, and increase the completeness of learning outcomes.

Keywords

Inquiry Learning Strategy, Listening competence, Thinking ability

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INTRODUCTION

National Education Standards are a set of criteria, guidelines and indicators set by the government in Government Regulation (PP) Number 4 of 2022 to guarantee the quality of education in Indonesia. These standards cover various important aspects of education, including curriculum, assessment, teachers, facilities and infrastructure, and education management.

National Education Standards aim to create uniformity in the quality of education across schools in Indonesia (Adi et al., 2024). With these standards, it is hoped that every student will receive equal and quality education, regardless of the location or type of school they attend. The 8 national education standards are content standards, process standards, assessment standards, graduate competency standards, teacher and education staff standards, facilities and infrastructure standards, management standards, and financing standards.

Middle School learning process standards have been regulated in Minister of Education and Culture Regulation Number 22 of 2016 concerning Primary and Secondary Education Process Standards (State Gazette of the Republic of Indonesia of 2016 Number 955). Learning strategies are methods used to improve understanding and learning outcomes. In this case, not everyone can learn easily and quickly. Quoted from lmsspada.kemdikbud.go.id, a learning strategy is a plan for a series of activities designed to achieve certain educational goals. In this case, learning strategies are activities that must be carried out by teachers and students (Rahmaniar et al., 2024).

One of these learning strategies is an inquiry learning strategy. This type of inquiry learning strategy is carried out by providing opportunities for students to develop critical and creative thinking skills. In this strategy, students are invited to explore the concepts taught through observation, question and answer, and experimentation (Sardi et al., 2017). The difference between Inquiry Learning Strategy and general learning is that general learning is a process of interaction between students and teachers and the learning resources usually used are books which are usually used as guidelines in the classroom.

Inquiry is a learning activity where students are encouraged to learn through their own active involvement with concepts and principles, and teachers encourage students to have experiences and carry out experiments that allow students to discover these principles for themselves (Shoimin, 2018). In the 2013 Curriculum syllabus for class VIII SMP Negeri 6 Gunungsitoli, learning English is one of the important lessons for students to learn. The school has set the Minimum Competency Criteria (MCC) for English subjects, especially class VIII, at 67. In reality, learning English is still rarely popular with students. After the researchers made observations, there were still many obstacles faced by students in learning English. There are 4 competencies in English, namely speaking, reading, listening and writing.

Teachers often apply speaking, reading and writing competencies. However, rarely do people apply listening competence. In the last exam, only 2 students passed the English exam. Meanwhile, the others did not pass the PKS. After the researchers made observations, students liked English, but they had difficulty developing their English skills. Students are not confident and hesitate to express their opinions. Students are afraid

of making mistakes and are embarrassed to ask questions or express opinions. So researchers use inquiry learning strategies to improve students' thinking abilities, so that they have the courage and confidence to express opinions, and also develop English language skills. In connection with this problem, it is necessary to apply inquiry learning strategies to Childhood material.

LITERATURE REVIEW

Thinking skills are one of the life skills that need to be developed through the educational process because they can determine the success of each person's life. According to Elder (Kaya et al., 2018) states that "Critical thinking has an important relationship with mental processes, especially in forming emotional intelligence". Apart from that, Goleman (Kaya et al., 2018) also said that "Emotions and thoughts are the same thing and important and should not be put aside because they are the basis of thinking." Therefore, Dutoğlu and Tuncel (Kaya et al., 2018) argue that "Every individual who has high emotional intelligence will also have high critical thinking abilities."

Furthermore, critical thinking skills are defined as thinking processes that require high cognitive processes through problem analysis, argumentation, evaluation, decision making and problem solving (Suwono et al., 2017; Karakoc, 2016). Students who have critical thinking skills can ask questions well, provide effective and efficient information, make rational decisions based on what is believed or not believed (objective), and have consistent conclusions in solving a problem (Bustami et al., 2018; Fakhriyah 2014; Cahyarini et al., 2016).

There are several types of thinking skills as quoted from Chris Drew et al. (2023) as follows: Convergent Analytical Thinking, Divergent Thinking, Critical Thinking Skills, and Creative Thinking. According to Winda Eka Wati et al. (2015), indicators of thinking skills are defined as follows: Analyzing Skills, Synthesis Skill, Problem Solving Skills, Summarizing Skills, and Evaluation Skills.

Inquiry is a model that can encourage students to be active in learning. In this inquiry learning method students are asked to search and discover for themselves in the teaching and learning process, one of which is by actively asking good questions about each lesson material presented and these questions do not have to be answered by the teacher because all students have the opportunity to provide answers to questions asked. This is in line with the basic goals and understanding of inquiry-based learning. According to W. Gulo in Khoirul (2017) that: "Inquiry learning means a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings. with full confidence". Critical thinking is needed in intellectual development. Critical thinking is an ability or thinking skill to make it easier to make decisions and solve problems, especially in the learning process. The inquiry learning model is an effort to improve students' critical thinking skills.

Listening is the first of the four main language skills (Putri et al., 2024). Listening is an active process by which we understand, evaluate, and respond to what we hear. Listening skills are receiving language through the ear. Listening involves identifying

speech sounds and processing them into words and sentences. Listening skills are skills that contribute to your ability to receive information accurately when communicating with others (Ermawati et al., 2024). These skills are an important part of effective communication in the workplace. Developing good listening habits can help ensure you understand information correctly, interpret messages accurately, and optimize your conversations and communications for efficiency. Listening skills help students develop communication and critical thinking. These skills are important in many areas of daily life. Interactions occur in any situation for example, in the classroom and at work.

In this research, researchers will apply inquiry learning strategies to improve students' thinking abilities. In this research, researchers chose thinking ability as the skill to be sought. Thinking ability is a new thinking ability acquired through trial and error and is characterized by fluent, flexible, original and elaborative thinking skills. Students must eliminate a part of something in order to obtain something new in the learning process. Based on the teacher's goals, students hope to be able to combine several parts to form something new in the material "When I Was Little". However, in reality these students cannot achieve these expectations because there are several problems that affect the students' thinking abilities. Organizing thoughts and articulating them clearly, logically or makes sense.

RESEARCH METHOD

To conduct this research, researchers will use Classroom Action Research (CAR) which helps researchers to solve students' problems in listening and improve their thinking skills (Agus DM, 2018). What is meant by Classroom Action Research (CAR) is the study of social situations with the aim of improving the quality of actions in them. The entire process, reviewing, diagnosing, planning, implementing, monitoring, and influencing creates the necessary link between self-evaluation and professional development. According to Dwi Susilowati (2018) Classroom Action Research (CAR) is action research whose implementation can be seen, felt and experienced, then the question arises whether the learning practices that have been carried out have high effectiveness.

There are four types of CAR , namely: (1) diagnostic CAR, (2) participant CAR, (3) empirical CAR, and (4) experimental CAR. This research uses CAR participant types. Participant Classroom Action Research. CAR participants are parties who will conduct research who are directly involved in the research process from the beginning until the research results are obtained in the form of preparing a report. Thus, since planning panel research, researchers are always involved, then researchers monitor, record and collect data, then analyze the data and finally report the results of panel research. Participatory CAR can also be implemented in schools as in the example in the point above. However, here researchers are required to be directly and continuously involved from the beginning to the end of the research. This type is what teachers usually do today.

From the definition above, the researcher concludes that Classroom Action Research is systematic classroom action research, and the entire process has high effectiveness and can identify problems in the classroom and provide problem solving. This research aims to improve students' thinking abilities at SMPN 6 Gunungsitoli.

This research consists of 2 cycles: In cycle I, learning activities were carried out over two meetings and one meeting to provide a test of learning outcomes. At each meeting the researcher applies inquiry learning strategies. Learning activities are adjusted to the steps listed in the RPP. In cycle I, the subject teacher as observer fills in the observation sheet according to the learning steps carried out. And at the last meeting of cycle I, daily tests were held in the form of learning results tests. From the test results, it can be seen to what extent the student's ability is in solving test questions. In cycle II, by evaluating the results of the implementation of the first cycle, if it turns out that the determined results have not been achieved according to previous expectations, it will be continued in the next cycle without ignoring the steps in the first cycle.

Each cycle consists of four stages, as follows: Planning, Action, Observation and Reflection. This second cycle will be carried out if the first cycle is not successful. Then the second cycle will be carried out according to the first cycle based on the PTK procedure. The location of this Class Action Research is SMP Negeri 6 Gunungsitoli, Sisarahili Gamo Village, Gunungsitoli City. The implementation of the actions in this research was carried out in the second semester of the 2023/2024 academic year, and was adjusted to the school schedule. Implementation of the action took approximately 1 month, cycle I planned two meetings and one meeting for daily review, and cycle II planned two meetings and one meeting for daily review. The time allocation for each meeting is 2 x 40 minutes.

Instrument of the research depends on observation sheet, test listening and field notes. Researcher will analyze qualitative and quantitative data in this research. Qualitative data is the result of observation sheets regarding the activities of researchers and students in class. Meanwhile, quantitative data comes from the results of learning outcomes tests.

FINDINGS AND DISCUSSION

This research was carried out at SMP Negeri 6 Gunungsitoli which is located in Sisarahiligamo Village, Gunungsitoli City. The research subjects were 17 students in class VIII semester 2 of SMP Negeri 6 Gunungsitoli for the 2023/2024 academic year. Before the research was carried out, the researcher first collaborated with the principal of SMP Negeri 6 Gunungsitoli and with his approval the research could be carried out and the researcher also collaborated with the English subject teacher. The implementation of this research includes four stages, namely: planning, action, observation and reflection.

The research was carried out using the services of an observer, namely an English subject teacher who helped carry out observations during the research, so that this research activity could be carried out well. Research activities are carried out during English class hours and do not interfere with other learning processes and researchers and practitioners do not need to leave the classroom where they teach.

To improve students' thinking abilities in class and also improve listening competence, this research consisted of two cycles. Each cycle consists of two meetings.

The following is an explanation of each cycle. After the researcher carried out teaching in class, the results obtained were:

- 1). The average student score on the observation sheet that has been carried out is 57%
- 2). The average student score on the observation sheet that has not been completed is 43%

We can see the results in the graph below:

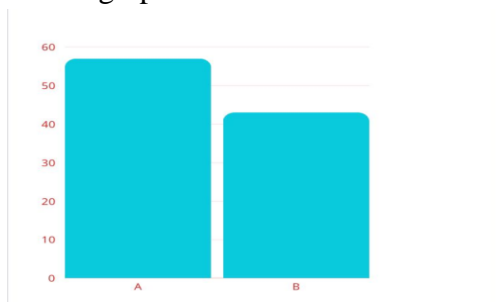


Figure 1. The percentage of the result that researcher carried out teaching in class in cycle I (meeting 1)

From the results of this first meeting, researchers found several shortcomings in its implementation:

- 1). Students are still not able to understand the material taught well.
- 2). Students have difficulty understanding the listening test, because it is their first time taking the test
- 3). Students are still hesitant to come forward to present the results of their work.

After the researcher checked the students' answers, the following results were obtained in cycle I (meeting II)

- 1) The average student score on the observation sheet that has been carried out is 65%
- 2) The average student score on the observation sheet that has not been completed is 35%

We can see the results in the graph below:

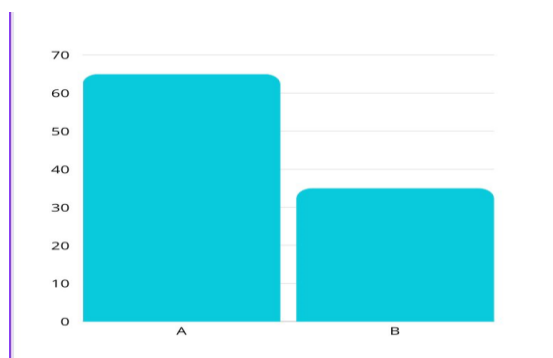


Figure 2. The percentage of the result that researcher carried out teaching in class in cycle I (Meeting II)

Meanwhile, from the results of the listening test carried out, the following results were obtained:

- 1) The average score that can be filled in is 5.

From the results of this first meeting, researchers found several shortcomings in its implementation:

- 1) Student are still not able to understand the material taught well
- 2) Student still have difficulty understanding the listening test
- 3) Student are still hesitant to come forward to present the results of their work.

After carrying out the first cycle and getting results, but the results obtained still did not reach the desired results, the researcher carried out the second cycle in two meetings. After the researcher carried out teaching in class, the results obtained were:

- 1) The average student score on the observation sheet that has been carried out is 75%.
- 2) The average student score on the observation sheet that has not been completed is 25%

We can see the results in the graph below:

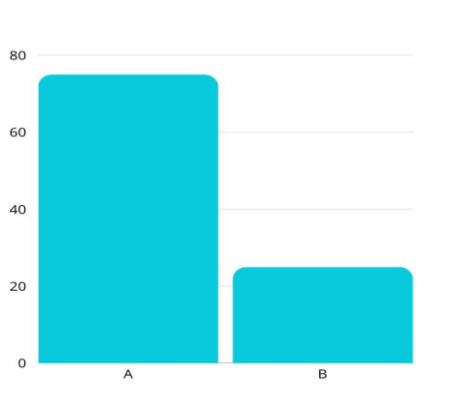


Figure 3. The percentage of the result that researcher carried out teaching in class in cycle II (Meeting I)

Meanwhile, from the results of the listening test carried out, the following results were obtained:

- 1) The average score that can be filled in is 8.

From the results of this first meeting, researchers found several shortcomings in its implementation:

- 1) students still have difficulty hearing stories from loudspeakers
- 2) There were students who were noisy and did not listen to the researcher's explanation
- 3) Students are still hesitant to come forward to present the results of their work.

After the researcher checked the students' answers, the results obtained were:

- 1) The average student score on the observation sheet that was carried out was 88%.
- 2) The average student score on the observation sheet that has not been completed is 12%

We can see the results in the graph below:

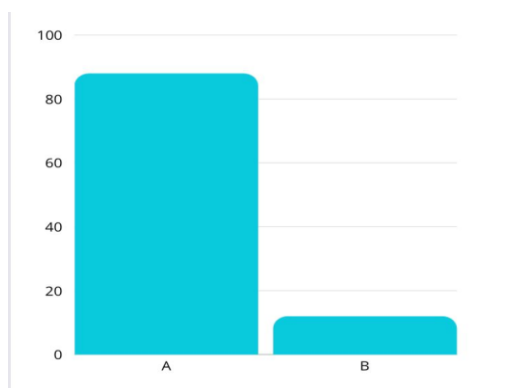


Figure 4. The percentage of the result that researcher carried out teaching in class in cycle II (Meeting II)

Meanwhile, from the results of the listening test carried out, the following results were obtained:

- 1) The average score that can be filled in is 9.

From the results of this first meeting, researchers found several shortcomings in its implementation:

- 1) Students have begun to be able to pay attention to the tests given carefully and thoroughly.
- 2) Students learn how to listen to simple past tense in English.
- 3) Students are more careful in taking the tests given.

After the researcher conducted research and formulated the problem "How does inquiry learning strategy improve students' thinking skills at SMP Negeri 6 Gunungsitoli

for the 2023/2024 academic year, everything was answered and the results were in accordance with the objectives of this research. in Sisarahiligamo village, Gunungsitoli city. This school is located in Sisarahiligamo village, and there are 17 grade 8 students studying. After applying this method, many things make it difficult for researchers to adapt it, sometimes they have difficulty responding to researchers and hesitate to give their opinions.

The inquiry method is not just an ordinary teaching method in general, but this method emphasizes that students are more creative and braver in expressing their opinions, without hesitation or embarrassment if they have opinions. This opinion is wrong. This method of course has an impact on researchers, students and teachers. After the researchers carried out the research, the results obtained can be seen in the graph below which shows progress or improvement in the application of the inquiry method in improving students' way of thinking and also increase knowledge in students' listening competence.

CONCLUSION

Regarding the results of data processing and analysis of research results that have been carried out regarding the application of inquiry learning strategies in the English language learning process at SMP 6 Gunungsitoli for the 2023/2024 academic year, the researchers draw the following conclusions: In the first cycle, students still could not pass MCC, the scores obtained ranged from (57%). This value is still not good or can be categorized as "adequate". Likewise, the average listening test result was 5, and was categorized as "Inadequate". Students still have difficulty adapting in responding to the teaching methods taught by researchers, students are still hesitant in giving their opinions, and have difficulty in listening tests. In cycle II students were able to adapt to the method used, and on average were able to pass the MCC with a percentage of 88% and the listening test was 9. This increase in average score was categorized as "Good" so that the deficiencies that previously occurred in cycle I can be repaired properly and correctly. Researchers, students and teachers alike get a balance of achievements in this matter. Based on the results obtained in two cycles, the researcher concluded that the inquiry learning method could improve the thinking abilities of students at SMPN 6 Gunungsitoli in 2023/2024.

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