

EFFECTIVENESS OF TEACHING VOCABULARY TO INTERMEDIATE LEVEL STUDENTS USING IBL METHOD

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Abstract

This research article investigates how Inquiry-Based Learning (IBL) is effective to teach vocabulary to intermediate level students. This article provides with information about what Inquiry-Based Learning is and whether there is a significant difference between the learning results before and after the teaching period using this method. Novelty of this research article is that an essential aspect of using the IBL approach in vocabulary learning is something new that sheds light on the group collaboration process, creativity, and engagement. In order to conduct the research two groups are chosen as an experimental group with the same level (intermediate) and taught Vocabulary using IBL method during 40 days. Pre-test and post-tests are conducted in order to measure student's results.

Keywords: Inquiry-Based Learning (IBL), vocabulary, Pre-test, Post-test.

Introduction

Inquiry-based learning has been widely regarded as one of the teaching and learning approaches that amplifies students' specific curiosity and critical thinking skills because it concentrates on analysis, inference, self-regulation skills, explanation, interpretation, and evaluation [Wale & Bishaw, 2020] Inquiry-based learning is indeed a powerful approach to education that fosters curiosity, critical thinking, and problem-solving skills in students. By encouraging them to ask questions, investigate, and analyze information on their own, inquiry-based learning helps students develop a deeper understanding of the subject matter and enhances their ability to think critically and creatively. This approach also promotes self-regulation and independence in learning, as students take ownership of their education and drive their own learning process. Overall, inquiry-based learning is an effective method for engaging students in meaningful learning experiences that promote higher-order thinking skills and lifelong learning.

In the process of learning foreign languages, vocabulary mastery is one of the most essential skills since it enables learners to express thoughts in their minds in both spoken and written discourse. When used to teach vocabulary, inquiry-based learning can be an ongoing approach to start in-class discussions and investigate concepts that open up possibilities for creativity, visions, and forms [Gulla & Sherman, 2020] Inquiry-based learning is a student-centered approach that not only encourages active exploration, critical thinking, and problem-



solving, but also helps students engage with new words in a meaningful way. By encouraging students to ask questions, investigate concepts, and discuss their findings, teachers can create a dynamic learning environment that promotes deeper understanding and retention of vocabulary.

Inquiry-based learning can also foster creativity and encourage students to think outside the box when it comes to language acquisition. By allowing students to explore new words in context and connect them to real-world scenarios, teachers can help students see the relevance and importance of vocabulary in their everyday lives. Additionally, inquiry-based learning can help students develop their own unique perspectives and interpretations of vocabulary words. By encouraging discussions and debates about word meanings and usage, teachers can empower students to take ownership of their learning and develop a more personal connection to the language even in the classroom environment.

Regarding the implementation process of inquiry-based learning in developing vocabulary skills in foreign language learners, there are some specific stages that need to be carried out in order. 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. Following those procedures, this research tests the efficiency of inquiry-based learning in obtaining new vocabulary items among intermediate leveled learners at one of the language learning centers in Uzbekistan and presents results of data analysis carried out by JASP accordingly.

RESEARCH METHOD

Type of Research

The current research is both descriptive and quantitative. The study results are provided in a descriptive manner to answer the problem statement. The quantitative research approach involves collecting and analyzing numerical data to solve scientific research issues. The quantitative method involves summarizing, averaging, identifying patterns, making predictions, testing causal links, and generalizing conclusions to larger groups.

Subject and Object

Intermediate level students who are studying English in the learning centers were selected as our research participants. They were going to be taking part in the lessons which were conducted by using IBL versus traditional method. We used level-based selection to choose 20 students and gather them in one group. The goal is to teach students English vocabulary through inquiry-based learning.



The data collection instrument used by the researcher to obtain the data observation is:

a. Observation: is a strategy for gathering information on researcher and student activities during the teaching and learning process. Then observation is provided based on actuality in the classroom; the type of observation used in this study is direct observation.

b. Test: is used to collect data on research findings and student actions in teaching and learning. In this study, 2 tests were used:

a. A pre-test was conducted before introducing Classroom Action Research (CAR).

b. A post-test was administered following the implementation of Classroom Action Research (CAR).

The processes for research are carried out in two cycles. Each cycle has four steps: planning, activity, observation, and reflection. Before beginning the cycle, the researcher administers an orientation test to determine the students' prior knowledge of vocabulary mastery.

Data Collection Technique

According to our research, first, we took pre-test from the students consisting of 50 questions which carries 2 points for each correct answer in order to check their prior knowledge on vocabulary and they did it relying on their background knowledge and the techniques they were taught before.

Then, students were begun to be taught in IBL method thought out 45 days. During our experiment, we did not provide them with the direct translation of the words or gave any definition for them. We only gave them the list of new words and students were expected to find their translation and meaning of the words and learning them by heart, implement in their speech and writing on their own.

After the given period, we took post-test that is based on the vocabulary they learnt using IBL method. The number of questions were the same as the pre-test. Then we compared 2 data statistics (pre-test and post-test scores) and analyzed the improvements and flows of our research whether IBL method successfully worked or not to teach students vocabulary and improve their skill.

Data analysis technique

In order to check our results, we used Jasp as it provides exact statistics with diagrams and given data is reliable. We used paired t-test as we have only one group, not experimental and traditional groups. So, we took pre-test according to the method that we taught before we learnt IBL method.

RESULTS AND DISCUSSION

Results

The findings of this study show the usage of the IBL method in English vocabulary learning, as well as students' perceptions of its effectiveness in improving English vocabulary knowledge.

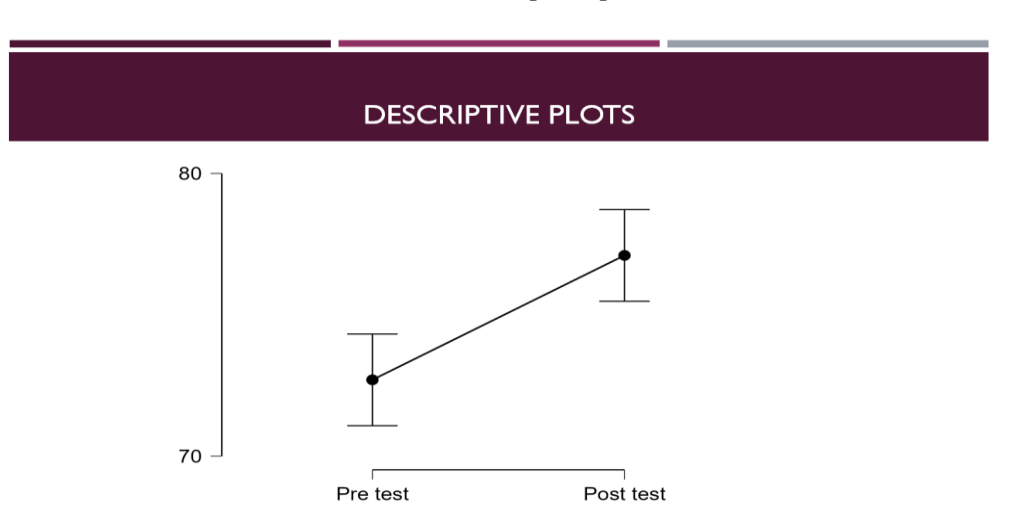


Table 1. Results from Jasp

DESCRIPTIVE STATISTICS								
	Valid	Missing	Mean	Std. Deviation	Shapiro-Wilk	P-value of Shapiro-Wilk	Minimum	Maximum
Pre test	10	0	72.700	10.296	0.926	0.412	57.000	86.000
Post test	10	0	77.100	10.546	0.934	0.488	60.000	91.000

The first table shows the descriptive statistics about the mean scores or we can call it the arithmetic average of both pre-test and post-test scores of the students. Also, it shows that the comparison of the average test scores of the students was $p = .041$. Thus, the difference in pre-test and post-test scores is statistically significant, and we can tell from the means in the first table that post-test results are much more higher.

Table 2. Descriptive plots



This table illustrates the growth of the students' test scores and how students' performance and knowledge has improved with the help of the line.

CONCLUSION

The fundamental findings indicate that students implement planning strategies, information retrieval, assignment process, creativity skill development after being taught with IBL method. According to the results taken from intermediate level students of Learning Center in Uzbekistan and measured in Jasp there is a significant difference between the students vocabulary learning effectiveness with and without IBL method. The IBL approach has



pedagogical implications that suggest it can enhance students' English vocabulary learning because of the advent of quantitative data to fully validate this assertion. By fostering imagination, problem-solving skills, vocabulary expansion, and time management, this approach enables students to excel in project completion. Moreover, it supports personal and professional growth both in group settings and when working independently. Occasionally, vocabulary games may be utilized when groups come together to collaborate. The research is limited by the small number of students involved in implementing the IBL approach, which is crucial for enhancing their English vocabulary. To address this limitation, future studies should include a larger participant pool to assess how the IBL method can enhance English vocabulary skills. Despite claims that IBL in English instruction fosters creativity and empowers students to tackle projects independently, the study suggests that collaborative work is also facilitated by IBL. Additionally, the IBL approach can improve time management for completing project assignments by enhancing language skills. Student evaluations of inquiry-based learning have been shown to effectively enhance English vocabulary proficiency. Future researchers in this field are encouraged to utilize technology in implementing the IBL approach, as it has proven effective in classroom settings.

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