

CHAPTER IV

FINDINGS AND DISCUSSION

In chapter four, the researcher presents the analysis of the data and discussion of the research finding based on the research question stated in chapter 1. The researcher describes it on the basis of the interview and document done in MTSN 4 Banjarmasin. The main points in this chapter describe the used of IBL strategy in teaching English.

A. Findings

The data described in this finding are taken from the interview with Teacher A and Teacher B as an English teacher and students class eighth A and eighth C. There are three research question that have to be answered in this research. The first is about how teachers apply IBL strategy in teaching English at the eighth grade of MTSN 4 Banjarmasin. The second is about students' perceptions in using IBL strategy in learning English. The last is about the description used of IBL strategy.

In this section the researcher described the results of the data obtained by researcher. Researcher conducted research on teacher and students at the eighth grade of MTSN 4 Banjarmasin in learning English. The researcher has conducted this research on June 10 to July 10, 2020.

1. Using of Inquiry Based Learning (IBL) strategy in teaching English

Based on the results of the interview, when the researcher asked about how often the teacher's used IBL strategy in teaching English, both of them said they used IBL strategy in teaching and learning English teacher A explained this strategy is very effective to be applied in class because it has many benefits such as learning strategies that emphasize the development of cognitive, affective, and psychomotor, It can provide space for students to learn according to their learning style, strategies deemed appropriate to the development of psychological learning are the processes of behavior change thanks to experience and can serve the needs of students who have above average abilities and Teacher B also often used this strategy in teaching and learning. The reason is that students will get a better understanding of English and will be more interested and motivated in English if they are actively involved in "conducting" investigations. Investigations conducted by students are the backbone of learning with inquiry strategies. Learning with inquiry strategies that require active student involvement are expected to improve student learning achievement and student's attitudes towards learning English. Inquiry strategy seeks to emphasize the basics of scientific thinking in students, so that in the learning process students learn more by themselves, develop creativity in solving problems

In the teaching and learning process Teacher A and teacher B have different opinion Teacher A said that students are more critical and expected to be active and participate in learning. She divided the activities into 3 namely: free activity, while activity and postactivity. The free activity explains the topic,

objectives and learning outcomes. In this activity she played videos related to the topic then asked students to watch after that asked students to guess the topic. Then in the while activity she asked students to discuss problems related to video in groups. In the post activity she asked the group representative to explain the results of the discussion then concludes the learning material. The learning method usually used discussion and question and answer. For media she used videos, ppt, posters or pictures according to the theme of learning. The way she evaluated learning is that at the end of each learning she usually point or invite a number of students to conclude the learning material on that day and there would be a question and answer quiz. For the assignment she gave questions. While Teacher B explained that the learning process using this inquiry strategy was very different from the other strategies because it put more emphasis on student activities maximally to search and find. Learning usually begins with an opening question that provokes students 'curiosity and students' admiration for a phenomenon. Students are given the opportunity to ask questions, which are intended as a guide to the core questions that must be solved by students. In the inquiry strategy the active involvement of students is a must. Then students are asked to communicate, work in pairs or in groups, and discuss various ideas. In answering questions students are usually asked to make a discovery that can illustrate their knowledge about the problem being solved. The form of this invention can be in the form of a presentation, poster, writing etc. Finally, students can use a variety of learning resources such as textbooks, websites, videos, posters, etc.

Next when the researcher asked about the steps of using inquiry-based learning strategy in teaching English then teacher A and teacher B claimed that they apply IBL strategy in teaching English according to the existing Lesson Plan and accordance with the steps of the IBL strategy. The steps to using an IBL strategy the first is orientation this step is to foster an atmosphere or responsive learning. Second, is Formulate the Problem. Formulating a problem is a step to bring students to a problem that contains a puzzle. Third, is Formulate a Hypothesis. The hypothesis is a temporary answer to the problem being studied. Fourth, Formulating Data. Collecting data is an activity to capture the information needed to test the proposed hypothesis. Fifth, is Test the hypothesis. Hypothesis testing is determining answers that are considered acceptable according to data or information obtained based on data collection. The last is formulating conclusions. Formulating conclusions is the process of describing the findings obtained based on the results of hypothesis testing.

Below is the example of Lesson Plan

Table 2		
Lesson Plan		
	Description of Activities	Time
Pre-activity	<ul style="list-style-type: none"> • Teacher give greeting to students • Teacher melts the atmosphere with ice breaking 	10 minute
	<ul style="list-style-type: none"> • Teacher invites students to pray before starting the lesson 	

	<ul style="list-style-type: none"> • Teacher play video related topic, to provoke active students in critical thinking • The teacher asks students what the video was about? What do we study today? (Orientation) 	
While-activity	<ul style="list-style-type: none"> • Teacher explains about simple present tenses and students listen it carefully • Teacher divides students into three groups • The teacher gives a text reading grammatical errors and asks students to analyze (Formulate the Problem) • Students in groups begin to analyze and look for answers through books, dictionaries, or other sources related to the material. (Formulate a Hypothesis) • Students begin to collect the results or information that has been obtained (Collecting data) • Students begin to reexamine answers with information that has been obtained whether appropriate or not. (Test the hypothesis) • Ice breaking • Students make conclusions. Group representatives one by one come forward reading their findings. (Formulating 	60 minutes

	conclusions) <ul style="list-style-type: none"> • The teacher guides and directs students if their answers do not match • Teacher gives students the opportunity to ask some questions • To test their understanding the teacher provides an independent task 	
Post-activity	<ul style="list-style-type: none"> • Teacher and students make a conclusion about the lesson 	10 minutes
	<ul style="list-style-type: none"> • Teacher close the class and say salam 	

Teacher A and Teacher B said that student's were happy and enjoyed but there were small parts who did not. The reason is when they used this strategy with a variety of methods and media that will provoke the activeness of students in critical thinking and confidence in raising opinions. For example, they played an actual video to provoke their trust in opinion. Like what does the video mean? What we learn today? Try to discuss the conversation in the video earlier? But they realizes that students' abilities are different Learning with inquiry requires high student intelligence. If students are less intelligent, their learning outcomes are less effective. Because there is group exercise, there may be group members who are less active.

When the researcher asked about if the plans not implemented. Teacher A and Teacher B claimed that in teaching and learning a teacher is required to have more than one learning planing so that when planing A cannot be carried out there

is still planing B. For example in planing A they used the LCD to convey the material but because there is no light can still be planing B for example she used posters or pictures. The goal is that teaching and learning can still run smoothly and remain conducive and they also explained that in teaching and learning a teacher is required to have a Lesson Plan. In Lesson Plan itself includes several things including: Learning objectives, materials, methods, media, tools, and evaluation. The Lesson Plan greatly contributes as a guide for teachers in teaching. So that in the Lesson Plan will be drawn an initial design of how the classroom learning process carried out by the teacher which includes the interaction of the teacher with students and students with students and students with the material. They always prepares more than one learning plan in the lesson plan. So that if there is something learning can still take place effectively and efficiently.

In the learning process, many media are used to facilitate the teaching and learning process. Learning media is a tool for teaching and learning process. There are many types of learning media available today. Such as videos, radios, pictures, posters, photos, flashcards, etc. Their favorite media are videos, pictures and posters because usually student's are more enthusiastic in learning and not boring when learning takes place. The learning process also requires clear specific methods to achieve effective and efficient learning goals. Learning methods are ways of doing activities between educators and students when interacting in the learning process. Educators need to know and learn teaching methods in order to deliver the material and be well understood by students. Teaching methods are

practiced while teaching and are made as attractive as possible so that students gain knowledge effectively and efficiently. Examples of learning methods are lectures, discussions, questions and answers, role playing, etc. The best method throughout their teaching experience is discussion and question and answer.

When conducting Teacher A and Teacher B interviews, they have many similarities first they always used IBL strategy in teaching English because this strategy have many benefit for students. Second for method they used discussion and question and answer. Third for media they often used are videos and images. Fourth they have in common in the steps of IBL strategy, namely: Orientation, Formulate the Problem, Formulate a Hypothesis, Collecting data, Test the hypothesis, and Formulating conclusions. The last they have a backup learning plan if the initial plan cannot be implemented. Based on the teacher's lesson plan the IBL strategy can be used to teach all skills in English and for all types of learning material. The teacher played a video about simple present tenses then the student listens and watched closely. To provoke student activity in critical thinking the teacher asked students what does the video mean? What we learn today? The teacher gave a brief explanation of simple present tenses. The teacher facilitates the interaction between students and between students and the teacher at this stage is an **Orientation**. The skill used is Listening. Then the teacher divided them into several groups then the teacher given a text reading grammatical errors about "Daily Life" then asked students to read and discuss more thoroughly about the problem to be discussed. At this stage it is **Formulate the Problem** and emphasizes Reading skills. Then the teacher asked each group to analyze and look

for the right answers through books, dictionaries, or other sources related to the material. At this stage it is **Formulate a Hypothesis** and the skill used is Writing. Students begin to collect the results or information that has been obtained at this stage is **Formulating data**. Students begin to re-check the answers with information that has been obtained according to or not at this stage is the **Test the hypothesis**. Finally, students make conclusions. Representatives of the group one by one forward reading their findings at this stage are the **Formulating Conclusions** and the skill used is Speaking.

2. Students' perceptions in using IBL strategy in learning English

In using the IBL strategy in learning English, the researcher also wanted to know how students' perceptions of using the IBL strategy. To find out students' perceptions, the researchers collected data with the Whatsapp application with Video Call as a substitute for face-to-face interviews because of the Covid-19 pandemic and teaching and learning activities were closed, therefore researchers conducted interviews. The researcher conducted interviews class A and class C at the eighth grade. There were only 5 students who were willing to be interviewed. They are very enthusiastic about being interviewed by the researcher.

The researcher interviewed 5 students at the eighth grade in class A and class C then asked them five question to answer the question based on what they knew and what they experienced. The writer interviewed on Wednesday June 10st , 2020 until on the Friday July 10st, 2020. Here was the result of the interview of class A and class C, as follow:

When the researcher asked about the feeling when learning English for the first time until now is most of students from class A said that their feeling when learning English from the beginning until now is very fond. Because learning English is very fun and enjoyable nor boring, there are always new things like before learning, they usually play videos so they are enthusiastic and curious. Not only that, they also often have discussions to exchange opinions, and often games too. In this case they are given freedom of opinion besides that there are also many benefits of learning English including interacting with foreigners, so they can read language books, can write in English, like to hear English songs and want to know their meaning, as an international language, so it is obligatory to study it so that you are not clueless, and share knowledge together. “Based on the interviews class A really likes English lessons. Furthermore when the researcher asked about is easy to learn english with inquiry based learning strategies then most of students from class A said that it is easy because inquiry learning emphasizes students to think critically and logically to find and find their own answers to a problem being asked and this strategy is interesting to make students ask more frequently.

Next, when the researcher asked about easy / difficult learning English using inquiry learning strategies Class A also answers easy because inquiry learning emphasizes students to think critically and logically to find and find their own answers to a problem being asked and they are directly involved in learning so they can They can easily understand the material besides that they are also free

to express their opinions so they can be more confident and this strategy is very interesting to make students ask more frequently.

In addition, when the researcher asked about the difficulties have you encountered when using inquiry based learning strategies class A claimed the difficulty they faced when using this inquiry strategy was that the time allocated was too short, so that sometimes the search and gathering of information could not be fully resolved and also often confused with unsolved material, the material they are working on is sometimes not quite right.

While when the researcher asked about their feelings when learning English for the first time until now, class C said that they didn't like it because English is a fairly difficult subject. Starting from the difficult way to read it, write it, and the limited vocabulary so that they don't know the meaning they don't know the meaning, but sometimes they really like the way the teacher / teacher teaches, such as before learning, videos were played and given pictures, this really helps them in understand English material which is very interestingly packaged. Class C also said that in fact they did not really understand the contents, but when many friends dared to express their opinions, finally one by one they dared to express their opinions regardless of the right or wrong answer.

Then when the researcher asked about Is difficult to learn english with inquiry based learning strategies. Most of students from class C claimed that it's difficult because they haven't been able to use this strategy in learning. At first all

the information conveyed by the teacher now has to find and find it on their own so it's a bit difficult to understand and adjust.

Moreover, when the researcher asked about the difficulties have encountered when using inquiry based learning strategies. According to the interview result, most of students from class A and class C that the difficulty they face when using the IBL strategy is that they are often fooled by unsolved material, difficulties in gathering information so that the results obtained are sometimes wrong, wrong, and imprecise, and difficulties with the time allocated that is too short..

But in this case, not all students like English, there are some students who come from class C, they don't like various reasons. Their feeling when learning English from the beginning until now is they don't like it. Because according to them English is a fairly difficult subject. Starting from the difficult way to read, write it, and the vocabulary is limited so you don't know the meaning. However, sometimes they really like the way the mother / father teaches because when they start to feel sleepy, bored, and not enthusiastic about learning, usually before the lesson the teacher plays the video. They said they did not really understand the contents of the video, but when many of their friends were brave enough to express their opinions, they finally motivated other students to express their opinions regardless of whether their answers were right or wrong.

When conducting class A and class C interviews, they had different perceptions about learning English. Class A said that learning English was very

fun and not boring, but it was different from the class C they said they did not like learning English because they thought English was a very difficult subject. Starting from how to read it is difficult, write it, and limited vocabulary so it does not know its meaning. However, the statement is not absolutely there are times when they like the English Language when the teacher packaging the material as interesting as possible like playing a video before learning it will attract students' interest in learning. Class C said they do not really understand the contents or stories in the video but when many friends who dare to express their opinions finally they are also brave regardless of whether their answers are true or false.

In searching for data to find out students' perceptions of using IBL in learning strategies, through interviews conducted. Researchers found that most of the students expressed their liking to use the IBL strategy in learning. They also claim that the IBL strategy helps them in learning. They also stated that learning with IBL strategy is easy because it emphasizes students to think critically and logically to find and find their own answers to a problem being asked and this strategy is interesting to make students ask more frequently. However, when interviewed, there were differences from several students, but only a few students stated this. They stated that applying the IBL strategy was difficult because they had not been able to use this strategy in learning. At first all the information conveyed by the teacher now has to find and find it on their own so it's a little difficult to understand and adjust.

IBL strategy is very suitable to be applied to students who have high intelligence but it is very difficult to apply to students with low intelligence because in this case it is necessary to learn independence in finding information and solving problems.

3. The description the use of the IBL strategy in MTSN 4 Banjarmasin

Teacher A and Teacher B describe the implementation of the used of IBL. This first step is orientation intended to foster a responsive learning atmosphere / climate. In this step the teacher conditions so that students are ready to carry out the learning process, the teacher stimulates and invites students to think about solving problems. The orientation step is a very important step. The success of social inquiry learning is highly dependent on students' willingness to use their ability to solve problems; without the will and ability, it is impossible for the learning process to run smoothly. Several things that can be done in this orientation stage are: (a) explaining the topics, objectives and learning outcomes that are expected to be achieved by students; (b) explain the main activities that must be done by students to achieve goals. At this stage, the steps of inquiry and the objectives of each step are explained, starting from the steps to formulating problems to formulating conclusions; and (c) explain the importance of learning topics and activities. This is done in order to provide student learning motivation.

The second step is to formulate the problem. Several things must be considered in formulating the problem, including: (a) the problem should be formulated by the students themselves. Students will have high learning

motivation when involved in formulating the problem to be studied. Thus, teachers should not formulate learning problems themselves, teachers only provide topics to be studied, while how the formulation of problems in accordance with predetermined topics should be left to students; (b) the problem being studied is a problem that contains a puzzle with a definite answer. This means that the teacher needs to encourage students to formulate problems that according to the teacher the actual answers already exist, only the students need to find and get the answer with certainty; and (c) the concepts in the problem are concepts that students already know in advance. This means that before the problem is studied further through the inquiry process, the teacher needs to be sure that students already have an understanding of the concepts in the problem formulation. Don't expect students to be able to carry out the next stage of inquiry, when they don't understand the concepts contained in the problem formulation.

The third step is to formulate a hypothesis is a temporary answer to a problem that is being studied. As a temporary answer, the hypothesis needs to be tested for its validity. The potential to develop the ability to guess in each individual must be nurtured. One way that teachers can develop the ability to guess (hypothesize) for each child is (by asking various questions that can encourage students to be able to formulate temporary answers or be able to formulate various estimates of possible answers and a problem being studied. Estimation as a hypothesis is not arbitrary. estimates, but must have a solid basis for thinking, so that the hypothesis raised is rational and logical. The ability to think logically itself will be greatly influenced by the depth of insight possessed and the breadth of experience. Thus,

any individual who lacks insight will find it difficult to develop hypotheses. rational and logical.

The fourth step is Formulating Data is the activity of capturing the information needed to test the hypotheses proposed. In inquiry learning strategies, collecting data is a mental process that is very important in pengemba intellectually. The process of collecting data not only requires strong motivation in learning, but also requires perseverance and the ability to use its thinking potential. Therefore, the teacher's task and role in this stage is to ask questions that can encourage students to think about finding the information needed. Frequent congestion occurs when students are not appreciative of the subject matter. Disappreciation is usually indicated by symptoms of displeasure in learning. When the teacher finds these kinds of symptoms, the teacher should continually encourage students to learn through presenting various types of questions in an orderly manner to all students so that they are stimulated to think.

The fifth is Test the hypothesis its process of determining the answer that is considered acceptable in accordance with the data or information obtained based on data collection. The most important thing in testing a hipothesis is to find the level of confidence of students in the answers given. In addition, testing hypotheses also means developing rational thinking skills. This means that the correctness of the answers given is not only based on argumentation, but must be supported by data found and can be accounted for.

The last one is the process of describing the findings obtained based on the results of hypothesis testing. Formulating conclusions is the gong in the learning

process. It often happens, because of the large amount of data obtained, the conclusions formulated do not focus on the problem to be solved. Therefore, to reach accurate conclusions, the teacher should be able to show students which data is relevant.

Teacher A and B explained that the way to evaluate IBL is to be able to use informal and formal evaluation. Informal evaluation takes many forms, usually just happening without being planned, such as giving comments or responses during the learning process. The teacher can said “nice job or the teacher commented on did you said can or can't? I think I will better if you say you forgot it,not you forget it”. Informal assessment can be done in class when students do assignments but do not record results or give final assessments. If formal assessment has a specific procedure to see the extent of students' knowledge and skills. Formal assessment is systematic in that it has structured techniques for assessing student achievement. Examples such as multiple choice tests, fill in the blank, quiz etc. The point depends on the topic when discussing usually she only use informal evaluation. If they want to see the progress of their learning, they used formal evaluation, like working on a problem, then they take values.

Below is the example of Scoring Guidelines for formal assessments :

Table 3 Scoring Guidelines for formal assessments	
Percentage	Learning outcomes
90-100	Excellent
80-89	Very Good
65-79	Good
55-64	Fair
0-54	Poor

Based on table 3, it can conclude that formal assessment has specific procedures to see the extent of students' knowledge and skills. Formal systematic assessment has structured techniques for assessing student achievement. For example, multiple choice tests, fill in the blank, and quizzes etc.

Below is multiple choice tests for formal assessments :

<p>Table 4</p> <p>Multiple Choice Test</p>
<p>Choose the right answer between a, b, c, or d and give reason why do you choose it</p> <ol style="list-style-type: none"> Children always their parents. <ol style="list-style-type: none"> are loving is loving love loves The man always..... the truth. <ol style="list-style-type: none"> tells is telling telling are telling The students usually..... fifteen minutes before the class starts. <ol style="list-style-type: none"> to come come came are coming Everybody..... work hard everyday. <ol style="list-style-type: none"> doesn't isn't don't aren't

5. to Temple every time?

- a. Does you go
- b. Do you go
- c. Are you go
- d. Have you go

Informal assessment takes many forms, usually just happening without being planned, such as giving comments or responses during the learning process. The teacher can said “nice job or the teacher commented on did you said can or can't? I think I will better if you say you forgot it, not you forget it”. Informal assessment can be done in class when students do assignments but do not record results or give final assessments.

Below is example comments or responses for informal assessments :

Table 5 Comments Or Responses For Informal Assessments	
Comments	Responses
<p>Example :</p> <p>When the teacher comments, <i>Did you said can or can't?"I think I will be better if you said, you forgot it, not you forget it."</i></p>	<p>Example:</p> <p>a teacher said "<i>Nice job!</i>" "<i>That's awesome</i>" to student answers.</p> <p>Even when the teacher <i>gives a smile</i> when correcting student assignments.</p>

Informal assessments do not only cover the above. Informal assessments can be carried out in class when students are working on assignments but do not record results or provide final assessments. For example, we can give small comments in writing drafts / essays that students make so they can be revised, provide good explanations of how to say a word when they train themselves, provide suggestions or tricks on reading assignments or provide suggestions on how to take interesting notes with color rendering or mapping.

Based on the result above it can conclude formal assessments evaluate students performance based on their scores on standardized tests whereas informal assessments do not have standard tools for evaluation.

When the researcher asked about the result of the evaluation after learning activities using IBL strategies teacher A and B claimed, for the evaluation results after used this strategy are quite good. Students have high self-confidence, curiosity, hard work, creative and innovative, independence and discipline so that their grades are good enough.

Then the researcher asked about the overall of students learning using IBL strategy teacher A and teacher B said used IBL strategies in teaching English in a month can 4 times used this learning strategy to see the students' responses are quite good although there are indeed some students who are still passive and shy to ask questions and express opinions but overall is good.

In looking for data to describe the use of IBL strategies in learning English at MTSN 4 Banjamasin. The researcher found that the way teacher A and teacher B rated IBL was by using informal and formal evaluations. Furthermore, the results of the evaluation after learning activities using the IBL strategy teacher A and teacher B stated that the evaluation results after using this strategy were good enough. Shiva has high self-confidence, curiosity, hard work, is creative and innovative, independent and disciplined so that his grades are quite good. Finally, the results of using this strategy are quite influential in improving student learning outcomes. Students who are initially passive and shy in asking questions dare to express motivated opinions from their peers.

Based on the results of the interview, it can be concluded that during the learning process, students are active enough to ask or answer questions from the

teacher. IBL is successful because there is an increase in student performance in learning until it reaches very good criteria, indicating an increase in students' intellectual skills and scientific processes. This is likely due to learning using inquiry. By using inquiry each learning sequence has been associated with different intellectual skills and scientific processes.

B. Discussion

After the data has been obtained and in the process like the description above, the researcher has written and analyzed the data that has been obtained at the findings. The researcher also know how to use IBL strategy in learning English and what students perceived about using IBL in learning English and the outcome of students learning using IBL strategy in learning English.

1. Using of Inquiry Based Learning (IBL) strategy in teaching English

Based on Interview with teacher A and teacher B about advantages of IBL, it is found that learning strategies that emphasize the development of cognitive, affective, and psychomotor aspects, can provide space for students to learn according to their learning styles, can serve the needs of students who have above average abilities, in addition to learning with inquiry strategies that require active involvement students are expected to improve student achievement and children's attitudes towards learning English. Inquiry strategy seeks to instill the basics of scientific thinking in students, so that in the learning process students learn more on their own, develop creativity in solving problems. It is a learning strategy that emphasizes the development of cognitive, affective, and psychomotor aspects in a

balanced manner so that learning with this strategy is considered more meaningful. This finding is in line with what Shoimin (2014, p. 86) who found that there are several Advantages of IBL:

1. It is a learning strategy that emphasizes the development of cognitive, affective, and psychomotor aspects in a balanced manner so that learning with this strategy is considered more meaningful.
2. Can provide space for students to learn according to their learning style
3. Strategy that is considered in accordance with the development of learning psychology is a process of behavior change thanks to the experience
4. Can serve the needs of students who have above average abilities

Based on Ranbir Singh Malik research (2012), IBL is a powerful tool provided it is implemented correctly. An important requirement for IBL is that students are motivated. They need to have an intrinsic interest in what they (plan) learn. This statement has similarities to what the researcher found when interviewed and findings, Which is where teacherA and teacher B often used IBL in teaching English because students will get a better understanding of English and will be more interested and motivated in English if they are actively involved in "conducting" investigations. Investigations conducted by students are the backbone of learning with inquiry strategies.

According to Suyadi (2018, pp. 125-126), who found that gave the IBL strategy requirements by thinking hard, then this strategy can be varied by packaging learning more fun. this is intended so that the atmosphere in the application of inquiry learning strategies is not tense and dominated by mere cognitive domains. In this variation, the teacher or educator is expected to be able to build a dialogue and question and answer in real time to students. So that the construction of dialogue can be achieved by relaxing without reducing the depth of the theme being discussed. For example by inviting students to watch videos or films, explain problem topics with pictures or with other media that can help. This statement has similarities to what the researcher found when interviewed and findings, which is where teacher A and B try as much as possible to create a comfortable, fun, and pleasant classroom atmosphere when learning, presenting varied and interesting material, for example delivering material in the form of videos, pictures, posters, games, discussions or outdoors. This is to prevent students from becoming bored with learning.

Based on Sanjaya & Wina (2009, p. 202) who found that the steps of IBL strategy the first is Orientation, second Formulate the Problem, Third Formulate a Hypothesis, Formulating data, Fifth Test the hypothesis, and the last is Formulating conclusions. This finding is in line with what the researcher found when interviewed and findings. Which is where teacher A and teacher B said the steps of IBL strategy are Orientation, second Formulate the Problem, Third Formulate a Hypothesis, Fourth Formulating data, Fifth Test the hypothesis, and the last is Formulating conclusions.

2. Students' perceptions in using IBL strategy in learning English

McBride (2004, p. 62) claimed that inquiry is a process in which students actively investigate their world through questions and seek answers to the questions they ask. This process is characterized by actions such as probing, searching, exploration and investigation. These problems must be relevant to the daily lives of students, so students must start studying this problem when they conduct investigations, conduct investigations, explore, investigate problems, and ask questions that are of interest to them. This statement has similarities to what the writer found when interviewed and findings, which is where students said inquiry learning emphasizes students to think critically and logically to look for and find the answers themselves to the problem being asked and this strategy is interesting to make students ask questions more often.

Shoimin (2014, p. 87) claimed that the disadvantages of IBL are:

1. Learning with IBL requires high student intelligence. If students are less intelligent the results of their learning are less effective.
2. Requires changing habits in the way of learning of students who receive information from the teacher as is
3. Teachers are required to change teaching habits that are generally as information providers to be facilitators, motivators and student guides in learning.
4. Because there is a group exercise, there may be less active group members

5. IBL is not suitable for children who are too young, for example elementary school
6. How students learn in this method requires better teacher guidance
7. Classes with large numbers of students are very troublesome for the teacher
8. Requires a long time and the results are less effective if this learning is applied to classroom situations that are less supportive
9. Learning will be less effective if the teacher does not master the class.

Points 2 and 3 has similarities to what the writer found when interviewed and findings, that the difficulties students face when used inquiry strategies because they have not been able to use these strategies in learning. At first all the information conveyed by the teacher now has to find and find itself so it is rather difficult to understand and adjust.

Suyadi (2018, pp. 125-126) claimed that gave the IBL strategy requirements by thinking hard, then this strategy can be varied by packaging learning more fun. this is intended so that the atmosphere in the application of inquiry learning strategies is not tense and dominated by mere cognitive domains. In this variation, the teacher or educator is expected to be able to build a dialogue and question and answer in real time to students. So that the construction of dialogue can be achieved by relaxing without reducing the depth of the theme being discussed. For example by inviting students to watch videos or films, explain problem topics with pictures or with other media that can help. This

finding is in line with what the researcher found when interviewed and findings, which is where the students said the best or most favorite media while learning English is Video and Image.

3. The description the use of the IBL strategy in MTSN 4 Banjarmasin

(Bybee, 2004) claimed that assessment in an inquiry-based setting is very different to that in traditional science lessons. Both formal and informal assessment approaches are appropriate, and should be included. During an inquiry-based lesson, assessment should be viewed as an ongoing process, with teachers making observations of their students as they apply new concepts and skills and looking for evidence that the students have changed or modified their thinking. Students may also have the opportunity to conduct selfassessment or peer-assessment. However, the evaluation may also include a summative experience such as a quiz, exam, or writing assignment. This finding is in line with what the researcher found when interviewed and findings, which is where teacher A and teacher B explained that the way to evaluate IBL is to be able to use informal and formal evaluation. Informal evaluation takes many forms, usually just happening without being planned, such as giving comments or responses during the learning process. The teacher can said *“nice job or the teacher commented on did you said can or can't? I think I will better if you say you forgot it, not you forget it”*. Informal assessment can be done in class when students do assignments but do not record results or give final assessments. Whereas formal assessment has a specific procedure to see the extent of students' knowledge and skills. Formal assessment is systematic in that it has structured techniques for

assessing student achievement. Examples such as quiz, writing assignment, and exam (multiple choice tests, fill in the blank).

Based on Suyadi (2018, pp. 122-123) who found that the character values that can be transformed through IBL strategies:

1. Curiosity

This character value is evident in the transformation of the search for answers to questions or problems to be discussed. Student activity throughout the process or activity of searching to find answers is an internalization of "curiosity" that culminates.

2. Hard work

There is no doubt that the IBL strategy requires students, including the teacher, to work hard to find answers or solutions to the questions or problems discussed. Without hard work or serious study the answer will not be found.

3. Creative and innovative

Actualization of the value of creative and innovative characters is reflected in the efforts or new (innovative) way taken by students to find answers to the problems or questions discussed, so that they are faster and have accurate results. The conventional ways and not following the development of science and technology will be seen as something out of date.

4. Independence

In the IBL strategy the value of independence character will be embedded in the students when the learning process is formulated individually. Thus, students will not be responsible for the answers found. This means he will not throw blame on others in a group. For example, if the answer found is wrong.

5. Discipline

The self-learning strategy will not work if without high discipline from students and teachers. Discipline here is not just consistent, but rather follows the procedures and steps of learning in an orderly and procedural manner.

This finding is in line with what the researcher found when interviewed and findings, which is where teacher A and teacher B said after used this strategy is good students have high self-confidence, curiosity, hard work, creative and innovative, independence and discipline and also student learning outcomes have increased.