



THE EFFORT OF INQUIRY APPROACH IN UPGRADING KNOWLEDGE OF FACT, CONCEPT, TENET AND SKILL OF INDONESIAN LANGUAGE (Case Study at Students of Singaperbangsa University Karawang)

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Abstract: The purpose of this study is to analyze, how the upgrading of students' knowledge concerning with the fact, concept, tenet and skill in processing of learning Indonesian language through inquiry approach which is given by the teacher have the positive impacts. This research was done by qualitative descriptive with path method. The data collection has already been done through field observation, test, and documentation. The research subject was a teacher and a number of 40 students as an object. There are comprehensively improving in *fact, concept, tenet* and *skill* students in a learning process of Indonesian language through *inquiry approach*. The upgrading knowledge of students based on measuring cycles, namely: *cycle I* previous *fact* 37,5 % become 41,6 %. *cycle II* previous *fact* 41,6% become 62,5 %. *III* previous *fact* 62,5% become 91,6 % The upgrading knowledge of students on *fact, concept, tenet* and *skill* in a learning process of Indonesian language through *inquiry approach*, based on measuring cycles have a positive significant impact where each of percentage cycles continuously increase.

Keywords : Lectures; Students; Inquiry approach

INTRODUCTION

At present there are still many complaints that Indonesian courses are boring, unappealing and even full of mystery. This is due to the fact that Indonesian courses are too easy because they are used in daily life. This fact is a negative perception of Indonesian Language Learning. That perception must exist in every level of education both at the level of basic education to tertiary education.

Many things can be studied to reveal the problem mentioned above, maybe the learning strategy presents mysterious or unclear rules of origin. Other problems may be due to limited learning facilities, for example textbooks for students are inadequate language laboratories are not available, so students only get the source of material from what is provided by lecturers on

campus. Various efforts have been taken to improve the quality of education in Indonesia, including improving curriculum, providing teaching aids, and changing teaching methods.

We realize that Indonesian language courses tend to be seen as "less desirable" courses or "if it can be avoided because they are boring" by most students. They should be aware that the rules in the Indonesian language courses teach to be able to think logically, rationally, critically, carefully, efficiently, and effectively. This capability is needed to welcome the era of free competition. Therefore the creativity of a lecturer in teaching Indonesian is an important factor so that Indonesian becomes a subject that is interesting, fun and interesting to learn in the classroom. Creativity is not a talent, but it can be learned and must be trained. One thing that must be done by a

lecturer is by applying an appropriate method in learning, namely by trying to increase knowledge about the Indonesian language material itself.

In learning Indonesian, many lecturers apply conventional learning. In the process the lecturer explains the material with the lecture method, the student listens and then notes what is considered important. The main source in this process is the lecturer's explanation. Students just passively listen to the material description, accept and "swallow" the knowledge or information given from the lecturer. This certainly results in the information obtained is less so attached to and imprint on students. With this step, students are also quickly bored, if this feeling continues to increase, it will certainly be bad for students

Success in education is inseparable from the learning process activities, so the learning process is implied into an inseparable unity between students (students), educators (lecturers), and supporting infrastructure. As one of the disciplines of Indonesian language, it not only emphasizes reading, speaking, listening and writing skills, but also emphasizes the cultivation of concepts. In learning Indonesian, the material is arranged hierarchically in which one concept is related to the other concept. Student mastery of a low learning material can occur because in the learning process lecturers tend to only give everything to students while students only accept and do not involve it. Therefore, an appropriate method is needed, in order to direct students to be actively involved in the learning process

As one solution to this problem, the inquiry approach is chosen. It is hoped that with this strategy students will be more actively involved in the learning process, so that students can better understand the Indonesian language material being studied. While the Indonesian language lesson itself has broad teaching objects in the form of facts, concepts, principles and skills. Current technological advancements can increase success in applying inquiry-based learning even more, Sotiriou, & Gillet, (2014). The world education policy framework regarding inquiry-based learning is a major / important component in building a scientific literary community,

European Commission, (2007) & National Research Council, (2000). Therefore, this is very valuable for testing, further inquiry-based learning, and in more detail in identifying its main elements.

REVIEW OF LITERATURE

Learning achievement is a series of sentences consisting of two words, namely achievement and learning, where the two words are interrelated and between the two have a different understanding. According to Djamarah, Syaiful Bahri (1994) achievement is the result of an activity that has been done, created, both individually and in groups, while Poerwodarminto (1998: 700) explains the achievement is the result achieved (from carried out or done). Achievement is the result achieved by someone when doing certain tasks or activities, Tu'u (2004: 75).

While learning is a process of changing behavior in a person thanks to experience and training, where distribution and training occur through interaction between individuals and their environment, both the natural environment and social environment, Hamalik (1991), whereas according to Sardiman AM (1994) learning as a series body-soul, psycho-physical activities leading to the development of the whole person, which involves the elements of creativity, taste and intention, cognitive, affective and psychomotor domains, further Dimiyati and Mudjiono (1999) add learning is a set of cognitive processes that change the nature of environmental stimulation , through the processing of information into new capabilities. Gagne, in the book *The Conditions of Learning* states that: "Learning occurs when a situation in a stimulus along with the contents of his memory can affect students in such a way, so that his actions can change attitudes, from time to time before he experiences the situation earlier."

While learning achievement is the mastery of knowledge or skills developed by the course, usually indicated by test scores or grades given by the lecturer. Learning achievement is mastery of subjects determined by the grades or numbers given by the lecturer.



So learning achievement focuses on the value or numbers achieved in the learning process on campus. This value can be seen in terms of cognitive because lecturers often use it to see the mastery of knowledge as the achievement of student learning outcomes. . Understanding Inquiry

Inquiry-based learning is an educational strategy in which students follow methods and practices similar to those of professional experts to form knowledge, Spelman, (2003). This is defined as a process of discovering new causal relationships, with the hypothesis of the formulation of the Students and testing it by conducting experiments or making observations, Pedaste, Mäeots, Leijen, & Sarapu, (2012). Often, this is described as an approach to problem solving and involves the application of several skills in problem solving, Pedaste & Sarapu, (2006). Inquiry-based learning emphasizes active participation and responsibility of students to find new knowledge for them, de Jong & van Joolingen, (1998).

According to Suad (in B. Suryosubroto, 1997: 193) inquiry is a mental process in which students assimilate a concept or principle, the mental process, for example observing, classifying, making guesses, explaining, measuring, making conclusions, and so on. Inquiry is a way of delivering lessons by critically analyzing, analyzing and argumentative or scientific by using certain steps towards a conclusion, Uzer Usman, (1993: 125).

The discovery method is a way to convey ideas or ideas through the process of discovering, students learn their own patterns and structures through a series of learning experiences. Information that must be learned by students is not presented in the final form, students are required to do mental activities before the information learned is understood. The teaching function here is to direct students to be able to solve their own problems.

Several quantitative studies support the effectiveness of inquiry-based learning as an instructional approach. Alfieri, Brooks, Aldrich, and Tenenbaum (2011), for example, conducted a

meta-analysis by comparing inquiry with direct instruction or findings without assistance, and after it was found that teaching results with inquiry were better learning (mean effect size of $d = 0.30$). A meta-analysis conducted by Furtak, et al, (2012) collaborative studies using a broader range to describe inquiry-based learning (e.g., mastery learning, constructivist teaching); they report the overall mean effect size of 0.50 leading to an inquiry approach beyond traditional instruction. A positive trend in inquiry-based science instruction beyond traditional teaching methods was found in a synthetic research by Minner, Levy, and Century (2010).

Oemar Hamalik (2001: 171) says that effective teaching is teaching that provides opportunities for self-study or self-activity. By doing activities, students will gain knowledge of understanding and other aspects of behavior, and develop meaningful skills for living in society. A similar opinion was also expressed by Edgar Dole (in Dimiyati and Mijiono, 1999: 45) that in classifying learning experiences as outlined in the cones his best learning experience is learning through direct experience.

Understanding of Facts, Concepts, Principles, and Skills

Students in learning Indonesian are at least expected to have the ability to master facts, concepts, principles and ability to solve problems. According to Ruseffensi (1988: 154) direct objects in Indonesian are facts, process skills and rules (principals), to learn direct objects or topics in Indonesian cannot be arbitrary. For example, in order to understand the meaning of multiplication, students must first understand its meaning, therefore the meaning of sentences must be studied first in their intentions and objectives. Indonesian language teaching that must be given to students can be classified into four categories, namely: facts, concepts, principles, and skills. The following will be described regarding the four categories above:

a. Fact

Facts in Indonesian are objects, symbols, symbols, signs of operation or any notation that is

used in the form of actual facts that support an explanation, facts can be said to be arbitrary conversions either as objects or operating symbols of symbolized objects, Slamet H.W. (1997: 6).

b. Concept

The concept in Indonesian is an abstract meaning that allows us to be able to group objects and explain, whether the object is an example or not an example of that understanding, PPPG, Ministry of Education and Culture (in Slamet HW, 1997: 7).

Mastery of the concept can be taken with various stages, namely: through mastering the definition or through direct observation to obtain further generalizations Hobart (in PPPG, Ministry of Education and Culture in Slamet HW, 1997: 8) mentions there are 3 of them namely: (1) through perception or response namely new responses with the help of responses that do not exist, (2) abstraction, namely the ability to obtain an understanding and distinguish something from others, and (3) the generalization of a student is considered to know about the concept of a triangle, if he can distinguish which examples of triangles and which is not an example of a triangle.

c. Principle

Principles are rules or laws that state the relationship between facts and concepts, PPPG,

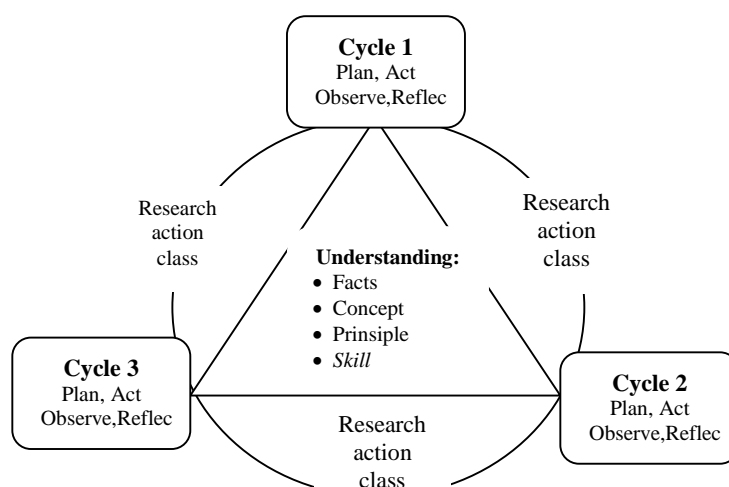
Ministry of Education and Culture (in Slamet HW, 1997: 8). Principles in Indonesian are also called theories, or formulas or propositions.

d. Skill

Skill in Indonesian is the ability to master working procedures or rules that are used to solve Indonesian problems quickly, accurately and accurately, PPPG, Ministry of Education and Culture (in Slamet HW, 1997: 8). One of the goals of teaching Indonesian is that students have such skills. This is only possible if students do a lot of practice working on problems. Unlike the previous 3 aspects, namely facts, concepts, and principles that are more related to the human cognitive domain, the fourth aspect of this skill is related to psychomotor abilities.

This class action research procedure is a cycle and is carried out according to the corrective action plan from the previous action plan. In this research an initial evaluation is needed to determine the cause of the student's low ability to understand facts, concepts, principles, and skills, in triangles and preliminary observations as an effort to find facts that can be used to complement existing theory studies and to compile an action plan that appropriate in an effort to improve the ability of students to understand facts, concepts, principles, and skills in the triangle, as shown in the picture below:

Picture 1. Action Plan Cycle



Source : Taggart quoted from Sutama (2003:12)



Class action is carried out in the form of systematic classroom teaching with classroom management actions including strategies, approaches, methods and techniques of teaching that are conditionally appropriate for referring to action plans that have been previously arranged. In every action of the study will observe the reaction of students every act of teaching conducted in front of the class. In one action it is usually a new problem or thought that needs attention so the cycle must continue to repeat until the problem is resolved.

Hypothesis of Action

Based on a theoretical study and frame of mind, it can be formulated that after the application of inquiry approach, the students' understanding of facts, concepts, principles and skills can continue to improve.

METHODS

Classroom action research is a qualitative descriptive study. Primary data sources are class lecturers who take action and students receive action, while secondary data sources are in the form of documentation data. Data is collected by observation, interviews, field notes, tests and documentation, while data analysis is done using the flow method, which includes data reduction, data presentation, and drawing conclusions. This research was conducted through a collaborative work process between Indonesian language lecturers and researchers. The object of research is all students of the University of Singapore Karawang 2019/2020 academic year, with samples taken as many as 40 people.

This research is based on collaborative classes, a study that is practical, situational, and contextual based on problems that arise in daily learning activities at the University of Singapore, Karawang and Indonesian Language Lecturers. The steps taken in this classroom action research are: 1) initial dialogue, 2) action planning, 3) action implementation, 4) observation and monitoring, 5) reflection, 6) evaluation, and 7) summarizing results in the form of understanding and understanding.

FINDINGS AND DISCUSSION

The results of this study were arranged based on, namely: 1) initial dialogue, 2) planning of learning actions, 3) implementing actions, 4) data analysis, and 5) discussion.

Initial Dialogue

Dialogue is conducted between researchers, and lecturers begin by finding and formulating problems faced by lecturers in learning Indonesian, for example in learning geometry, one of which is in the sub-topic triangles, in the discussion found the causes of the problem, namely learning ineffectiveness so learning achievement is not optimal. Researchers have an alternative namely inquiry approach to improve understanding of facts, concepts, principles and skills of students. In this case the lecturer will carry out the teaching act.

Learning Action Planning

Based on the results of the initial dialogue, the preparatory steps to take action are then arranged, namely:

a. Improving Lecturer Competencies in the Indonesian Language Field

Activities to improve lecturers' material competence in the Indonesian language field are related to improving their abilities and skills in teaching materials and learning methodologies. In terms of learning methodology, the agreed upon action is to discuss how to utilize appropriate learning strategies to get optimal results. In addition to choosing and using the right Indonesian language learning strategies, lecturers are also expected to be able to implement polite, open and communicative learning strategies, Marpaung, (2002). The learning strategy aims to create and maintain the condition of students in a comfortable, safe, and happy condition in learning Indonesian. Lecturers must be able to change authoritarian habits to become facilitators, guide students and can develop student initiatives.

b. Identification of Problems and their Causes

The class level problem that needs to be addressed immediately in the action of this research is the lack of students' ability to understand Indonesian language learning. The

problems above, can be solved through classroom action research. Terms of the problem approached by classroom action research, namely the problem must be, 1. Real and on-the-job problem oriented, meaning that the problem really exists (felt) as a problem. That problem is also under the authority of a Lecturer, and is felt in the implementation of daily teaching tasks, 2. Critical, meaning that the problem needs to be immediately solved, 3. Has a clear benefit principle, meaning that the results of solving the problem will provide tangible benefits, 4 Can be solved. When viewed from research resources, namely about time, funds, effective semester weeks, support and bureaucracy, the problem will be solved (Andrea Priyono, 1999 in Sutama, 2000: 125).

After finding the problem, the factors that cause it are identified and analyzed collaboratively based on class observations so that actions can be developed. Basically, collaborative work participants assume that the root cause of problems in learning is likely to be one-way, which is less able to choose the right learning strategy, and less interesting teaching material. Starting from the understanding and scope of the learning strategy, the researcher then refers to the opinion of Marpaung (2002) that in learning Indonesian language it is better to apply polite, open, and communicative learning strategies. This learning strategy is mainly aimed at creating and maintaining the condition of students in a comfortable, safe, and happy condition in learning Indonesian.

c. Implementation of Actions

Researchers carry out learning actions on students based on the learning plan and class action planning that has been prepared before the implementation of the action. The action of learning is done by organizing students in a classical manner, small groups and individuals. Friendly, open and communicative learning strategies with inquiry approach.

Cycle Class Action I

1. Planning cycle I: Learning is carried out using visual aids in the form of Charts

2. from cartons to facilitate students in understanding teaching material. The learning action is carried out by the lecturer and the observation is carried out by the researcher.

Implementation of the first cycle: In the implementation of this class action that gives the action of learning is the lecturer while observing and monitoring the reaction of students during the learning action takes place is conducted by researchers.

Reflection on class action cycle I was carried out after class learning was completed. Reflections are carried out by lecturers and researchers. This reflection activity obtained several things that can be recorded as input for improvement in the next action, namely:

- a. Students look confused about what activities they will do.
- b. Guidance towards students is not comprehensive.
- c. Most students do not dare to ask even though it is not clear.
- d. Student Motivation is so visible, some show unpreparedness in participating in learning, that is when starting lessons, new students prepare notebooks, stationery and other facilities.
- e. The classroom situation is still noisy when learning takes place.
- f. Independence Students in working on problems are still lacking.

At the time of learning students look confused about what activities they will do. This is due to the previous learning process. Lecturers are familiar with the form of lectures. Students only listen to the explanation, the lecturer then notes what is considered important. The learning process takes place in one direction so that students tend to be more passive.

Lecturer Guidance for Students is still not comprehensive. Lecturers more often concentrate and pay attention to students who ask questions, while other students sometimes go unnoticed. Directly or not some students feel treated differently, causing gaps, so it must be addressed.



Another thing that needs immediate attention is the courage of students in asking questions. They only remained silent when the lecturer gave an opportunity to ask questions. Lecturers find it difficult to know for sure whether they already understand the material presented or not. Usually they will dare to ask if there are other friends who ask first, then when the lecturer gives individual guidance.

Student motivation has not shown improvement. This is seen because there are still some students showing their unpreparedness in participating in learning Indonesian. At the start of the lesson the new students prepare notebooks, stationery and other facilities.

In the implementation of the first cycle class action class disruption is still large, namely the noise of students at the time of learning many students who joke with their friends. If a student jokes, the whole class will laugh and respond to the joke so the class atmosphere becomes noisy.

Independence Students in working on problems are still lacking. When working on their problems, they ask questions to their colleagues. Many students simply copy the results of their friends' answers or wait for answers from lecturers of the course.

Evaluation of class action cycle I

The results of observations and reflections on class I cycle actions which were evaluated with the Lecturer resulted in an agreement that the Lecturers' actions were expected to overcome the problems that existed in the first cycle, namely:

- a. Lecturers can foster a more responsive atmosphere among students,
- b. Before learning the lecturer should explain the meaning and process of inquiry,
- c. Lecturers should guide students thoroughly,
- d. Encourage students to submit ideas,
- e. Lecturers should be more motivating for students,
- f. Lecturers must be better able to control the class,

In learning, lecturers should be able to foster a more responsive atmosphere among students. Before the activity is carried out the lecturer must explain the meaning and the inquiry process so

that students know the purpose and objectives of the activity to be carried out. With this explanation students will know the process or steps they must take. Providing guidance to students must be thorough and not discriminating. Friendly, open and communicative communication is needed to give the impression of being safe, friendly and not frightening so that the courage of students to ask questions can grow. The teacher as often as possible to remind and motivate Student learning activities at the beginning of each meeting so that students are better prepared to follow the lesson.

Class Cycle Action II

1) Planning cycle II

Based on the results of observation and monitoring as well as reflection on the learning activities of class I cycle, the class action plan of cycle II needs to be revised. The results of the revision will be used as a reference for class II cycle action learning. The revisions agreed upon by the researcher and the Lecturer are: (a) The lecturer fosters a more responsive atmosphere among students, (b) before learning the lecturer should explain the meaning and process of inquiry, (c) the lecturer should guide the student as a whole, (d) the lecturer should be more motivate students and encourage them to convey ideas.

The results of observations and reflections on class II cycle actions were evaluated together with collaborative partners. It was agreed that the actions of the Lecturer in accordance with expectations other than those previously stated were: approach, b) the lecturer provides motivation through guidance in each meeting, c) The lecturer respects each Student's opinion and responds well, d) The lecturer has given guidance to the Student as a whole.

Class Cycle Actions III

1) Planning cycle III

Based on the results of observation and monitoring as well as reflection on the learning activities of class I and cycle II which have shown a lot of progress, the lecturers and researchers agree that the class action plan in cycle III does

not need to be revised because it is considered good.

Cycle III class action lesson plan is the same as cycle II action plan, only the material is different. Learning is carried out for 2 hours (80 minutes). Teaching material that will be delivered are: Learning materials for cycle III.

Cycle III class action is carried out as in cycle I and II, the lecturer acts as a teaching act and the researcher conducts observations or observations and monitoring of students' reactions during the learning action takes place. .

2) Evaluation of class III cycle actions

The results of observations and reflections on class III cycle actions were evaluated together with collaborative colleagues. It was agreed that the actions of the lecturer in teaching that were in line with expectations other than those not mentioned in the previous evaluation were: Students who are less capable by motivating to foster self-confidence Students, c) Lecturers provide exercises that are easy, moderate or difficult, d) provide reinforcement to the behavior of good students.

Based on overall learning until the end of class III cycle action occurs the improvement in the quality of learning is very good in terms of lecturers, students and the learning process indicators of student achievement improvement in learning the whole Indonesian subject are presented by comparing the absorption of students in each exercise about action I, II and III.

Absorption

Analysis of qualitative descriptive data is done by searching for students' absorption through practice questions in each cycle (action) about Indonesian sub-subject matter. Students absorption before research on understanding facts is 37.5%; 33.3% concept; 33.3% principle; skill 37.5%. While the absorption of students after research in each exercise about the first cycle about understanding facts is 41.6%; 33.3% concept; 37.5% principle; skill 41.6%; cycle II about understanding facts at 62.5%; the concept of 54.2%; 62.5% principle; skill 66.6%; in the third cycle the understanding of facts is 91.6%; 75% concept; 79.2% principle; and skill 83.3%. Of the

three cycles the absorption capacity was increased. So, students' understanding of facts, concepts, principles, and skills in the sub topics of knowing Indonesian increases.

From the qualitative descriptive data analysis above, it was concluded that the understanding of facts, concepts, principles, and skills of Singapore University Students in Karawang, the subject matter of Indonesia, increased. But the increase has not been maximized due to limited time and guidance. The results of the study are as follows:

Problem 1: How do the teaching actions taken by the Lecturer in learning Indonesian through the inquiry approach?

The results of research conducted in collaboration between researchers, lecturers and states that in the learning process using the inquiry approach that has been done has provided new solutions in learning Indonesian. Indonesian language learning which usually uses conventional learning models is transformed into discovery learning. Submission of material not only uses the lecture model as in conventional learning but rather accentuates demonstration and discovery. Learning is done classically, in groups and individually. Classical learning aims to provide opportunities for students to be actively involved in learning delivered by lecturers in a democratic manner.

Small group learning aims to give each Student the opportunity to develop abilities and skills to solve problems rationally and develop leadership abilities and skills in each group member. The main emphasis on group learning is on improving individual abilities and skills as group members. Individual learning aims to provide opportunities for students to learn based on their own abilities and the development of abilities, skills and attitudes of each individual optimally.

The Indonesian learning process by using an inquiry approach conducted by lecturers in general starts from telling the learning objectives, the core of teaching material and the activities to be carried out. In detail the actions taken are: 1) motivating students, 2) informing learning objectives, teaching materials and activities



carried out, 3) encouraging students to convey ideas, 4) giving assignments with clear instructions, 5) with students discussing the results of activities and make a summary of the material, 6) provide homework with instructions for the process steps, 7) provide feedback on each assignment given to students.

The inquiry approach step when the learning process starts from 1) provides a responsive atmosphere among students, explaining the meaning and inquiry process. This is important so that good communication is established and students know what they are supposed to do, 2) raise the issue for inquiry or determination. In this step the Lecturer presents the problem to the Student then they carry out activities to find solutions to the problem presented, 3) ask questions to the Student, the Lecturer asks questions that are looking for or submit information on data about the problem, 4) formulate a hypothesis, Student try to formulate a problem hypothesis. Hypotheses are assumptions or forecasts that answer these questions, estimates of these answers will be seen whether or not after data collection and bookkeeping. Lecturers help with inducement questions, 5) test hypotheses, lecturers ask questions that are asking for data to prove hypotheses, 6) decision making is the conclusion of experiments conducted by lecturers and students.

Learning Indonesian with this inquiry approach is expected to enable students to develop their inventory and mastery of skills in their cognitive processes and arouse their learning motivation. Learning is expected to help strengthen and change the trust of every student. Learning with inquiry is expected to help strengthen and increase the trust of students to become inventors.

Problem 2: Can the inquiry approach improve understanding of facts, concepts, principles and skills?

The results of collaborative work namely learning planning, the implementation of learning actions and the results of evaluating the implementation of classroom actions support this hypothesis. Learning planning using the inquiry

approach as an effort to improve students' understanding of facts, concepts, principles, and skills. Learning planning can be implemented well as indicated by the results of evaluating the implementation of the actions that have been reported previously. The learning planning undertaken includes fixing a classical learning model that tends to be monotonous and one-way is transformed into a combination of classical, group and individual learning models. This improvement is carried out with an open learning strategy that guarantees a sense of security, comfort, the Lecturer always tries to attract and maintain Student interests and actively involve him in learning through the inquiry approach.

Problem 3: What is the lecturer response after this research is carried out

During the research process, the lecturer's response to Indonesian language learning using the inquiry approach was quite good. This can be seen from the quality of learning that continues to increase in each cycle. Improvement of the quality of learning occurs gradually in each cycle, ultimately being able to improve students' understanding of faka, concepts, principles and skills.

In the first cycle, the lecturer has not been able to give a satisfying response. This is due to the state of students who still do not understand the purpose and objectives of the activities they carry out. They also do not understand about the process of activities that they do. As a result, students are still confused and have not been able to carry out good activities. Lecturers may not have captured the intent of the researchers so that learning has not proceeded as expected. Cycle III class action learning is much better than the cycle I and II. The lecturer has acted as a facilitator and has carried out the steps contained in the inquiry approach. The step starts from fostering a responsive atmosphere among students, explaining the meaning and inquiry process, raising problems, asking questions to students, then discussing and making conclusions. Overall, the lecturer welcomes the application of learning with an inquiry approach because it can help

students be active and can improve students' understanding and ability.

CONCLUSION

A number of findings during the action research activities, especially from the action process developed by the researcher can be concluded, as follows:

Cycle Actions I

At the time of learning students look confused about what activities they will do. This is due to the previous learning process. Lecturers are familiar with the form of lectures. Students only listen to the lecturer's explanation then note what is considered important. The learning process takes place in one direction, so students tend to be more passive. This can be seen in the absorption of the class in action research cycle I

understanding the facts, concept; principle, and skills are relatively low.

Cycle Actions II

Learning can be carried out better than the first cycle. Lecturers have implemented learning in accordance with the inquiry steps. This is evident in the increase in class absorption in action II understanding facts, concepts; principles, and skills are greater than the initial cycle.

Cycle Actions III

Learning is going better. It can be seen that students are fluent in carrying out activities, lecturers have given overall guidance and students have the courage to ask questions and work on problems in front of the class. This is evident in the increase in class absorption in action III, understanding facts, concepts; principles, and skills are greater than cycles I and II.

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The effort of inquiry approach in upgrading knowledge of fact, concept, tenet and skill of indonesian language