

CHAPTER IV RESEARCH FINDING

This chapter presents research finding and discussion of the study. The researcher describes the data result in findings part. In discussion, the researcher deduces the findings about the implementation of Based Learning on teaching speaking at XI class in MA Al-Fathimiyah. On the other hand, Moreover, the discussion will present about the students' responds towards the implementation of inquiry based learning to increase teaching speaking at XI B class in MA Al-Fathimiyah Paciran Lamongan.

A. Research Findings

The researcher has conducted the research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions of the implementation of inquiry-based learning on teaching speaking at students XI class in MA Al-Fathimiyah Paciran Lamongan, and how the students' responds toward the implementation of Inquiry Based Learning to increase teaching speaking at students XI class in MA Al-Fathimiyah Paciran Lamongan. The researcher observes students on XI class in MA Al-Fathimiyah Paciran Lamongan, the findings of this research were taken from the implementation of inquiry-based learning from 25 students of XI B class. To show the result of the research clearly, those findings are categorized based on the research question as follows:

1. The Implementation of Inquiry-based Learning on Teaching Speaking to Students of XI Class in MA Al-Fathimiyah Paciran Lamongan

The implementation of inquiry-based learning on teaching speaking, the researcher used observation checklist and documentation. The data of the documentation is taken by using lesson plan, syllabus and media of learning activity.

The researcher using observation checklist when teacher teaching learning process in English class. The finding of research is explained as follows:

a) **The Teaching Learning Process**

Every student in English class had different characteristics; they were talkative and always answered most of the questions from teacher. Most of students not only had a good conversation with another student but also had a good pronunciation.

The following table presents the implementation of inquiry-based learning strategy on the material of asking and giving opinion with topic bullying and young mischief.

Table 4.1
Implementation of Inquiry Based Learning

Implementation	Practice		Activity
	Yes	No	
Teacher orientation to student, include: a. Teachers conditioned students for preparation in learning process.	✓		Teacher make setting classroom activity and the teacher asks the students to occupy the seat.
b. Teachers stimulate and encourage student to think solve the problem	✓		Teacher provides articles on learning materials on bullying and young mischief cases, and instructs students to find and explore other information about the material on other sources, both through print and electronic media.
Teacher give formulating the	✓		Teacher shows video of bullying and

problem to students			young mischief cases. Then the students were asked about it with some questions.
Teacher proposed a hypothesis to students. (hypothesis from student statement about some problem at being discussed by every student)	✓		The teacher invites the students to answer the question.
Teacher collected the data to gather information needed to test a hypothesis (the data from the student statement about some problem)	✓		The teacher listens to answer the convey by the students, and seeks to explore answers from other students.
Teacher test a hypothesis of the student statement with teacher give argument to supported the data found and responsibility to students	✓		The teacher tests the student's answers and performs comparisons among the students who answer the questions.
Teacher formulated conclusions to students (process to describe that acquired base hypothesis result)	✓		The teacher gives the final conclusions about the learning material.

The duration of teaching and learning at MA Al-Fathimiyah is around 90 minutes in a week for twice meeting.

The observation of first meeting, the teacher completed the material that she had been teaching on day. At the end of lesson, the teachers give a message to the students to learn the material in home as a material for the next meeting. The learning material was about asking and giving opinion, it's about the bullying case. Teachers also gave articles material to students about bullying, and teachers also gave messages to students to look and explore other information as a learning resource that can be used in learning activities the resource learning can be attained from the various media that it was not only printed media (books, newspaper, journals and magazines) but also electronic media (internet, video, and others) The other task that teachers gave for students were asked them to make resume material related to the bullying case after they read the material given and extract other information from some learning source that students usually used.

The purpose of the resume material for students was to know the understanding of the material that will be taught in the next meeting. As the result, by giving that task, it gave much effect in the result of learning process. The resume will be measured by student at the next learning, than when the teacher asks questions in learning, of course, students will answer the question based on the learning that have been done before, then students resume the material.

At the second meeting, the teacher applied full learning Inquiry based learning strategy in the learning activity. Practices of such activities may be described as follows:

- 1) Orientation. In this step, the teacher gave command to student for preparing in studying to give greeting and asking simple questions. After that, the teacher

gave an explanation of topic that will be studied, and also gives understanding about the other activities that will be done in the learning process. The next step for teachers was by giving a stimulus and encouragement for students can open minds with attend little explanation is given by the teacher, and the next process student will find information about the material based on learning resources have been prepared. The questions were conveyed by the teacher to research and know the level of knowledge have been gotten by student about the material will be taught.

The material will be discussed in the learning activities that about the issue of intimidation, which is popping up in society update, the intimidation problem of bullying is serious problem that is also attacking children in the school. At the practice, teacher orientates to students by doing activities in learning such as:

Teacher: How are you today?

Student: Alhamdulillah, I am fine thanks

Teacher: Are you ready for today's lesson?

Student: Sure, i am ready.

After asking the simple question, then teacher gives a stimulus to students about the material that will be learned, it is related the case of bullying. Stimulus was done by showing a video of bullying cases have done. It was giving explanation and showing the example empirically in front of students. By using the video, the researcher hoped that the students can understand well about the material being studied.

- 2) The teacher gave formulation to the students. The formulation was about teacher gave a problem then the teacher stimulates the instruction to look for and explore information about the problem being studied. By explaining the material from writing and video and other sources, the teacher gave question about the material of the bullying case

that had been studied. The student must be able to determine the relevant hypothesis will be prioritized in investigation. The process of conditioning students and class is the first priority in this step. Teachers must also use effective and understandable sentences by students, so there was no miscommunication. The questions were given by the teacher consist of different levels, from simple levels to hard questions that gave students to think and critic.

The teachers give some questions:

What is bullying?

Please, give examples of attitudes included in the bullying category?

What the opinion about how to handle bullying?

- 3) After giving the question to the students, in the next process was the teacher showed the students one by one to express opinions on the questions that have been submitted. Students gave an answer based on the understanding that has been owned after receiving the previous material. Every student in the classroom should be conditioned conductively, by conveying to the student to pay attention and to identify answers from his friend. That way student would hear all the answers from each student, and each student will think critically in providing answers. Such a process can train students to develop a sense of respect for the opinions of others. Teachers gave motivation to student's answer questions based on the results of his thinking and could develop it, so it obtained more in-depth answers and of so between one answer with the other answers is complementary.
- 4) After listen the answers, each of the student who has been asked and the teacher must collect what has been delivered by the students. In the next step, teacher gave explanations and compares between student answers. This process was delivered by teachers with good language and not to offend

students who have conveyed the argument. This process was done in order to give understanding to students to be able to know and compare who can train critical thinking.

- 5) The next step was the teacher responds to the various answers that have done. At this stage, the teacher was not allowed to give a negative response from what the student has explained by students with the answer response. The teacher gave arguments that can support the mind result of students. If the student's answer was not true, so the teacher can justify and straight it without bad says that will be hurt the feeling of students.
- 6) The teacher gave conclusions on the material have been learned, the process was taken in order to unite opinions and perceptions on each student. The results obtained in the learning are delivered with a moral message that essentially tells the students to avoid the actions of bullying, and other bad deeds. The teacher invited students to be able to keep themselves by always say, act, and well doing to anyone especially as same as human. Bullying has big negative impact on the recipient; the greatest is decrease the feeling of humanity and the losing of solidarity.

At the third meeting, the teacher applied full learning inquiry based learning strategy in the learning activity as like in second meeting. Practices of such activities may be described as follows:

The teacher of implementation Inquiry Based Learning strategy in learning English on the theme of asking and giving opinion white the different topic, the topic is about “young mischief”. The purpose of using these different topics is to provide a different learning experience and of course the teacher also conducts an evaluation test to determine the capacity of the student, whether it is able to understand the previous learning material or

not. Besides, the third meeting use same material is also done in order to provide affirmation and strengthening student learning in understanding the material of asking and giving opinion. The topic of young mischief, young mischief is very important to understanding by students, because students must know about the problem in teenage know. So, the teachers use this topic that students do not get to the young mischief that became a serious problem for everyday life. In practice level, the teacher of implementation Inquiry Based Learning strategy at the material asking and giving opinion with explain in young mischief describe as follow;

1. The teacher conditions the student by exchanging greetings and briefly reviewing the material beforehand, and teachers checking on assignment students, summarizing the material pertaining to the young mischief and collecting evidence of data mining in harmony with the material, whether from print, media electronic, and internet. In the next stage, teachers provide stimulus to students, this is done to encourage students to think deeply about the material being studied, which is related to young mischief. The teacher's encouragement is intended to open ideas that can be delivered by students, in addition to the stimulus students will feel enjoy and full of spirit in following the learning activities in the classroom.
2. The teacher give formulation to students about topic which is being studied, then teachers ask questions to all students, this is done to open ideas owned by students. Questions submitted by teachers are done in stages, ranging from light, moderate, to tough questions that require critical analysis of students. There are some questions that are conveyed by teachers, such as:

What do you meant about young mischief?

Please you mention examples of cases of deeds included in the young mischief?

Please you explain your opinion about the negative impact of a young mischief?

How can the younger generation be able to avoid the case of young mischief?

3. The next process is teacher gave question to students; teachers give students the opportunity to express their opinions or answers to questions that have been given. In this step teacher as observer to students, so teacher listen and pay attention to every answer delivered by the students, in addition the teacher must also control the class by appealing to all students to pay attention to answers submitted by other students one by one. Students can give statement appropriate to the information or knowledge gained on the topic of young mischief. In essence, the student can answer clearly and can control the material in detail. By being able to explore and collect pertinent information on topics in learning. Questioning and giving opinion materials using inquiry based learning strategy greatly affect students' learning ability, especially in speaking skills. At this stage also, each student is required to express an opinion in accordance with what was obtained before through the digging of information independently which is the principle of inquiry based learning.
4. The teachers listen and pay attention to the answers presented by each student. This process is exploited by the teacher as a way to increase mutual respect for the opinions of others. Activities undertaken by teachers with students are to pay attention to what is delivered by each individual student. In addition, teachers also collect information data

relating to answers from students, which can be used to test hypotheses.

5. Teachers test hypotheses using statements submitted by students, teachers collect and then compare between answers. After that, the teacher responds to the statement given by the students. The response given by this teacher can give students an understanding of the answers given. If students feel less correct in answering, then the responses provided by teachers are useful for updating students' understanding.
6. The last step is the teacher gives conclusions on the material presented. The usefulness of the conclusion is to unify the students' overall understanding. This process becomes very important as tool to provide comprehensive and objective understanding. In addition, the teacher should also provide core lesson on young mischief material, by conveying a moral message to the students to stay away from and avoid all actions that lead to young mischief. Teachers also must provide motivation to students so that will be a moral individual and leave behind all negative things that can impose human dignity.

2. The Students Respond Toward the Implementation of Inquiry-based Learning to Increase Teaching Speaking at XI Class in MA Al-Fathimiyah Paciran Lamongan

Second research question asked about the responds students for the implementation of inquiry-based Learning to increase teaching speaking at XI B class in MA Al-Fathimiyah Paciran Lamongan, consist of 25 students. In order to support the data, the researcher collected the data through questionnaire. The questionnaire was given in the third meeting in end of classroom activity on August, 14th 2017. The researcher gave the

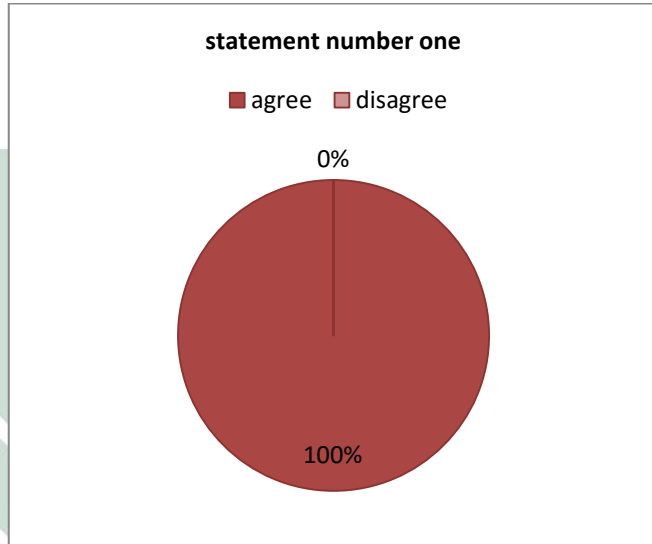
questionnaire that related with the students responses of implementation of inquiry-based Learning for teaching speaking. The students filled the questionnaire by choosing one option that was prepared.

The researcher gave questionnaires to the students about the response to the implementation of Inquiry-based Learning as a learning strategy to teach questions and deliver opinions in the English class especially in speaking. Students filled in one of the answers to the choice answer have been prepared.

- a. The using of inquiry-based learning in teaching English speaking classes (the questionnaire of number 1 and 2)

Students at XI B class in MA Al-Fathimiyah stated that the teachers use instructional strategy of inquiry-based learning in learning English very often. Based on the answer of questionnaire statement of number 1 that has been answered by the students, that all of students agreed on the inquiry-based learning strategy are applied by teachers in English class very often, and the students agreed as many as 25 children 100% and there were no students who disagreed 0%.

Chart 4.1
Using of Inquiry-based Learning in
Teaching English Speaking Classes



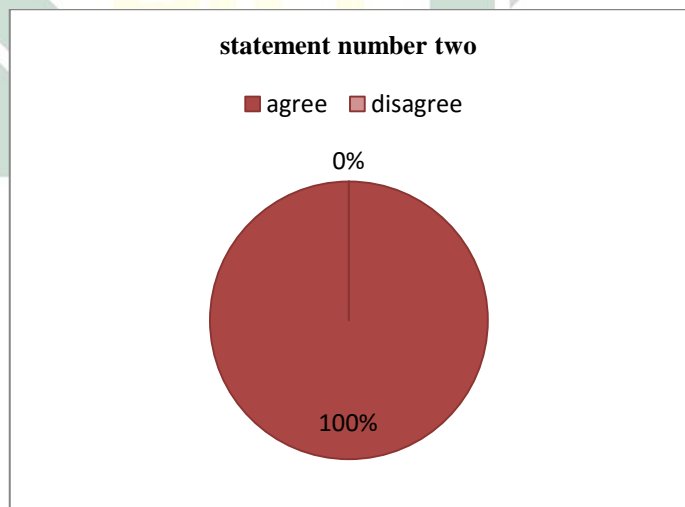
The use of inquiry-based learning strategy by teachers is very relevant to the material taught in the learning, such as the material of asking and giving opinion. The material centers on the students' active role in learning, such as by providing questions, statements, arguments or criticism of the answer to the answers given by peers in the classroom. Inquiry-based learning strategy plays a major role in improving students' learning capacity, especially in terms of attitude (confidence), skills (speaking skills), or in enhancing insight through the process of

extracting information in a critical way of thinking.

- b. The role of teachers in teaching and learning activities in speaking class by using inquiry-based Learning (the questionnaire of number 3)

The role of teachers in the classroom is as a facilitator and motivator for students. Based on the result of questionnaire statement number 2 indicates that all students agreed about the big role of teacher in learning speaking by using inquiry-based learning. It means that 100% students agree of 25 children and there was no students that disagree (0%).

Chart 4.2
Role of Teachers in Teaching and Learning Activities in Speaking Class by Using Inquiry-based Learning

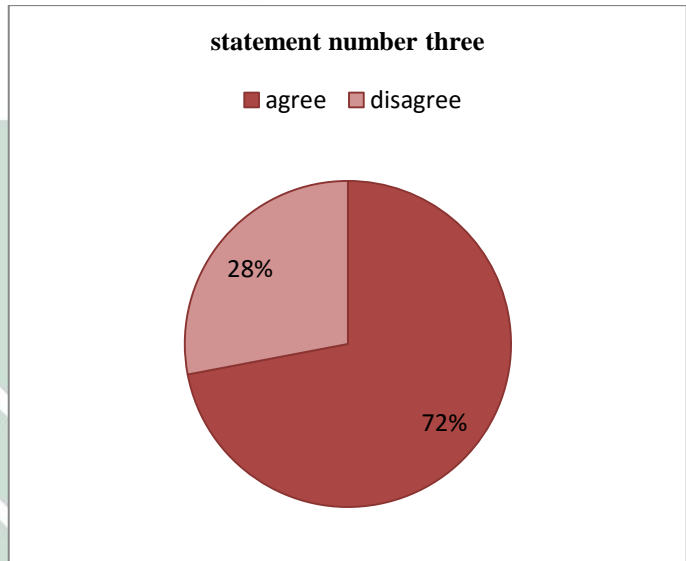


The role of teachers in the implementation of inquiry-based learning strategy is very different from the role of students who are very active in learning. However, teachers also play an important role in learning, such as motivators and facilitators. These two roles are very visible in the application of Inquiry Based Learning strategy. The other side is the teacher is able to provide conclusions of learning materials that aims to unite opinions and ideas that exist within students.

- c. Student's opinion in applying inquiry-based learning in teaching and learning activity in speaking class (the questionnaire of number 4, 5, and 6)

The opinion of students that the strategy of inquiry-based learning was very important to be applied in learning English. Students felt so happy when the teacher implemented the strategy. In addition, students were helped in the learning and teaching process. So, the learning activity was so fun and full of spirit. Based on the result of questionnaire statement number 3 shows that the majority of students from the total number of 25 informants studied agreed on learning English by using inquiry-based learning strategy, with students who agreed as many as 18 children (72%), while those who disagree there are 7 children (28%).

Chart 4.3
Student's Opinion in applying Inquiry-based Learning in Teaching and Learning Activity in Speaking Class



The use of inquiry-based learning strategy on the matter of asking and giving opinion gives a big positive impact to the students that it is very visible and can be felt the result. Students argue that they can hone and improve speaking skills, so students become trained to speak in the presence of other students and teachers. In this case it can strengthen students' confidence when expressing their opinions. Students feel that the implementation of inquiry-based learning strategy is very relevant to be applied in the matter of asking and giving opinion because it

can explore the potential and train the students to seek information independently and then be accounted for through the delivery of answers in the implementation of learning.

- d. The student motivation in speaking learning by using inquiry based learning (the questionnaire of number 7)

The student motivation to increase teaching speaking when using inquiry-based Learning strategy in teaching and learning process, certainly it's influenced by the attitude of teachers who always provide high motivation in every learning. The students were motivated in following the learning of English (speaking) well. Based on the results of the questionnaires that have been divided to all informants studied is 25 children as informants, statement number 4 indicates that most students agree the motivation is lifted when the English language learning is applied by using inquiry-based learning strategy, with students who agree as many as 17 children (68%), while the disagreement is 8 children (32%).

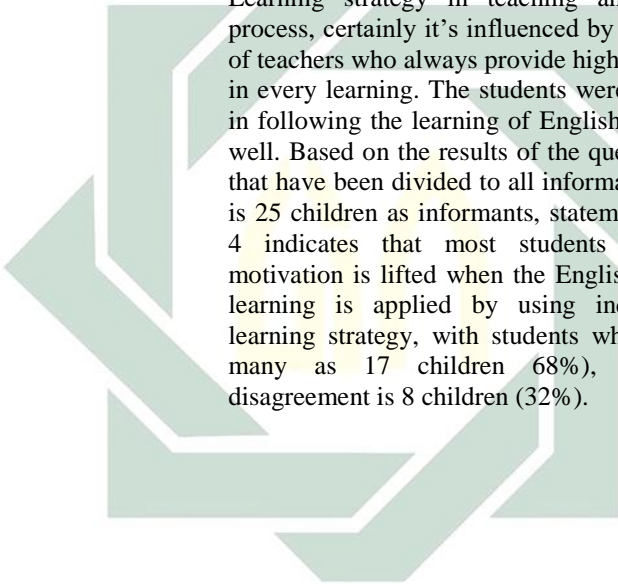
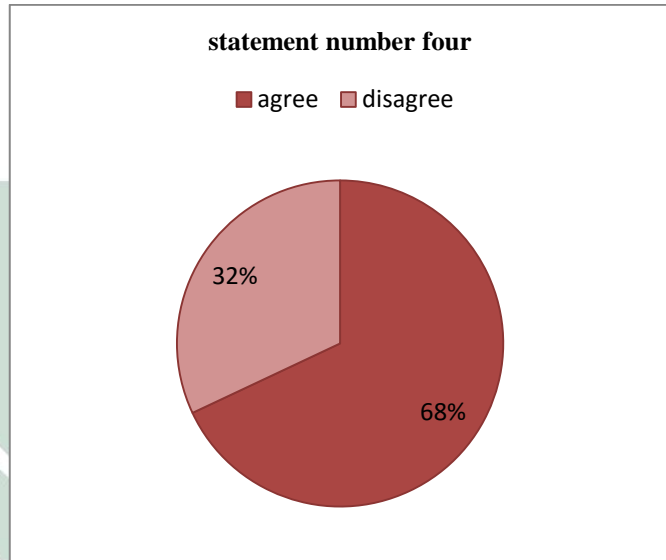


Chart 4.4
Motivation students in speaking learning by
using Inquiry Based Learning



The motivation of students to be elevated in learning English by using Inquiry Based Learning strategy that is influenced by the motivation given by the teacher. Motivation that can be encouragement or inducement to follow the learning actively. Motivation is given by teachers in the beginning, middle, and end of learning. In addition, teachers provide moral messages related to the topic of learning, as a value that can be internalized as well as implemented in everyday life.

- e. The obstacle of Student with using of inquiry-based learning strategy in speaking class (the questionnaire of number 8, 9, and 10)

There were little obstacle experienced by students on learning English by using inquiry-based learning strategy. It was showed that the less of teaching materials can be accessed and owned by students. The other obstacle was the difficulty of responding to answer, because the less confidence and rhetoric when delivered the mind result of argumentation. Based on the result of questionnaire of statement number 5 indicates that most of students express agreement in the case of not experiencing significant obstacles when learning English applied by using inquiry based learning strategy, with students who agree as many as 20 children (80%), while those who disagree as many as 5 children (20%) of the total number of informants as many as 25 children.

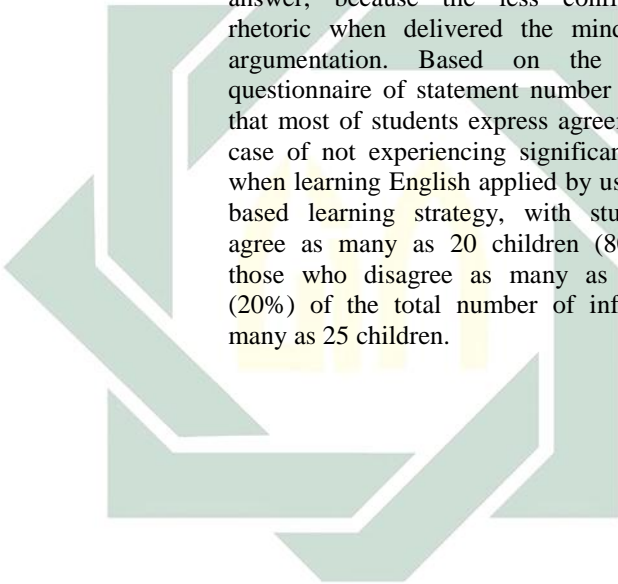
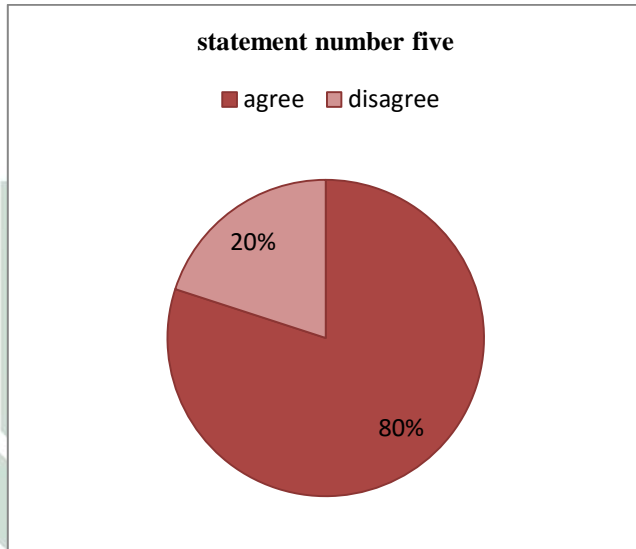


Chart 4.5
Obstacle of Students for Using of Inquiry-based Learning Strategy in Speaking Class



The difficulties experienced by student's lies in extracting information as a learning resource in inquiry-based learning strategy. The difficulty is influenced by the limited access that can be reached by students in obtaining sources of information from various media. As a result, the students only get a little learning material and have not been able to develop the topic widely and deeply. A small number of students in the classroom also experience obstacles in terms of speaking skills, which then impact on the continuity of learning.

B. Discussion

Based on the research finding, the researcher found that using Inquiry Based Learning on teaching speaking can increase and motivate students in speaking class. The more detail of implementing inquiry-based learning is explained based on each research question.

1. The Implementation of Inquiry-based Learning on teaching speaking to Students of XI Class in MA Al-Fathimiyah Paciran Lamongan

Asking and giving opinion in learning English need a skill because it became the main of good conversation. Speaking was a complex skill because it involves putting the message together, communicating and interacting with other people and learners need a lot of practice to develop this skill.¹ The asking and giving opinion is one of the ways to train and develop speaking skills. Teachers and students should be able to interact in teaching and learning activities well, because students would be more active in learning. The involved interaction was not only the verbal communication but also the elements of speech, such as pronunciation / accent, grammar, vocabulary, fluency and comprehension.² One of the important thing teacher must do in the success of learning in this material is the teacher should revive the classroom by mastering the class well. Class mastery was needed to arrange students follow the learning activities carefully and so it can be active during teaching and learning activities.

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

² Lindsay C-Knights P, *Learning and Teaching English- A Course for Teachers*, Oxford, (UK: Oxford University Press, 2007) p. 33.

There are several principles the teacher must do in language learning it's suggested by Bailey, including:³

- a. The teacher should be aware of the language learning context. Finding of this research shows that the teacher provide of language learning based on the purpose of the result learning has organized. Table 4.1 (p.43) shows that by providing articles for students to get information before the teacher asked questions as a teaching in inquiry based learning. The finding also show that through this broase is the students understand of the existing material more, so it can help and facilitate when the student argues in learning.
- b. The teacher should give student's practice with both fluency and accuracy. This research fond that the strategy of inquiry based learning was practiced by teachers in English learning on the materials of asking and giving opinion is very relevant to this principle, because students will be more active to practice speaking English, with giving questions and giving opinions and arguments. This means the teacher meet the principle to word language learning.
- c. The teacher should provide opportunities for students to talk by using group work or pair work. Teachers as facilitators in the inquiry-based learning strategy have given students the opportunity to speak (ask or respond). Finding of this research shows that the teacher provides corrections on the arguments is presented by the students, because students will understand the less and mistakes when conveys questions or opinions. The positive impact is that students will be

³ M. Kathleen Bailey, *Practical English Language: Speaking*, (Singapore: McGraw-Hill Companies Inc, 2005), p. 53.

- motivated to change better and correct mistakes and try to learn and practice to speak English well.
- d. The teacher should plan speaking tasks that involve negotiation for meaning. This research found that teacher implementing the inquiry-based Learning strategy seek to stimulate students by providing material on bullying cases and students are given direction to study the material that has been previously submitted and also asked to identify a video showing an example of a bullying case. After it the teacher give duty to student to make the resume and at the next step will be asked response to convey the result of his identification about bullying case.
 - e. The teacher should design classroom activities. The form of duty design will be done by the teacher is prepare the speaking learning on asking material and giving opinion by applying the strategy of Inquiry Based Learning. The strategy is chosen by teachers because it is relevant and effective to grow and teach English skills of student in speaking skills.

There are several characteristics that exist in the inquiry-based learning strategy that must be raised in the learning activities, it is important to do in order to achieve the learning objectives in accordance with the lesson plan that has been made. The following is a description of the characteristics of inquiry-based learning strategies:

Table 4.2
Characteristic of Inquiry-based Learning

Characteristic	Practice		Activity
	Yes	No	
Engagement with a complex problem or scenario that is sufficiently open ended to allow a variety of responses or solutions	✓		Teacher asks to students about the material “bullying and mischief”. (bullying) “Do you know about bullying?” (young mischief) “Do you know about young mischief?”
Students direct the lines of inquiry and the methods employed	✓		Students focus and students enthusiastic in teaching and learning activity.
The inquiry requires students to draw on existing knowledge and identify their required learning needs	✓		Teacher asks to students, about developing material with search in internet, book, magazine, and many others. “Students make resume from the result of collecting sources”.
Task stimulate curiosity in the students, encouraging them to actively explore and seek out new	✓		Teacher gives to students reading material about “bullying and mischief” developing

evidence			intellectual students when “reading analyzing at home” some of questions “homework”.
Responsibility falls to the student for analyzing and presenting that evidence in appropriate ways and in support of their own response to the problem	✓		Teacher always support and motivate students. When students working the assignment. Teacher say “if you do not understand, can ask to me, if you confuse, can ask home. I will detail explanation”.

The Teachers in the implementation of learning used Inquiry Based Learning strategies such as complex scenarios, in which it provided feedback to students to know the response in the form of answers to problems was given by teachers. 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 finding”.⁴ Concrete in learning is very useful for thinking process and student reasoning. The impact was to be able to provide knowledge to student of the state and phenomena that occur in the environment and try to understand it in depth. In understanding the problems is given, students were required to be able to use appropriate methods, in order to facilitate the extracting information and accuracy of the investigation conducted. Here the role of

⁴ Secretariat Special Edition #32, *Capacity K-12 Building Series*, May 2013, http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased, Accessed 14 des 2016, p. 2.

teachers can direct learners understand well the learning materials and deeply.

In addition to the characteristics and principles of Inquiry Based Learning strategy, there are also stages that must be implemented properly in implementing the learning strategy. This stage should be done gradually in the order, so that learning goes smoothly. The following is presented on the stages to be done at the time of learning by using Inquiry Based Learning strategy.

Table 4.3
Stages of strategic Inquiry-based Learning

Stages	Practice		Activity
	Yes	No	
Inquisition (the teacher stating a “what if” or “I wonder” question to be investigated to students)	✓		(Inquisition) teacher give some of question to students, the activity is oral class or open class before learning activity. “How are you today?” “Are you happy to day?” “Are you ready study today?”
Acquisition (teacher give brainstorming that generated by students)	✓		(Acquisition) teacher give brainstorming to students with use the material “bullying in learning activity, “are you know about aggressive behavior?”. “are you know about the effect from young mischief?”
Supposition (teacher	✓		Supposition; teacher control to students with

<p>identifying an “I think” statement to test students)</p>			<p>identification the statement from student about material bullying and young mischief. (bullying) “I think Bullying is unwanted, aggressive behavior among school and environment”. (young mischief) “I think young mischief has many effect, for example is make student unmotivated to learning activity”.</p>
<p>Implementation (teacher designing and carrying out a plan in learning process in English class)</p>	✓		<p>Teacher makes lesson plan and teacher to setting teaching and learning activity.</p>
<p>Summation (teacher collecting evidence and drawing conclusions of students statement)</p>	✓		<p>Teacher listen the statement of every students, teacher give the conclusion from the statement students with the teacher own statement. (bullying) “I think this case often occurs among schools so many students can’t confident with themselves. (young mischief) “I Think the effect from young mischief can make students not</p>

			focus in learning activity and student will be down went concentrating in learning activity”
Exhibition (teacher and students sharing and communication to get a conclusion)	✓		Teacher ad students exchange ideas to get final result. “Students say: I think bullying or young mischief can make down students in learning activity, so many reason why student down, among others are not focus and not interest when learning activity takes place.” “Teacher say: so, the conclusion from bullying or young mischief is can make student down and focus decreases as follow learning activity.”

The Implementation of inquiry-based learning strategy requires to student used knowledge and be able identifies them individually or in groups. The meaning of the use of knowledge was the learner can be directed to find, look for, then manner the information from the learning source other. Because in inquiry-based learning strategy, students must find their own information about the learning is studied. It was suitable with the statement of Barlow, which expresses the

use of intellectual inquiry-based learning into the order of importance according to student.⁵

Educators in practice should provide stimulation to students search information about existing learning materials. The process was used as a medium to stimulate the curiosity that ultimately can train student in utilizing their minds to search and find new relevant evidence with content of learning materials. The most urgent was can be considered by the teachers that they can cultivate the students' curiosity to teach their confidence, and gave encouragement to understand the existing learning resources. The teachers' activities can be done by providing stimulation to students, one of its uses the question method. This method was useful to find student's answers. In addition, with questions and answers, the teacher can find the level of student's knowledge.

The purpose of the inquiry-based learning strategy is to develop the ability of think systematically, logically and critically or develop intellectual ability as part of the mental process.⁶ Therefore, the strategy of inquiry-based learning was applied by the teacher emphasizes to student's activity maximally to search and find, it's mean that the strategy of inquiry-based learning puts students as object. In addition, the strategy was based in active learning, the students must be more active in teaching and learning activities, and learning was not centered on the teacher (teacher centered). The inquiry-based learning required students to draw on existing knowledge and identify their required learning needs.⁷ Tasks stimulated curiosity in the students, encouraging them to actively explore and seek out new evidence.

The activities were done by student to search and find their own answers from the question so that can make student

⁵ Andriani,Vera Septi, *The Effectiveness of Inquiry Learning Method to EnhanceStudents' Learning Outcome: A Theoretical and EmpiricalRevie*, Journal of Education and Practice, P.1

⁶ Andriani,Vera Septi, *The Effectiveness of Inquiry Learning Method to EnhanceStudents' Learning Outcome: A Theoretical and EmpiricalRevie*, Journal of Education and Practice. P. 3

⁷ Kahn, P. and O'Rourke, K. (2004) *Guide to Enquiry-Based Learning*, University of Manchester.

to be self-confidence. Confidence could be grown with the motivation was provided by the teacher, and can be taught with student learning activities, the implementation of inquiry-based learning strategy in the form of asking, responding or arguing.

At the orientation step, explain the topics, purpose and learning result it's expected and achieved by student. This process should the teacher does it well, the important role of the teacher is to provide stimulus to students to solve problems. Explain the topic in order to student understand and do activities in learning well. In this research, the topic was asking and giving opinion about the case of bullying. The student had knowledge about the material at last meeting, in addition student was given information what resources can be used to support student in learning activities. At the beginning meeting, the teacher gave a little information with lectures and questions about the bullying case, and then the teacher played a video about the case. By learning with the video part of the utilization of information technology in learning, it can be useful to understand learning materials well. In addition, teachers must convey goals and learning result that aim to attract attention to students.

Teachers should explain the main points of activities that students must do to achieve the goals and explain the importance of topics and learning activities, in order to provide student learning motivation.

2. The Students Respond Toward the Implementation of Inquiry-based Learning to Increase Teaching Speaking at XI Class in MA Al-Fathimiyah Paciran Lamongan

Researcher made a questionnaire about the question about the response of students to the implementation of inquiry-based learning strategy in learning English. There were some knowledge from the students' responses, such (1) the using of inquiry-based learning strategy in English learning for speaking classes, (2) the role of teachers when teach and learn activities in the classroom (3) the students' opinions about the implementation of inquiry-based learning

strategy, (4) students' motivation to learn English with using inquiry based learning strategy, (5) Student's obstacle to use inquiry-based learning strategy in English class.

The using of inquiry-based learning strategy in English learning was very important to apply in the topic of asking and giving opinion. All of students stated that the teachers always use inquiry-based learning strategy in English learning, while the topic of asking and giving opinion applied with the strategy was very relevant and effective for smooth and success in teaching and learning activity.

There were two big roles of teachers when teach in class for the implementation of inquiry-based learning strategies, the teachers as facilitators and motivators for students. The role of the facilitator did and prepared all the tools and need in the learning. The teacher as motivator must know the characteristics of students so they can determine the attitude good effect students. The teacher must understand that the result of research show that the result of learning will increase if the motivation grow up.

The general, the problem about the motivation with learning was how arrange the motivation in order to be improved so the learning result can be optimal. Traditionally there were two kinds of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is the motivation from him, without the stimulation and help of others. Extrinsic motivation is the motivation from external stimulation, intrinsic motives is more effective in to encourage student to learn extrinsic motives.⁸ So the big task of the teacher was give encouragement to the students to increase their motivation which is included in extrinsic motivation, and the teacher must keep the motivation of student well.

⁸ Abdul Qadir, Peran Guru Sebagai Motivator Dalam Proses Pembelajaran, journal INFORMASI, No. 2, XXXV, Th. 2009. P. 68.

Teachers should stimulate and provide encouragement and reinforcement to make dynamic the potential of students, appear self-help (activity) and creativity (creativity), so that will be dynamics in the learning process. Motivation of students at XI class in Al-Fathimiyah was increased when English learning on the topic of asking and giving opinion implemented with the strategy of inquiry based learning. It can be influenced by students who feel helped and facilitated by the implementation of the strategy, because the topic of asking and giving opinion more emphasis on aspects of speaking skills and confidence in asking and express opinions and argue. While the strategy of inquiry-based learning also involves the active role of students in teaching and learning activities. Therefore, between the implementation of the inquiry-based learning strategy with the questioning and giving opinion material can be said to be very closely related between the two and the very relevant inquiry-based learning strategy was applied to that topic.

The teacher acts as a facilitator, in this case he will provide facilities or ease in the process of teaching and learning, for example, by creating an atmosphere of learning activities, suitable with student development, so the interaction of teaching and learning will do effectively.⁹

The other role of the teacher in the implementation of inquiry-based learning strategy, and the result was all of student response that they are helped by the big role of the teacher during the learning of English and of course gave good effect to improvement of the result of student learning.

The Implementation of inquiry-based learning strategy in English learning was topic of asking and giving opinion so important for students. In addition, the student stated that they like this strategy to be

⁹ Devi Arisanti, Okianna dan Rustiyarso, Peran Guru Dalam Meningkatkan Aktivitas Belajar Siswa (Pontianak: Universitas Tanjung Pura, 2012), p. 3.

applied in learning and the important other is the students feel be happy when English learning activity with the strategy. It's real become the indicator of the important role and contribution of inquiry-based learning strategies to the result of student learning in English, especially to improve speaking skills, the ability to have confidence and others.

There was some problem of English learning that will be faced by student with using inquiry-based learning be accessed maximally and owned by students. The other obstacle was the difficulty of give responding, because no confidence and expertise in rhetoric when deliver the mind result in the form of argumentation.

The obstacle of teaching materials cannot be accessed by students because the rules in boarding schools no bring electronic tools for example, mobile phone, laptop or computer. Although can utilize the laboratory computer in school, students feel the problem because of limited facilities. At this time students just rely on textbooks lessons, and the other book can support it in the library. The solution for teacher to solve the problem was the teacher should provide more complete learning resources, for example find links of books, articles, and others that can then can be accessed by students in the computer of laboratory. In addition, teachers can use the device information with technology-based learning, such as by creating animated video-based audio visual that it can facilitate student understand the material well and can understand the condition of student in the contextual learning.

The other problem was the students did not be brave when convey questions and opinions when learn English with inquiry-based learning strategy. This problem was quite large, because inquiry-based learning strategy can do well, if students can be active and responsive.

The strategy that can be used by teachers solve problem is provide motivation to students who have learning difficult. The motivation gave stimulation of belief that students can master the learning materials well. The problem of speaking skills is with the English language, by students on learning at XI class in MA Al-Fathimiyah in using and mastering of vocabulary and the difficulty of pronunciation of the language.

The problem can be solved by the teachers provide direction to students memorize with both vocabulary consistently and continuously. That way must teacher do, because the material of asking and giving opinion can do well, if the student can master vocabulary well so that can be active talk in speaking class. While the problem of convey can be solved to train students on speaking skills, because good convey can be possessed the habit of speaking continually.

There were three components of attitudes that should be looked to student's response to the implementation of inquiry-based learning strategy in English learning, cognitive component, affective component, and conative or behavioral component.¹⁰ English learning use inquiry-based learning strategy was effective in improving students' cognitive power. The indicator was that student be more critical in their reasoning, student can find the learning resources independently, it's help students use memories in transferring their own concepts to new learning situations, motivate students to think intuitively and formulate their own hypotheses.

It was suitable with the purpose of the strategy of inquiry-based learning; the main aim of the inquiry based learning was the development of the ability to think. Thus, this learning model apart oriented learning outcomes, also oriented to the learning process.

¹⁰ 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.

Therefore, the success criteria of the learning process by using inquiry-based learning was 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 because 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.¹¹

The second component was about affective ability, the learning with inquiry based learning strategy, students are better on the affective side. It can be seen from the students motivation up when English learning on the topic of asking and giving opinion with using inquiry-based learning strategy. The evidence showed that the implementation of inquiry-based learning strategy was very effective to improve the students' passion and motivation to follow the learning well and be active every activity in learning process, especially when give question and argumentation.

In addition, inquiry-based learning strategy provided an opportunity to develop the capabilities and interests of each, strong and increase confidence in yourself with the process of finding your own because of student centered learning with a teacher role limited. In essence, the teacher should increase the motivation of students by providing direction and instruction good at the beginning of learning that can apply when the teacher drill or open class. It's all can be achieved and the affective ability of students increases, when teachers know the characteristics of each individual student well, so the teacher will do the learning process with the suitable character of student personality .

The third component was cognitive or behavior. Cognitive ability will be seen clearly in English learning on the material of asking and giving opinion with the implementation of inquiry-based learning

¹¹ Jumanta, Hamdayana, *Metodologi Pengajaran*, (Jakarta: Bumi Aksara, 2016), p. 133-134

strategy. It can be seen when students ask and give opinions, refutation, or convey criticism of the opinion. The Behavior should be a first concern of learning. Because the material of asking and giving opinion give to students show the skills of speaking well, certainly with mastering a qualified vocabulary and good ethic. In this learning there were a very urgent behavior to be possessed by student, namely to respect for the opinions of others with give attention to what was delivered by his friend, or while giving reinforcement to arguments was given, when convey criticism or suggestions to other students.

