

## CHAPTER II REVIEW OF RELATED LITERATURE

This review of the related literature is intended to provide a conceptual framework and description about teaching speaking and inquiry-based learning. The principal aspects covered on this chapter are teaching speaking, inquiry-based learning, and previous study.

### **A. Theoretical Framework**

#### **1. Teaching Speaking**

##### **a. Definition of Teaching Speaking**

Speaking is a complex task because it involves putting the message together, communicating and interacting with other people and learners need a lot of practice to develop this skill<sup>1</sup>. It means that speaking is the ability to use the language appropriately to interact with other. The interaction involves not only verbal communication but also elements of speaking ability such as pronunciation/accent, grammar, vocabulary, fluency and comprehension.<sup>2</sup>

We should know what teaching speaking. However, it is difficult to explain it briefly and correctly because has many definitions. Here we have some examples of definitions of teaching speaking. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning.<sup>3</sup> According to Hornsby, teaching means giving the instruction and knowledge.<sup>4</sup>

Speaking means that to make use of words in an ordinary voice. So, teaching speaking is giving

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<sup>1</sup> Lindsay C-Knights P, *Learning and Teaching English- A Course for Teachers*, Oxford, (UK: Oxford University Press, 2007) p. 58.

<sup>2</sup> Ibid., p. 33.

<sup>3</sup> H. Douglas brown, *Principle of Language and Teaching*, (Fourth Edition, Pearson Education, 2000). p. 7

<sup>4</sup> A.S Hornby, *Oxford Advanced Learner's Dictionary of Current Language*, (UK: Oxford University Press, 1995), p. 37.

instruction or information to person or people for communication. The researcher will explain the principle of teaching speaking and teaching speaking for ESL (English as Second Language), there are:

- 1) Based on Bailey statement, there are five principles for teaching speaking. They are:<sup>5</sup>
  - a) The teacher should be aware of the language learning context.
  - b) The teacher should give student's practice with both fluency and accuracy.
  - c) The teacher should provide opportunities for students to talk by using group work or pair work.
  - d) The teacher should plan speaking tasks that involve negotiation for meaning.
  - e) The teacher should design classroom activities.
- 2) H. Kayi said in his journal *Teaching Speaking: Activities to Promote Speaking in a Second Language* that the principle of teaching speaking to teach ESL (English as Second Language) learners are to:<sup>6</sup>
  - a) Produce the English speech sounds and sound patterns
  - b) Use word and sentence stress, intonation patterns and the rhythm of the second language.
  - c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
  - d) Organize their thoughts in a meaningful and
  - e) Logical sequence.
  - f) Use language as a means of expressing values and judgments.

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<sup>5</sup> M. Kathleen Bailey, *Practical English Language: Speaking*, (Singapore: McGraw-Hill Companies Inc, 2005), p. 53

<sup>6</sup> H. Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language". (The Internet TESL Journal, Vol. XII No. 11, November 2006), p.1

- g) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Based on the explanation above, that teaching speaking is to help students for developing communicative efficiency in speaking. According to Harmer, “The goal of teaching a foreign language is to gain the ability to communicate in the target language”.<sup>7</sup> A teacher can use a balance activities approach that combine communicative language input (material to the students includes teachers talk, listening activities, reading passage and so forth), structure output (using textbook as the practice exercise), and communicative output (the learners’ performance/ production using the language that they have just learned).

#### **b. Stages of Teaching Speaking**

Thornbury suggests that teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become talking classrooms.<sup>8</sup> Teaching speaking should be taught in attractive and communicative activities. Because with communicative activities will make students quickly interact to teachers. One way to create communicative activities is to use various types of classroom activities. According Harmer, states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.<sup>9</sup>

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<sup>7</sup> Jeremy Harmer, *How to Teach English*, (Longman :Pearson Education Limited, 2007), p. 123.

<sup>8</sup> Penny Ur, *A Course in Language Teaching*. (Cambridge : University Press, 1996), p.87.

<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Third edition completely revised and updated, Malaysia PP Eight Impression 2006, p. 271-276.

## 2. Inquiry-based Learning

### a. Definition of Inquiry-based Learning

According to Kardi, inquiry is a learning model that is designed to teach students how to examine issues and questions based on facts. Inquiry model emphasizes the process of seeking and finding, the role of students in this model is to seek and find their own solutions in a subject matter while the teacher as facilitator and mentor students to learn. In general inquiry is a process that varies and includes the activities of observing, formulating relevant questions, evaluating the book and other sources of information critically, plan investigation or investigation, reviewing what is already known, carry out experiments or experiments by using a tool to obtain data, analyze and interpret the data, and make predictions and communicating the results.<sup>10</sup>

Inquiry-based Learning is an approach to teaching and learning that places students' questions, ideas and observations at the center of the learning experience. Teacher play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning. Underlying this approach is the idea that both educators and students share responsibility for learning.<sup>11</sup>

On that 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

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<sup>10</sup> Andriani, Vera Septi, *The Effectiveness of Inquiry Learning Method to Enhance Students' Learning Outcome: A Theoretical and Empirical Review*, Journal of Education and Practice. P. 1.

<sup>11</sup> Secretariat Special Edition #32, *Capacity K-12 Building Series*, May 2013, [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_InquiryBased](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased), Accessed 14 des 2016, p. 2.

finding.” For teachers should be responsive to the students’ learning needs, and most importantly, knowing when and how to introduce students to ideas that will move them forward in their inquiry. Together, teacher and students co-author the learning experience, accepting mutual responsibility for planning, assessment for learning and the advancement of individual as well as class wide understanding of personally meaningful content and ideas.<sup>12</sup>

Although inquiry-based learning is a pedagogical mindset that can pervade school and classroom life, and can be seen across a variety of contexts, an inquiry stance does not stand in the way of other forms of effective teaching and learning. inquiry-based learning concerns itself with the creative approach of combining the best approaches to instruction, including explicit instruction and small group and guided learning, in an attempt to build on students’ interests and ideas, ultimately moving students forward in their paths of intellectual curiosity and understanding.<sup>13</sup>

According to Barlow, stated that the use of intellectual inquiry is a process of acquiring knowledge with students in how to find and organize the concepts and principles into an order of importance according to the student.<sup>14</sup>

#### **b. Objective of Inquiry-based Learning**

In the use Inquiry-based Learning have must propose to apply, according to Kahn, P. and O’Rourke, K. there are three objective of inquiry-based learning, such as:<sup>15</sup>

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<sup>12</sup> *Ibid*, p. 2.

<sup>13</sup> *Ibid*,

<sup>14</sup> Andriani, Vera Septi, *The Effectiveness of Inquiry Learning Method to Enhance Students’ Learning Outcome: A Theoretical and Empirical Review*, Journal of Education and Practice.

<sup>15</sup> Kahn, P. and O’Rourke, K. (2004) *Guide to Enquiry-Based Learning*, University of Manchester

- 1) To develop an understanding of inquiry-based teaching and learning strategies.
- 2) To develop skills in planning for inquiry-based learning.
- 3) To illustrate ways of evaluating inquiry-based teaching and learning.

**c. Characteristic Feature of Inquiry-based Learning**

The following are characteristics of inquiry-based learning:<sup>16</sup>

- 1) Engagement with a complex problem or scenario, that is sufficiently open-ended to allow a variety of responses or solutions.
- 2) Students direct the lines of inquiry and the methods employed.
- 3) The inquiry requires students to draw on existing knowledge and identify their required learning needs.
- 4) Tasks stimulate curiosity in the students, encouraging them to actively explore and seek out new evidence.
- 5) Responsibility falls to the student for analyzing and presenting that evidence in appropriate ways and in support of their own response to the problem.

**d. Principles of Inquiry-based Learning**

Based on the use of Inquiry-based Learning there are several principles that must be observed by teachers, such as:<sup>17</sup>

- 1) The Oriented Intellectual Development

The main aim of the inquiry-based learning is the development of the ability to think. Thus, this learning model apart oriented learning outcomes, also oriented to the learning process. Therefore, the success criteria of the

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<sup>16</sup> *Ibid.*,

<sup>17</sup> Jumanta, Hamdayana, *Metodologi Pengajaran*, (Jakarta: Bumi Aksara, 2016), p. 133-134

learning process by using inquiry-based learning is not determined by the extent to which students are able to master the subject matter, but rather the extent to which students move search and find something.

2) The Principle of Interaction

Learning as a process of interaction means putting the teacher not only as a source of learning, but as an environmental regulator or regulatory interaction itself. Teachers need to be directing that the students can develop the skills of thinking through their interaction. Teacher's ability to regulate the interaction is not an easy job. Instead, teachers trapped by the improper conditions of the interaction itself. For example, the interaction takes place only between students who have the ability to speak alone despite students' understanding of the problems discussed subtst very less or teachers actually stripped role as a regulator of the interaction itself.

3) The Principle of Asking

The role of teachers should be done in using Inquiry-based learning is the teacher inquirers. That is, the ability of students to answer every question already part of the thinking process. Therefore, the ability of teachers to ask in every step of Inquiry-based Learning is in need. Various types of questioning techniques need to be overcome by any teacher, whether it was asked to keep track of, asked to develop the skills, or ask for the test.

4) The Principle of Learning to Thinking

Learning is not only considering a number of facts, but the process of thinking (learning how to think), the process also has the potential of whole brain.

### 5) The Principle of Openness

Learning is a process of trying various possibilities. Therefore, children should be given the freedom to try out in accordance with the development of logic and the ability of reason. Meaningful learning is learning that provides a variety of possibilities as a hypothesis must be verified. The task of the teacher is to provide space to provide publicly hypotheses and validating hypotheses proposed.

### e. The Stages of Inquiry-based Learning

There are six stages of the inquiry-based learning:<sup>18</sup>

- 1) Inquisition - Stating a “what if” or “I wonder” question to be investigated.
- 2) Acquisition - Brainstorming possible procedures.
- 3) Supposition - Identifying an “I think” statement to test.
- 4) Implementation - Designing and carrying out a plan.
- 5) Summation - Collecting evidence and drawing conclusions.
- 6) Exhibition - Sharing and communication results.

### f. The Implementation Process of Inquiry-based Learning

The generally of steps implementation process by using inquiry-based learning strategy can follow as below:<sup>19</sup>

#### 1) Orientation of Inquiry-based Learning

Orientation step is to build a responsive learning. In this step, the teacher condition that the students are prepared to implement the learning

<sup>18</sup> Llewellyn, D. *Inquire within: Implementing inquiry-based science standards*. Thousand Oaks, CA: Corwin Press, 2002, p 13-14.

<sup>19</sup> Jumanta, Hamdayana, *Metodologi Pengajaran*, Jakarta: Bumi Aksara, 2016, p. 134-136



process. Teachers stimulate and encourage students to think solve the problem. Orientation step is very important; because the success of this strategy depends on the willingness of students activity and student's ability in solve problems. Without the willingness and ability of the students' the learning process by using inquiry-based learning will not run fluently.

#### 2) Formulating The Problem of Inquiry-based Learning

Formulating problem constitutes stage involve student at one particular problem that contains puzzle. Presented problem is problem that dare student for thinks to solve that puzzle since that problem must there is answer it so student is pushed to looking for the right answer. Process looks for answer that is that so essential in Inquiry strategy. Therefore, via that process student will get worth experience as effort developing mental via thought process.

#### 3) Proposed a Hypothesis of Inquiry-based Learning

Hypothesis is the temporary answer about some problem at being discussed, hypothesis needs to be tested by its truth. Estimate as hypothesis is not bungling estimate, but has to have basis for thinks that robust so hypothesis that arisen by it is alone will really be regarded by proprietary knowledge depth and spaciousness experience. Thus, each individual which insufficiently has knowledge will be hard to develop hypothesis that ratio and logical.

#### 4) Collecting Data of Inquiry-based learning.

Collecting Data is an activity to gather information needed to test the hypothesis. In Inquiry learning strategies, collecting data is a mental process to intellectual development. The data collection process requires not only a strong motivation in the learning activity, but also requires persistence and the ability to use the

potential for thought. Therefore, the duties and role of the teacher in this stage is to ask questions that can encourage students to think in finding needed information.

5) Test the Hypothesis of Inquiry-based Learning.

Test the hypothesis is the process of determining the answer that is considered in accordance with the data or information obtained under data collection. In testing the hypothesis is level students' beliefs on the answers given. In addition, test the hypothesis also means developing the ability to think rationally. That is the truth answers given not only by argument but must be supported by the data found and responsibilities.

6) Formulate Conclusions of Inquiry-based Learning.

Formulating conclusion is process to describe that acquired base hypothesis result. Formulating conclusion constitutes the end in Inquiry learning process. Since often happens with many its data one that acquired cause formulated conclusion not focus on problem that wants to be solved. Therefore, to reach conclusion one that accurate advisable teacher can point out on data student which that relevant.

**g. The Advantages of Inquiry-based Learning**

Inquiry based learning have other advantages, such as:<sup>20</sup>

- 1) An inquiry-based learning approach is flexible and works well for projects that range from the extensive to the bounded, from the research-oriented to the creative, from the laboratory to the Internet. It is essential, however, that you plan ahead so you can guide kids to suitable learning opportunities.

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<sup>20</sup> *Inquiry-Based Learning: An Approach To Educating And Inspiring Kids*, (Education Development Center, Inc, 2016), p. 2.

- 2) You'll find that many kids who have trouble in school because they do not respond well to lectures and memorization will blossom in an inquiry-based learning setting, awakening their confidence, interest, and self-esteem.
- 3) The traditional approach tends to be very vertical: the class studies science for a while, for example, then language arts, then math, then geography. In contrast, the inquiry-based approach is at its best when working on interdisciplinary projects that reinforce multiple skills or knowledge areas in different facets of the same project. You'll also find that although the traditional approach is sharply weighted toward the cognitive domain of growth, inquiry-based learning projects positively reinforce skills in all three domains physical, emotional, and cognitive.
- 4) Inquiry-based learning is particularly well-suited to collaborative learning environments and team projects. You can create activities in which the entire class works on a single question as a group (just be sure that the whole group truly cares about the question) or in teams working on the same or different questions. Of course, inquiry-based learning also works well when you've decided to let each student develop an individual project; when doing so, however, be sure to incorporate some elements of collaboration or sharing.
- 5) An inquiry-based approach can work with any age group. Even though older students will be able to pursue much more sophisticated questioning and research projects, build a spirit of inquiry into activities wherever you can, even with the youngest, in an age-appropriate manner.
- 6) The inquiry-based approach acknowledges that children, especially children from minority and

disadvantaged communities, have what researcher Luis Moll calls “funds of knowledge” that are often ignored by traditional curricula. An inquiry-based approach validates the experience and knowledge that all kids bring to the learning process.

According to Kuhne suggests that using inquiry-based learning with students can help them become more creative, more positive and more independent. Inquiry-based learning provides opportunities for students to:<sup>21</sup>

- 1) Develop skills they will need all their lives.
- 2) Learn to cope with problems that may not have clear solutions.
- 3) Deal with changes and challenges to understandings
- 4) Shape their search for solutions, now and in the future.

#### **h. The Challenge to Implementing Inquiry-based Learning**

There are five significant challenges to implementing inquiry-based learning and presented for addressing them through the design of technology and curriculum. The five challenges as follows:<sup>22</sup>

- 1) Motivation.  
They found that the challenging and extended nature of inquiry requires a higher level of motivation on the part of learners than is demanded by most traditional educational activities.

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<sup>21</sup> Alberta Learning, *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning*, (Edmonton, AB: Alberta Learning, 2004), <http://open.alberta.ca/publications/0778526666> p. 2.

<sup>22</sup> Chan,Hok,On, *How do teachers' beliefs affect the implementation of inquiry-based Learning in the PGS Curriculum?*, Durham University.(2010), p. 3.

- 2) Possession of Investigation Techniques.  
Students must know how to perform the tasks that their inquiry requires, they must understand the goals of these practices, and they must be able to interpret their results.
- 3) Background Knowledge.  
Students need the science content knowledge when they are required to formulate research questions, develop research plan, collect, analyze, and interpret data. Furthermore, in designing inquiry-based learning, the challenge is providing opportunities for learners to both develop and apply that scientific understanding.
- 4) Management of Extended Activities.  
To achieve the ultimate goal of open-ended Inquiry, students must be able to organize and manage complex, extended activities.
- 5) The Practical Constraints of The Learning Context.  
Inquiry-based learning must fit within the practical constraints of the learning environment, such as the restrictions imposed by available resources and fixed schedules.

**i. Student's Response of Inquiry-based Learning**

Student's response of inquiry-based learning according to Rosenberg and Hovland as cited in Azwar, there are three components of student's response attitudes that is called tripartite model:<sup>23</sup>

- 1) The first component is cognitive.  
This component can be identified by the representation of what does someone beliefs or thought toward something. Measurable dependent variables from cognitive component

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<sup>23</sup> Risma Rahmawati, *Students' Responses Toward The Implementation Of Theme-Based Teaching In Eyl Class*, Graduated in January 2014 from English Education Study Program of Indonesia University of Education, *Journal of English and Education* 2014, 2(1), 76-83, p. 4.

are based on perceptual responses and verbal statements of beliefs.

- 2) The second component is affective.

This component affective is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective.

- 3) The last component is conative (behavior).

It refers to someone tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

## **B. Review of Previous Studies**

The research on learning outcomes by using inquiry-based learning previous has been used by researchers. And indicate where inquiry-based learning to improve learning outcomes. Reader underlying this study is the writing of the results of previous research that are relevant to this research, including:

The first previous study where researcher found is research journal that focus on teaching strategy by using inquiry-based learning. The research entitled "*An Investigation of Inquiry Based Learning in the Inclusive Classroom*".<sup>24</sup> It was done by Alison Wells. The content is about the role of the teacher in an inquiry-based classroom, besides inquiry-based learning as a positive practice for teacher in teaching activities. It is to produce a good conceptual English learning in classroom.

The second previous study is research journal by Rachel Spronken-Smith, University of Otago, New Zealand. The research entitled "*The Nature and Use of Inquiry Based Learning*

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<sup>24</sup> Alison Wells, *An Investigation of Inquiry Based Learning in the Inclusive Classroom*, University of Manitoba, p. 1-5

in Higher Education”.<sup>25</sup> The content is about inquiry-based learning is a pedagogy which best enables students to experience the processes of knowledge creation. Which one include learning stimulated by inquiry, a student or learning cantered approach in which the role of the teacher is to act as a facilitator and the strong support for an inquiry-based learning approach comes from constructivism, cognitive research on motivating learners, intellectual development, approaches to learning and learning cycle based teaching.

The third previous study is research journal by Gareth J. F. Jones, School of Computing, Dublin City University, Dublin 9, Ireland. The research entitled “*An Inquiry Based Learning Approach to Teaching Information Retrieval*”.<sup>26</sup> The content is about enhanced the student learning experience. Besides would be to introduce student presentations, either to describe course materials, reviews of recent research or perhaps the outcomes of the continuous assessment exercise.

The forth previous study is research journal by Cara Gormally, Peggy Brickman, Brittan Halla, Norris Armstrong. The research entitled” *Effects of Inquiry Based Learning on Students’ Science Literacy Skills and Confidence*”<sup>27</sup> The content is about inquiry-based learning has been widely promoted to increase literacy and skill development. In inquiry-based learning students needed to modify their role from passive follower to active designer.

The fifth previous study is research journal by Masha Smallhorn, Jeanne Young, Narelle Hunter and Karen Burke da Silva, Flinders University, Adelaide, Australia. The research entitled”*Inquiry Based learning to improve student engagement in a large first year topic*”.<sup>28</sup> The content is about Increasing the

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<sup>25</sup> Rachel Spronken-Smith, *The Nature and Use of Inquiry-Based Learning in Higher Education*, University of Otago, New Zealand, p. 10-15

<sup>26</sup> Gareth J. F. Jones, *An Inquiry-Based Learning Approach to Teaching Information Retrieval*, School of Computing, Dublin City University, Dublin 9, Ireland, p. 15-16

<sup>27</sup> Cara Gormally, Peggy Brickman, Brittan Halla, Norris Armstrong, *Effects of Inquiry Based Learning on Students’ Science Literacy Skills and Confidence*, International Journal for the scholarship of teaching and learning, Vol.3. No.3. 2007.

<sup>28</sup> Masha Smallhorn, Jeanne Young, Narelle Hunter and Karen Burke da Silva, *Inquiry-based learning to improve student engagement in a large first year topic*, Student Success, ISSN: 2205-0795. Vol.6, Issue 2, pp. 65-71, August 2015.

opportunity for students to be involved in inquiry-based learning activities can improve engagement with content and assist in the development of analysis and critical thinking skills.

The sixth previous study is research journal by Caitriona Rooney, Dublin City University Ireland. The research entitled” *How am I using inquiry based learning to improve my practice and to encourage higher order thinking among my students of mathematics?*”<sup>29</sup> The content is about this strategy has greatly improve to understanding of how to integrate inquiry-based learning into teaching English. In inquiry-based learning students evidence of higher order thinking in project work. They were engaged, self-directed and took responsibility and accountability for their own work.

The seventh previous study is research journal by Patricia Escalante Arauz, Escuela de Lenguas Modernas Universidad de Costa Rica, The research entitled” *Inquiry-Based Learning in an English as a Foreign Language Class: A Proposal*”<sup>30</sup> The content is about Inquiry-based learning and the integration of digital technologies empower EFL students in different ways so they can be in control of their own learning. Lessons are more centered on the students’ needs and interests; and information in real time is available to students anywhere, allowing them to work in collaboration with others, doing research, sharing findings, analyzing and clarifying.

Therefore, the research concluded that the previous studies above have similarities and differences area of the research. Those previous studies become the resource and foundation to continue the current research about the implementation of inquiry-based learning on teaching speaking. In this research the researcher focused inquiry-based learning on teaching speaking.

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<sup>29</sup> Caitriona Rooney, *How am I using inquiry based learning to improve my practice and to encourage higher order thinking among my students of mathematics?*, Dublin City University Ireland, Educational Journal of Living Theories Volume 5 (2): p. 99-127, www.ejolts.net, ISSN 2009-1788

<sup>30</sup> Patricia Escalante Arauz, *Inquiry-Based Learning in an English as a Foreign Language Class: A Proposal*, Escuela de Lenguas Modernas Universidad de Costa Rica, Revista de Lenguas Modernas, N° 19, 2013 / 479-485 / ISSN: 1659-1933.