



## **The Implementation of Inquiry Learning Model to Improve Students' Achievement in English Lesson**

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### **ABSTRACT**

Language becomes one of the skills needed to achieve success. The global language that becomes an important skill is English. The ideal English skills can be achieved through the process of learning at schools through English subjects that becomes the main goal of learning outcomes. Based on preliminary observations conducted by the researcher in class X IPS 2 SMA Negeri 5 Pekanbaru, there were some problems and conditions such as: 1) less effective and efficient learning process, 2) low student activity level, 3) student creativity level low, 4) students are often wrong in pronunciation, 5) learners often do activities related outside learning. This phenomenon that causes learning English in the class is not conducive, effective and efficient and impact on low learning outcomes and do not reach the minimum criteria that have been established defined 72. Needed a solution in improving learning outcomes is through the application of learning models. Strategy that can be applied as a learning solution that is by applying Inquiry learning model. This learning model can involve students actively, critically and creatively in learning. This class action research was conducted in class X IPS 2 SMA Negeri 5 Pekanbaru. Technique of collecting data that is done is test and observation. The method used was Classroom Action Research by doing two cycles in the implementation. Based on the results of classroom action research found that the students' learning mastery in cycle I showed that the activities of learners at each meeting for cycle 1 have increased. An increase in the percentage of learners who got the completeness with a score of 76 resulted in an average grade increase from 72 at baseline to 75. The results of the second cycle test showed that all learners who scored  $\geq 76$  or completed with 100% percentage with average classical that is 89. Application of Inquiry learning model can influence and improve result and mastery learners learn.

**Keywords:** English, Learning Outcomes, Inquiry

## INTRODUCTION

Humans are creatures that continue to develop by following the axis of the age. One of the demands of the progress of the age that must be prepared and answered by the community to go towards globalization is to use the ability to use multi-language as one of the oral and written translators. Many skills that must be prepared by the community to establish communication, one of which is by having language skills as a communication tool. Skills in understanding language skills become very important in the last period that has entered the period of multi-language globalization society.

Language is one of the skills needed to achieve success. Global language which is an important skill is English. Having skills in English will greatly assist students in developing themselves intellectually, and socially. Language is also a key determinant towards success in studying all fields of study. The ideal English language skills can be achieved through the process of learning in school through English language subjects.

English language learning can be achieved mastery driven by the support of the teacher. The teacher has a very important role in improving the learning process more meaningfully. Learning can be structured and conducive with the stimulus from qualified and professional teachers. Teachers who have a high level of professionalism must be able to design the learning process and do not have to convey the material as the main goal. Other teacher's assignments but also must carry out various activities and efforts to create a learning process that can run well, be fun, and be able to motivate students to improve the capacity to learn English. Indications of these phenomena teachers must be able

to strive to achieve learning goals effectively and efficiently.

Assessment and objectives of learning for English language subjects, especially in high school, are some of the skills that students must possess as a result of learning. Skills that are the main goal is in the form of learning outcomes. Learning outcomes are more specifically namely listening skills (Listening), speaking (Speaking), reading (Reading), and writing (Writing), formulation for speaking competence (Speaking) which aims to express meaning in transactional and interpersonal conversations in the context of everyday life, (Ministry of National Education, 2005). This is an illustration of the objectives devoted to the process of learning English in high school.

The purpose of the English Language subject becomes an indicator of the level of achievement of the success of the learning process. The number of goals to be achieved must be accompanied and supported by the simultaneous quality of teachers and students. Teacher competency must be increased in the teaching of subject matter and linguistic competence. Linguistic is the main skill that must be owned and improved by the teacher to create and achieve the goals of learning English.

Based on preliminary observations made by researchers in class X IPS 2 of SMA Negeri 5 Pekanbaru, there were several non-conducive problems and conditions found, including: 1) the learning process was less effective and efficient, 2) the level of student activity was low, 3) the level of student creativity low, 4) students often make mistakes in pronunciation, 5) students often carry out activities related to learning such as playing HP, chatting and not paying attention to the teacher.

This phenomenon which causes English language learning in class is not conducive, effective and efficient and has an impact on low learning outcomes and does not reach the minimum set of criteria that is 72.

Activities that have been carried out and continue to run simultaneously can be seen the tendency that English language learning, especially in Pekanbaru Class X IPS 2 SMA Negeri 5 focused on Reading material. This is due to material that has a large portion and dominates in the implementation of the exam, so that other English language skills do not receive special attention. Researcher's observations during the learning process take place, students who have the motivation to speak English both in class and outside are only 15% of the total number of students from 35 students who have achieved a minimum level of completeness. This shows the productivity of learning is still low and a solution must be given.

The problems presented by the participants showed that learning activities were still low. The need for completion in an effort to improve the quality of learning. Teachers need to provide updates in the implementation of the learning process. Refresher to improve insights and skills in learning methodologies for the benefit of students' progress so that they are able to present interesting learning material, as well as a good evaluation system or make themselves as models in English. This is a challenge faced by teachers to create a conducive learning environment. This of course can demand a high level of creativity from the teacher in designing learning, choosing and varying methods suitable for learning English.

Educators need to generate learning processes that are more innovative and meaningful for students. One alternative solution to the problem

is to apply the inquiry learning model. Inquiry learning models can minimize the problem of concept and theoretical based learning. Yager (1992: 16), explains that the application of constructivism in learning, means placing students in a central position in the entire learning program.

Based on the description above, the Classroom Action Research (CAR) is designed to study the Implementation of Inquiry Learning Models to improve English learning outcomes in Class X IPS 2 of Pekanbaru City 5 Senior High School in oral and written descriptive text material, simple, about people, tourist places, and famous historical buildings.

## **METHODS**

### **Types of research**

This study uses a Class Action Research approach. Hopkins (in Arikunto, 2009) explains that Classroom Action Research is a form of reflective study carried out by actors to increase rational stability of their actions in carrying out their tasks and deepen their understanding of the conditions in learning practices. Classroom action research aims to improve and improve learning outcomes. Actions taken are deliberately directed towards learning problems. Classroom action research can be defined as a reflection activity to improve rational ability to improve the quality of learning.

Classroom actions are carried out in several stages. The stages of this research are planning, action, observation, and reflection. Classroom action research can be done in several cycles. Basically this research can be done using a minimum of two cycles. This research was conducted in the form of a simultaneous assessment process consisting of four stages, namely (1)

planning, (2) action, (3) observation, (4) reflection.

### **Location and Time of Research**

This classroom action research was carried out in class X IPS 2 SMA Negeri 5 Pekanbaru academic year 2017-2018. This research will be carried out for one and a half months, namely in September and October 2017. Implementation is carried out in accordance with the semester program and the annual program that has been prepared by the teacher for the learning process in English subjects in class X IPS 2 of SMA Negeri 5 Pekanbaru.

### **Research subject**

The subjects of this class action research were X IPS 2 students of SMA Negeri 5 Pekanbaru with a total of 35 people, with a total of 18 male students and 17 female students. The reason for choosing these students is the low learning skills of students of class X IPS 2 and the low learning outcomes of students in learning English can be seen from the average learning outcomes are still low, namely the lowest score of 70 and the highest score of 73.

### **Data Collection Technique**

Data collection techniques used in this classroom action research are observation techniques and test techniques. Both of these techniques are used as a basis for obtaining authentic, actual and factual data on the process of learning English in class X IPS 2, SMA Negeri 5 Pekanbaru. The tests used in this class action research are tests and observations.

### **Data Analysis Technique**

Data analysis techniques applied in this class action research are using descriptive techniques obtained from the results of a cycle action. Another

analysis technique that is carried out is quantitative which is obtained through the assessment of students' learning outcomes, but is assisted by the description analysis technique in explaining the purpose of obtaining these numbers. The data analyzed in this study are observation sheets of activities and learning outcomes of students.

## **RESULTS AND DISCUSSION**

### **Description of the initial conditions**

Observations were made in class X IPS 2 of SMA Negeri 5 Pekanbaru. This initial activity produced findings in the form of several problems that emerged related to learning conducted in English subjects oral and written descriptive text material, simple, about people, tourist attractions, and famous historical buildings. Some of the problems found are: 1) the level of activity of students in learning is low, 2) low level of creativity in learning, 3) activities in learning are filled with activities that are not useful, 4) learning outcomes are still low, 5) cannot express learning through various activities such as Reading, 6) too focused on Writing. These conditions have an influence on the achievement of learning outcomes.

Problems that arise in the initial observation activities conducted by researchers must be given a solution. Following up on the problems that occur, the application of Inquiry learning models applied in class X IPS 2 of SMA Negeri 5 Pekanbaru is an alternative. The motive of choosing the Inquiry learning model is based on the type of problems students have at the level of activity, creativity, learning outcomes and understanding of English language material that is still low. The application of inquiry learning models, of course through even or heterogeneous group division, ranging from high, medium, and low ability learners will equalize the

quality of ongoing learning coupled with the material provided can make students think critically and creatively.

### **First Cycle**

#### **Planning**

At this preparation stage researchers conduct several activities in the preparation stage. At this stage the researcher held the following activities: 1) identify the factors of obstacles and ease of the teacher in learning English; 2) formulating alternative actions to be carried out in learning English as an effort to improve learning outcomes; and 3) compile an implementation plan for learning about writing descriptive text.

The activities carried out at this planning stage are as follows: a) creating learning scenarios using various training patterns that are leveled from the easiest to the most complex level, b) Making observation sheets to see how the conditions of teaching and learning in the classroom when practicing the method are applied, c) make teaching aids needed in order to optimize students' writing skills, d) Decide on evaluation tools to determine students' writing skills about descriptive text types, and e) Determine the form of reflection to be done.

#### **Action**

##### **First**

Learning begins with preliminary activities such as greeting, praying, checking attendance, checking students' learning readiness, and giving apperception. The next activity is the educator explains the learning objectives to be achieved. The teacher gives a big picture of the subject matter of the description text. Students respond to questions from the teacher. The teacher gives an initial worksheet that must be done by students working on the pre-test questions.

#### **Core**

- 1) Basically the implementation of core activities can determine the level of completeness of the learning process. Time allocation for core activities is 60 minutes with the following details:
- 2) The teacher explains and introduces inquiry learning models to students.
- 3) The teacher explains the rules of inquiry-based learning and the assessment that will be carried out.
- 4) Students form groups
- 5) Each group looks for difficult vocabulary from the text given by the teacher.
- 6) Students are directed to use the vocabulary found to complete the simple description text.
- 7) The teacher oversees the course of group discussions
- 8) The teacher supervises and guides the course of the discussion.
- 9) Students solve the problems discussed
- 10) Students make presentations in front of the class
- 11) Other groups conduct question and answer sessions with groups that make presentations.
- 12) Teachers provide reinforcement of the practices carried out by students.

#### **Observation Results**

The results of the learning can be seen from the activities of students at each meeting for cycle 1 to increase. Conclusions on the implementation of actions in cycle 1 have succeeded in increasing the activities of students during learning.

#### **Cycle I Test**

There is an increase in the percentage level of completeness of learning outcomes obtained by students in pre-action and after doing classroom action through the application of inquiry learning models. The increase in the percentage of students who obtained

completeness with a score of 76 resulted in an increase in the average grade from 72 in the initial condition to 75.

### **Cycle II Test**

Cycle II test results show that all students who get a score of  $\geq 76$  or complete with a percentage of 100% with a classical average of 89. The application of the problem-based learning model can affect the learning completeness of students and it is found that all indicators of achievement achieve perfect grades.

### **CONCLUSION**

Based on the results of the research that has been carried out, it can be concluded that the learning outcomes through the application of inquiry learning models for students of Class X IPS 2 Pekanbaru State High School 5 has increased. Learning shows experiencing an increase more active and creative and critical in learning. Then in the results of the second cycle test shows all students have finished learning. The application of Inquiry learning models takes place in 2 cycles by producing different reflections. The first cycle has increased but has problems such as the lack of students in choosing difficult vocabulary, determining the connection words and the level of accuracy of work tasks that are still standard. Reflection is used as input for cycle action 2. The implementation of cycle 2 by referring to problems in cycle 1 has experienced a rapid increase, students have become accustomed to learning inquiry so that it can make learning more conducive.

Based on the conclusions of the results of research on improving learning outcomes through the application of Inquiry learning models for Social Sciences X 2 Students of SMA Negeri 5 Pekanbaru, some suggestions that could be taken into consideration: 1) The

implementation of inquiry learning requires more mature preparation, the teacher must be able to determine or choose topics that can be applied by means of inquiry learning to obtain optimal results, 2) Teachers should more often train students with demonstration, practice and discovery even with a simple level, where students will later find new knowledge, obtain concepts and skills so that students succeed or able to solve problems faced, and 3) Research activities need to be improved regarding the development of learning models, learning media, teaching materials and learning strategies to improve the quality of the learning process in schools.

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