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EXPLORING INQUIRY-BASED LEARNING IN IMPROVING READING-VIEWING SKILLS. (A CASE STUDY IN CLASS SEVENTH GRADE STUDENTS' OF SMPN 20 KOTA BENGKULU)

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ABSTRACT

This study provides an in-depth description of how the implementation of the Inquiry-Based Learning model improves the reading–viewing skills of seventh-grade students at SMPN 20 Kota Bengkulu. Using a qualitative approach with a case study design, the research subjects consisted of 30 seventh-grade students and three English teachers as primary informants. Data were collected through participant observation, in-depth interviews, and documentation, then analyzed using the Miles, Huberman & Saldana model, namely data reduction, data display, and drawing/verifying conclusions. The results show that the consistent implementation of Inquiry-Based Learning increases student engagement and reading–viewing abilities. Students become more active in asking questions, are able to analyze information from texts and visual media, and present findings logically. Teachers also applied differentiation through grouping by learning styles, the use of audiovisual media, and staged guidance as facilitators. Thus, this study concludes that Inquiry-Based Learning has a positive and effective impact on improving the reading–viewing skills of seventh-grade students at SMPN 20 Kota Bengkulu, especially through analytical, collaborative, and reflective activities that are relevant to 21st-century learning needs.

***Keywords**: Inquiry-Based Learning; reading–viewing skills; student engagement; audiovisual media; learning styles differentiation.*

ABSTRAK

Penelitian ini menggambarkan secara mendalam bagaimana penerapan model pembelajaran Inquiry-Based Learning dalam meningkatkan keterampilan reading–viewing siswa kelas VII SMPN 20 Kota Bengkulu. Dengan menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri dari 30 peserta didik kelas VII, serta tiga guru Bahasa Inggris sebagai informan utama. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi, kemudian dianalisis dengan model Miles, Huberman & Saldana, yaitu reduksi data, penyajian data, dan penarikan/verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa penerapan Inquiry-Based Learning secara konsisten meningkatkan keterlibatan dan kemampuan reading-viewing siswa. Siswa menjadi lebih aktif bertanya, mampu menganalisis informasi dari teks dan media visual, serta menyampaikan temuan secara logis. Guru juga menerapkan diferensiasi melalui pengelompokan gaya belajar, penggunaan media audiovisual, dan bimbingan bertahap sebagai fasilitator. Dengan demikian, penelitian ini menyimpulkan bahwa Inquiry-Based Learning berpengaruh positif dan efektif dalam meningkatkan keterampilan reading–viewing siswa kelas VII SMPN 20 Kota Bengkulu, terutama melalui aktivitas analitis, kolaboratif, dan reflektif yang relevan dengan kebutuhan pembelajaran abad ke-21.

Kata kunci: Pembelajaran Berbasis Penyelidikan; keterampilan membaca dan menonton; keterlibatan siswa; media audiovisual; diferensiasi gaya belajar.

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PENDAHULUAN

The development of 21st-century literacy requires students to be able to combine various modes of representation, particularly through reading–viewing skills. Exley (2024) emphasizes that reading–viewing is an intermodal process, namely the ability to integrate meaning from written and visual texts simultaneously. This ability is increasingly important because learning materials are oriented toward multimodality. In line with this, Mulyadi and Wikanengsih (2022) show that visual thinking strategies can improve students' viewing skills by encouraging active participation and critical

engagement. Pratiwi, L. A. (2024) research also stresses the need to integrate digital and visual literacy into the curriculum so that students can adapt to changing patterns of modern communication. Pedagogically, reading–viewing skills provide substantial benefits, such as enhanced cognitive development, memory, vocabulary, emotional intelligence, and communication ability. Through texts and visual media, students can gain new knowledge while appreciating ideas conveyed in various forms of visual representation. Findings by Pangestika et al. (2023) further confirm that viewing skills play an important role in strengthening students' multimodal literacy.

However, the integration of these skills in schools still faces challenges. Sukirman (2024) states that limited access to technology and a lack of appropriate pedagogical approaches make it difficult for students to effectively combine information from texts and visuals. This condition is also reflected at SMPN 20 Kota Bengkulu, where teaching practices tend to be lecture-centered, reducing opportunities for students to practice reading and viewing actively. Psychological factors such as fear of making mistakes, low self-confidence, and minimal classroom support further worsen students' ability to understand texts and visual content. Research by Paspue et al. (2021) reinforces these findings by showing that students who are less exposed to a variety of reading materials and visual displays tend to have difficulty understanding multimodal messages.

In the context of these challenges, inquiry-based learning (IBL) emerges as an alternative approach that offers pedagogical solutions. IBL emphasizes the importance of questioning, exploration, analysis, and active interaction with material, which can help students make deeper sense of texts and visual media. Previous studies (Urgilez Tello, 2022; Hsiu-Lien, 2024) show that IBL is effective in improving multimodal understanding by linking learning content to students' real-world and cultural contexts.

Based on these phenomena and empirical findings, this study, entitled "Exploring Inquiry-Based Learning in Improving Reading–Viewing Skill (A Case Study in Seventh Grade Students)," was chosen to explore the extent to which the IBL model can help develop students' reading and viewing skills at SMPN 20 Kota Bengkulu. This research is expected to provide practical contributions for teachers in designing more communicative, multimodal, and inquiry-based instruction, as well as serve as a reference for further research related

METODE

This study used a qualitative approach with a case study design as described by Robert E. Stake. The case study was chosen because it allows the researcher to examine in depth a case that has certain uniqueness and encourages the researcher to understand it comprehensively (Stake & Nisbett, 1995). In line with that, Coombs (2022) explains that case study research is a qualitative research method that focuses on in-depth exploration of a phenomenon in a real context. This exploration is carried out through the participants' perspective as well as the social interactions that occur in their natural environment, as also affirmed by Lima et al. (2021). The qualitative approach is considered appropriate for this study because it allows the researcher to understand the processes, interactions, and dynamics of Inquiry-Based Learning (IBL) in an authentic classroom context.

The research was conducted in the even semester of the 2024/2025 academic year using purposive sampling techniques. Nurrisa and Hermina (2025) emphasize that purposive participant selection ensures that the data obtained are truly relevant to the research focus. The research subjects consisted of 30 seventh-grade students aged 12–13 years with diverse socio-economic backgrounds and variations in reading–viewing abilities, and three English teachers who served as the main informants. These teachers were chosen because they have more than five years of teaching experience and have attended discovery-based learning training.

Data were collected through participatory observation, which according to Romdona et al. (2025) allows researchers to obtain richer data because the researcher is directly involved in the participants' natural activities. This observation was used to record student-teacher interactions and the implementation of IBL stages in learning activities. In addition, semi-structured interviews were conducted with the teachers to explore their experiences, perceptions, and strategies in implementing discovery-based learning. Data analysis was carried out using the Miles, Huberman, and Saldana model, which includes data reduction, data display, and drawing and verifying conclusions. Findings

were analyzed inductively so that they emerged from empirical data, not from rigid hypotheses (White & Cooper, 2022). Systematic procedures are also important to ensure the validity and reliability of the data, including the use of various data sources such as documentation, interviews, and observations, as recommended by Miller et al. (2023). Documentation in the form of video recordings, photos, and learning artifacts was collected to support triangulation and increase the credibility of the findings. Triangulation was carried out by comparing observation data on the implementation of IBL, teacher interviews, and analysis of the implementation of learning stages from engagement to reflection, so that the findings could be thoroughly verified (Supriandi, 2025).

HASIL DAN PEMBAHASAN

This research was conducted from August 27 to September 4, 2025, This research was carried out at SMPN 20 Kota Bengkulu, involving seventh-grade students participating in the English learning program for the even semester of the 2024/2025 academic year.

Analysis of Observation Results

Table 4. 1 Observation Results 1

No	Student Name	Inquiry-Based Learning Aspect	Indicator	Observation Results		Notes
				Yes	No	
1 2 3 4	ARS AA AD AM	Engagement	The student shows interest and curiosity about the topic or problem, asks initial questions, and actively participates in discussions	✓		
5 6 7 8	AK AJS AS AT	Question Formulation	The student is able to formulate clear, relevant, and investigable questions, and transforms general questions into more specific ones.	✓		
9 10 11 12 13	BKA CC EMT FA FAB	Investigation Planning	The student designs procedures or steps to find answers, identifies the necessary tools and materials, and determines appropriate methods of data collection..	✓		
14 15 16 17 18	FM FAR GMN GK IA	Data Collection & Analysis	The student carefully conducts observations or experiments, systematically records data, and analyzes the collected data to identify patterns or relationships	✓		
19 20	IZ MF	Conclusion Formulation	The student states conclusions based on the evidence gathered, connects	✓		

21 22	MZP NSK		the conclusions to the initial questions, and identifies			
23 24 25 26 27 28	PHA RPE RGG SA SM SV	Communication of Findings	The student presents the results of the investigation clearly and logically (orally, in writing, or visually), uses evidence to support arguments, and responds to questions from peers or the teacher.	✓		
29 30 31	TML VS ZA	Reflection	The student evaluates the learning process and outcomes, identifies what has been learned and what needs improvement, and connects new knowledge to prior experiences..	✓		
		Collaboration	The student works effectively in a group, shares ideas and responsibilities, and listens to and respects others' opinions.	✓		

The data in the table represents a recapitulation of observations on the students' aspects of Inquiry (investigation) and collaboration. Based on the check marks (✓) in the "Yes" column for each indicator, it can be concluded that this observation demonstrates that all 31 students have shown or met all the assessed aspects and indicators of inquiry and collaboration. Based on the results of the first observation on August 27, 2025, overall, the observation results for the 31 students indicate a very good and consistent level of achievement across all aspects of inquiry and collaboration. Each indicator within every aspect is marked with a check (✓) in the "Yes" column, which signifies that all students (from Ade Ryan Saputra to Zahran Asyaraf) have successfully demonstrated or met the established criteria for each indicator:

1. *Engagement(Eg1)*
   Students demonstrate interest and curiosity towards the topic or problem, pose initial questions, and actively participate in discussions. All students showed high engagement in the learning process. They actively demonstrated interest and curiosity towards the discussed topic, as evidenced by their initiative in posing initial questions. The level of participation in discussions was also very active and evenly distributed among all students.
2. *Question Formulation(QF2)*
   Students can formulate clear, relevant, and investigable questions and change general questions into more specific ones. Students collectively show good cognitive skills in formulating problems. They can construct questions that are not only clear and relevant but also investigable. Furthermore, they are skilled in sharpening general questions into a more specific investigative focus.
3. *Investigation Planning(IP3)*
   Students design procedures or steps to find answers, identify necessary tools and materials, and determine appropriate data collection methods. The aspect of investigation planning is also well fulfilled. All students can logically design procedures and steps to find answers. They show a good understanding of identifying and preparing the tools and materials needed, as well as selecting the data collection methods most appropriate for the investigation's goals.
4. *Data Collection & Analysis(DCA4)*

Students conduct observations or experiments carefully, systematically record data, and analyze the collected data to find patterns or relationships. During the implementation stage, students demonstrate precision and perseverance. They conduct observations or experiments carefully, ensuring that data recording is done systematically. Their data analysis skills are also prominent, as they successfully process the gathered data to identify relevant patterns or relationships.

5. *Conclusion Formulation(CF5)*
   Students state conclusions based on the evidence obtained, connect conclusions to initial questions, and identify important findings. The conclusion formulation stage is carried out on a strong scientific basis. All students can formulate conclusions supported by the empirical evidence they have obtained. They also successfully reconnect the conclusions to the initial questions that have been formulated and identify and highlight important findings from their investigations.
6. *Communication of Findings(CoF6)*
   Students present investigation results clearly and logically (orally, in writing, or visually), using evidence to support arguments and responding to questions from peers or teachers. Students show effective scientific communication skills. They can present investigation results clearly and logically, whether through oral presentations, written reports, or visual media. Their expertise in using evidence to strengthen arguments is commendable, and they are responsive and able to answer questions from peers and teachers well.
7. *Reflection(R7)*
   Students evaluate the learning process and outcomes, identify what has been learned and what needs improvement, and connect new knowledge with previous experiences. The reflection aspect shows mature self-awareness (metacognition). Students can critically evaluate the entire learning process and outcomes they have gone through. They successfully identify new knowledge gained, determine areas needing improvement, and actively connect this new knowledge with concepts or experiences they have previously learned.
8. *Collaboration(C8)*
   Students work effectively in groups, share ideas and responsibilities, and listen to and respect others' opinions. The quality of collaboration among student groups is assessed as very good. All students show the ability to work effectively as a team. They actively share ideas and equally bear responsibilities. Most importantly, they demonstrate a high level of respect by listening to and considering the opinions of other group members.

To ensure the data's accuracy, the researcher conducts a second observation on August 29, 2025, based on the observation table below. After conducting observations 1 and 2 to ensure data validity, the researcher carried out the third observation on September 2, 2025

Analysis of Interview Results

To support the data from the observation results, this research conducted interviews with three senior teachers who teach English in the seventh grade for the 2024/2025 academic year. The first interview was with teacher ERS, which took place on September 1, 2025. Then, a second interview was conducted with teacher FF on September 2, 2025, and a third interview with teacher MYE on September 4, 2025.

show the following:

1. Engagement(Eg1)
   Teachers demonstrate clear and structured efforts to stimulate and maintain student interest. They start with simple, relevant questions about the topic and use images/photos to spark interest, which is an effective approach to triggering initial curiosity. The classroom atmosphere encourages discussion: the teacher's standout strategy is observing students' learning styles (visual, auditory, kinesthetic) and forming heterogeneous groups based on those styles.
   This is a good practice in differentiation aimed at making every student feel comfortable and motivated to contribute. Teachers observe measurable indicators such as activity in answering questions, enthusiasm, and the ability to ask relevant questions. They use a personal approach and positive feedback ("that's great") as a form of appreciation to encourage participation, showing a focus on students' internal motivation.

2. Question Formulation(QF2)
   Teachers guide students through the initial steps of teaching the use of the 5W + 1H framework as a basis for formulating questions, providing the necessary language structure for students. They use probing techniques such as “why?” or “what's going on that made it happen?” to encourage students to deepen and clarify their questions, and they provide simple guiding questions with key question words (what, why, how), which greatly assists students who are just starting the inquiry process.
3. Investigation Planning(IP3)
   Teachers provide simple flow examples that focus directly on the topic, serving as scaffolding for students in constructing procedures and using learning media to provide visual examples of using tools and materials, making the determination process more concrete. They guide students' understanding of the experiment's purpose first, then discuss method choices, advantages, and disadvantages, allowing students to choose the most effective method. This fosters strategic thinking.
4. Data Collection & Analysis(DCA4)
   Teachers emphasize their role as active facilitators and the importance of systematic approaches, stressing that they play an active role as facilitators, ensuring that the learning process is not entirely student-centered but meaningful while still guiding independent students. Students are trained to use simple tables to organize data. This is an effective basic technique for good data visualization and management. Students use a collaborative process (active discussion among group members) to organize data, facilitating the detection of patterns and relationships, making it a systematic analysis process.
5. Conclusion Formulation(CF5)
   Students formulate conclusions by looking at the most and least frequently found data, which is a simple yet logical way to connect findings to conclusions (for example, in the use of "to be" in English lessons). Teachers use an interactive and reflective approach (open discussions and Q&A) to help students link findings to initial questions/hypotheses.
   Students are encouraged to engage in critical reflection and compare conclusions with other theories or facts, demonstrating training to identify errors or limitations. Identifying Errors: Teachers assist by identifying mistakes in the data first, then showing where the errors are in the conclusions, providing concrete examples.
6. Communication of Findings(CoF6)
   This aspect focuses on presenting and accounting for investigation results. Students present their findings in group/individual presentations using PowerPoint or simple posters, involving both verbal and visual communication. The most commonly used forms of communication are written or oral (presenting in front of the class). Students are trained to review important facts supporting their opinions before presentations, ensuring each argument has a strong foundation. Teachers use prepared assessment rubrics to evaluate students as they present discussion results.
7. Reflection(R7)
   Reflection is used as a means of metacognition and improving the learning process. Teachers use simple questions at the end of activities such as "What do you understand?" or "What are your conclusions?" to prompt rethinking. Most students are considered effective in clearly formulating core understandings. Connecting new learning with previous experiences is done through discussions and reflections that relate concepts to real situations in the surrounding environment; reflection is used as a reference for improving future learning, demonstrating a cycle of continuous improvement.
8. Collaboration(C8)
   Teachers organize collaboration by emphasizing clear roles and group diversity: Setting Up Effective Group Work: Teachers form heterogeneous groups (mixed abilities and genders), avoiding grouping based on intelligence, which is best practice for transferring knowledge and social skills. Group Member Roles: Each member is given a clear role (Chairperson, Secretary, Information Seeker), fostering a sense of collective responsibility and independence. Assessing Student Contributions: Assessment is carried out through observations of activity (actively asking

questions, providing ideas, helping peers) and identifying passive/unwilling students to engage.

KESIMPULAN

Based on observational data that has been reduced and verified over three sessions (August 27, August 29, and September 2, 2025), it can be concluded that the implementation of Inquiry-Based Learning (IBL) in this class shows very significant success. All students 31 learners reached a competency achievement level of 100% in all aspects of IBL and collaboration, indicating the effectiveness of the applied learning strategies. This success is reflected in the students' ability to formulate investigable questions, analyze data logically, and communicate findings scientifically with strong evidence. These findings also indicate that the IBL process directly strengthens students' reading–viewing skills, because evidence-based analysis activities demand the ability to understand, interpret, and connect textual and visual information integratively during the investigation. This is parallel with the concept of reading viewing, which requires students to integrate understanding from textual and visual sources Hendratmoko, A. F et.al (2024).

In line with the observational findings, the data reduction results from three teacher interviews (ERS, FF, and MYE) also show that the implementation of IBL was carried out consistently, systematically, and student-centered. This consistency is evident in the use of differentiated instruction based on learning styles, linking material to real-world contexts, and the teacher's role as a facilitator who provides various forms of scaffolding such as the 5W+1H framework and simple procedural models to guide students from question formulation to investigation planning. Emphasis on critical reasoning also became a key strategy, seen in teachers' efforts to encourage students to evaluate their conclusions and support arguments with empirical evidence a practice that also deepens reading and viewing skills, especially in interpreting visual data, diagrams, tables, and other multimodal information.

Schools are encouraged to strengthen systemic support for the sustainability of Inquiry-Based Learning (IBL), particularly by providing continuous professional development for teachers, allocating sufficient instructional time, and ensuring access to multimedia and digital learning resources. Teachers are advised to reinforce students' accountability in data recording and analysis through mechanisms such as inquiry journals, structured monitoring, and periodic formative assessments, so that inquiry skills including the 5W+1H framework and reading–viewing analysis are supported by disciplined data management. Students are expected to develop greater independence and responsibility by formulating meaningful questions, maintaining consistent data records, managing time effectively, and participating actively in collaborative work to strengthen their literacy and analytical skills. Finally, future researchers are encouraged to examine IBL across different education levels, subject areas, and demographic contexts, as comparative and cross-disciplinary studies will broaden generalizations and deepen understanding of how cognitive development influences IBL effectiveness in improving reading–viewing skills.

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