

**The implementation of inquiry based learning in teaching speaking to narrative text by using fairy tale for the eighth grade students of SMPN 2 Jiwon Madiun**

**Eka Rifael Dipriyansyah**  
Universtas PGRI Madiun, Indonesia  
[dipriyansyahrifael@gmail.com](mailto:dipriyansyahrifael@gmail.com)

**Abstract**

There are four skills in English, namely listening, speaking, reading, and writing. Speaking is the main skill compared to others, because in the process of teaching and learning English teachers and students need a good communication to do speaking activities in expressing their ideas. One method and media for teaching speaking is Inquiry Based Learning used in teaching speaking to narrative text by using fairy tale. The purpose of this study is to describe how to use and the advantages of the shortcomings of Inquiry Based Learning in teaching narrative text by using fairy tale. The strengths of this study is making students feel comfortable, not bored, happy, and building students for self-confidence, increasing students' ability to analyze sources, motivating students to practice speaking and increasing students' ability to cooperate. The disadvantages are the students who are passive and still dependent on their smart friends, and during the presentation students get problems in composing sentences because of their limited vocabulary. Inquiry Based Learning in teaching speaking to narrative text by using fairy tale can help teachers and students in the learning process, especially in speaking.

*Keywords: Inquiry based learning; teaching speaking.*

**INTRODUCTION**

Speaking is very important to the students, because in English teaching-learning process the teachers and students are asked to use English too. So, in doing a good communication in a class the students also must express their opinion and conversation by doing speaking activity in teaching learning process especially the students to success of the learning English as foreign language. In teaching Speaking, the students need practice to learn speaking skill. The student of Junior High School are hoped to understand and able to create various kinds of short functional text, such as; procedure, descriptive, recount, narrative, and report text. So, students are hoped to understand and create kinds of the text in spoken form by using narrative text.

In teaching speaking of narrative text, the students should tell about experience, events, or fairy tale. The students have some mistake in produce spoken text. Most of students in the classroom are confused in speaking process, especially in building a good concept about things that will be spoken by them. The researcher has a solution, the teacher must use method and media in English learning in order to learning process is not bore and students have motivation on it. Method and media have main roles in teaching learning process and also as an important point in process of transferring knowledge. This research will combine method and media. The method is Inquiry Based Learning combines with a kind of media, Fairy Tales. It can be used to teach English speaking in different ways. It creates the different and fun atmosphere.

Inquiry Based Learning is useful for the students especially in build a concept about something, because the students prefer in doing activity or practice then build a concept. It is supported by Alberta (2004: 1), "Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world". It means that inquiry is a teaching learning process in building a good concept surrounds them. The process is started by practicing an activity refers to build a concept. It also means that Inquiry Based Learning is suitable to be used in a class, because in this method students trained to do activity and then get a good understanding about what they learn surround them.

As the researcher has told before, the researcher will combine an method with media. The media that researcher used in this research is fairy tale. In English teaching learning process, especially in teaching speaking at SMPN 2 Jiwan Madiun, media and method is used rarely. The teachers refer to use Students Work Sheet (LKS) in a class by doing the task at the book. Besides that, most of students also passive in a teaching learning process, especially in teaching speaking. So, variety of media and an method is needed for the students as an alternative in teaching learning process to make the lesson is more interesting. Based on the background above, in order to make learning activity more various, interesting and interactive, therefore the researcher needs to make research about “The Implementation of Inquiry Based Learning in Teaching Speaking to Narrative Text by using Fairy Tale for the Eighth Grade Students of SMPN 2 Jiwan Madiun. Then, the objectives of the study to describe the use, and advantages and disadvantages of using Inquiry Based Learning in teaching speaking to narrative text by using fairy tale for the eighth grade students of SMPN 2 Jiwan Madiun.

## **METHOD**

In this research the researcher uses qualitative research which focuses on natural condition in a place. According to Denzin and Lincoln (in Creswell 2007: 36), “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practice that make the world visible. These practices transform the world. They turn the world into a series of representations, including fieldnotes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them”.

It means that qualitative research done in natural condition, and the researcher needs to analyze, understanding, and interprets the condition or situation in a place. It can be also shown about exploring issues, understanding phenomena, and answering question. In this research there are several ways or methods which used by researcher in collecting data like observation, interview, and documentation. The explanations of each way or method as follow:

### **1. Observation**

In doing observation, there are some kinds of observation based on the researcher position. Subagyo (2004: 63) states that there are two kinds of observation. The first, participative observation which the observer takes a part of participates in every single thing that has been observed. The second, non participative observation which the observer does not participate in the observer’s activities, the observer only observes the activity without taking a part in it.

### **2. Interview**

After doing the research, the researcher uses the interview to formulate the research result. Interview is an activity done by the researcher in collecting some information by giving some questions to the object of the research. According to Esterberg (in Sugiono, 2006: 231), “Interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic”. It means that interview is an activity done by the researcher in collecting some information by using oral question to the other people that trusted to give information about a particular topic.

### **3. Documentation**

According to Sugiyono (2010: 240), “Dokumen merupakan catatan peristiwa yang sudah berlaku. Dokumen bisa berbentuk tulisan, gambar, atau karya-karya monumental dari seseorang”. It means that document is a kind of data that was already formulated in the past. Document can be notes, written form, picture, etc.

In this research, the researcher position as observer and participant so the researcher use participate observation, structured interview or standardized interview, and pictures or photographs as document to know the real activity during the teaching learning process, lesson plan, and students score to know the procedure and the advantages and disadvantages of using Inquiry Based Learning in Teaching Speaking to Narrative Text by using fairy tale.

## **FINDING AND DISCUSSION**

### **Finding**

After the researcher done this research, the researcher found some research findings from the result of observation, the result of teachers' interview, the result of students' interview, students' speaking scores, RPP, and photographs are described as follow:

1. The use of Inquiry Based Learning in teaching speaking to narrative text by using fairy tale for the eighth grade students of SMPN 2 Jiwan Madiun. The use of Inquiry Based Learning in teaching speaking to narrative text by using fairy tale consists of three stages, they are pre activity, while activity, and post activity.

a. Pre activity

In pre activity, the teacher opens the meeting by greeting then checks their attendance by calling the students one by one. After that the teacher checks their preparation for the lesson today with gives stimulus to discuss of the materials and the teacher explains the material fairy tale on the paper as a brainstorming to the students.

b. While activity

The major activities in this stage are the teacher explains the materials and gives the order of pictures fairy tales, after that teacher asks the students to make group and gives some fairy tales. Then the teacher gives some guidance about how to analyze the fairy tales. Next, the students use the steps of Inquiry Based Learning include build hypothesis, collect the information, analyze the data, and making conclusion. After the students finish in analyzing the fairy tales, the teacher asks the group to prepare the presentation about their fairy tale randomly and each group presents their result in front of the class meanwhile the others groups pay attention, and discuss of fairy tale together. The last step is the teacher and the students conclude the lesson together.

c. Post activity

Before closing the meeting the teacher makes a reflection and gives a short explanation to the students' homework, after that the teacher concludes the material and closes the lesson.

Inquiry Based Learning in teaching speaking to narrative text by using fairy tale makes the students feel enjoy, not bored, and build the students' self confidence. Inquiry Based Learning in teaching speaking to narrative text by using fairy tale increases the students' ability in managing and analyzing the source. Inquiry Based Learning in teaching speaking to narrative text by using fairy tale motivates the students' to practice speaking. Inquiry Based Learning in teaching speaking to narrative text by using fairy tale increases the students' collaborative ability. The disadvantages of using Inquiry Based Learning in teaching speaking to narrative text by using fairy tale are: There are some passive students who still depend on their smart friends when the students analyze the fairy tale, and prefer to keep silent than answer the question. During the presentation, some of students got difficulties in arranging sentence because of their limited vocabulary. So, the teacher asks the students to use Indonesian and the teacher helps to translate it in English.

## Discussion

The use of Inquiry Based Learning in teaching speaking to narrative text by using fairy tale consists of three activities, they are as follows:

- 1) Pre activity
  - a) The teacher prepares the materials include making RPP as a guidance in the teaching learning process.
  - b) The teacher greets the students before starting the teaching learning process.
  - c) The teacher checks the students' attendance list and calls the name of each student in the classroom.
  - d) The teacher gives stimulation and motivation or brainstorming to the students.
- 2) Whilst activity
  - a) The teacher explains about narrative text and fairy tale.
  - b) The teacher gives an example of fairy tale and asks the students' opinion about fairy tale.
  - c) The teacher gives the order of pictures fairy tale.
  - d) The teacher asks the students to make group, each group consist of 4-5 students.

The teacher asks one student of group to choose of one number that contains of fairy tales in the pocket chart. Then, the teacher gives some guidance about how to analyze fairy tale, and the teacher asks students analyzing fairy tale (the steps are making identify or build hypothesis, collecting the information, and analyzing the data).

(1) Identify or build hypothesis

The first step of Inquiry Based learning is students identify the question related to the fairy tale that given by the teacher. In this step the students discuss with their friends in order to get some hypothesis that will be observed and analyzed. For example, a student asks, "*Pak, contohnya mengidentifikasi pertanyaan yang Orientation bagaimana?*" and the teacher answer "*Kamu lihat penjelasan generic structure of narrative text yang Orientation kira-kira apa yang kamu pikirkan?*" The students said, "*Paragraph yang menjelaskan dimana karakter dari cerita diperkenalkan*", The teacher says, "*Yes, you are right. Nah bisa kamu cari di paragraph mana yang menjelaskan orientation, complication, and resolution*" The students said, "*Ouw iya, pak. Thank you*".

(2) Collecting the information

After the students have hypothesis, they are encouraged to investigate the topic by gathering information from the fairy tale. In this case, the students are collecting some information to answer the questions from the fairy tale that they have had. For example, a student asks to the teacher, "*Pak, hasil mengumpulkan informasi dari fairy tale apakah ditulis?*", then the teacher answers, "*Iya, ditulis. Karena dengan semua informasi yang kamu peroleh akan membantu kamu untuk mengerti dan memahami isi fairy tale*" seperti, *generic structure of narrative text, language feature, and characteristics of fairy tale*. When the students observed the fairy tale and gathered the information, the teacher monitors the students' work and provides the information if the students need those information. In this case, the students gather information by share their opinion, ask the teacher, and take from the fairy tale.

(3) Analyze the data

After the data are gathered, the students need to analyze the data relates the questions from the fairy tale. During the analyzing, the students do it well in their group. Sometimes they discuss it and sometimes they ask the teacher when they are confuse. For example, a student asks "*Pak, yang characteristics of fairy tale juga di analisis?*" Then, the teacher answers "*Iya, dianalisi. Karena itu akan membantu kamu untuk mengetahui setting, character, plot, and theme dari fairy tale*".

- e) Present or communicate the result to the others.

The teacher asks the group to prepare the presentation about their fairy tale randomly and the teacher asked students in every group to presentation in front of class.

3) Post Activity

- a) The teacher and the students conclude the lesson together.  
b) The teacher gives reflection to the students.  
c) The teacher closes the meeting.

The advantages of using Inquiry Based Learning in teaching speaking to narrative text by using fairy tale.

1) The Inquiry Based Learning in teaching speaking to narrative text by using fairy tale makes the students enjoy, not bored, and built the students' self confidence. It can be proved by the teacher's interview stated that *"Siswa tidak bosan, menikmati, merasa nyaman, dan siswa dilatih mengkomunikasikan pendapat mereka berdasarkan apa yang mereka pahami jadi mereka lebih percaya diri saat berbicara di depan kelas. Dan mengerti apa yang dialami di isi dan kejadian dalam cerita dongeng"*.

2) The Inquiry Based Learning in teaching speaking to narrative text by using fairy tale increases the students' ability in managing and analyzing the source. In this case, the students train to think systematically and critically in managing and analyzing the fairy tale. It is proved by the result of observation, *"Siswa memahami cara menganalisis bacaan fairy tale dengan langkah: membuat hipotesis, mengumpulkan informasi, menganalisis data, dan membuat kesimpulan"*.

3) The Inquiry Based Learning in teaching speaking to narrative text by using fairy tale motivates the students to practice speaking. Most of students have problem in speaking because of their lack of practice, so by using this method and fairy tale as media makes students practice speaking. It can be proved by the students can do speaking activity well. They are able to speak up in front of the class, answer the question of fairy tale on the paper, and answer their friend's question. Moreover, the students' speaking score (see appendix 6) also represent of the result of Inquiry Based Learning in teaching speaking to narrative text by using fairy tale especially for speaking activity. From the students score, the students' speaking score classified in there is no student is failed (score is less than 50) and bad (score is from 50 up to 59), six students are poor (score is from 60 up to 69), nine students are fair (score is from 70 up to 79), seven students are good (score is from 80 up to 89), and three students are excellent (score is from 90 up to 100). From the data above, it can be seen that Inquiry Based Learning in teaching speaking to narrative text by using fairy tale is effective enough, active in the class, and it can be said that motivate the students to practice speaking.

4) The Inquiry Based Learning increases the students' collaborative ability. In a group, the students are able to expand their creativity and their communication ability. In the learning process the students were divided into small group consists of 4-5 students, so the students can share and work together in analyzing the fairy tale. It is proved by the result of observation, *"Guru meminta siswa untuk membentuk kelompok, tiap kelompok terdiri dari 4-5 siswa"*. Then, from the result of students' interview, *"Senang karena bisa berkelompok, diskusi bareng. Jadi kita bisa sama-sama ngerjain"*.

- a. The disadvantages of using Inquiry Based Learning in teaching speaking to narrative text by using fairy tale.

There are some disadvantages using Inquiry Based Learning in teaching speaking to narrative text by using fairy tale based on the result of observation, teacher's and students' interview, students' score, and photographs.

The disadvantages of using Inquiry Based Learning in teaching speaking to narrative text by using fairy tale described as follow:

- 1) When the lesson begins, there are some passive students who still depend on their smart friends. This condition is seen by a researcher during the teaching learning process which there are some students who passive and depend on their smart friend when the students analyze the fairy tale, joking with friends, and prefer to keep silent than answer the question when there are some questions given from the others especially when they present their result in front of the class. It is also proved by teacher's interview, "*Kalau kelemahannya, ada beberapa siswa yang masih bergantung pada temannya yang lebih pintar saat menganalisis cerita dongeng, ada beberapa siswa yang pasif, dan bercanda sama temannya*".
- 2) During the presentation some of students got difficulties in arranging sentence because of their limited vocabulary. From the result of observation, there are some students who find some difficult words when they are speaking, so the teacher asks the students to use Indonesian and the teacher helps to translate it in English. It is proved by students' interview, "*Kalau bicara bahasa inggris agak sulit, pak. Karena kata yang mau saya bicarakan bingung, trus gag tau bahasa inggrisnya*"

## CONCLUSION

After analyzing the data, the using of Inquiry Based Learning in teaching speaking to narrative text by using fairy tale for the eighth grade students of SMPN 2 Jiwan Madiun bring some conclusions related with the research problems includes: The use of Inquiry Based Learning in teaching speaking to narrative text by using fairy tale for the eighth grade students of SMPN 2 Jiwan Madiun. The use of Inquiry Based Learning in teaching speaking to narrative text by using fairy tale consists of three main steps, they are: the teacher opens the meeting by greets then checks the students' attendance by calling the students one by one. After that, the teacher gives stimulation and motivation or brainstorming. While activity done by the teacher during the steps of teaching learning process in this stage are: identify or build hypothesis based on their fairy tale, collecting the information based on the source in order to solve the problem, analyzing the data after the data are gathered, and presenting or communicating the result to the others in front of the class. Before the teacher closes the teaching learning process, the teacher concludes the lesson by asking to the students about the material, and then the teacher makes reflection to the students. After that, the teacher closes the meeting by saying good bye. The Inquiry Based Learning in teaching speaking to narrative text by using fairy tale makes the students enjoy, not bored, and built the students' self confidence. The Inquiry Based Learning in teaching speaking to narrative text by using fairy tale increases the students' ability in managing and analyzing the source. The Inquiry Based Learning in teaching speaking to narrative text by using fairy tale motivates the students to practice speaking. The Inquiry Based Learning increases the students' collaborative ability. When the lesson begins, there are some passive students who still depend on their smart friends. During the presentation some of students get problems in arranging sentences because they have limited vocabulary. The teacher is expected to use a new method in order to make the teaching learning process more varieties. Besides that, the teacher also expected to give the students more practice in speaking activity. So, the students are able to improve their speaking skill in a school and it will make them speak better.

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