TEACHER'S COMPETENCY IN APPLYING INQUIRY-BASED LEARNING MODEL IN TEACHING LISTENING: A CASE STUDY AT SMPN 7 MATARAM

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Abstract: The purpose of the study is to find the output of teacher's competency in applying Inquiry-based learning method in teaching listening at SMPN 7 Mataram. The subject of the study is an English teacher at SMPN 7 Mataram in a class consists of 40 students (20 male and 20 female). The data was collected by using observation and interview method. The researcher used data reduction, data display and conclusion for data analysis technique. The data result indicated that the English teacher is capable to use the Inquiry-learning method in teaching listening at SMPN 7 Mataram and passed minimum score for the first instrument (RPP) with score of 88 and categorized as "A" for the second instrument (Teacher), the score is 81 and classified as "B+".

Keywords: teacher's competency, inquiry-based learning, listening

INTRODUCTION

English is a widely used international language. This language is widely spoken across the world. Additionally, it is the first foreign language that is required to be taught in Indonesian junior high, senior high, and universities. Students should master four skills when learning a language: listening, speaking, writing, and reading. A teacher should combine four skills into the teaching process and classroom. Listening is an important aspect of language learning because it is an important skill in communicating and achieving academic success. According to Amrullah (2020). Nonetheless, students generally need more motivation to learn English. It is realized that monotonous English teacher strategies influence the problem, and they need more passion for English. Amrullah and Sahuddin (2017) summarize that it is important for teachers to prepare effective assignments in improving students' ability to use English.

Additionally, according to Rost (2001), listening in the context of language education refers to a very intricate process that enables listeners to comprehend spoken language through tempo, units of encoding, and factual pauses. In essence, listening calls for the receivers to think about what they hear in order to absorb the speaker's information. According to the source,

inquiry-based learning is classified as an active learning approach that initiates the educational process by introducing questions, challenges, or scenarios. In the context of promoting inquiry-based learning, it is common practice to engage a facilitator instead of relying just on a lecturer.

I interviewed one of the English teachers at SMPN 7 Mataram. Although the teacher's method or media for teaching English is effective, the students remain bored and dissatisfied. As a result, I keen to apply one of the strategies that can be used by the teacher using the Inquiry-based learning method to find the teacher's competency and to support the teaching-learning process.

RESEARCH METHODS

This study's descriptive qualitative research design is appropriate because it allows for an in-depth examination of the teachers' competency with the inquiry-based learning model and its impact on their teaching quality. Descriptive qualitative research seeks to provide a detailed, in-depth understanding of individuals' experiences, perspectives, and practices in a particular setting or context (Merriam, 2009). The instruments that I use based on "*PPG dalam jabatan 2020*" form. The researcher uses valuation/rating type of form to give rating with a scale of 1-10 ratings for each teaching competency and lesson plan components. There are two research instruments for this research, namely instruments for lesson plan (RPP) and the other one is instrument for teacher's competency. Sugiyono (2010) cites Miles and Huberman (1994) as the source of the data analysis method used in this study, which consists of three steps: data reduction, data visualization, and generating and confirming conclusions. As stated by Stake (1995), a case study is intended to capture the complexity of a single case, a single leaf, or even a single toothpick. The researcher employs case studies because this research is quite specialized and aims to understand how context collaborates with details.

FINDINGS AND DISCUSSION
1. How do teachers apply inquiry-based learning method in teaching listening class?
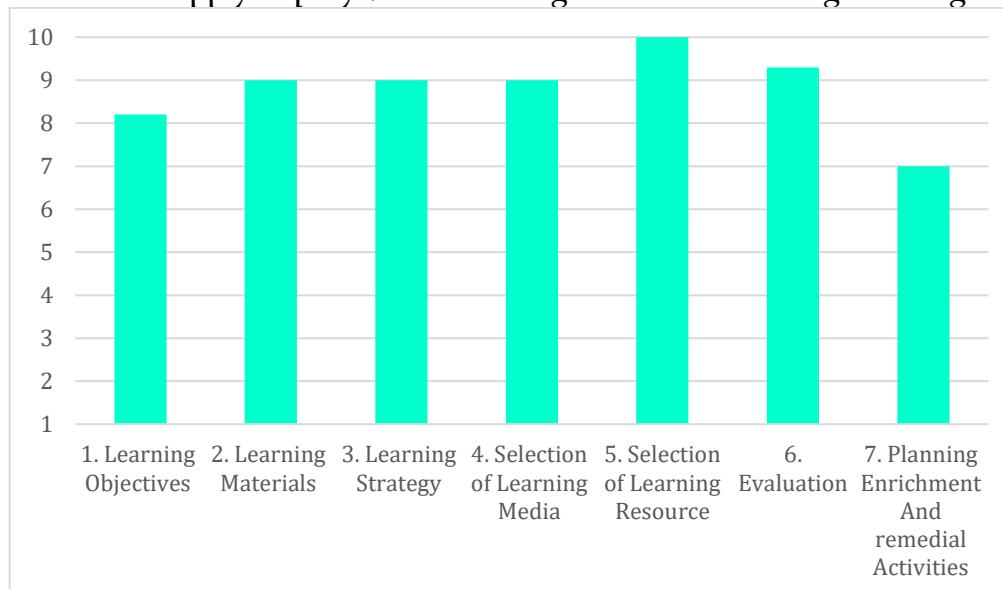

Figure 1. First Instrument (RPP) Overall Score Accumulation

First Instrument (RPP) overall score accumulation:

$$\left(\frac{150}{17}\right) \times 10 = 88$$

Overall average score of the first instrument (RPP) is 88 with grade result: A

The graphic table (Figure 1) above shows that the teacher highest score is *Selection of Learning Resource* (5) with an excellent score of 10 out of 10. On the other hand, the teacher's lowest score is *Planning Enrichment and Remedial Activities* (7) with average score of 7 out of 10.
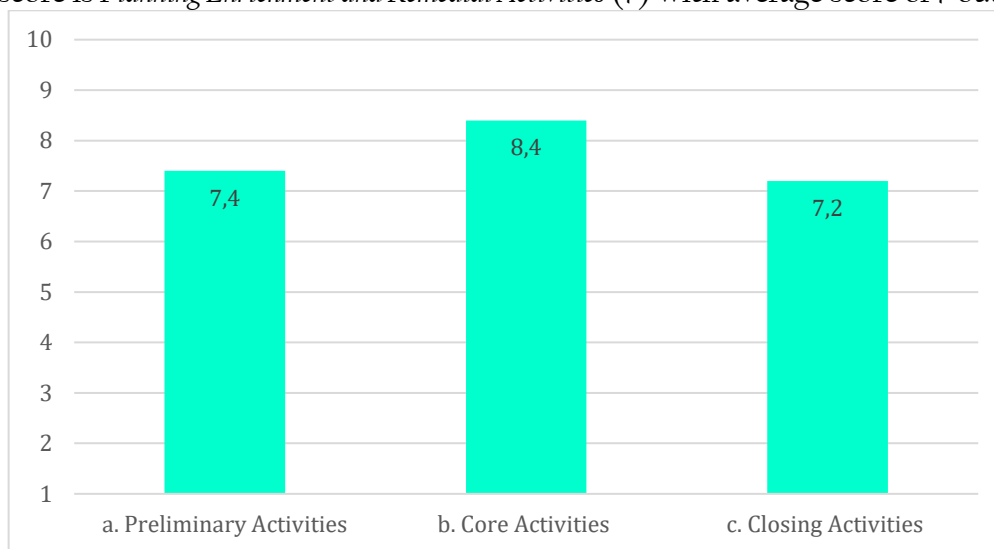

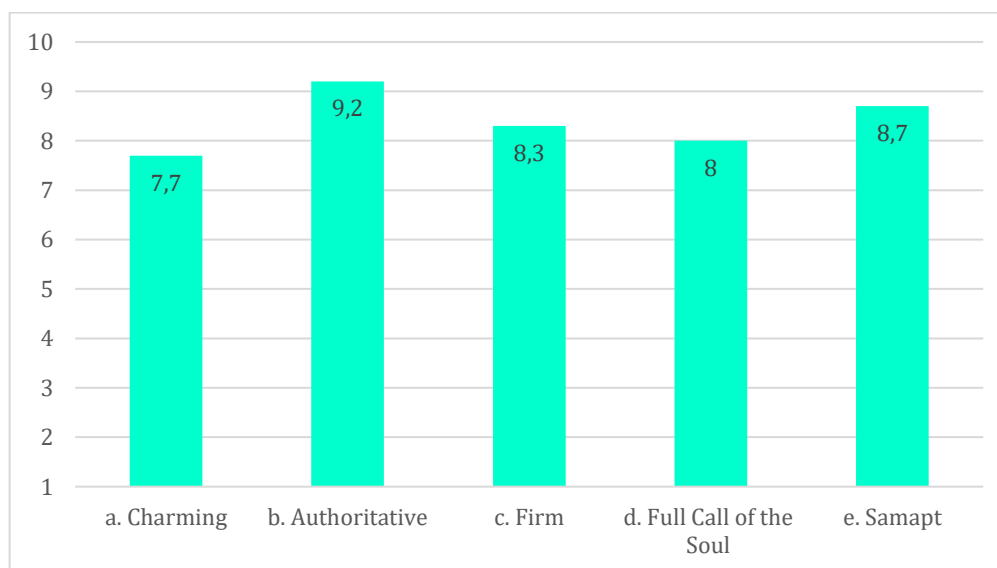*Figure 2. Learning Activities Overall Score Accumulation (Teacher)*

Figure 1. Personality Overall Score Accumulation (Teacher)

The graphic table (Figure 17) above shows that the teacher's highest score is *Authoritative Personality* with excellent score of 9.2 out of 10. For the lowest score the teacher achieved is *Charming Personality* with a good score of 7.7 out of 10.

Second instrument (teacher) overall score accumulation:

$$\left(\frac{310}{38}\right) \times 10 = 81$$

Overall average score for second instrument (teacher) is 81 and passed with grade result: B+.

Both table (Learning Activities and Personality) above shows that the teacher's highest score is *Authoritative Personality* with an excellent score of 9.2 out of 10. For the lowest score the teacher achieved is *Closing Activities* with average score of 7.2 out of 10.

2. What obstacles are faced by teachers when implementing inquiry-based learning method in teaching listening?
   a. The number of students is more than 30, making the class atmosphere quite lively.
   b. The vocabulary of students who are mastered is rather limited.
   c. Lack of understanding when listening a word or new vocabulary from audio.
   d. Very limited time available.
   e. Less practice and exercise

3. How are the teacher efforts to overcome the obstacles that they are faced when applying inquiry-based learning method in teaching listening?
   a. The teacher has to give assignments continuously.
   b. Train students to use vocabulary in sentences from popular song or audio.
   c. Make the classroom atmosphere more interesting.

Discussion

Based on the observation result, I found that the teacher uses the Hanson's (2006) theory Process Oriented Guided Inquiry Learning (POGIL) learning model stages. The teacher applied the class with five main stages of POGIL learning model, namely: Orientation, Exploration, Conceptual, Formation, Application and Closure. Based on the observation, the teacher's learning stages are in accordance with Hanson's (2006) Process Oriented Guided Inquiry Learning (POGIL) theory.

CONCLUSION

Based on the successful implementation of this research, there are several things that become conclusions and suggestions, namely:

From the data analysis from both the first and second instruments and the Process Oriented Guided Inquiry Learning (POGIL) learning method theory used by the teacher, it can be concluded that the teacher has passed the minimum score for the first instrument (RPP) with score of 88 and categorized as "A", and for the second instrument (Teacher), the score is 81 and classified as "B+". Based on both instruments result, the teacher has **passed** the competency in applying inquiry-based learning model in teaching listening.

Based on findings and discussion in the previous chapter, there were some difficulties faced by the English teacher in teaching listening at SMPN 7 Mataram. The problems are related: (a) The number of students is more than 30, making the class atmosphere lively. (b) The vocabulary of students who are mastered could be improved. (c) Lack of understanding when listening to a word or new vocabulary from audio. (d) Very limited time available. (e) Less practice and exercise.

The teachers' efforts to overcome the obstacles she faced when applying inquiry-based learning methods in teaching listening are: (a) The teacher must give assignments continuously. (b) Train students to use vocabulary in sentences from popular songs or audio. (c) Make the classroom atmosphere more interesting. To increase students' interest and motivation, the teacher teaches Inquiry listening by providing a few songs and letting the students choose their favorite songs. Students can enjoy the song's music while listening after the students express an interest in learning English.

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