

**THE ROLE OF THE ENGLISH TEACHER IN INQUIRY-BASED  
LEARNING (IBL) AT ELEMENTARY SCHOOL  
THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining  
The Degree of Bachelor of English Education



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# THESIS PROJECT STATEMENT

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*Wassalamu 'alaikum, wr. wb.*

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# RATIFICATION



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## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا  
فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“Whoever believers, when it is said to you, "Be spacious in the council", then let Allah give you spaciousness. And when it is said: "Stand ye up", then stand up, surely Allah will exalt the believers among you and those who are given some knowledge. And Allah knows what you do.”

(QS. Al-Mujadalah: 11)

“The best people are those who are most beneficial to other people.”

(Prophet Muhammad PBUH)

"A good teacher can inspire hope, ignite imagination, and instill a love of learning."

(Brad Henry)

## **DEDICATION**

All the praises and thanks be to Allah Almighty, who has blessed the researcher to finish the thesis.

This thesis is dedicated to my beloved parents, my brothers and sister, all of the English teachers, family, friends, and kindhearted people around me who always give support, motivation, and endless love to the researcher.

## ABSTRACT

Inquiry-Based Learning (IBL) is important for today's education because it reflects a response to the changing needs of students, society, and the world of work in the modern era. Teachers are not only assigned to teach and manage activities in the classroom but teachers are also tasked with building effective relationships with students. In this study, the researcher used a data analysis technique based on Miles, M. B. and Huberman (1994), which includes three steps: data reduction, data visualization, and conclusion/verification. The success of implementing IBL is seen in all students in one class being taught. The advantages of implementing IBL in an EFL classroom are that it increases students' creativity, makes students closer to the teacher, and makes them more independent. A disadvantage of implementing IBL in EFL classroom is that students have less capacity to catch up. This research concludes that teachers who implement IBL in EFL classrooms for the primary school level must have a solid strategy to implement it successfully. Based on the results of the study, teachers can apply IBL using a variety of strategies.

**Keywords:** *The Role of Teacher, Inquiry-Based Learning, EFL Classroom, Interview studies*

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# CHAPTER I

## INTRODUCTION

This chapter discusses the research background, research question, research objectives, pedagogical significance of the research, and limitations of the research

### **A. Background of the Research**

Inquiry-Based Learning (IBL) is not a method that appears suddenly at a particular time. IBL has roots in educational thinking that has evolved over several centuries. However, several significant developments in the history of education can be identified as early milestones in the development of IBL: first thought of John Dewey, an American philosopher and educator (Bacon & Matthews, 2014), played an important role in the development of the IBL concept. In the early 20th century, Dewey came up with the idea of "experiential learning" and how important active experience is in learning. This idea is one of the foundations of modern IBL.

Second, in the 1920s and 1930s, the project education movement in the United States (Cutucache et al., 2018) encouraged the use of project-based learning as a way to activate students and encourage exploration. It can be considered one of the predecessors of the IBL concept. Third is the Science Education Movement. During the second half of the 20th century, especially after Sputnik 1 was launched in 1957, science education in the United States underwent significant changes. Science teachers began to

practice the IBL approach by emphasizing experimentation and inquiry in their teaching(Mansour, 2015).

Thought of Jean Piaget: Jean Piaget, a Swiss psychologist, contributed important thoughts about children's cognitive development. Piaget's concepts, such as constructivism, emphasize the active role of students in building their knowledge, which is consistent with the IBL approach. And lastly, Changes in 21st Century Education. In the 21st century, with the development of technology and the emphasis on 21st-century skills, IBL is becoming increasingly relevant in modern education. The use of technology, easy access to information, and emphasis on problem-solving and critical skills further support the application of IBL.

Although IBL has roots in long-standing educational thinking, the approach constantly evolves and adapts to contemporary educational needs and trends. Therefore, IBL can be seen as an evolution of previous educational concepts that support the active role of students in their learning. Inquiry-based learning (IBL) is given a lot of consideration in educational theory and practice because it gives students and teachers the chance to actively and cooperatively respond to inquiries. But many instructors also find this method to be demanding, and it's still not obvious what they should do to promote this learning in their classes (Dobber et al., 2017).

Teachers are not only assigned to teach and manage activities in the classroom but teachers are also tasked with building effective relationships with students. It relates to research.

That will be carried out by the author. The inquiry teaching method is almost the same as the current curriculum, namely the learning method used to build and invite students to ask questions and think independently during learning actively.

IBL, a subject of research and practice in education (Ekeland, 2021) has received a lot of attention recently at all educational levels. IBL encourages students to pose issues, use evidence-based reasoning, and come up with creative solutions to problems. Teachers who employ this method of learning must have the ability to build on students' ideas and interests in a way that promotes in them a deeper intellectual curiosity and comprehension. Because IBL emphasizes value-informed action, includes teachers and students sharing responsibility for planning and assessment, and identifies a shared knowledge of key concepts, it appeals to educators.

Inquiry-Based Learning (IBL) has been the subject of research in many countries worldwide (Trombulak, 1995). Some of the research and initiatives related to IBL are from countries other than Indonesia. The United States is one of the countries that has actively adopted IBL in education. Many studies have been conducted at various levels of education, from elementary school to college. Universities such as Stanford and MIT have implemented IBL methods in various subjects. In addition, Canada also has several studies on IBL, especially in the context of higher education. Several universities in Canada have developed successful IBL programs across various disciplines.

Countries in Europe, such as the UK, the Netherlands, and Finland, have researched IBL at different levels of education (Bache & Hayton,

2012). Some studies focus on comparing the effectiveness of IBL with conventional teaching methods. Research in Australia has also examined the effectiveness of IBL in the context of school and higher education. Universities in Australia often use IBL in their courses. In Asia, several countries such as Singapore, Japan, and South Korea have involved IBL to improve the quality of education. Research here often focuses on the application of IBL in math and science. Some countries in Africa have also introduced IBL in their education systems. Research here may explore how IBL can help improve the quality of education amidst specific challenges.

Inquiry-Based Learning (IBL) is important for today's education because it reflects a response to the changing needs of students, society, and the world of work in the modern era. Here are some reasons why IBL is highly relevant in education today: developing critical thinking and problem-solving skills: in an increasingly complex and rapidly changing society, critical thinking skills and the ability to solve problems are invaluable skills (Crogman & Trebeau Crogman, 2018). IBL encourages students to ask questions, search for answers, and think creatively to solve problems, helping them develop these skills. encourages independence: IBL gives students more autonomy in their learning. They learn to take initiative, organize their time, and take responsibility for their learning. This is important in preparing students for independent and professional lives; it motivates students: When students have the opportunity to explore topics they are interested in and pursue their questions, they tend to be more motivated to learn. IBL stimulates students' curiosity and gives them a solid reason to engage in learning.



IBL is also essential for other things, such as relevance to the real world: IBL allows students to engage in research and exploration that reflects real-world situations. They can apply the knowledge and skills they learn in a context relevant to current issues and challenges develops collaboration skills. In IBL, students often work together on team projects. This helps them develop cooperation, communication, and collaboration skills (Østergaard, 2019) that are indispensable in today's working world; it accommodates technological advancements: Technology has changed how we access information and interact with the world. IBL allows students to utilize technology to explore topics and carry out their research; builds deep understanding: IBL allows students to gain a deeper understanding of certain concepts. They don't just memorize facts but truly understand how and why things work.

Adapting to Change: Since IBL teaches students to learn independently, they become better able to deal with future changes and challenges. They learn to be lifelong learners stimulates creativity: In IBL, students are free to explore new ideas and think creatively (Cox et al., 2008). This enables the development of their creativity, which is an essential quality in various professions. In other words, IBL helps students develop the skills and understanding necessary to succeed in an ever-changing society. It is an educational approach that is responsive to the challenges and opportunities of today's times.

Effective learning in a classroom setting for English as a Foreign Language (EFL) depends on the interaction between inquiry-based learning (IBL) and the teacher's role (Bache & Hayton, 2012) Here are some ways in which the teacher's role relates to the application of IBL in

the EFL classroom: as a facilitator of learning. Teachers in the context of IBL act as facilitators of learning, not as the leading information providers. They help students identify questions, design projects, and find relevant resources in English. as research and discovery supporters. Teachers assist students in developing research and discovery skills in English. They guide how to find information, evaluate sources, and organize their findings. Teachers are in charge of facilitating discussion and collaboration. Teachers support discussion and collaboration among students in English. They promote student-to-student communication and assist in designing group projects that allow students to interact in the target language. Provide constructive feedback.

Teachers provide constructive feedback on students' projects and investigations (Capitelli et al., 2016). Giving advice on how to enhance their projects and English language proficiency is part of this. Fifth, the instructor modifies the course materials. The learning materials must be adjusted by teachers to the students' level of English. To keep the students interested and motivated, they might select themes that are intriguing and pertinent to them. It is the responsibility of teachers to help pupils hone their speaking and listening abilities. Teachers have a part to play in helping students improve their English speaking and listening abilities. They can provide opportunities to speak in groups, debate, and make presentations (Dobber et al., 2017). Teachers must be able to manage time and resources. Teachers are responsible for managing class time and resources efficiently so that students have sufficient opportunities to carry out IBL projects and learn in English.

Teachers help to encourage students to self-evaluate their English

language progress, plan steps for improvement, and develop self-awareness of their achievements. In an EFL context, teachers also have an essential role in helping students overcome language barriers that may arise during the IBL process, such as difficulties in comprehending source materials in English. By playing a facilitating and supporting role in the IBL context (Martorell et al., 2009), English teachers can assist students in developing their English language skills more effectively while stimulating their interest in the English language and culture.

The following is a hadist that shows Allah's command to carry out teaching and learning activities :

تَعَلَّمُوا وَعَلِّمُوا وَتَوَاضَعُوا لِمُعَلِّمِكُمْ وَلْيَلُوكَ لِمُعَلِّمِكُمْ

Which means:

*"Learn all of you, and teach all of you, and honor your teachers, and be kind to those who teach you." (HR. Thabrani).*

## **B. Research Questions**

Based on the overview of the research backdrop provided above, the following can be used to construct the research question for this study:

1. How do the teachers implement IBL in EFL classrooms?
2. Is IBL successfully implemented in the EFL classroom?
3. What are the advantages and disadvantages of implementing IBL in EFL classrooms?

## **C. Research Objectives**

The following are the study's goals in relation to the issue at hand:

1. To find out how the teacher carried out the implementation of IBL in the EFL classroom,
2. To find out whether IBL has been successfully implemented in the EFL classroom, and
3. To find out what the advantages and disadvantages are of implementing IBL in the EFL classroom.

## **D. Pedagogical Significances**

### **1. Theoretical Significances**

- a. This research is about how teachers implement the IBL in the EFL classroom. This study may be useful information to prospective teachers about using composition of IBL teaching methods for learning.

- b. The results of this study can be used to assist and evaluate prospective teachers for using the IBL learning method in the current curriculum because it is related.

## **2. Practical Significances**

- a. For the university, the findings of this study can serve as a guide for undergraduates, particularly those enrolled in the English Language Education Department.
- b. For pre-service teachers who will teach using the current curriculum, they can use this method. The results of this study are beneficial as a reference for prospective teachers in using teaching methods for the teaching and learning process.
- c. For the next researcher, the outcome of this study is anticipated to offer a more detailed understanding of this subject.

## **E. Limitation of the Research**

The researcher's primary focus in this study was on the IBL teaching strategies utilized by teachers. The researcher undertook this study because she was interested in learning how and how successfully IBL was applied. The researcher is also interested in the benefits and drawbacks of using IBL when instructing EFL students.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses previous research, theoretical review, and conceptual framework which are relevant to this present research.

#### **A. Previous Researches**

Previous studies on IBL have mainly focused on the relationship between retention and transmission. IBL (Inquiry-Based Learning) was a teaching and learning approach that encouraged students to ask questions, investigate problems, and engage in active learning through inquiry. Whether IBL was successfully implemented in an EFL (English as a Foreign Language) class would depend on various factors, including the specific context, goals, and resources available to the instructor (Acar & Tuncdogan, 2019). Active learning and experiential learning, two other educational philosophies with a wider scope, are also strongly related to IBL. Active learning refers to strategies that place an emphasis on activities that involve students in the learning process and consider them to be active participants in that process (Bell & Kozlowski, 2008).

There are still challenges in implementing IBL in everyday classrooms. Instead of examining the environments that encourage effective IBL, the majority of research on learning through problem-solving focuses on evaluating the quality of learning outcomes. It is necessary to comprehend instructors' contributions to the promotion of

IBL in particular. In sequence to better comprehend the potential efficacy of this teaching strategy in routine elementary and secondary education, this study will examine research findings on the role of teachers in IBL (Dobber et al., 2017).

Reflective practice can be a lens for how instructors work and helps teacher learning. Please respect their professional experience and learning opportunities. In this situation, the teacher's experience should motivate him to think back on his practice and reflect on it to enhance his instruction. Georgia's involvement in IBL has facilitated this push. The teachers reflected on what it means to have the students master different English skills and language proficiency levels. The teacher's practical experience provide an authentic and highly engaging experience for students of all levels. The purpose is to increase interest in English content and convey that interest. Knowledge of English is no longer a prerequisite for learning. Rather than was it IBL (Capitelli et al., 2016).

IBL is an educational strategy that places a strong emphasis on student-led inquiry and discovery. It encourages them to actively engage with the course material by asking questions, looking into issues, and creating their own knowledge. IBL is adaptable to a range of educational contexts, from K-12 to higher education, and subject areas (Dobber et al., 2017). Here are some key points and previous research findings related to IBL: increase student engagement research has consistently shown that IBL can lead to higher levels of student engagement. When students actively participate in the learning process, they tend to be more active and attentive.

Improve critical thinking is IBL (Crogman & Trebeau Crogman, 2018), which promotes critical thinking by encouraging students to analyze information, make connections, and draw their conclusions. Research has shown that students who participate in IBL tend to develop better problem-solving skills improve retention studies show that students who participate are more likely to retain and apply what they learn when participating in IBL activities. This is because they have a deeper understanding of the material and have discovered it on their own; enhanced autonomy is IBL promotes independent and self-directed learning. Research has shown that students who experience IBL become more independent and better at setting and achieving learning goals.

Positive attitude in learning students who have experienced IBL often demonstrate more positive attitudes toward learning and more tremendous enthusiasm for the subject. Research has shown that IBL can contribute to a lifelong love of learning; diverse deployment methods research has explored different ways to implement IBL, including problem-based learning, project-based learning, case-based learning, and more (Love et al., 2015). The effectiveness of IBL can vary depending on the specific approach and context; implementation challenges are although IBL can be very effective, it can also be difficult to implement. Several studies have focused on the barriers and challenges that educators may encounter when adopting IBL, such as the need for adequate resources and training; rating in IBL research is ongoing on effective assessment strategies for IBL.

Traditional assessment methods may not be consistent with IBL



principles, so teachers often need to develop alternative methods to assess student learning. In this context, several studies have explored the integration of adaptive technology and IBL (Bell & Kozlowski, 2008). These technologies can provide personalized learning experiences aligned with IBL principles, allowing students to progress at their own pace; interdisciplinary applications IBL has been applied in many different academic disciplines, including science, mathematics, humanities, and social sciences.

The study explores how IBL can be adapted to different sectors' specific needs and goals. The efficacy of IBL can vary depending on elements including the instructor's facilitation abilities, the student's readiness for independent learning, and the program's suitability for the student with research-based methodologies, it is crucial to mention (Archer-Kuhn et al., 2022). Researchers continue to study the nuances of IBL to refine its implementation and evaluate its impact on student learning outcomes.

## **B. Literature Review**

### **1. The Role of Teacher in EFL**

An EFL teacher's main responsibility is to assist learning. This entails establishing a welcoming and inclusive learning atmosphere, outlining specific goals, and choosing the right tools and resources. The relationship between teacher professional development and improved student performance gives information on how teacher development affects EFL student attainment. According to Bacon & Matthews (2014), Teachers who consistently participate in formal and informal professional development programs have a higher likelihood of improving student outcomes. This is mostly because these experiences improve teachers' pedagogical and subjective expertise, enabling them to significantly improve student learning outcomes.

Programs for teacher professional development frequently result in teachers learning new teaching techniques and abilities, which motivates them to enhance their teaching strategies. They make it clear that employing successful teaching techniques aids teachers in raising learning outcomes for pupils. In addition, Kennedy (Laursen et al., 2016) also argues that The level of student accomplishment can significantly change as a result of teacher professional development. Lesson design and organization must take into account the curriculum and degree of language competency of the pupils. This entails developing lesson plans, picking pertinent texts, and coming up with fun activities.

The researcher According to the researcher, professional development will provide teachers with new teaching techniques to improve student accomplishment. Providing timely and constructive feedback on students' language skills is crucial. Teachers assess students' progress through quizzes, tests, assignments, and other assessment tools, helping students identify areas for improvement (Mui, 2010). EFL teachers often work with students from diverse cultural backgrounds. Understanding and respecting cultural differences is important for creating an inclusive and respectful learning environment. Therefore, teachers who regularly participate professional development courses can aid students in achieving greater academic success (Zeng, 2023).

Teachers should be adaptable and responsive to students' needs and learning styles. Flexibility in teaching methods and materials is essential to accommodate diverse learners. In an EFL context, the teacher's role is pivotal in helping students acquire proficiency in English. Effective EFL (Acar & Tuncdogan, 2019) teachers create a stimulating and encouraging learning atmosphere that motivates pupils to use the language actively and improve their language abilities over time.

The world, thought, and instruction are all evolving. The most development, growth, information acquisition, motivation, and achievement may be attained in your classroom by having teachers who are adaptive, even when their core competencies remain the same. Trombulak (1995) argues A teacher plays a variety of roles, but we'll focus on some of the more crucial ones here: The

participating teacher will utilize whatever techniques are required to encourage independent learning and will adjust his or her teaching style to the class being taught. This ability teaches pupils how to be naturally driven to learn and to take responsibility of their learning. It is the duty of the teacher to get pupils involved and help them realize the value of learning for themselves.

Students will be on track to put all into mastering their studies once this awareness has been created. When required, teachers take part in class discussions and activities (Østergaard, 2019). While a teacher doesn't have to run the show, they do need to be aware of the proper ratio between student and teacher discussion time. Teachers have an active role in fostering positive interactions and open lines of communication between themselves and their pupils. Students' self-esteem is boosted as a result, and teachers become more approachable. Students develop positive attitudes as a result of this positive communication, which enables them to accept the language and culture they are learning.

By imparting self-inquiry, discovery, and learning abilities to their pupils, teachers serve as facilitators who must lead them through the learning process. Students have greater opportunities for language practice and exploratory learning because to this collaborative learning and student interaction (McKinney & Levy, 2006). The teacher merely acts as a conduit for students to express what they already know. This is accomplished through posing difficult questions, carefully structuring classes and activities, encouraging groupwork, and letting students share their knowledge

while learning.

Teachers function as consultants, rewarding and praising pupils who actively take charge of their education. This kind of encouragement inspires pupils, drives them to learn, and helps kids who are having a hard time to advance. When students are completing their tasks, the teacher can assist, encourage, correct, and provide feedback (Katan & Baarts, 2021). When necessary, teachers must be willing to confer with students. Since teachers are resources in and of themselves, it is their duty to instruct students in the use of other resources so that they do not grow reliant on the teacher.

Both verbal and written evaluation and feedback from teachers are expected by the students. Students' development and achievement at their present level can be evaluated by teachers and students thanks to student assessments. Students must receive timely feedback and ongoing evaluation in sequence to improve their learning. In sequence to best benefit the entire class, it also aids teachers in planning upcoming classes and activities. Sometimes it's necessary to pre-assess pupils so that the instructor is aware of their level of proficiency and can organize the appropriate activities, resources, and lesson plans for the student's learning. Perhaps being organized is necessary for a teacher to run a classroom.

A good teacher will present the material in a variety of interesting and captivating ways that are valuable to the students, draw in all of the pupils, and are taught in the allocated time. Students will be engaged and learn effectively when teachers modify their methods and incorporate them. The manager role (Zeng, 2023) is

equivalent to other roles of teachers in the classroom. Scholars' assessments are subjective, and teachers must judge honestly and fairly. Student learning also happens through mistakes; the focus should not be on students' weaknesses but on their positive achievements. Through motivation and positive reinforcement, students learn how to manage and correct their mistakes without compromising their self-image or desire to continue learning.

## **2. Inquiry-Based Learning in EFL**

IBL has gained popularity in both secondary and postsecondary education. recent developments in education. It provides a model for curriculum development and implementation that moves the conversation about education beyond a teacher- or student-based approach to one that emphasizes collaborative effort. As a part of the IB Primary School Program, this article presents a survey on IBL usage among elementary school pupils. The following three concepts from the writings of philosopher C.S. Peirce provide the epistemological framework for examining the instructional use of IBL: theory, community of inquiry, and semiotics (Bacon & Matthews, 2014)

There are several IBL pedagogical models (Bacon & Matthews, 2014) posing a question or identifying a researchable issue, looking into potential solutions and developing a plan, gathering evidence, analyzing, summarizing, and presenting findings, drawing conclusions and reporting findings, reflecting on the process and taking some sort of action, are well-known from

the literature and share several common elements for the learner. A range of assessment tasks, regular opportunities for questioning and answering, a methodical approach, social contact, and other pedagogical ideas are also suggested for teachers to employ in directing the learning process.

Guide students in conducting research and investigation to find answers to their questions. Provide access to resources such as books. Encourage them to use English-language sources to improve their language skills. Implement collaborative group projects where students work together to explore their chosen questions. These projects can involve research, presentations, debates, or creative activities. Group work enhances communication skills and allows students to learn from each other (McKinney & Levy, 2006). Incorporate activities that require critical thinking, analysis, and evaluation. For example, students can analyze learning materials, compare and contrast viewpoints, or make predictions based on their research findings.

Implementing IBL in an EFL classroom can create an engaging and student-centered learning environment that promotes language acquisition while fostering critical thinking and problem-solving skills (Archer-Kuhn, 2020). It encourages students to actively use and apply the language in meaningful contexts, which can lead to more effective language learning outcomes.

In sequence to encourage students to use their English communication skills more frequently than by merely listening to

the teacher's directions, a student-centered approach is frequently promoted in EFL classrooms. This will provide students the chance to practice speaking English in authentic settings. Students should be encouraged by the setting and assignments in the classroom to try out different exercises that will improve their reading, writing, listening, and speaking abilities. To maintain rapport in the classroom, instructors are encouraged to know names, likes, dislikes, boundaries, etc. Each other students so they feel like they are an important part of the process. Inquiry-based learning aims to assess student growth, not just impart theory about English (Bell & Kozlowski, 2008).

Consolidating and validating what they already know will be possible for EFL students to do via confirmatory inquiry, one of the many types of inquiry frequently utilized in this method. Students are motivated to research and respond to a topic using facts or a theory when they are engaged in structured and supervised inquiry, such as by using grammatical rules they have learned. The researcher was unable to identify any constraints or circumstances where inquiry-based learning could not be used because it fosters a student-centered learning environment in the classroom.

However, EFL teachers want to ensure that all students are engaged, encouraging balanced participation and contributions from all students, from the shyest to the most talkative (Zeng, 2023). The lesson from this brief analysis of inquiry-based learning is that students are the central active part of their learning



and that their growth is directly proportional to their participation. I'm in that process.

### **3. The Role of the Teacher in IBL**

Inquiry-Based Learning (IBL) places teachers in a distinctive role compared to traditional teaching methods. In an IBL classroom, the teacher serves primarily as a facilitator, guiding and supporting students' learning experiences rather than delivering content through lectures. IBL is a general name for several active and self-directed learning methods in which students are in charge of their own education and growth. These types of learning are centered on the questioning process (Deignan, 2009).

The IBL learning method and actual innovation processes are very similar. The IBL learning process is somewhat comparable to the innovation process in businesses, which is often started by the recognition of a problem or opportunity, in that it focuses on finding solutions to challenges. The techniques employed in problem-solving are comparable to those employed in organizational innovation projects (Cox et al., 2008). In both situations, there is a great deal of reliance on various strategies, such as gathering information from many sources, coming up with numerous solutions to issues, determining which solutions are most likely to work, and communicating the best option. These parallels enable students to acquire crucial hands-on experience in innovation processes like those mentioned above.

The role of teachers should facilitate this learning process,

by providing a group of students with research objectives or tasks, for instance : "Tutors are there to guide, not give orders" (Whowell, 2006). IBL can also be carried out individually, for instance through projects or theses in which students define the scope of their research. Although not exclusively, the term "IBL" includes "problem-based solutions" (PBL) (Deignan, 2009). IBL has provided information for teaching in many academic areas, especially in science and medicine (Oliver, 2007), and those who favor it assert that it offers a way to improve the combination of teaching and research.

The duties of a teacher in a classroom are diverse and can change based on the student's age, the course being taught, the instructor's pedagogical approach, and the educational setting (Acar & Tuncdogan, 2019). In summary, a teacher is crucial in determining how children learn, encouraging their intellectual and personal development, and setting them up for success in the future. This position includes imparting knowledge and fostering important values, life skills, and a passion for learning.

As Spronken-Smith et al. (2011), which is "Pedagogy allows students to experience the process of knowledge creation". At all stages of higher education, emphasizing the value of independent thought and critical thinking in political research is appropriate, but graduate students, who frequently cross disciplinary boundaries, are particularly well-suited for this. Higher level IBL is advancing "from more oriented investigative forms to more self-directed forms of investigation." or team-led"

and "most closely resembles actual research replication and implementation ultimate strength as a method of learning"(Hutchings, 2006).

Teachers monitor students' progress throughout the inquiry process, provide feedback and, address any misconceptions or barriers they encounter, and adjust their support and guidance based on individual student needs. They may provide additional resources, offer language support, or adjust the level of challenge to ensure all students can participate effectively. In summary, teachers in IBL classrooms are crucial in encouraging an inquiry-based culture, offering direction and support, and assisting students in developing critical thinking, research, and communication skills. The teacher's job is to enable pupils to develop into independent, motivated learners who can independently inquire, investigate, and resolve issues.

However, there are still problems with the way inquiry-based instruction is carried out in conventional classrooms. The majority of research on problem-solving learning focuses on evaluating the efficacy of learning outcomes rather than examining the elements that can help effective inquiry-based education. More research is needed, especially regarding the assistance that instructors may provide for inquiry-based learning (Dobber et al., 2017). The goal of this review is to evaluate the literature on teachers' roles in inquiry-based learning so that readers will have a better understanding of the potential effectiveness of this approach to teaching in traditional primary and secondary classrooms.

The use of inquiry-based learning in traditional classrooms still has issues, though. The majority of research on problem-solving learning focuses on evaluating the efficacy of learning outcomes rather than examining the elements that can support effective inquiry-based education (Ben-David & Zohar, 2009).

Although these models are rich and useful, they are still macro or at least mid-level, and while they may encourage teachers to "reflect on the process," they are not often required to consider or evaluate the kind of information that was acquired as a result of utilizing them. We argue that studying the work of pragmatist philosopher C.S. Peirce can be very helpful in understanding the nature of the knowledge generated through inquiry-based approaches. The main goals of this essay are to demonstrate the applicability of Peirce's work in various educational settings and to draw attention to some of its important issues. Even though Peirce is best recognized for his semiotics, he also presents a lot of intriguing ideas that are worth exploring (Bacon & Matthews, 2014).

### **C. Conceptual Framework**

A conceptual framework for IBL in the context of education offers a theoretical framework and guiding principles for implementing IBL in teaching and learning. This framework offers a foundation for planning and implementing IBL activities in the classroom and aids educators in understanding the fundamental ideas and elements of IBL.

IBL is built around inquiry, which is the process of posing questions, looking into them, and looking for solutions. Curiosity and a desire to discover and comprehend the world are the driving forces behind inquiry. IBL puts the learner at the center of the process. It acknowledges that active learning, as opposed to passively absorbing information from the teacher, is how students learn the most effectively (Bell & Kozlowski, 2008). IBL puts students at the center, but it does not mean they can fend for themselves.

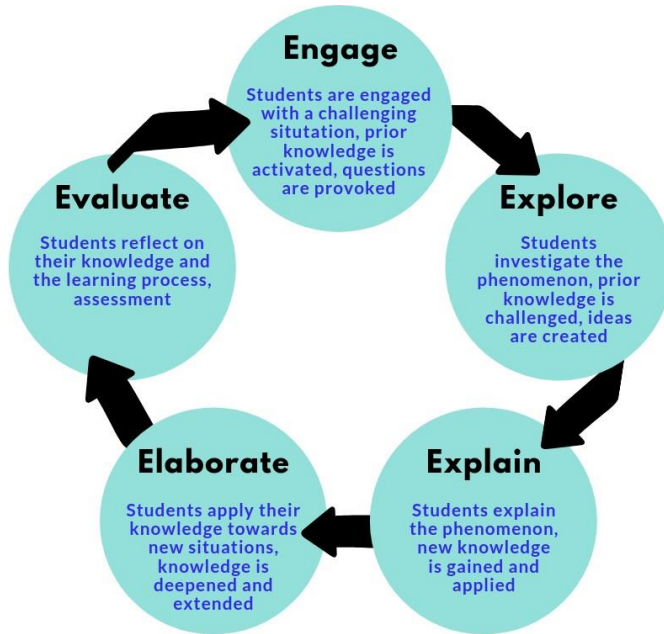
In sequence to assist students in building their knowledge and confidence, teachers offer direction and assistance, particularly in the early phases of inquiry. Metacognition, which involves reflecting on one's own thoughts and learning processes, is encouraged by IBL (Dobber et al., 2017). Students are urged to consider their research, determine what they have learned, and consider how to improve their inquiry skills.

Prioritizing coursework that requires critical and creative thinking helps students develop their ability to pose inquiries, plan investigations, evaluate the evidence, create justifications and arguments, and communicate conclusions (Capaldi, 2015). Learning through research-based internships is a significant learning experience for students. This learning experience provides skills that students need now and in the future. This study aims to frame the learning experience through a research internship. Teachers should prepare tasks, instructions, or guides with many considerations to help students conduct research-based

practice activities at home.

The main objectives of inquiry learning activities are: involving students maximally in learning activities; directing activities logically and systematically to achieve learning objectives; and developing a confident attitude in students about what is found in the inquiry process. However, implementing IBL in the everyday classroom is still a problematic issue. Instead of studying the majority of study on learning by solving problems concentrates on assessing the caliber of learning outcomes rather than on examining the circumstances that can facilitate effective inquiry-based education. (Dobber et al., 2017).

This conceptual framework summarizes the relationship between language acquisition and inquiry-based learning goals and outlines the many roles that teachers fill in an IBL English classroom. The framework places a strong emphasis on the teacher's function as a facilitator, language model, and guide in order to encourage students' critical thinking, language mastery, and independence as learners.



(Adapted From K. Bacon and P. Matthews)

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter contains information about the research design, participants, data source, data collection techniques, instruments, and data analysis used in the study. Each of them is presented in the following discussion.

#### **A. Research Design**

The purpose of this study is to ascertain how the IBL approach is used when instructing EFL students. The purpose of this study was also to determine the method's benefits and drawbacks. In this study, the researcher focuses on speaking with educators who apply IBL techniques in their classrooms (Leonidaki, 2015). In sequence to report these criteria in publications (including process papers), the researcher might first set data saturation criteria at their study level a priori in research procedures (determining initial analysis sample size and terminating criteria). Second, to increase decision transparency and auditability, data can be effectively structured and displayed using cumulative histograms, as this example demonstrates. reach a point of saturation and take on various research topics (such as descriptions of complex or multifaceted nature). Third,



Consequently, a body of information can be gathered to create a standard for choosing the sample size in various interview research. To reflect and develop this concept, additional study is required (Francis et al., 2010).

## **B. Research Setting**

In this study, the researcher obtained data from interviews and documentation at SD Hj. Isriati Baiturrahman 2. The research was conducted located in Abdul Rahman Saleh No.285, Kalipancur, Ngaliyan, Semarang, This research was started on 04<sup>th</sup> September 2023 until 11<sup>th</sup> September 2023. Data gathering is expected to start the first week of September, according to the researcher. Additionally, data analysis began once the interview and documentation's data had been collected.

## **C. Sources of Data/Participants Settings**

The participants in this study were two EFL instructors who worked at SD Hj. Isriati Baiturrahman 2 served as the respondent. They are instructors who use the IBL approach to instruction. All participants agreed to indicate their willingness to participate in the study and that their names would be kept anonymous before agreeing to be respondents.

The required data in this study are EFL teachers who teach in elementary schools using IBL teaching theory. The data came from teachers who taught in elementary schools from the first to sixth grade. The data was obtained from interviews and

documentation with the participants. The data is about how to implement the IBL method in the EFL classroom taught by the teacher, the disadvantages and advantages of applying the IBL method, and whether IBL successfully implemented in the EFL class.

#### **D. Techniques of Collecting Data**

In this research, the researcher used three techniques for collecting data as follows:

##### **1. Interview**

One method of gathering data is through an interview, which involves the researcher and study subjects having a conversation while following predetermined interview criteria. An interview is a meeting of two people when information and ideas are exchanged through question and answer sessions to create meaning around a specific issue. In sequence to analyze situations and phenomena that occur, researchers can get more in-depth information about participants through interviews in a way that is not possible through observation. Semi-structured interviews were employed by the researcher to collect oral story data. Although the semi-structured interview uses an interview guide to help with direction, the questions are typically left open-ended to allow participants to expound and researchers to explore emerging topics. The interview's findings were then written down and translated

into English. For handling interview findings, transcription is crucial.

Table 3.1 Interview Guidelines for Teacher

No.	Questions
1.	How to use IBL in the EFL classroom?
2.	What are the requirements for implementing IBL?
3.	What does IBL look like specifically for EFL classroom?
4.	What are the disadvantages and advantages of applying the IBL in an EFL classroom?
5.	Whether IBL was successfully implemented in the EFL classroom?

(Adapted from Karin Bacon & Philip Matthews 2014)

## 2. Documentation

Documentation is used to strengthen the chain of research procedures. Documentation studies are used as a complement to the interview approach in interview research. Documentation is presented with data from research instruments, such as the results of interviews, as well as other research-related matters. The researcher collected data from teachers. In this study, the researcher used documentation in the form of photos.

## E. Instruments

The initial participant in this study was the researcher. In this study, the researcher serves as a data gatherer and an analyst of the research findings. The instrument is the interview. This study will use in-depth, semi-structured interviews to better

understand how IBL is used in EFL classes.

## **F. Method of Analyzing Data**

The data analysis method employed in this study was based on Miles, M. B. and Huberman (1994). This consists of the following three steps: data reduction, data visualization, and verification.

### 1. Data reduction

Data reduction involves summarizing, selecting, and focusing on meaningful data. Data will be recorded and classified after being collected through interviews. The data will then be evaluated to derive insights into EFL teachers' perceptions of IBL implementation in the EFL classroom.

### 2. Data display

Once the required data has been collected and identified, the data is displayed as explanations. These are presented based on interview results about EFL teachers' perceptions of IBL implementation in EFL classrooms.

### 3. Draw conclusions

The results of the analysis will appear as search results. The results of this study will be presented as a descriptive analysis of EFL teachers' perceptions of IBL implementation in EFL classrooms. The conclusion focuses on the perception of EFL teachers about implementing IBL in the EFL classroom.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The research findings and discussion in this chapter are based on the research question from the previous chapter. The data were gathered and analyzed in answer to the issue, and the results were developed using the prevailing theory—The information gathered from the interview results. The researcher split the technique of evaluating data into three sections, namely data reduction, data display, and data conclusion, by the theory from Miles and Huberman. The researcher began by minimizing the informant data based on this type of data analysis.

#### **A. Findings**

The Findings are based on the outcomes of the interviews to address the research questions. This study was carried out at SD Hj Isriati in Semarang. This study's main focus is how teachers implement IBL in EFL classrooms. This chapter presents the findings and data analysis in numerous important patterns connected to the researchers' experiences using IBL in the EFL classroom.

##### **1. How teachers implement IBL in EFL classrooms**

The researcher conducted interviews with teachers. This interview was conducted to determine how teachers implement IBL in EFL classrooms. This interview consists of Four questions. In the following, the researcher will present the

results of the interviews that have been conducted. The first question is, "How is IBL implemented in an EFL classroom?" In the first question, the teacher's answers showed that teachers create different projects to implement it.

*"I think the step to implement IBL in the first EFL class is to analyze the students' character first. This is done in sequence to find out the needs of each student, especially in grade 1 elementary school, related to their reading ability, which is still lacking. After that, to implement IBL, I did the next step by applying self-learning for them. I also did not give them assignments to do at home, and finally I gave the last 10 minutes of class lesson time to play play. Because grades 1,2,3 are still basic for IBL, they still need space to play."* (RT1).

From the teacher's statements, it can be said the way to implement IBL for EFL classrooms is to develop a teaching strategy by analyzing students' character to find out their individual needs. After that, the teachers can only know how to implement IBL correctly for each student taught.

The second question is, "What are the requirements for implementing IBL?" The teachers gave different responses.

*"In my opinion, this is more suggestive to adjust to the needs of students. It can be done by opening the trigger at the beginning by raising their enthusiasm first so that they will be more active in following the lesson, then by helping to answer questions asked by students to the teacher because their curiosity is still very high, etc."*(RT1)

The first teacher believes that the requirement for applying IBL in the classroom is to open the trigger at the beginning to build student enthusiasm to be ready to receive the lesson to be carried

out, then help answer the questions asked by students to the teacher. The second teacher argued that the requirement to implement IBL in the classroom is to continue providing assistance because IBL for elementary schools is still unsuitable at the elementary school level because students in elementary school still spend much time playing, and their knowledge is minimal.

The third question is, "What IBL looks like specifically for EFL classrooms?" The teachers gave different responses.

*"I think IBL specifically prioritizes freedom for students. I was one of those teachers who never gave homework except to continue unfinished assignments. Then, I will free them to continue giving away their space as children. I focus more on analyzing their characteristics; the most important thing, in my opinion, is the class interaction when asked if they understand. IBL, in my opinion is more about student communication and understanding."* (RT1)

According to the first teacher, IBL is explicitly by giving students freedom by not burdening them with much schoolwork. Meanwhile, according to the second teacher, implementing IBL for elementary schools still cannot be fully implemented, so the second teacher only applies basic IBL to students.

The fourth question is, "What are the obstacles to implementing IBL in the classroom?" On this question, the teachers have almost the same opinion.

*"In my view, in class, there are students whose comprehension is fast and some are slow. So far, I feel the obstacle is in students with a slow grasping power. As a solution, I randomly group students, where in one*

*group, there are students who have fast grasping power and students who have slow grasping power. This is so that students with fast grasping power can help those with slow grasping power. So that the rights obtained by each student are equal and fair.” (RT2)*



Figure 1.1 The teachers implementing IBL in EFL classrooms

From the teachers' statements, it can be concluded that the obstacle to implementing IBL in the classroom is the ability to capture different students so teachers must have their ways or strategies to be able to successfully provide evenly distributed lessons that are fair to all students they teach in the class. So that no student is left behind from the lessons obtained by other students.

## 2. The teachers' success in implementing IBL in EFL classrooms

In this section, the researcher found out whether IBL was successfully implemented in EFL classrooms. This interview consists of 2 questions. In the following, the researcher will present the results of the interviews that have been conducted.

The first question is “was IBL successfully implemented in the



EFL classroom?” On this question, the teachers had almost the same answer.

*“In my opinion, the success of IBL implementation here depends on the class taught. Because each class has a different character, so some are successfully applied and some are lacking or ordinary. The success of implementing IBL here can be seen from the activeness of students in class, students become able to express themselves more, students are also helped to develop their ideas and imagination. Here students can also learn to think critically from an early age.” (RT2)*

In this question, the teachers argue that the success of implementing IBL depends on the class or students being taught. According to the teachers, some classrooms are successful in implementing IBL, and some are ordinary. So the success of implementing IBL is seen in all students in one class being taught. Next, the second question is, “What are some suggestions for teachers who are going to use IBL in EFL classrooms?” In this question, the teachers have different answers.

*“My advice for teachers who will be using IBL for EFL in the future is that the first thing to do is to analyze the students first. After that, make character adjustments. Because in my opinion, at the level of those who are still basic, they cannot be forced to study seriously, for that we as teachers give them more freedom to learn with the learning strategies that we have prepared.” (RT1)*



Figure 1.2 The students are seen to be active in EFL classes during IBL implementation

In this question, the first teacher suggested that to use IBL in the future is to analyze student character first to find out what kind of teaching strategy will be used for the class because, according to the first teacher, IBL is a teaching method that requires careful strategy readiness by analyzing student character first. After that, the first teacher also advises by giving students freedom in learning, in the sense that they are given the freedom to explore, ask, give opinions, develop ideas from their mindset, etc. The second teacher only advises to prepare a mature learning plan for each class that IBL will implement in it.

3. The advantages and disadvantages of implementing IBL in EFL classrooms in the teacher's opinion

In this section, the advantages and disadvantages of implementing

IBL in EFL classroom and what is the advantages and disadvantages of implementing IBL in EFL classrooms. This interview consists of 2 questions. In the following, the researcher will present the results of the interviews that have been conducted.

The first question is, "What are the advantages of implementing IBL in EFL classrooms?" In the first question, teachers have the same opinion.

*"The advantage of IBL here is that students become more independent and better able to develop their creative ideas. Students can also have opinions without restrictions requiring them to listen without having an opinion." (RT2)*

In this question, the teachers answered that the advantages of implementing IBL in EFL classrooms are that it increases students' creativity, makes students closer to the teacher, and makes them more independent.

The second question is, "What are the disadvantages of implementing IBL in EFL classrooms?" In this question, the teachers also had similar answers.

*"The disadvantage of IBL, in my opinion here, is in students whose comprehension is slow, so teachers must have a special strategy that is very appropriate to provide more understanding and attention needed by these students." (RT2)*



Figure 1.4 The researcher asked teacher's about the disadvantages and advantages of implementing IBL in EFL classes.

Teachers argue that the disadvantage of implementing IBL in EFL classrooms is that students have less capacity to catch up, so teachers have to make more efforts by making different teaching strategies for each student so that students get the same lessons and other students leave no one behind.



Figure 1.3 The researcher asked teacher's about the disadvantages and advantages of implementing IBL in EFL classes.

Those are the results of interviews conducted by researchers. From this interview,, the teachers gave their opinions and experiences on implementing IBL in the EFL classroom. With a variety of opinions ranging from analyzing students' character, giving them freedom in lessons, and preparing a mature plan for the process during classroom teaching. The teachers also hope that teachers who will use IBL in the future can implement it well and successfully, of course.

## **B. Discussion**

The researcher explains the information from an interview that was presented in the findings in this part. the in-depth justification below.

IBL implementation in regular classrooms, however, continues to be a challenge. Instead of examining the conditions that might encourage effective IBL, the majority of research on learning by problem-solving focuses on evaluating the quality of learning results. More knowledge is required, in particular, about how teachers might support IBL. This review's objective is to assess the available research on teachers' roles in IBL in sequence to better understand the potential efficacy of this method of instruction in EFL classes.

Teacher professional development is linked to increased student accomplishment to clarify teacher development's effects on EFL students' learning achievement. He believed that teachers who consistently partake in formal and informal professional development activities have a greater chance of improving their pupils' academic performance (Zeng, 2023). The main reason is that these experiences positively impact teachers' subjective knowledge and instructional abilities, enabling them to raise student accomplishment significantly.

The study revealed the advantageous changes in teaching methods that professional development programs bring about, highlighting the critical role that teacher professional development has in students' learning results. Professional development programs typically result in the acquisition of new instructional knowledge and skills, which inspires teachers to enhance their instructional methods (Correia & Harrison, 2020).

The effects of teacher professional development on the

learning outcomes of EFL students Improvements in student achievement are correlated with enhanced teacher professional development. Regularly participating in formal and informal professional development opportunities helps teachers improve their pupils' academic performance. The fundamental reason for this is that positive changes brought about by such experiences enable teachers to more effectively raise the academic success of their students.

To highlight the positive changes that professional development programs bring about in teaching methods, one must consider the crucial role that teacher professional development plays in students' learning outcomes. Learning new instructional knowledge and abilities as a result of professional development programs often motivates teachers to improve their teaching methods. They made it abundantly evident how adopting good teaching techniques aids teachers in enhancing the learning outcomes of their students.

Since students actively construct their own understanding rather than merely receiving scientific knowledge in a passive manner, there are several shifts of responsibility for learning from teacher to student and back. Studies frequently distinguish between teacher-directed and student-directed inquiry, and occasionally they also include a third category of mixed direction. In teacher-directed inquiry, the teacher chooses the research questions, the method of investigation, etc.

In student-directed inquiry, the students determine what

they want to study, how they will do so, and what they will present. In mixed-directed inquiry, the teacher determines some aspects of the research, but there is room for the pupils to make some choices.

In implementing IBL in class, T1 believes that the right way to implement IBL is by observing or analyzing the character of students first to find out the character of each student so that the teacher can have the right teaching strategy for the class. T1 also believes that giving students freedom in lessons will further enhance the creativity of students. With that, they will be able to express themselves more, ask things they want to know without fear, explore what they want to know, etc.

They no longer just listen or accept the material given by the teacher, but they also take part in developing the material given. In addition, from T2's opinion, preparing a good plan for implementing IBL will greatly help teachers teach students. For example, preparing pop-up books for students will help develop creativity. Students can develop their thoughts and imagination. This is very good for developing and improving student creativity so that they can think critically and argue wisely. Teaching students to be more active and independent is the goal of IBL.

The success of implementing IBL is seen in the increased creativity of students and their activeness in the classroom. T1 & T2 argue that the success of implementing IBL in EFL classrooms for primary schools has not been evenly distributed due to several factors. Among them is the comprehension of elementary school students, who are still minimal, and the uneven understanding of



each student in the class because some have fast grasping power and some have slowcatching. So far, the implementation of IBL for EFL classrooms in elementary schools is still arguably half successful, according to researchers. Because students in elementary school cannot be left to learn independently on their own without help from teachers, it's different in junior high school or senior high school.

So, for the implementation of IBL in EFL classrooms in elementary schools, teachers must play a more critical role in teaching and cannot allow students to be completely independent on their own to learn. The teacher also still has to help students find answers to each question asked by students. Teachers must also help students who have a slower grasp than other students not to fall behind. According to researchers, so far teachers still play an essential role in implementing IBL in EFL classrooms in elementary schools.

From the results of the interview, researchers get the advantages of implementing IBL in this EFL class from the opinion of T1&T2 is the level of student creativity that increases by giving students freedom in the learning process in class, students also become more independent in learning, students become more active and courageous in asking questions and opinions, students also become closer and open to teachers which makes the process of teaching easier and students too. It will be easier to accept the material provided.

In addition, implementing IBL in the IBL class also has

shortcomings. This was revealed by T1&T2. The shortcomings in implementing IBL for EFL classroom in elementary schools are the understanding and apprehension of different students. Because of this, it takes more effort to develop a sound strategy before giving lessons. In addition to the strategies needed, other efforts are no less important, namely analyzing and understanding the character of students who have a slower grasp than other students. Therefore, special handling will be needed for these students. For example, in the first grade, many students are not good at reading or writing. This makes the teacher who teaches must give more effort by working on the reading and writing it back on the board, and at the time of the exam, there must also be a unique way or technique to help the student do it.

The case is different for students whose comprehension or understanding is slow. The teacher must try more by repeating the lesson for the student. In addition, the teacher must also pay attention to whether the student understands the lesson. At the time of the exam, teachers must also understand that there are students who are lacking to provide special tolerance for these students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents about conclusions and suggestions on what was discussed in the previous chapter.

#### **A. Conclusion**

This research contains how to implement IBL in the EFL class, the success of implementing IBL in the EFL class, as well as the advantages and disadvantages of IBL.

This study concludes that teachers who implement IBL in EFL classrooms for the primary school level must have a solid strategy to implement it successfully. Based on the results of the study, teachers can apply IBL using a variety of strategies. Teachers' opinions about implementing IBL for EFL classrooms tend to be positive. Teachers state that IBL helps students become more creative and independent. In this study, the teachers showed a sense of Enthusiasm when answering questions from researchers. They state that IBL greatly impacts students becoming more developed with their mindset. Students are also taught to be more independent and think critically. This is good for the future; students are trained independently and can think from an early age to make students more advanced for a higher level. In addition, teachers also provide advice to

Teachers who will use their IBL to know better how to fit from the experiences of these teachers.

However, the study also identified teachers' advantages and disadvantages in implementing IBL in EFL classrooms. Teachers argue that in implementing IBL, teachers experience challenges from students with less comprehension or understanding. The teacher must also have a particular strategy for handling the student. In addition, teachers must first analyze the characters possessed by students. However, beyond that, teachers feel that implementing IBL for EFL classrooms in primary schools is good. IBL can train students to become more independent, creative, and think critically from an early age.

## **B. Suggestions**

The researcher makes suggestions for the teachers and future researchers from the research.

### **1. For the Pre-Service Teachers**

The researcher hopes that pre-service teachers will prepare everything necessary before teaching because teaching is difficult. They should also reflect on each lesson to grow and enhance their competence and quality as prospective teachers. Hopefully, this research will motivate pre-service teachers to improve their teaching skills.

## **2. For Future Researcher**

Researchers hope that future researchers will continue to research everything related to implementing EFL IBL classrooms at the primary school level, as this is very important. In practice, teaching and research will be valuable in the future. This research has the potential to serve as a resource for future scholars.

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## **APPENDIX 1**

### **Interview Guidelines**

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<b>No.</b>	<b>Questions</b>
1.	How to use IBL in the EFL classroom?
2.	What are the requirements for implementing IBL?
3.	What does IBL look like specifically for EFL classrooms?
4.	What are the disadvantages and advantages of applying the IBL in an EFL classroom?
5.	Whether IBL was successfully implemented in the EFL classroom?

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(Adapted from Karin Bacon & Philip Matthews 2014)

## APPENDIX 2

### Interview Transcript

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- **Q1:** Bagaimana IBL diterapkan di kelas EFL? (*How is IBL implemented in EFL classrooms?*)
- 

RT1 : Menurut saya langkah untuk mengimplementasikan IBL dikelas EFL yang pertama adalah dengan menganalisis karakter siswa terlebih dahulu. Hal itu dilakukan bertujuan untuk mengetahui kebutuhan setiap siswa. Terutama di kelas 1 SD, terkait kemampuan membaca mereka yang masih kurang. Setelah itu, untuk menerapkan IBL saya melakukan langkah selanjutnya dengan menerapkan pembelajaran mandiri untuk mereka, saya juga tidak memberikan mereka tugas untuk dikerjakan dirumah, dan terakhir saya memberikan 10 menit terakhir waktu pelajaran dikelas untuk bermain bermain. Karena kelas 1,2,3 masih dasar untuk IBL jadi saya rasa mereka tetap butuh ruang untuk bermain. (*I think the step to implement IBL in the first EFL class is to analyze the character of the students first. This is done in sequence to find out the needs of each student. Especially in grade 1 elementary school, related to their reading ability which is still lacking. After that, to implement IBL I did the next step by applying self-learning for them, I also did not give them assignments to do at home, and finally I gave the last 10 minutes of class lesson time to play play. Because grades 1,2,3 are still basic for IBL so I think they still need space to play.*)

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RT2: Saya melakukan dengan cara membuat project seperti pop up book

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untuk meningkatkan kreatifitas siswa dalam mengembangkan cerita yang dihasilkan dari pop up book. Hal itu dapat memicu siswa untuk bisa lebih aktif, kreatif dan mengembangkan imajinasinya. *(I do this by creating projects such as pop up books to increase students' creativity in developing stories generated from pop up books. It can trigger students to be more active, creative and develop their imagination.)*

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- **Q2:** Apa saja persyaratan untuk menerapkan IBL? *(What are the requirements for implementing IBL?)*
- 

RT1 : Menurut saya, hal ini lebih menjurus untuk menyesuaikan dengan kebutuhan siswa. Bisa dilakukan dengan membuka pemicu di awal dengan membangkitkan semangat mereka terlebih dahulu agar mereka selanjutnya akan lebih aktif mengikuti pelajaran, kemudian dengan membantu menjawab pertanyaan yang diajukan siswa kepada guru, karena rasa ingin tahu mereka masih sangat tinggi, dll. *(In my opinion, this is more suggestive to adjust to the needs of students. It can be done by opening the trigger at the beginning by raising their enthusiasm first so that they will then be more active in following the lesson, then by helping to answer questions asked by students to the teacher, because their curiosity is still very high, etc.)*

---

RT2 : Menurut saya pada hal ini harus tetap melakukan pendampingan untuk siswa karena IBL masih kurang cocok di tingkat sekolah dasar, dikarenakan siswa yang berada di sekolah dasar masih banyak membutuhkan ruang untuk bermain dan pengetahuan mereka juga masih

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Minim. *(In my opinion, this should continue to assist students because IBL is still unsuitable at the elementary school level because students in elementary school still need a lot of space to play, and their knowledge is still minimal.)*

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- **Q3:** Seperti apa IBL khusus untuk kelas EFL? *(What does IBL look like specifically for EFL classrooms?)*
- 

RT1 : Menurut saya IBL secara khusus adalah dengan mengutamakan kebebasan bagi siswa. Saya adalah termasuk salah satu guru yang tidak pernah memberikan pekerjaan rumah, kecuali untuk melanjutkan tugas yang belum selesai. Kemudian, saya selanjutnya akan membebaskan mereka untuk terus memberikan ruang mereka sebagai anak-anak. Saya lebih berfokus pada menganalisa karakteristik mereka, yang terpenting menurut saya adalah interaksi kelas ketika ditanya mereka mengerti. IBL menurut saya adalah lebih kepada komunikasi dan pemahaman siswa. *(I think IBL specifically prioritizes freedom for students. I was one of those teachers who never gave homework, except to continue unfinished assignments. Then, I will further free them to continue to give away their space as children. I focus more on analyzing their characteristics, the most important thing in my opinion is the class interaction when asked they understand. IBL in my opinion is more about student communication and understanding)*

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RT2: IBL secara khusus disini saya sendiri masih menerapkan dasar IBL saja untuk siswa saya, karena untuk tingkat sekolah dasar IBL masih

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belum bisa terlalu diterapkan sepenuhnya dengan cara semestinya. Hal itu dikarenakan siswa sekolah dasar masih perlu arahan dan perlakuan khusus dalam penerapan IBL. Kita sebagai guru juga tidak hanya menjadi pendamping, tetapi juga masi menjadi fasilitator untuk siswa disini. *(IBL specifically here I myself still apply the IBL basis only for my students, because for the elementary school level IBL still cannot be fully applied in the way it should. This is because elementary school students still need direction and special treatment in implementing IBL. We as teachers are also not only mentors, but also still facilitators for students here.)*

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- **Q4:** Apa hambatan untuk menerapkan IBL di kelas? *(What are the obstacles to implementing IBL in the classroom?)*
- 

RT1: Hambatannya sejauh ini yang saya rasakan berada terkhusus di kelas 1. Karena mereka masih belum merata yang bisa membaca. Jadi saya sebagai guru harus menyesuaikan dengan kebutuhan masing-masing siswa, dan harus adil kepada siswa-siswa tersebut dalam pembelajaran dan penerapan IBL ini. *(The obstacles so far that I feel are especially in 1st grade. Because they are still not evenly distributed who can read. So I as a teacher must adjust to the needs of each student, and must be fair to these students in learning and applying this IBL.)*

---

RT2: Dalam pandangan saya dikelas terdapat siswa yang daya tangkapnya cepat dan ada juga yang lambat. Sejauh ini saya merasahambatannya berada di siswa yg memiliki daya tangkap yang lambat. Sebagai solusinya saya mengelompokkan siswa secara acak, dimana

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dalam satu kelompok ada siswa yang memiliki daya tangkap yang cepat dan ada juga siswa yang memiliki daya tangkap yang lambat. Hal ini bertujuan agar siswa yang memiliki daya tangkap yang cepat dapat membantu siswa yang memiliki daya tangkap yang lambat tersebut. Sehingga hak yang didapat tiap siswa merata dan adil. (*In my view, in class there are students whose comprehension is fast and some are slow. So far I feel the obstacle is in students who have a slow grasping power. As a solution, I group students randomly, where in one group there are students who have fast grasping power and there are also students who have slow grasping power. This is so that students who have fast grasping power can help students who have slow grasping power. So that the rights obtained by each student are equal and fair.*)

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- **Q5:** Apakah IBL berhasil diterapkan dikelas EFL? (*Whether IBL was successfully implemented in the EFL classroom?*)
- 

RT1: Keberhasilan IBL menurut saya antara iya dan tidak, tapi sejauh ini dengan memberikan kebebasan kepada siswa dan tidak terlalu strict kepada mereka saya merasa ini berhasil. (*The success of IBL seems to me to be between yes and no, but so far by giving freedom to students and not being too strict to them I feel like it's working.*)

---

RT2: Menurut saya, keberhasilan penerapan IBL disini tergantung pada kelas yang diajar. Karena setiap kelas memiliki karakter yang berbeda-beda, sehingga ada yang berhasil diterapkan dan ada yang kurang atau biasa saja. (*In my opinion, the success of IBL implementation here depends on the class taught. Because each class has a different character, so some are successfully applied and some are lacking or ordinary. The success of*

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*implementing IBL here can be seen from the activeness of students in class, students become able to express themselves more, students are also helped to develop their ideas and imagination. Here students can also learn to think critically from an early age.)*

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- **Q6:** Apa saja saran untuk guru yang akan menggunakan IBL dikelas EFL? (*What are some suggestions for teachers who will use IBL in EFL classrooms?*)
- 

RT1: Saran saya untuk para guru yang akan menggunakan IBL untuk EFL di masa depan adalah bahwa yang pertama harus dilakukan adalah menganalisa siswa terlebih dahulu. Setelah itu melakukan penyesuaian karakter. Karena menurut saya di tingkatan mereka yang masih dasar mereka tidak bisa dipaksa untuk belajar serius, untuk itu kita sebagai guru lebih memberi mereka kebebasan untuk mereka belajar dengan strategi pembelajaran yang sudah kita siapkan. (*My advice for teachers who will be using IBL for EFL in the future is that the first thing to do is to analyze the students first. After that, make character adjustments. Because in my opinion at the level of those who are still basic they cannot be forced to study seriously, for that we as teachers give them more freedom to learn with the learning strategies that we have prepared.*)

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RT2: Saran saya untuk para guru yang akan menggunakan IBL untuk EFL di masa depan adalah harus memiliki plan yang bagus untuk mengimplementasikan IBL dikelas EFL. Juga menyusun strategi pembelajaran yang akan digunakan dikelas. (*My advice to teachers who will be using IBL for EFL in the future is to have a good plan to implement IBL in EFL classrooms. Also develop learning strategies that*

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*will be used in the classroom.)*

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- **Q7:** Apa kelebihan mengimplementasikan IBL di kelas EFL?  
*(What are the advantages of implementing IBL in EFL classrooms?)*
- 

RT1: Kelebihan IBL menurut saya dikarenakan kita memberikan kebebasan kepada mereka, mereka menjadi lebih bisa terbuka kepada kita sebagai guru. Guru dan murid juga menjadi lebih dekat satu sama lain. Dan mereka juga bisa lebih meningkatkan kreatifitas mereka. *(The advantage of IBL in my opinion is that because we give freedom to them, they become more able to open up to us as teachers. The teacher and the student also became closer to each other. And they can also further enhance their creativity.)*

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RT2: Kelebihan IBL disini adalah siswa menjadi lebih mandiri dan lebih mampu mengembangkan ide kreatifitasnya. Siswa juga dapat memiliki pendapat tanpa batasan yang mengharuskan mereka hanya mendengarkan tanpa memiliki pendapat. *(The advantage of IBL here is that students become more independent and better able to develop their creative ideas. Students can also have opinions without restrictions that require them to just listen without having an opinion.)*

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- **Q8:** Apa kekurangan dari mengimplementasikan IBL di kelas EFL?  
*(What are the disadvantages of implementing IBL in EFL classroom?)*
- 

RT1: Kekurangan dalam mengimplementasikan IBL dikelas EFL disini

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menurut saya dikarenakan kredibilitas siswa yang berbeda-beda kita sebagai guru harus memiliki usaha lebih untuk menyamaratakan pemahaman siswa. *(The disadvantage in implementing IBL in EFL classes here in my opinion are due to the credibility of different students, we as teachers must have more effort to generalize student understanding.)*

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RT2: Kekurangan IBL menurut saya disini terdapat pada siswa yang daya tangkapnya lambat, sehingga para guru harus memiliki strategi khusus yang sangat pas untuk memberikan pemahaman dan perhatian lebih yang dibutuhkan oleh siswa tersebut. *(The disadvantage of IBL in my opinion here is in students whose comprehension is slow, so teachers must have a special strategy that is very appropriate to provide more understanding and attention needed by these students.)*

---

## APPENDIX 3

### Research License



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : 3506/Un.10.3/D1/TA.00.01/08/2023

Semarang, 31 Agustus 2023

Lamp : -

Hal : Mohon Izin Riset

a.n. : Jyhan Syahrina Tri Adinda

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Yth.

**Kepala Sekolah SD Hj. Isriati 2 Semarang**  
di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Jyhan Syahrina Tri Adinda

NIM : 1903046002

Alamat : Perumahan BPI Blok O No.14

Judul skripsi : The Role of The English Teacher in Inquiry-Based Learning (IBL) at Elementary School

Pembimbing : Sayyidatul Fadhilah, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7 hari, mulai tanggal 04 September 2023 sampai dengan tanggal 11 September 2023. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih. Wassalamu'alikun Wr.Wb.

a.n. Dekan,  
Wakil Dekan Bidang Akademik



Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)

## APPENDIX 4

### Certificate of Completion of Research



YAYASAN PUSAT KAJIAN DAN PENGEMBANGAN ISLAM  
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#### SURAT KETERANGAN PENELITIAN

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Nama : Kodliyaka, M.Pd  
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Yang bersangkutan benar telah melakukan penelitian dalam rangka penulisan skripsinya yang berjudul **"The Role of The English Teacher in Inquiry-Based Learning (IBL) at Elementary School"** mulai dari tanggal 4 – 11 September 2023

Demikian surat keterangan ini dibuat , agar dapat digunakan sebagaimana mestinya.

Semarang, 14 September 2023



## APPENDIX 5

### Documentation when the researcher conducted interviews with teachers



Figure 1.1 The teachers implementing IBL in EFL classrooms



Figure 1.2 The students are seen to be active in EFL classes during IBL implementation



Figure 1.3 The researcher conducted interviews with a female teacher



Figure 1.4 The researcher conducted interviews with male teacher

## **CURRICULUM VITAE**

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### **C. Scientific Writing**

1. The Role of the English Teacher in Inquiry-Based Learning (IBL) at Elementary school (2023)