



TEACHER'S COMPETENCY IN APPLYING INQUIRY BASED LEARNING MODEL IN TEACHING READING: A CASE STUDY AT SMPN 7 MATARAM

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Abstract: The purposes of this research is to find out how does teacher follow lesson plans (RPP) when applying inquiry-based learning model in teaching reading, what is the obstacles faced by the teacher and how does the teacher overcome those obstacles. This study focused on the teacher competency in applying inquiry-based learning model in teaching reading. This study applied qualitative descriptive method. The data were collected by using interview and observation and the data analysis were using data reduction, data display and conclusion. The result of the study indicated that the teacher able to apply inquiry-based learning model in teaching reading at SMPN 7 Mataram with score 91 for teacher's lesson Categorized as (A). For teacher's performance gets score of 94 and categorized as (A).

Keywords: Teacher competency, Inquiry-based Learning, Teaching reading

INTRODUCTION

Language is a media to communicate or a system of sounds and words to communicate among human. Human use language to understand each other in all senses and a way to cooperate, communicate, and self-identify. For the majority of Indonesians, learning English might be quite difficult because Indonesian doesn't have any tenses similar to those in English (Setiyadi, 2006). Indonesians, particularly those who reside in remote area, do not understand the significance of learning English. Based on quote above, we can understand that learning English can have a very big impact on our lives, especially in the field of education.

In English there are 4 skills namely, reading, listening, speaking and writing. One of the four language acquisition skills that call for extra focus is reading. Reading is the process of comprehending written material through the act of written words. Reading will help someone develop their knowledge, their perspectives, and wider their horizons. Reading is one of the language skills that must be mastered by English learners. At any degree or level of education, but particularly at the higher education level, literacy skills are considered to be the most essential aspect of the learning process and educational progress (Nurtaat, 2020). In the English language, reading is a crucial ability because it has a big impact on learning and makes it easier to explore material. It allows us to learn new things and broaden our perspectives (Nurtaat, 2023). Reading is a very difficult task. Additionally, a student's reading abilities determine whether they succeed or fail.

Teachers play an important role in the world of education. Since the teacher is actively involved in the teaching and learning process, the teacher will determine the success of the learning process (Amrullah, 2022). Teachers and students are both directly affected by issues in learning and teaching. In this situation, the teachers' learning model may have contributed to some of the learning issues (Amrullah, 2020). Teachers with good teaching quality could have several positive impacts such as livening up the classroom atmosphere, a good classroom environment for learning and can improve the quality of their students.

SMPN 7 Mataram is located in the city of Mataram, West Nusa Tenggara. The problem that they are facing in the school is that the teaching and learning process is less active and seems monotonous because the learning process is centered on the teacher which causes students think learning is an activity that is less interesting, especially in English subjects. Therefore, the teacher must be able to apply interesting learning so that the teaching and learning process in the classroom can run well. The teacher must be able to choose a good learning model so that students can fully relate directly to the material presented. In the learning process in the classroom the teacher must be able to move students to find answers to their curiosity through critical thinking and understanding. The teacher's job is to encourage students to ask questions and support them in the learning process.

Based on the problem stated above this research was conducted to find out the impact of inquiry based learning model on teacher's competency therefore, "Teacher's Competency in Applying Inquiry Based Learning Model in Teaching Reading: A Case Study at SMPN 7 Mataram" is selected as the title in the study.

THE CONCEPT OF INQUIRY BASED LEARNING MODEL

According to (Caputo 2014) IBL places a strong emphasis on responsiveness, authenticity, and intellectual engagement. Inquiry-Based Learning (IBL) is a type of learning that incorporates inquiry and exploration. Involving students as much as possible in the study activity process, directing activity rationally and methodically toward learning objectives, and developing students' confidence in what they learn throughout the inquiry process are the three main aims of inquiry learning activities.

THE STEPS OF TEACHING READING BY USING INQUIRY BASED LEARNING MODEL

The following steps of the (Wilherm, 2010) proposed processes for the inquiry-based learning approach. This theory will be used in this research

1. The teacher builds on the student's prior knowledge. The teacher asks the students about their thoughts on the subject of the reading text.
2. The teacher divides the class into groups. The topic of the reading text is provided by the teacher.
3. The teacher allowed each group of students to choose its own group leader.
4. The teacher develops a general theme or line of investigation for the topic.
5. The teacher gives students books and reading materials that are relevant to the topic. The students then do independent research.

6. The teacher assists the students in locating the text's solutions.
7. To help students improve their thinking, the teacher frequently asks the class.
8. The teacher evaluates the outcome of the lesson, the learning process, and the text's questions and answers.

THE ADVANTAGES OF INQUIRY BASED LEARNING

(Dewey 2012) lists various advantages of using an inquiry-based learning strategy. An inquiry-based strategy involves the following:

1. Qualitative: It is appropriate for the groups and can be used to teach reading material.
2. Flexibility for students: By allowing them greater direction, time, and opportunities for exploration, encourages kids to become creative.
3. Extremely motivating: Students are more engaged in giving oral and written answers to inquiries.
4. Real-world relevance: It helps kids experience a variety of reading-related situations. While learning, students directly experience things that boost their confidence.

RESEARCH METHODS

This study was conducted by applying descriptive qualitative research techniques.. The subject of the research is an English teacher from SMPN 7 who teaches 8-B class which consists of 40 students, 20 Male students and 20 female students. The data resources were from observations when teacher was teaching, students' response during class and activities during learning. Data is also to be organized in the form of documents, teacher's lesson plan, photo, video and interview. PPG dalam jabatan 2020 instruments were used as the research instrument in this study. The first instrument intended to assess teacher's lesson plan (RPP) and the second instrument intended to assess teacher's performance during class. For data analysis this research applied data reduction, data display and conclusion.

FINDINGS

1. First meeting:

a) Opening activity:

Before starting the lesson, the teacher started by praying first led by leader of the class, asking how students are doing, checking student attendance, reviewing material on previous meeting, providing learning objectives, providing information related to KD, KI and achievement indicators.

b) Core activities:

Before the main activity begins, the teacher divided students into several groups and starts introducing new material to students and relates it to the material at the previous meeting. In teaching and learning activities on the first day the teacher gave an explanation and examples related to the material of the present continues tense. The form of the structure and how it is using the present continues tense then after that the teacher shows the video to students in the form of English song lyrics and students are asked to look for verbs in the

form of present continues tense contained in the video. After the video is shown teacher hand out students' worksheet and the students are asked to discuss based on the video that has been shown. After showing the video the teacher checks the work of students in groups and then after that the teacher played the video for the second time then the teacher checks the students' findings again. The teacher gives stimulus questions to students, namely what the present is continues tense and ask students to think about what the present continues tense is. In this activity students actively discuss with the teacher, which is in accordance with the method used, namely inquiry based learning where students are more active in asking their findings and the teacher duty to confirm student findings whether the findings are correct or incorrect.

c) Closing activities

The teacher reflects on what they have learned and provides conclusions and closing and prays before going home.

2. Second meeting

a) Opening activity:

In the opening activity on the second day, it was similar activities, namely before starting the lesson, the teacher started by praying first led by the head of the class, asking students, checking student attendance, reviewing material at the previous meeting, but the teacher does not provide learning objectives, does not provide information related to KD, KI and indicators achievement because these things have been delivered on the first day.

b) Core activities:

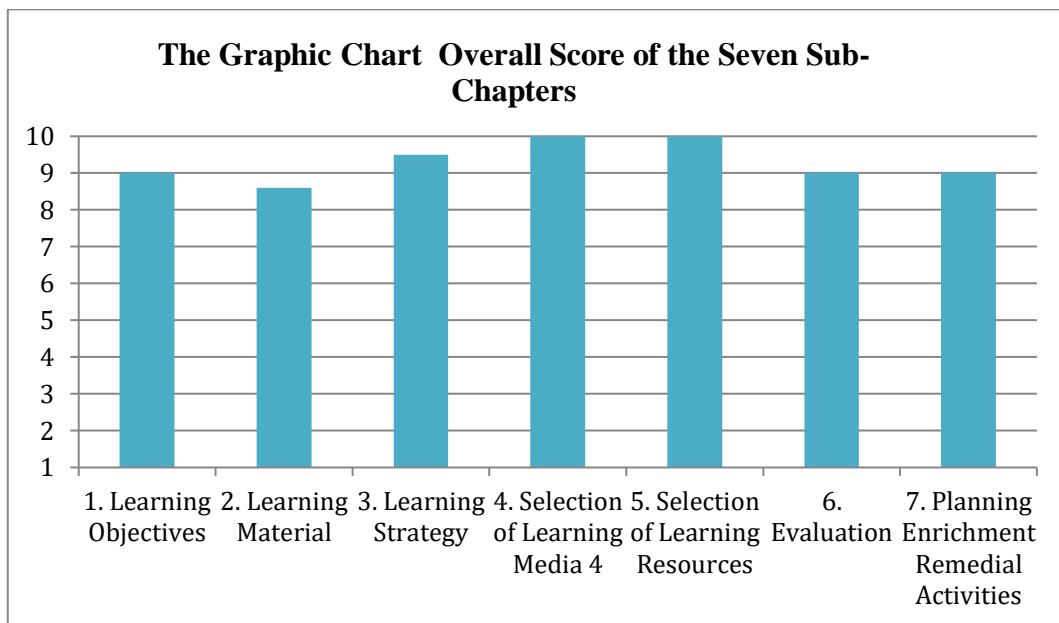
The core activities on the second day were also more likely the same as on the first day, namely before the core activity begins the teacher gave instructions to students to sit back with their group as the previous meeting. Review what they have studied the previous meeting. Teacher briefly explains the material again which the present is continues tense related to the structure and the use of the present continues tense. The teacher shows the same video as the first day and asked students to continue their previous work in group.

In the main activity on the second day students were asked to present their findings in front of the class and other groups have to listen to presentations performed by their friends. After the students finished their presentation, the teacher gave a response related to student findings. Then continue with another group and the teacher gives response and so on.

c) Closing activities

The teacher reflects on what they have learned and provides conclusions and closing and prays before going home.

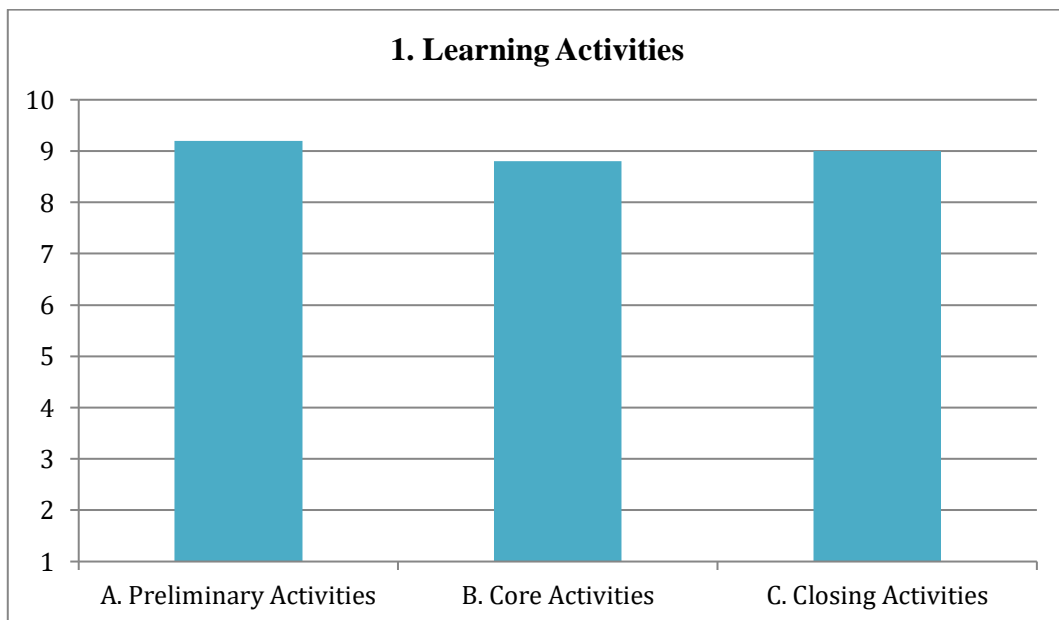
DATA ANALYSIS



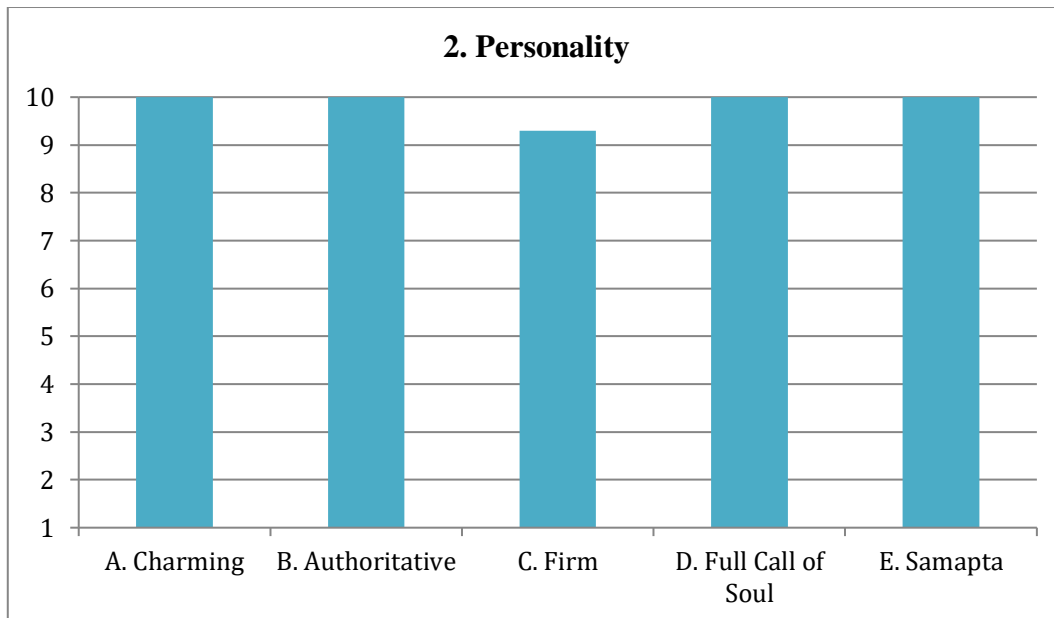
Total Points Accumulation: $\left(\frac{156}{17}\right) \times 10 = 91$

The teacher's lesson plan gets a score of 91, so it can be categorized as a very good (A)

In the chart above it can be seen that the teacher gets the highest score on the *selection of learning media* and *the selection of learning resources* with each getting a score 10 out of 10 and *the learning material* getting the lowest score with 8.6



In the chart above it can be seen that the teacher gets the highest score on the *Preliminary Activities* with score 9.2 and *Core Activities* is the lowest score with 8.8



In the chart above it can be seen that the teacher gets the highest score on *charming*, *authoritative*, *full call of soul* and *samapta* with each of them get score 10 out of 10 is and firm get the lowest score with 9.3

$$\text{Total Points Accumulation: } \left(\frac{395}{38}\right) \times 10 = 94$$

The teacher's performance gets a score of 94, so it can be categorized as a very good (A).

What obstacles are faced by teachers when implementing inquiry-based learning model in teaching reading?

1. The number of students is more than 30 students, making the class crowded,
2. The vocabulary of students rather limited.
3. Lack of understanding in reading when students find new vocabulary,
4. Time in teaching is very limited.

How is the teacher's effort to overcome the obstacles that they are faced when applying inquiry-based learning method in teaching reading?

1. The teacher gave assignments continuously
2. The teacher gave students exercises to use new vocabulary in sentences
3. Make the class atmosphere more interesting by using song lyrics as reading materials.

DISCUSSION

In the first part, namely the assessment of learning objectives, there are several points that are assessed, and the teacher gets a total point of 36. In the second part, the assessment assessed learning materials, in this section there are several points that are assessed, and the teacher gets a total point of 26. The third assessment is learning strategies the teacher gets a total of 38 points. The fourth thing that is assessed is the selection of learning media in this section the teacher gets a total point of 10. The next assessment is the selection of learning resources in this assessment the teacher gets a total point: 10. In the last assessment the sixth

is evaluation and the seventh is planning enrichment remedial activities, teacher each gets a total point of 27 and 9. So that the total points obtained by the teacher in the lesson plan assessment are 156.

In assessing the teacher's lesson plan the total number of accumulated points divided by the number of questions in the instrument is 17 then 156 divided by 17 equal 9.

The second instrument assesses teacher performance when teaching in class, in the first part of the assessment is carried out on learning activities. In learning activities there are 3 things that are assessed, namely preliminary activities, core activities and closing activities. In the preliminary activities the teacher gets total of 65 points. In the core activities the teacher gets total of 80 points and in the closing activities the teacher gets a total of 36 points. The second thing that is assessed is the teacher's personality when teaching in class. The first assessment is teacher's charming, in this section the teacher gets total of 40 points. The second assessment is teacher authoritative in this section the teacher gets total of 40 points. Then the third assessment, namely the teacher firm gets total of 28 points. The last assessment is the teacher's full call of soul and samapta where each gets total point of 30 and 40. In assessing the teacher's performance the total number of accumulated points divided by the number of questions in the instrument are 38 then 395 divided by 38 equal 94.

Teacher experienced several obstacles in implementing inquiry-based learning models. The large number of students in the class is one of the teacher's obstacles in teaching using an inquiry-based learning model. This causes the teacher's focus to be divided by the large number of students so that the teacher does not teach optimally in teaching and delivering teaching material.

The next obstacle lies in the students themselves, where the student's vocabulary is very limited so that students experience difficulties in understanding reading material in English. This causes the learning process in class to be disrupted and not optimal.

Learning and teaching time is also very short and limited. Where students only study English once a week it causes students difficulties in learning English. Because the learning time is short and limited, the practice time is also very limited, causing the problem to become more complex

In overcoming those obstacles in teaching using the inquiry-based learning model the teacher applies several things to overcome these obstacles such as the teacher continuously giving students assignments and exercises when there is not much study time so the teacher must use study time efficiently so that the learning process run well and students can practice their abilities. in the assignments and exercises given by the teacher, she always insert new vocabulary in order to increase students' vocabulary and students able to understand the material presented by the teacher and the teacher also packs learning in an interesting way.

The learning process is centered on students and the teacher as a facilitator in class when the learning process takes place.

CONCLUSION

There will always be obstacles in teaching but choosing a good and appropriate learning model can overcome those obstacles. The selection of a good and appropriate learning model is necessary and essential because it can affect how the teaching and learning process in the classroom and can affect teacher performance in teaching and can affect student learning outcomes.

By applying inquiry-based learning model, the teacher's competence in teaching reading skills increases. The assessment of the teacher's lesson plan gets a score of 91 and categorized as (A). The teacher's performance gets a score of 94 and also categorized as (A). According to the scores above, this approach has been successful and is very beneficial for usage in the classroom. The teacher's ability and competency in teaching reading skills increases. It can be concluded that there was a significant improvement by applying this particular model learning and teacher's competency improved by applying inquiry based learning model in teaching reading at SMPN 7 Mataram.

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