

THE EFFECTIVENESS OF INQUIRY BASED STRATEGY IN TEACHING ENGLISH VOCABULARY

(A Classroom Action Research at Grade five of SD Runiah School)

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ABSTRACT

The objectives of the research were to find out how inquiry based strategy is effective to improve the students' achievement.

The design of the research was classroom action research. It was done in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle conducted in two meetings include pre-test. The second cycle was conducted in two meetings and each cycle the students were taken the test as the post-test. The subjects of this research were 8 students of Grade five SD Runiah School.

Based on the result of this research showed that there was an improvement on the students' vocabulary, it can be seen from the mean score of pre-test were 57,5, the mean score of post-test I was 69, and the mean score of post-test II was 83. In addition, there was 1 students (12,5%) who passed Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM*) in the pre-test. Meanwhile, in the cycle I, there were 3 students (37,5%) who passed Minimum Mastery Criterion (KKM), and in the post-test II there were 7 students (87,5%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Then, from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through Inquiry strategy. The mean of pre-questionnaire was 41,84%. Then, the mean of post-questionnaire was 77,6%. It improved 35,76%. Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of Inquiry strategy.

Key words :Inquiry Technique, Vocabulary

I. BACKGROUND

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. English is very important to be learnt in Indonesia especially for students. The importance of vocabulary can be seen from the most scientific books that are written in English and there are many job applications which put English as the qualification. It is also used in almost aspects of life for example economy, science, technology, business, etc. So, the use of English is more and more important recently. In Indonesia, the position of English is as the first foreign language that is the language which is taught in institutions or schools as one of the subject matters.

According to Virginia someone can be said mastering vocabulary if he knows the meaning of the words and knows how to put them together in the sentences. Teaching vocabulary to children is important to prepare them to get the four language skills. Unfortunately, many children do not master vocabulary appropriately. This can be seen from the observation of the grade five students at SD SitiRuniah School education. The researcher found out some problems in the students' vocabulary. Some of the problems are the students' have low ability in memorize vocabulary, the students' have less practice their vocabulary, and the teacher still applies a traditional strategy. When the researcher ask one of the students at SD Runiah, the researcher ask his to mention some of animal in English but he cannot, the researcher asks again to mention the parts of body in English but he can't. Based on the case the researcher can conclude that the students at SD Runiah, have low ability in memorize vocabulary and the students' have less practice vocabulary.

From the statement above, it can be concluded that the teacher uses a less appropriate teaching method. It makes the learning process monotonous and makes the students to be bored. Therefore, the writer proposes a method to solve those problems that is inquiry-based teaching. This method implies involvement which leads to understanding. The method is more student-centered with the teacher facilitator of learning. Piaget and Bruner in Brewster believe firmly in 'child centered education' where the child's need and interest are emphasized. They also stress the importance of encouraging children to work independently often through "discovery" or "inquiry-based learning. This kind of learning is carefully set up by the teacher so that the child

is guided to discover facts and information in a variety of ways. We also can use many teaching aids, for example games, pictures and texts.

Based on the explanation above, the writer intends to implement inquirybased teaching to improve the students' vocabulary mastery. From this idea, the writer chooses the topic of this thesis under the title " THE EFFECTIVENESS OF INQUIRY BASED STRATEGY IN ENGLISH TEACHING VOCABULARY (A Classroom Action Research in the Fifth Grade Student of SD SITI RUNIAH SCHOOL QUALITY EDUCATION).

II. RESEARCH METHODS

This study was conduct by using Classroom Action Research. According to Michael J. Wallace, "Classroom Action Research is a type of Classroom Research carried out by the teacher in order to solve problems or to find answers toward context-specific issues."

This classroom action reseach will conduct at Sd Siti Runiah Quality Education in 2018/2019 academic year. The subject of the study is at class 5th. It has 8 students, 4 boys and 4 girls.

The instrument of collecting data used by the researcher to get the data observation by using:

- a. Observation: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation is give based on reality in the classroom, the type of observation, which is use in this research is direct observation.
- b. Questionnaire: it conducted both before and after implementing CAR.
- c. Test: is use for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:
 - a. Pre-test had done before implementing the Classroom Action Research (CAR).
 - b. Post-test was implement after implementing the Classroom Action Research (CAR).

The procedures of research are performs by administrating two cycles. Each cycle contain four steps, which are planning, action, observation, and reflection. Before the cycle the researcher begun, orientation test is administrating to identify the basic knowledge of the students about vocabulary mastery.

1. Cycle I

a. Planning

The following points are the specification of the planning are first cycle:

- Conduct the cycle in two meetings.
- Administrate the vocabulary learning process according to lesson plan.
- Conduct pre-test in order to know the students' basic ability in vocabulary.

b.Action

In this step, the students were doing how to comprehend vocabulary by using inquiry strategy.

c.Observation

The observation was conduct to all the process and atmosphere of vocabulary and learning process. The researcher want to find out the overall condition occur during the instruction.

d. Reflection

Reflections would do evaluative aspect to effect of spacious issues and suggest handling it. The researcher should take the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem. If the result does not reach the goal that determines, the researcher should make decision that the researcher need to continue to the research into cycle II.

2. Cycle II

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with first cycle, whit of course more improvement vocabulary mastery material. Cycle II is done if there is insignificant improvement of students' vocabulary.

During the treatments, vocabulary test gave to the students at the end of every meeting. The students were testing by asking them to answer 15 questions multiple choices and five essays.

The data for this study was collect through quantitative and qualitative way. In collecting quantitative data, the researcher gave written assessment to the students as the instrument. It was to analyze the students' learning level. The students were asking to answer all of question given. The test was essay test. There were about twenty questions for each cycle. In scoring the vocabulary test, it was determined that the ranging from 0 – 100 by accounting the correct answer. The correct answer was given 5 while the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = score of the test

R = the number of correct answer

N = the number of the question

In the collecting qualitative data, the researcher used observation sheets focusing on what was happening in the classroom (classroom management) taken by the collaborator, interview an English teacher, questionnaire for the students to obtain about their interest and difficulties in learning vocabulary as the instrument.

III. RESEARCH FINDINGS AND DISCUSSION

1) The Qualitative Data

The qualitative data was analyzed from observation result, questionnaire result, interview sheet, and documentation. The research was done in two cycles, and each cycle consists of two meetings and one test.

a. The First Cycle

This cycle was conducted on Tuesday 16 July 2019 with the time allocation of 2 x 45 minutes. The result of the implementation of the four I steps in cycle 1 as follows:

a.1 Planning

Before implementing inquiry technique in teaching vocabulary mastery in class, the researcher made some preparations. The preparation is the form of lesson plan containing the instructional objectives, instructional material, teaching - learning activities and evaluation. The instructional material was picture entitled "market".

a.2 Acting

In the beginning learning, the researcher gave word game to motivate students in starting vocabulary learning. Then the researcher taught the students based on lesson plan. In this acting, there are two meetings to implement inquiry technique.

In the first meeting. It was implemented on Tuesday, July 16, 2019 at 8.00 am up to 09.30 am. The researcher started the class with greeting then called the students one by one to know the students were absent in that meeting. After that, the students were given picture of supermarket, then the teacher began it with the question. From those, the students looked for material based on the theme and teacher divided into several groups so they could cooperative and found together. Here, the teacher divided students into four groups, each group consist of two persons the next, students looked supermarket's picture and found out

the difficulty words. They looked picture accurately, in order to maximal. Beside that, some of students looked for meaning and the order noted their find. After found vocabulary, they collected their work. Then the teacher chosed a leader in each group to read reporting in front of class. The other students commented and listened presentation. So they must be critical and

braver. In the last, each group were asked conclude their result. It was not clear, teacher would explained again.

In the second meeting, Friday, July 19, at 10:00 am until 11.30 am. Based on the lesson in cycle 1, students were be given test to measure their vocabulary ability used inquiry technique. They did question about the test shown in the appendix. Based on result in cycle 1 , they got low score. The researcher could concluded that the students have good progress because the result of the first cycle is better than preliminary study testing.

a.3 Observing

The observation was done by English teacher who acted as observer. During the implementation of the Inquiry technique the researcher wrote the problem happened during teaching learning activity. The result of the observation showed that the lesson plan. However, there are some problems happen in very step. In the surveying, the students did not understand how vocabulary through picture. So every group has to discussin order to get the good result. In the group there was who explained to their friend. Some students noted difficult words and the other looked for Indonesian meaning. Here, they found difficulty if them has limited vocabulary, they opened dictionary and asked to clever student. If the group was not cooperative , they would failed look for vocabulary because it was too long if they worked individually. The researcher wrote down process happened during the action. In the last step, teacher gave vocabulary test to know improving student's vocabulary mastery by using inquiry technique. It was done same as like the test on preliminary study.

a.4 Reflecting

Reflecting which was the final phase of cycle I consisted of the evaluation on the process and the student's result.

On the basic of obtained data from test result on cycle I , the researcher made reflection because the criteria of success had not been achieved. From the cycle I, little of students passed the test means that the researcher was unsuccessful, the positive responses were given by the students on teaching and learning process. They were like the technique because of the priority was cooperation with group members. So their children become excited. But the researcher found some of students who confuse applying this technique. They did not understand well the researcher explained, so they seem confused. some of the students did not have good mastery in

vocabulary. Based on the problem found in the cycle I, the research decided to continue the study to the cycle 2.

a. The second Cycle

The second cycle was conducted on Tuesday , 23 July 2019 with time allocation of 2 x 45 minutes and each cycle consist of two meeting. The implementation of the four steps was as the follows:

b.1 Planning

The result of the implementation of inquiry technique in cycle 1 shows that had not been success yet. It could not improve the students' vocabulary mastery. It failed to fulfill the criteria of success in this study which could not improve the percentage of the students who made progress in their score. For that reason the researcher made some revision and improvement in the lesson plan. The researcher revised in the instructional material used by choosing the more appropriate book to easy invocabulary learning. Beside that, the researcher made some improvement on the way the researcher carried out the teaching activity by giving the students clearer explanation and instructional in every steps and guided the students. In general, the action in cycle was not totally different from cycle 1. The activities included

reading, hearing, seeking vocabulary self and concluding result of researching based on the group. The different were only on the instructional material and conditional place. The researcher took theme "Things Around Us" through reality pace in out class.

b.2 Acting

At the beginning of the lesson plan, the researcher actived the students by giving a brainstorming to motivate them in learning English especially vocabulary where majority students responded in actively. Then the researcher told the students the objective of the lesson of that day. Then the researcher explained about inquiry technique that would be implemented in the class to them in mastery vocabulary.

In the first meeting implemented on Tuesday, 26 July, 2019 at 08.00 am up to 09.30 am. The students take material reading text and explained procedure of the technique clearly. For the second cycle the researcher tried to stimulate the students and search material, through reality world. This way suitable with big purpose be students more active and got better motivation in

learning English language. The researcher gave 20 minutes to research, look for vocabulary about “Things Around Us” with each group. Before it, researcher divided student into 4 groups. Each group collected vocabulary as much as possible. Among the four groups, there were 3 groups who got good result, they are very active in class. After finishing the time for understanding, the researcher chooses one of the student from each group to present the result of the searching vocabulary.

After they have finished from presentation the researcher to the all of students’ about their understanding of their observing, and most of the students were said yes I understood but little of them were said little confuse miss, and I as the researcher and at that time I act as the real teacher of English I tried to repeat the explanation. After finishing my explanation, I read the presentation of students with correct pronunciation and students repeated my talking.

In the second meeting, implemented on Thursday, May 31, 2019 at 10.00 am up to 11.30 am. Based on the lesson in cycle 2, the student given test to measure their vocabulary mastery used inquiry technique. They did assignment about “Things Around Us”. They were given time 20 minutes to answered exercise. (The test shown in the appendix). in the second test, students had a high score, it means in this cycle they have achieved the target of rate so the cycles could be stopped.

b.3 Observing

The observation in cycle was also done by the English teacher who acted as the observer. During the implementation of the inquiry technique, the researcher noted down the problem occurring in the class. The observation showed that the researcher had implemented every steps which were described in the lesson plan. Beside the students did most of activities well as the procedure. However, there were some problems in memorizing and reading. Some of the students only wrote the meaning without memorized it.

b.4 Reflecting

The Cycle 2 was carried out through the same procedure and time allocation as in the cycle 1. but the researcher designed it with different steps. On the first cycle, Students learn in the classroom to directly observe itself. Because many students do not memorize vocabulary, then in cycle 2, the researchers had chosen a leader who smart in order to lead their friends while learning, explained to members who have not understood, so the result will be better. After the second cycle was carried out, their vocabulary mastery be increasing and students can work well

together with members. When implemented this techniques, they were more enthusiastic because the can find and collect vocabulary directly in the real world, and matched result observation with their friends. In discussion, they are more active, they commented and corrected the wrong answer. When the student asked one by one about vocabulary, they able answer faster than before. Although time is needed for a long time about 4 meeting but the result are very developed. Tests in the second cycle, students got good result and result are very developed. Tests in the second cycle, students got good result and increase than before. They were also memorized more vocabulary given for in the last meeting, the researcher gave the quiz to find out students' progress.

Based on the students' learning result, it showed that the students had improved in their achievement in vocabulary mastery, the improvement can be examined from the criteria defined in this study. The score Were higher that the score in test 2

The result was indicated that there was an improvement on the students' vocabulary by Inquiry strategy. The mean of the first cycle was 69. The mean of second cycle was 83, it was indicated that the scores and the mean in second cycle were better than in the first cycle.

Automatically the percentage of students who got point up 70 or passed the KKM also grew up. In the pre-test, the students who got point up 70 were 1 students (12,5%). In the post-test 1 students who got point up 70 were 3 students (37,5%,). Post-test 2 the students passed KKM 70 were 7 (87,5%) and the improvement was about 29,6%.

From the problem occurring in the implementation of inquiry technique, the researcher made some revision on the lesson plan and his way in carrying out the inquiry technique. In term of revision on the lesson plan, the researcher revised the structural material used for the next cycle the researcher used a book entitle "Supermarket" as material in vocabulary learning used. In term of the way in carrying out the technique the reseacher explained about analyzed of picture and how understand content and meaning in the sentences. The researcher also gave students instruction clearly in every step. The last, he gave the student more guidance, help, and encouragement during the implementation of the technique.

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