CHAPTER I

INTRODUCTION

1.1 Background

Speaking is a skill of using language to communicate using verbal or nonverbal symbols orally in different context that can be improved through learning language. Speaking in a foreign language can be influenced by such psychological aspects as anxiety and self-confidence. According to Adam (2016) speaking is a productive skill that needs active language components of grammar, vocabulary, pronunciation in order to be able to produce it. Speaking requires all aspects of English skills to make a good communication. Speaking is a skill which deserves attention every bit as much as literaly skills, in both first or second languages Bygate (1987). Our learners often need to be able to speak with confidence in order to carry out many of their most basic transaction. Students have limited chances to experiences speaking outside the school (Castaneda 2019; Essien 2016). Consequently students always have the problem when speaking.

Inquiry-based learning is an educational approach that emphasizes student-directed exploration, investigation, and discovery of new knowledge. Instead of traditional lecturing, teachers act as facilitators who guide students through the process of posing questions, gathering information, analyzing data, and constructing their own understanding (Hmelo-Silver, Duncan, & Chinn, 2007). This learner-centered methodology has been shown to enhance a variety of academic skills, including critical thinking, problem-solving, and communication (Minner, Levy, & Century, 2010). One key area where inquiry-

based learning appears particularly beneficial is in the development of student speaking skills. By engaging students in collaborative discussions, Socratic seminars, and oral presentations, inquiry-based classrooms provide ample opportunities for students to actively participate, articulate their ideas, and defend their positions (Gillies & Haynes, 2011). The iterative process of formulating questions, exchanging perspectives, and receiving feedback enables students to become more confident, fluent, and effective communicators (Reznitskaya, 2012).

Additionally, open-ended nature of inquiry-based learning encourages students to grapple with complex, ambiguous topics, which can push them to express themselves more precisely and persuasively when explaining their reasoning (Chin & Osborne, 2008).

The practice of organizing, substantiating, and conveying their thought processes orally helps students develop a stronger command of language, a deeper understanding of content, and an enhanced ability to engage in academic discourse (Banchi & Bell, 2008).

Overall, the existing research indicates that inquiry-based pedagogies have a positive impact on improving students' speaking skills by fostering active participation, critical dialogue, and the articulation of knowledge (Gillies,2016). As schools and districts continue to emphasize the development of communication competencies, further investigation into the specific mechanisms by which inquiry-based learning enhances speaking abilities would provide valuable insights for curriculum design and instructional practices.

Based on the above problems, is it very important for researchers to find a

way to overcome students problem and find out the difficulties they face in speaking skills. In this case, the researcher used the IBL (Inquiry Based-Learning) method in school to improve student's English proficiency, especially speaking skills. In overcoming the problem of teaching speaking, using this method is expected to solve the problem and produce good performance in speaking.

1.2 Research Problem

Based on the background above, the researcher the researcher formulated the research problem, namely :

1. Is there any effect of using inquiry based-learninng to improve students speaking skill?

1.3 Aim of Study

The purpose of this research is to find out the effect of inquiry-based learning approaches on the development of student speaking skills.

1.4 Significance of Study

The significance of a study lies in its potential to advance knowledge, inform practice, and influence policy within a specific field. By addressing gaps in existing research, a study can provide new insights that enhance understanding of complex issues. According to Gunawan (2016) There are two benefits of research, namely theoretical, for scientists as a contribution to the development of science and technology for further research, and practical for

users to solve the problems they face.

1.4.1 Implication

This research is expected to support and enrich the theory about using inquiry based-learning on improving student speaking skills :

Enhancing academic discourse and critical dialogue:

1. Inquiry-based learning fosters an environment where students actively engage in discussions, exchange ideas, and defend their positions (Chin & Osborne, 2008).
2. This practice can lead to improvements in students' ability to articulate their thinking, respond to counterarguments, and participate meaningfully in academic discourse (Gillies, 2016).
3. Stronger speaking skills enable students to become more confident and effective communicators in the classroom and beyond (Reznitskaya et al., 2009).

1.4.2 Application

This research can be applied and used by :

1. The writer

    1. This writing can be a good source of information to enrich the writer's knowledge, especially in improving students' speaking skills using Inquiry Based-Learning
    2. Findings from these studies can inform instructional practices, guide curriculum design, and contribute to the broader understanding of the relationship between inquiry-based learning and speaking skill development.

2. Teachers

    1. Teachers also explore ways to integrate speaking skill development across curriculum, ensuring are students have ample opportunities to practice and improve their oral communication abilities.

3. Students

    1. Students make research on scientific topic, formulate questions, and present their findings to the class.

    2. The process of preparing and delivering these presentations requires students to organize their thoughts, use appropriate scientific language, and engage audience effectively.

    3. Receiving feedback from the teacher and peers allows students to reflect on their speaking performance and develop strategies for improvement.