**CHAPTER I**

**INTRODUCTION**

This chapter contains the background of the study, reasons for choosing the topic, research question, aim of the study, scope and limitation, significance of the study, and the definition of the term.

**Background of the Study**

The appropriate learning method is something that must be noticed in improving students' learning achievement of students. Students' learning strategies are important for them to learn successfully. In modern education systems learners are expected to possess an increased degree of initiative in learning processes, inspecting learning materials, and understanding contents.

One of them by using inquiry-based learning methods. Inquiry-based learning is an educational strategy in which students follow methods and practices similar to professional scientists to construct knowledge (Keselman, 2003). Inquiry-based learning emphasizes the active participation of the learner and the responsibility for discovering new knowledge (Jong & Joolingen, 1998). The context of this study focused on students.

In line with that, vocabulary learning is an important factor to learn English, Vocabulary is deemed important for student academic achievement to form a meaningful and grammatically correct sentence, all the language components have to fall into place, the most prominent ones being grammar and vocabulary (Orawiwatnakul, 2013). Ustunel & Godikoglu (2011) believed that vocabulary teaching was a matter of secondary importance in foreign language programs.

Bruner (1973) argues that several things need to be addressed when using this learning method.

1. The inquiry-based learning method requires students to have a strong psychological preparation for learning. Students should be able to release stress and face challenges or obstacles bravely.
2. The inquiry-based approach is unlikely to be successful if used in a classroom with a large number of students.
3. Greater emphasis on influencing idealists' understandings, attitudes, and skills.
4. It takes longer than the demonstration method.
5. Research methods can cause problems for inexperienced students.
6. The planning and implementation of the method require the expertise of teachers.
7. Students may not have access to certain equipment required for their studies.
8. The results obtained may be less accurate. This situation can dampen the motivation of students.

Based on the obstacles the inquiry-based learning method faces, we can see that this method must be prepared carefully in terms of learning concepts, students' mental and self-confidence, and adequate facilities.

 Based on the explanation above, the researcher can conclude that inquiry-based learning is expected to help students improve their English vocabulary achievement, considering that the term vocabulary is a collection of several combined words so that they have meaning. Vocabulary is inseparable from the four skills of language, reading, writing, listening, and speaking, which relate to inquiry-based learning steps consisting of orientation, formulating problems, formulating hypotheses, collecting data, testing hypotheses, and formulating conclusions.

**Reasons for Choosing the Topic**

The reasons why this topic was chosen for investigation are because:

1. Inquiry-based learning is a learning method that is still rarely used even though the involvement of students in the learning experience will make them naturally raise questions in their minds, and raise curiosity so that students will actively find out about what makes them want to know it.
2. Considering that the participants are junior high school students, the vocabulary was chosen because it is the most basic and easiest thing to learn.

**Research Question**

The study is conducted to answer the problems formulated in the following question:

Is there any significant influence of using Inquiry-Based Learning on students’ English vocabulary achievement?

**Aim of the Study**

Based on the research question above, this study was set with the following aim:

To find out the effectiveness of Inquiry-Based Learning on students’ English vocabulary achievement.

**Scope and Limitation**

This research is focused on using inquiry-based learning on English vocabulary achievement, considering that vocabulary is the most basic thing to learn English skills starting from listening, reading, writing, and speaking.

**Significance of the Study**

The significances which are hoped in conducting this analysis are, to determine the effectiveness of using Inquiry-Based Learning in improving students' English vocabulary achievement by presenting information about understanding in the use of this method. This analysis can also be used as consideration for readers interested in studying this method if it is proven to be effective in improving students' English vocabulary achievement.

**Hypothesis**

• Null hypothesis

H0: Inquiry-Based Learning on students' English learning achievement is effectively used.

• Alternative hypothesis

Ha: Inquiry-Based Learning on students' English learning achievement is not effectively used.

**The Definition of Terms**

To avoid misunderstanding, the following terms are clarified:

1. Callison and Lamb (2005) stated that inquiry is the process of asking questions, processing ideas, examining and evaluating information, analyzing data, and discovering relationships and conclusions. Thus, inquiry-based learning can be understood as a set of learning activities that emphasize critical and analytical thinking processes to seek and find answers to the problems in question. The thought process itself is accomplished through a question-and-answer session between teachers and students.
2. Vocabulary is words that must be understood to communicate effectively. It’s a basic element of language that someone needs to learn a language, especially to communicate. Linse (2005:121) explained that a vocabulary is a collection of words that everyone knows.