



The Effect of Inquiry Teaching Method on Students' Vocabulary Achievement

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Abstract: The objective of this research is to determine whether there is a significant effect of using the Inquiry teaching method on students' vocabulary achievement among the seventh-grade students of SMP Negeri 1 Barumun. The population of this research is the seventh-grade students of SMP Negeri 1 Barumun, which consists of 54 students, and the sample was taken by cluster sampling composed of 27 students. This research is carried out by using experimental methods. The test is used as the instrument of this research, after collecting the data, it was analyzed using the t-test formula. The data analysis found that the mean or average of students' scores after the treatment is 80.55. Using the statistical analysis, the researchers get to 28.80, where the value of t-table is 2.05. It means that the value of t observed is greater than that of the t table ($t_o = 28.80 > t_{table} = 2.05$). The calculation of the coefficient of determination is 0.84, which means the inquiry teaching method affected students' vocabulary achievement by as much as 84%. It means that the Inquiry teaching method significantly affects teaching vocabulary. The alternative hypothesis of this research is accepted, and the Inquiry teaching method can be applied in the classroom to increase the student's vocabulary achievement.

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan antara penggunaan metode Inquiri terhadap penguasaan kosakata siswa di SMP Negeri 1 Barumun. Populasi dari penelitian ini adalah siswa kelas VII SMP Negeri 1 Barumun, yang terdiri dari 54 siswa. Sampel dari penelitian ini adalah 27 Siswa yang diperoleh dengan menggunakan teknik cluster sampling. Penelitian ini menggunakan metode experimental. Tes digunakan sebagai instrumen pengumpulan data pada penelitian ini, setelah mengumpulkan data kemudian dianalisa menggunakan t-test. Hasil penganalisan data menemukan bahwa rata - rata nilai siswa setelah mendapat perlakuan adalah 80.55. dengan menggunakan analisis statistik, penulis menemukan bahwa nilai t- hitung adalah 28.80 sedangkan nilai dari t - tabel adalah 2.05. kalkulasi koefisien determinasi adalah 0.84 yang berarti metode Inquiri berpengaruh 84 % terhadap penguasaan kosakata siswa. Hasil analisis data menunjukkan terdapat pengaruh yang signifikan antara penggunaan metode inquiry terhadap penguasaan kosakata siswa. Dapat disimpulkan bahwa hipotesis alternatif diterima dan metode pembelajaran ini dapat diaplikasikan didalam kelas untuk meningkatkan kemampuan kosakata siswa.

A. Introduction

Learning vocabulary is one of the important elements in language learning. Speech is important because it is the basis of all languages. We can use raw building blocks to express our thoughts and ideas, share information, understand others and grow personal relationships. When students have a wider vocabulary in English, listening, speaking, reading, and writing skills become easier. Vocabulary will help and supports all four language skills. Teaching vocabulary helps students understand and communicate with others in English.

Students' vocabulary achievement is the basic element in language acquisition. Students gain students' vocabulary achievement after learning vocabulary, or it is the result of a learning process that we can see in the form of behavior change. According to collins dictionary.com, achievement is something someone has succeeded in doing, especially after much effort. It means students' achievement is the result they get in the learning process. Something can be said as an achievement if it produces a good result at the end of the process.

Vocabulary in Webster's international English language is defined as the stock of words used by a person or particular class person; A list or collection of words of the language, book, author, branch of science, or the like, usually in alphabetical order and dictionary or lexicon, some of the scopes of one expressive technique as in art. According to Ur (2012), vocabulary can be defined as the language's words. However, it may include items that are more than a single word. Burns (in Alqahtani, 2015) defines vocabulary as the stock of terms used by a person, class, or profession.

Knowledge of words also comes in at least two forms, receptive – that we can understand and recognize – and productive – the vocabulary we use when we write or speak. Oral vocabulary is a set of words for which we know the meanings when we say and read orally. Print vocabulary consists of those words for which the importance is known when we write or read silently. Productive vocabulary is the set of words that an individual can use when writing or speaking. While receptive or recognized vocabulary is the set of terms for which an individual can assign meaning when listening or reading. Cameron (in Andriani & Sriwahyuningsih, 2019) vocabulary skills included

According to Hornby (in Ma'lah, 2016), pronunciation is how language is spoken; how a word is pronounced; the way a person says the terms of the language. The researcher concludes that pronunciation is the sounds we make when speaking and producing words in the language. Example of pronunciation: beat = /bit/, bait = /bet/, bat = /bæt/.

Spelling is a vital part that should be learned in learning vocabulary because spelling is needed in learning to read, write, spell and express one's thoughts accurately. Graham and Miller in (Jamtsho, 2014) defined spelling as "the ability to recognize, recall, reproduce or obtain orally or in written form the correct sequence of letters words". Spelling and pronunciation can not be separated because there is a complex relationship between sound and spelling in English. Teaching spelling to students will help them

develop their awareness of the guiding principles that influence English spelling and become familiar with the functional orthographic units of the words.

Ur (2012) says Grammar is sometimes defined as 'the way words are put together to make correct sentences. In addition, "grammar is an umbrella concept that includes increasing expertise in grammar (morphology, syntax) vocabulary and mechanic concerning speaking, the term mechanic refers to the basic sound of letter and syllables, pronunciation of the word, intonation, and stress. Based on the expert's definitions above, the researchers conclude that grammar is all the rules someone must know in learning a language to form words in sentences correctly. Grammar is the rule of English by which words change their forms and are combined into sentences. For instance, the eight parts of speech are tenses and regular and irregular verbs.

Languages allow information to be conveyed even when the reader or listener does not know the specific words used. People connect words by terms to convey meaning. According to Meriam Webster's online dictionary, the purpose is what one intends to share, especially by language. That word, phrase, the sign represents the thoughts or ideas someone wants you to understand from what they say, does, writes, etc., or the importance something has in a particular situation. Meaning can be influenced by the case and the technique in explaining the word's meaning. Meaning is contextual for language and the world and also something active toward other senses and the world.

In teaching English to students, the teacher should teach vocabulary first. Vocabulary becomes the most important aspect of learning English. Someone can be said to master vocabulary if he knows the meaning of the words and knows how to put them together in sentences. Unfortunately, many students do not master language appropriately. In learning vocabulary, the students face some problems and difficulties.

Susanto (2021), in his journal, proposes the problems or difficulties in vocabulary learning. Kinds of difficulties faced by students in vocabulary learning were various. Kinds of difficulties faced by the students were (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical forms of a word known as inflections were one of the causes of students difficulties in learning vocabulary. In addition, (4) the students needed help in choosing the appropriate meaning of the words, and (5) they still needed clarification in using the word based on the context. Last, (6) the students were still confused when they found idiomatic words or expressions.

Harmer (in Hambali, 2018) gives a comprehensive explanation of some techniques for teaching vocabulary that is summarized as follows: (1) Demonstration, the teacher demonstrates the language they want the students to study by offering them there in action. (2) Explanation: The teacher uses a textbook and board to explain language construction in a diagram. (3) Discovery, the students can be encouraged to understand the new language by discovering them in a text or by looking at grammatical evidence to work out a grammar rule. (4) Check Question, the teacher can check questions to see if students have understood the meaning and use in the text or paragraph. (5) Presentation:

The teacher shows the things and does not present words to students, for example, pictures or videos, and uses mime, action, and gesture to present the words.

To increase the student's motivation in vocabulary achievement, the teacher needs to vary their teaching method in teaching English to students, especially if it is related to vocabulary. The teaching method is a well-defined procedure used to accomplish a specific activity or task in the classroom. The teacher needs to master the teaching method because the students' learning improvement will improve if the teacher practices the correct teaching technique.

The inquiry method is a teaching method where the students investigate a problem. The teacher should use some techniques to get better teaching results in the class learning process. Harlen (2014) says an inquiry is widely used in everyday life, education, and other professional activities. It is sometimes equated with research, investigation, or 'search for truth'. In addition, Warsono & Hariyanto (2012) opinion inquiry-based learning is a variety of uses for the kind of intelligence needed to confront real-world challenges ability to face everything new and its complexity. In this inquiry-based learning model, understanding, transferring knowledge, high-level thinking skills, solving abilities problems, and scientific communication skills directly impact learning.

The Inquiry method has many different procedures that carry experience to the classroom. According to Fenton (in Shanmugavelu et al., 2020), there are six major steps in implementing the inquiry method, as described below. 1. Identify Problems and Information 2. Design Hypothesis (a) Design analytical questions (b) State the hypothesis (c) Be aware of hypotheses formed 3. Identify the logic of the implications of the Hypothesis to the overall title. 4. Collecting Data and Information (a) Determine what data is required (b) Select or reject sources 5. Analyze, evaluate and interpret data or information (a) Select Relevant Data (b) Evaluate sources (c) Interpreting data or information 6. Evaluating Hypothesis based on Data (a) Modify the hypothesis, if necessary. Sanjaya (in Ulfah, 2020) describes the steps of applying the Inquiry method in classroom 1. Orientation 2. Formulating the problems 3. Formulating the hypothesis 4. Collecting data 5. Testing the hypothesis 6. Formulating the conclusions.

An inquiry method is an approach to learning that emphasizes the role of students in the learning process. Instead of telling teachers what they need to know, students are encouraged to explore material, ask questions, and share ideas. The researchers choose an inquiry teaching method that gives more chances to improve the students' vocabulary achievement. The inquiry method is a student-centered method of education that seeks knowledge, information, or truth through questioning. It requires not necessarily that questions are asked but that the RIGHT questions are asked. Each question leads both to a deeper understanding and more questions. That is why the researchers want to know the effect of the inquiry teaching method on students' vocabulary achievement. While students' vocabulary achievement is the ability to master the whole words in a language, especially in mastering pronunciation, spelling, grammar, and meaning.

B. Method

The design used in this research was an experimental design with a quantitative approach. Quantitative analysis is used as a statistical technique to understand and explain phenomena. Mills & Gay (2019) state that in experimental research, the researcher manipulates at least one independent variable, controls other relevant variables and observes the effect on one or more dependent variables.

There are many kinds of experimental research designs, such as pre-experimental, truly practical, factorial, and quasi-experimental (Ary, 2019). This study used a pre-experimental design by using One Group Pretest - Posttest. This design was classified as pre-experimental because it had little or no control over extraneous variables. That is why in this study, the researchers just put one group and used pre-test and post-test to see the result of the treatment.

Table 1. The Research Design

Pre-test	Treatment	Post-test
Y1	X	Y2

Where:

X : Treatment

Y1 : Pre-Test

Y2 : Post-Test

In one group Pretest-Posttest design, a single group is measured or observed not only after being exposed to a treatment of the same sort but also before. The one-group pretest-posttest design usually involves three steps: a) Administering a pretest measuring the dependent variable, b) Applying the experimental treatment X to the subjects, c) Administering a posttest again measuring the dependent variable.

The population is the whole students that are used as the subject of the research. Sugiyono (2016) says the population is the general area that consists of an object/subject with certain qualities and characteristics chosen by the researcher to be studied and then concluded. The population is all students who take as the subject of the research. The people in this research were the seventh-grade students of SMP Negeri 1 Barumon, divided into two classes, and the total population is 54 students.

Table 2. Total Number of Population

No.	Grade	Students
1.	VII - 1	27 Students
2.	VII - 2	27 Students
	Total	52 Students

Mills & Gay (2019) state that a sample is a group of individuals, items, or events representing the characteristics of the larger group from which the sample is drawn. Researchers conclude that the piece is representative of the population. In other words, the amount is the person who feels the treatment of the research.

To get the sample, the researchers used the cluster sampling technique. Thomas (2020) says Cluster sampling is a method of probability sampling often used to study large populations, particularly those that are widely geographically dispersed. Researchers usually use pre-existing units such as schools or cities as their clusters.

The hypothesis is one important element in research. Anupama (2018) says a hypothesis is a statement of the researcher's expectation or prediction about the relationship among study variables. The research process begins and ends with the hypothesis.

Ary et al (2006) state that the hypothesis is the expected answer to the research question. Similarly, Mills & Gay (2019) say, "hypothesis is a researchers' prediction of the research findings, a statement of the researcher's expectation about the relation among the variables in the research topic".

Based on the explanation above, the researchers conclude that the hypothesis presents the researchers' expectations about the relationship between variables within the problem.

Based on the quotation above, the hypothesis of this research is:

- Ha : there is a significant effect of the inquiry teaching method on students' vocabulary achievement at the eighth-grade student of SMP Negeri 1 Barumun.
- Ho : there is no significant effect of the inquiry teaching method on students' vocabulary achievement at the eighth-grade student of SMP Negeri 1 Barumun.

C. Result and Discussion

Result

The researchers calculate the research data after conducting the research. The data are calculated by applying statistical analysis, which is described to show the description of students' scores. Then, the formula of T- test was used to determine the effect of the inquiry teaching method on students' vocabulary achievement. The data collection was done by giving pre-test, treatment, and post-test, issued after providing the treatment to students. Treatment was done by teaching the students by using the Inquiry teaching method.

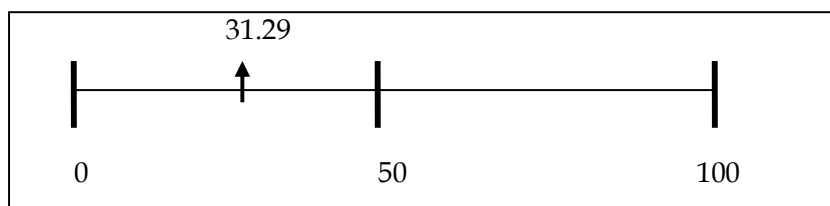
Pre-test Data Description

In conducting the research, the researchers gave the pre-test before providing the treatment to the student. The pre-test score of students can be seen as follows:

Table 3.The Students' Pretest Score

No.	Item	Score
1.	The Highest Score	70
2.	The Lowest Score	10
3.	Mean	31.29
4.	Mode	20
5.	Median	30
6.	Standard Deviation	14.64
7.	Standard Error	2.87

The table above shows that the highest score of students pretest is 70, and the lowest score is 10. After calculating the student's score, it is found that the mean is 31.29, the mode is 20, and the median is 30. While the standard deviation is 14.64 and the standard error is 2.87. Based on the explanation above, the position of the mean can be drawn as follows.

**Figure 1.**

The Position of Mean Score of Pre-Test in Teaching Vocabulary byUsing InquiryTeaching Method in Grade Seventh of SMP Negeri 1Barumun.

The researcher's present students' pretest data in teaching vocabulary using the inquiry teaching method. The researchers also present table frequency distribution to show the cumulative frequency of the data as below.

Table 4.

The Frequency Distribution of Pretest Data of Teaching Vocabulary Using InquiryTeaching Method in Grade Seventh of SMP Negeri 1 Barumun.

No.	Interval Class	Frequency	Cumulative Frequency	Percentage
1	10 – 20	8	8	30 %
2	21 – 31	8	16	30 %
3	32 – 42	6	22	23 %
4	43 – 53	3	25	11 %
5	54 – 64	1	26	3 %
6	65 – 75	1	27	3 %
Total		27	-	100 %

From the table above, it is shown that the students who got a score between 10 - 20 are eight students or 30 % of the sample, scores 21 - 31 are eight students or 30 %, scores 32 - 42 are six students or 23 %, score 43 -53 are three students or 11 %, score 54 - 64 are one students or 3 %, and then the student who got score 65 - 75 are one students or 3 %. Based on the explanation above, the researchers concluded that most of the students got to score 10 - 31, they are 16 of 27 students whose criteria still failed.

Post-test Data Description

This part describes the post-test score after the sample was given the treatment. The post-test score of students can be seen as follows:

Table 5. The Students' Post-test Score

No.	Item	Score
1.	The Highest Score	90
2.	The Lowest Score	70
3.	Mean	80.55
4.	Mode	80
5.	Median	80
6.	Standard Deviation	7.04
7.	Standard Error	1.38

The table above shows that the highest score of students post-test is 90, and the lowest score is 70. After calculating the students' scores, it is found that the mean is 80.55, the mode is 80, and the median is 80. While the standard deviation is 7.04 and the standard error is 1.38. Based on the explanation above, the position of the mean can be drawn as follows.

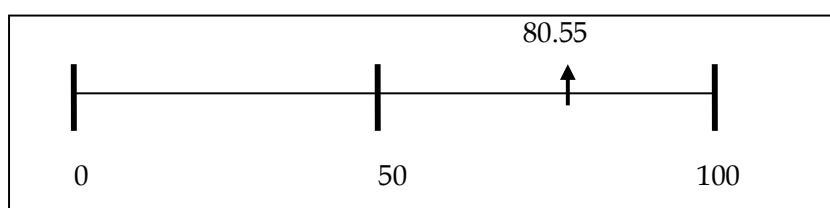


Figure 2.

The Position of Mean Score of Post-Test in Teaching Vocabulary byUsing Inquiry Teaching Method in Grade Seventh of SMP Negeri 1Barumun.

The researchers present the data above in table frequency distribution to show the cumulative frequency of the data as below.

Table 6.
The Frequency Distribution of Post-test Data of Teaching Vocabulary by Using Inquiry Teaching Method in Grade Seventh of SMP Negeri 1 Barumun.

No.	Interval Class	Frequency	Cumulative Frequency	Percentage
1	70 - 73	5	5	19 %
2	74 -77	4	9	15 %
3	78 - 81	7	16	25 %
4	82 - 85	5	21	19 %
5	86 - 90	6	27	22 %
Total		27		100 %

Based on the table above, it is shown that the students who got a score between 70 – 73 are five students, or 19 % of the sample, scores 74 -77 are four students, or 15 %, score 78 – 81 are seven students or 25 %, score 82 -85 are five students or 19 %, score 86 – 90 are six students or 22 %. Based on the explanation above, the researchers conclude that the student's scores get better after treatment by teaching vocabulary using the inquiry method. Most of the students got scores 78 – 81, seven from 27 students, which criteria are good.

Gained Score

After the treatment is given to the sample, the class score has increased, which is called gained score. The accumulated score can be calculated by subtracting the post-test score from the pre-test score. Here is the further detail of the accumulated score from each student:

Table 7.Gained Score between Pre-test and Post-Test

No.	Students	Genre	Score
1	Adhel Ariyani	F	60
2	Andi Syaputra Gulo	M	60
3	Aulia Apriani Nst	F	60
4	Fitri Amelia Rorizkina Hsb	F	55
5	Habib Tri Syaputra Srg	M	50
6	Hana Laila Lubis	F	55
7	Jani Sikumbang	M	55
8	Laskar Arwana Lubis	M	55
9	Melani Putri Sirengar	F	50
10	M.Tubu Proklamasi Nst	M	55
11	Mhd.Arif Sikumbang	M	55
12	Nabila Rahmadani Hrp	F	55
13	Nabila Rizki Hsb	F	50

No.	Students	Genre	Score
14	Nadila Syahramadani Lbs	F	50
15	Nurul Jannah	F	50
16	Pebi Fitriana Harahap	F	50
17	Putri Aulia Daulay	F	50
18	Rinal Efendy	M	50
19	Ryanti Alya Beta	F	50
20	Sahril Romadon Harahap	M	45
21	Sharimar Tarra Siregar	F	45
22	Sahbani Rizki Nst	F	50
23	Febriani Sikumbang	F	45
24	Nurjamila	F	40
25	Amina Celse	F	40
26	Rizki Syaputra	M	30
27	Mhd.Tongku Martua	M	20

The table above shows the gained score of the students, based on the table above, and it shows that the highest score is 60 and the lowest score is 20. The table above proves that the inquiry teaching method significantly affects students' vocabulary achievement. The inquiry teaching method has increased the students' scores in understanding English vocabulary. The data are calculated, and the result of the T-test calculation is 28.80, indicating a difference of degree as much as 28.80. To complete the impact of the research, the researchers find out the degree of freedom (df) of this research is 26 (df= n-1).

Based on the table of "t" values at the degree of significance of 5% and 1% with df 26, it is found that the value of 5 % of the degree of significance is 2.05553, and the value of 1 % of the degree of significance is 2.77871. the result is $2.05553 < 28.80 > 2.77871$. The result of analyzing the data by using the above formula shows that the coefficient is 28.80. it means that there is a significant increase after an inquiry is used as a teaching method in teaching vocabulary.

Discussion

The inquiry method affects the students' vocabulary achievement based on the research finding. The Inquiry Method is a teaching method that is suitable for teaching vocabulary. The inquiry method helps students improve their achievement in speech through questioning. It increases the students' curiosity about the problems when they learn about language. The inquiry Method can enhance creativity and interest in the learning process. The research found that using a suitable method is very important in teaching and learning. The teaching method has an important role in determining the success of the learning process. It helps the teacher to transfer the knowledge to the students. So, as a teacher, we must know which is the best method suitable for certain material because it helps students improve their vocabulary.

This study offers a result that supports work previously performed by other researchers, such as [Abdi \(2014\)](#) and [Constantinou et al \(2018\)](#) researched inquiry teaching methods in a science course. The result of both of these research showed that students who were instructed through inquiry-based learning achieved higher scores than the ones who were guided through the traditional method.

[Syaputri \(2017\)](#), [Taslim \(2015\)](#) and [Nurtalina \(2013\)](#) researched to find out the effectiveness of the use of the inquiry teaching method on students' writing skill improvement. This method uses writing as one of the four language skills (listening, speaking, reading, and writing). It's very important in learning the language. The inquiry teaching method can help the students research and will give valuable information to develop the writing expository text by applying easier and more interesting inquiry methods.

[Irawan et al \(2019\)](#) and [Rahma \(2019\)](#) the implementation of inquiry-based learning in teaching speaking. The research results show that the performance of inquiry-based learning in teaching speaking is an appropriate way to be implemented as a teaching method because it can help students have motivation, students should not be afraid, and students should be more confident. Students will become interested, more active, and creative in looking for the problem and resolving it in english class.

[Rohmawati \(2009\)](#) and [Alviani \(2019\)](#) conducted classroom action research about the effectiveness of the inquiry-based strategy in teaching English vocabulary the result of the questionnaire showed that there was an improvement in positive responses in the teaching-learning process of speech through the inquiry method.

The research done by [Aftari \(2009\)](#) and [Alviani \(2019\)](#) seems similar to this research. Because both Aftari and Alviani's research is conducted to determine the effect of inquiry teaching methods on students' vocabulary achievement.

D. Conclusion

After collecting and analyzing the data, the researchers concluded: firstly, based on the result of the data description, the researchers found that the mean score which got before the treatment was 31.29, the mode was 20, and the median was 30. This score is categorized as bad. Second, based on the result of the data description, the researchers found that the mean score after the treatment is 80.55, the mode is 80, and the median is 80. This score is categorized as very good. After calculating the student's scores before and after treatment, it was found that the significant effect of the Inquiry teaching method on students' vocabulary achievement is proven by the gained score between the pre-test and post-test. The mean achieved score is 49.25 implies that the use of this method is quite effective. Students improve their vocabulary achievement through this method because it makes them more active in the learning process. Every indicator in learning vocabulary can improve through this method, and it helps students practice more through questioning. Students pronounce, spell, and understand new words when seeking a problem solver. Then, after all the data calculation, the conclusion is that there is a

significant effect of teaching vocabulary by inquiry teaching method on student grade seventh SMP Negeri 1 Barumun, and inquiry teaching method can be applied as a method to increase the student's vocabulary achievement.

The implication of this research shows that using an inquiry teaching method can improve the students' vocabulary achievement. Using this method, they practice how to pronounce the English vocabulary and the grammar structure of English, learn the spelling of English words, and comprehend the meaning of English words.

Every indicator is taught by using the inquiry teaching method. By applying role-play, the students are active in practicing the vocabulary of English. The students are easier to understand English words. For the researcher, inquiry can be an alternative technique in teaching young learners. It is expected that English teachers, in teaching the students, can implement inquiry which is very useful in teaching and learning.

Related to the conclusions and implications above, it is suggested that: Inquiry teaching method should be included as a teaching method in teaching vocabulary. Every English teacher should improve their ability, creativity, and skill in teaching English vocabulary by using different teaching techniques and ways to make students bored in the learning process and increase the student's interest and for other researchers to conduct further research in various forms and methods.

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