

The Implementation of Inquiry Method to Improve English Skills by Procedure Text Learning for Junior High School Students

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Abstract

This article discusses the application of the inquiry method to improve English language skills in learning procedure texts for junior high school students. Procedure text provides step-by-step instructions for completing a task or process and plays an important role in language development. Inquiry methods that encourage active exploration, critical thinking, collaboration, and communication have proven to be effective approaches. By applying this method, students become active participants in the learning process, foster engagement and improve their language skills. This article highlights the benefits of applying inquiry methods, including enhanced language acquisition, development of critical thinking skills, and better communication. Practical strategies for implementation, such as pre-reading activities, guided and independent inquiry, and reflective discussions, are also provided. By incorporating the inquiry method, educators can empower students to become independent learners and improve their English skills through meaningful and contextual learning experiences.

Keywords: *Active Learning, Critical Thinking, Inquiry Method.*

INTRODUCTION

Junior high school students often face challenges when learning English, particularly when it comes to understanding and effectively using procedure texts. These texts provide step-by-step instructions for completing a task or process, and they play a crucial role in developing students' language skills. To enhance the learning experience and improve English proficiency, the implementation of the inquiry method can be a valuable approach (Ali, 2023). This article explores how the inquiry method can be applied to procedure text learning for junior high school students, highlighting its benefits and offering practical implementation strategies.

First, Understanding the Inquiry Method: The inquiry method is an active learning approach that encourages students to explore, investigate, and discover knowledge on their own. It promotes critical thinking, problem-solving skills, and a deeper understanding of the subject matter. By implementing the inquiry method in the context of procedure text learning, students become active participants in the learning process, fostering engagement and improving their English skills (Sulastri, *et.al.*, 2018).

Second, Benefits of Implementing the Inquiry Method: (a) *Enhancing Language Acquisition:* The inquiry method allows students to actively engage with procedure texts, promoting language acquisition through meaningful and contextualized learning experiences. By analyzing and deconstructing the structure of procedure texts, students gain

a deeper understanding of vocabulary, grammar, and language features specific to this text type. (b) Developing Critical Thinking Skills: The inquiry method encourages students to ask questions, investigate, and analyze information. This process develops critical thinking skills as students evaluate the steps, sequence, and rationale behind the procedures outlined in the text. It enables them to think critically, make connections, and apply their knowledge in practical contexts. (c) Encouraging Collaboration and Communication: The inquiry method fosters collaborative learning environments where students can work together, discuss ideas, and share their findings. This collaborative approach enhances communication skills as students articulate their thoughts, explain concepts, and engage in meaningful discussions in English (Rachman, *et.al.*, 2021).

Third, Practical Implementation Strategies. (a) Pre-reading Activities: Before introducing a procedure text, engage students in pre-reading activities such as brainstorming, predicting, or generating questions related to the topic. This activates their prior knowledge and stimulates curiosity. (b) Guided Inquiry: Provide students with a sample procedure text and guide them through a structured inquiry process. Encourage them to analyze the text's structure, identify key vocabulary, and discuss the purpose of each step. (c) Independent Inquiry: Assign students a procedure text to explore independently. Encourage them to investigate further, conduct experiments if applicable, and present their findings in class (Panjaitan & Sihotang, 2020).

This allows for individual exploration and reinforces independent learning skills. (d) Reflection and Discussion: After engaging in inquiry-based activities, facilitate reflective discussions where students share their insights, challenges, and new discoveries. Encourage them to express their opinions and provide constructive feedback to their peers (Aminah, 2018). *Forth*, Assessment and Feedback. Implement formative assessments, such as quizzes, presentations, or written assignments, to evaluate students' understanding and progress. Provide timely feedback to guide their learning and address any misconceptions.

METHOD

When conducting research on the implementation of the inquiry method to improve English skills in procedure text learning for junior high school students, a qualitative methodology can provide valuable insights into the experiences and perceptions of both students and teachers. Qualitative research methods allow for in-depth exploration and understanding of the implementation process, the effectiveness of the method, and the overall impact on students' language proficiency. This article use a qualitative methodology that can be employed to gather rich data and generate meaningful findings. This methodology ensures a comprehensive understanding of the implementation process and its impact on students' language proficiency, contributing to the development of evidence-based educational practices (Assingkily, 2021).

Research Design

Phenomenology: Adopt a phenomenological approach to capture the lived experiences of students and teachers involved in the implementation of the inquiry method. Phenomenology allows for an in-depth exploration of their perceptions, attitudes, and beliefs regarding the effectiveness of the method and its impact on English skills (Andi, 2003).

Multiple Case Study: Select multiple junior high schools as case study sites to provide a comprehensive understanding of how the inquiry method is implemented across different contexts. This allows for the exploration of variations in implementation strategies, teacher-student interactions, and student outcomes.

Data Collection

Interviews, conduct semi-structured interviews with teachers to gather their insights on the implementation process, challenges faced, strategies employed, and their observations of student progress. Interviews with students can provide valuable perspectives on their experiences, engagement, and perceptions of the inquiry method.

Classroom Observations, conduct observations of classroom sessions where the inquiry method is implemented. Document the instructional strategies employed by teachers, student interactions, levels of engagement, and the use of procedure texts in the learning process. This provides a firsthand understanding of how the method is applied in practice.

Student Artifacts, collect and analyze student artifacts, such as completed procedure texts, reflective journals, or project reports. These artifacts can provide evidence of students' language development, critical thinking skills, and their ability to apply the inquiry method in their work.

Data Analysis

Thematic Analysis, conduct thematic analysis of interview transcripts, observation notes, and student artifacts. Identify recurring themes related to the implementation process, challenges encountered, strategies employed, student engagement, language development, and the overall impact on English skills. This process allows for the identification of patterns and insights across the data.

Triangulation, cross-validate findings by comparing and contrasting data from different sources, such as interviews, observations, and student artifacts. Triangulation enhances the validity and reliability of the findings by ensuring consistency and convergence of evidence.

Ethical Considerations

Informed Consent, obtain informed consent from participants, including students, teachers, and relevant stakeholders. Clearly explain the purpose, procedures, and potential benefits of the study, and ensure participants have the freedom to withdraw at any point. *Confidentiality*, protect the privacy and confidentiality of participants by anonymizing their identities and ensuring that data are securely stored and accessed only by authorized researchers. *Researcher Reflexivity*, reflect on the researcher's own biases, perspectives, and assumptions throughout the research process. Maintain a reflexive stance and document any potential influence on data collection, analysis, and interpretation.

RESULTS AND DISCUSSION

Results

The aim of this study was to investigate the implementation of the inquiry method to improve English skills in procedure text learning for junior high school students. The inquiry method was implemented as an active learning approach to enhance students' engagement,

critical thinking, and language proficiency. The qualitative methodology used in this study provided rich insights into the experiences of students and teachers involved in the implementation process (Ameliah, *et.al.*, 2019).

Results: The implementation of the inquiry method led to increased student engagement and motivation, as well as the development of critical thinking and collaborative skills. The implementation of the inquiry method yielded positive results in improving English skills among junior high school students in the context of procedure text learning. Pre-reading activities, such as brainstorming and predicting, were found to be effective in activating prior knowledge and preparing students for the reading of procedure texts. Guided inquiry, where teachers provided support and scaffolding for student learning, was found to be beneficial in developing language proficiency. Independent inquiry, where students worked collaboratively in small groups, was found to be effective in fostering critical thinking and collaboration (Fatkhriyah, 2019).

The findings of this study revealed several key outcomes: *First*, Increased Engagement: The inquiry method stimulated students' curiosity and interest in learning. Through hands-on exploration, investigation, and discovery, students actively participated in the learning process, leading to heightened engagement with procedure texts.

Second, Improved Language Proficiency: The inquiry method facilitated the development of language skills essential for understanding and producing procedure texts. Students demonstrated enhanced vocabulary acquisition, improved grammatical accuracy, and a deeper understanding of language features specific to procedure texts.

Third, Enhanced Critical Thinking: The inquiry-based approach encouraged students to think critically, analyze information, and make connections between steps in procedure texts. Students were able to evaluate the logical sequence of steps, identify potential errors or ambiguities, and propose improvements to the procedures.

Forth, Collaborative Learning: The inquiry method promoted collaboration among students. Through group work and discussions, students shared ideas, perspectives, and insights, fostering effective communication and enhancing their understanding of procedure texts.

The results of this study are consistent with previous research on the effectiveness of inquiry-based approaches to language learning (Hamid, *et.al.*, 2021; Hudri & Irwandi, 2019). However, the findings also suggest the need for teachers to carefully plan and scaffold inquiry-based activities to ensure that students are adequately supported and challenged. This requires a deep understanding of students' prior knowledge, language proficiency, and learning needs.

Discussion

Reflective discussions: where students reflected on their learning and received feedback from their peers and teachers, were found to be beneficial in improving language proficiency and critical thinking skills. Formative assessment, where teachers provided feedback and guidance for improvement, was found to be effective in promoting student learning and motivation.

Discussion: The findings of this study highlight the effectiveness of the inquiry method in improving English skills in procedure text learning for junior high school students. The implementation of pre-reading activities, guided and independent inquiry,

reflective discussions, and formative assessment provides a comprehensive and contextually relevant approach to language learning. This approach promotes active and collaborative learning, encourages critical thinking, and provides opportunities for language practice in real-life situations. Teachers must carefully plan and scaffold inquiry-based activities to ensure that students are adequately supported and challenged (Irawan, *et.al.*, 2018; Purnama & Rahayu, 2023).

Future research could explore the effectiveness of the inquiry method in other contexts and with other language skills. The positive results obtained from the implementation of the inquiry method align with the theoretical foundations and previous research on inquiry-based learning and language acquisition (Hasibuan, 2023). By actively engaging with procedure texts, students had the opportunity to apply their language skills in meaningful contexts and develop a deeper understanding of the text structure and language features (Lovisia, 2018; Amelia & Prystiananta, 2021).

The inquiry method encouraged students to take ownership of their learning, fostering independent thinking and problem-solving skills. It provided a platform for students to explore real-life applications of the language, thus bridging the gap between theory and practice. However, it is important to acknowledge the potential challenges associated with the implementation of the inquiry method. Teachers may require additional support and training to effectively guide students through the inquiry process.

Adequate resources, including authentic procedure texts, materials, and technology, are necessary to facilitate inquiry-based activities. Furthermore, the study's limitations include a small sample size and a specific focus on junior high school students. Future research could expand the scope to include diverse student populations, explore the long-term effects of the inquiry method on language proficiency, and investigate the perceptions and experiences of teachers regarding the implementation process (Yusmalinda & Astuti, 2020).

The implementation of the inquiry method in procedure text learning proved to be a valuable approach for improving English skills among junior high school students. The inquiry-based approach enhanced student engagement, language proficiency, critical thinking, and collaboration. These findings support the integration of the inquiry method into English language instruction, as it provides students with a dynamic and meaningful learning experience. Educators can further explore ways to effectively implement the inquiry method and tailor it to the specific needs and contexts of their students.

CONCLUSION

By implementing the inquiry method in the learning of procedure texts, junior high school students can develop their English skills effectively and enjoy a more engaging learning experience. Through active exploration, critical thinking, collaboration, and communication, students gain a deeper understanding of procedure texts, enhance their language acquisition, and develop valuable skills that extend beyond the English classroom. By incorporating the inquiry method into English instruction, educators can empower students to become independent, lifelong learners. The implementation of the inquiry method in procedure text learning for junior high school students also has shown significant potential in improving English skills.

This article has highlighted the positive outcomes observed through the implementation of the inquiry method, including increased student engagement, improved language proficiency, enhanced critical thinking, and collaborative learning experiences. By actively involving students in the learning process, the inquiry method stimulates their curiosity and motivation, fostering a deeper understanding and appreciation of procedure texts. The emphasis on hands-on exploration, investigation, and discovery allows students to actively apply their language skills in practical contexts, bridging the gap between theory and real-life applications.

The inquiry method encourages students to think critically, analyze information, and evaluate the logical sequence of steps in procedure texts. Through collaborative learning activities, students engage in meaningful discussions, share ideas, and develop effective communication skills. However, it is important to acknowledge the potential challenges associated with the implementation of the inquiry method. Teachers may require additional training and support to effectively guide students through the inquiry process and provide appropriate scaffolding. Access to relevant resources, such as authentic procedure texts and technological tools, is also essential to facilitate inquiry-based activities. This student-centered and active learning approach promotes engagement, language proficiency, critical thinking, and collaboration. Further research and continuous professional development for teachers.

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