Inquiry Learning Methods and Learning Styles on English Learning Outcomes at MTs Negeri 6 Boyolali

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Abstract

The reason of this inquire nearly is to select (1) To test the contrasts between the inquire technique and standard methods on English Learning, (2) To test the contrasts in learning styles on English Learning, and (3) To test the influence of the interaction between the inquire method and the plan and learning styles on English Learning. This quantitative an test procedure. The information examination strategy in this look at may be a two-way examination of fluctuation test utilizing SPSS 25. The inquire roughly orchestrate utilized may be a 2x3 factorial organize. Based on the comes roughly of the information examination, they are: (1) Application of the inquire strategy and tradition strategy with a centrality respect humbler than $\alpha < 0.05$, to be specific 0.000, so it can be clarified that there are contrasts inside the English Learning of VIII grade at MTs Negeri 6 Boyolali who are teaching utilizing ask and facilitate instruction methodologies, (2) Sound, visual and kinesthetic learning styles of understudies with a significance regard more diminutive than $\alpha < 0.05$, to be particular 0.000, meaning that there's a differentiate inside the English Learning of VIII grade at MTs Negeri 6 Boyolali, and (3) the interaction strategy of inquire and the tradition method with a crucial respect more minute than $\alpha < 0.05$, to be specific 0.001, so that there's an interaction of the inquire procedure and tradition procedure and sound, visual and kinesthetic learning styles on the English Learning of VIII grade MTs Negeri 6 Boyolali. Based on around of this inquire nearly, it was concluded that utilizing the inquire procedure and learning plan can make strides English Learning. The proposition of this inquire around is that the inquire method can be utilized as a way to make strides English Learning.

Keywords: English Learning Outcomes, Inquiry Method, Learning Style

1. Introduction

A learning process is one of the most common issues seen in schools. Children are not encouraged to create their own learning styles during the educational process. The learning process in the classroom focuses on children's ability to memorize knowledge. In general, even if students achieve high results in several disciplines, they appear to be less able to apply their learning, whether in the form of knowledge, skills, or creativity demonstrated by students. The

learning process's success is evidenced by changes in attitudes and behavior, as well as a rise in knowledge status from not knowing to knowing.

Besides, the achievement of learning destinations is influenced by a assortment of components, checking the teacher's portion inside the direction and learning plan, since educates have facilitate affect over, make, and move forward students' brains and capacities. To overcome the issues experienced by students, the part of the teachers is basic, and it is wanted that the educator incorporates a great strategy or demonstrate of instructing and can select the fitting learning demonstrate based on the concepts advertised. To consider English subjects, students must be instructed to reveal these actualities and ideas instead of basically being instructed them. Understudies not as it were get it actualities, concepts, or standards, but they are moreover capable at applying their information to real-world and mechanical challenges, which can offer assistance them create their prepare aptitudes.

Inquiry learning is one style of learning that gives involvement and understudy inclusion since it requires understudies to require out exercises, watch, analyze, and draw conclusions from what they see. This implies that the request learning method permits understudies to pick up involvement inquiring about issues for themselves utilizing logical strategies. In development, the application of the conversation strategy is anticipated to be able to reasonably consolidate understudies and give basic encounters for understudies so that learning targets can be wrapped up well. In improvement, understudies are able to actualize the surface learned in lesson into their each day works out.

The inquiry method, it is trusted that understudies will be able to find concepts autonomously and be able to have science handle abilities (Meutia, 2021; Mustika et al., 2021; Nurminhayati, 2020). In any case, a really common issue is students' lack of intrigued in partaking within the educating and learning handle. Particularly English subjects since learning as it were employments ordinary learning which tends to be dull. Hence, understudies are less gifted in finding information or data on their claim and most understudies in taking lessons need an dynamic part so it is troublesome to get a handle on the lesson fabric. In expansion, understudies have the opportunity to construct their understanding of the texture instructed through ask learning so that inside the conclusion it'll make strides understudy learning comes about. So that it'll provide rise to states of mind and activities that include all students' capacities in looking and examining methodicallly, fundamentally, consistently, and systematically, so that they can define their discoveries with full certainty.

2. Method

This inquire about employments a test plan strategy by giving distinctive medications to two test bunches, making them homogeneous. Where there will be two bunches, specifically the control gather and the exploratory bunch. From collecting the test comes about of each bunch at that point analyzed with 2-way Anova. Information collection strategies that are regularly utilized in social inquire about, counting instruction, are (1) Survey or survey strategy, and (2) test strategy. The populace in this consider were course VIII grade at MTs Negeri 6 Boyolali. The test is portion of the number and characteristics of the populace. So tests taken from the populace must be genuinely agent or agent (Creswell, 2015).

Research design with 2 x 3 factorial analysis concerning existing variables:

Information

GA TS   Students' English Learning Results using the inquiry method in students with an auditory learning style

GA ST   Students' English Learning Results using the method *conventional* students with an auditory learning style

GV TS   Students' English Learning Results using the inquiry method on students with a visual learning style

GV ST   Students' English Learning Results using the method *conventional* students with a visual learning style

GK TS   Students' English Learning Results using the inquiry method in students with a kinesthetic learning style

GK ST   Students' English Learning Results using the method *conventional* students with a kinesthetic learning style

(1) independent variable, consisting of inquiry method, conventional method, (2) moderator variable, namely learning style, and (3) dependent variable, namely English Learning Outcomes.

Table 1 2x3 factorial design

Learning Style	Learning methods	
	Inquiry method (X1)	*conventional*(X2)
Auditory	GA TS	GA ST
Visual	GV TS	GV ST
Kinesthetic	GK TS	GK ST

Theory testing employments the Test of between-subjects Impacts in SPSS 25. Analysts utilize SPSS 25 to calculate the two-way examination of the change test. Testing was carried out to test speculations 1, 2, and 3 within the investigate employing a 2x3 two-way change test (ANOVA). Theory testing is carried out at a noteworthiness level of 5% or $\alpha = 0.05$. The comes about of information preparing with 2x3 ANOVA are utilized as a premise for deciphering investigate comes about.

3. Result and discussion

Hypothesis testing in this consider utilized the 2 Way ANOVA test, with the taking after comes about. The graphic comes about of the two classes are as takes after.

Table 2. Descriptive of English Learning Results

Descriptive Statistics

Dependent Variable: HASIL BELAJAR

METODE	GAYA BELAJAR	Mean	Std. Deviation	N
METODE INQUIRI	VISUAL	66.2500	4.27816	20
	AUDIO	68.6500	5.14296	20
	KINESTETIK	74.5500	6.49271	20
	Total	69.8167	6.35261	60
METODE KONVENSIONAL	AUDIO	62.4516	1.84099	31
	KINESTETIK	62.8276	1.85297	29
	Total	62.6333	1.84084	60
Total	VISUAL	66.2500	4.27816	20
	AUDIO	64.8824	4.62881	51
	KINESTETIK	67.6122	7.25091	49
	Total	66.2250	5.89040	120

The table 2 it can be seen that there are contrasts within the normal English learning results for each course, whether utilizing the request strategy or utilizing the routine strategy for understudies with Sound, Visual, and Kinesthetic Learning Styles. Based on the table 2 , it can be seen that the inquire method with Sound, Visual, and Kinesthetic Learning Styles has more unmistakable English Learning Comes nearly when compared to the inquire technique for understudies with Sound, Visual and Kinesthetic Learning Styles. Other than, the standard method with Sound, Visual, and Kinesthetic Learning Styles has more crucial English Learning Comes roughly compared to the plan technique with Sound, Visual and Kinesthetic Learning Styles. In this case, the inquire strategy has overwhelming English learning comes almost compared to Encourage Instruction.

Based on the table over, it can be seen that the inquire method with Sound, Visual, and Kinesthetic Learning Styles has more unmistakable English Learning Comes nearly when compared to the inquire technique for understudies with Sound, Visual and Kinesthetic Learning Styles. Other than, the standard strategy with Sound, Visual, and Kinesthetic Learning Styles has more imperative English Learning Comes around compared to the plan strategy with Sound, Visual and Kinesthetic Learning Styles. In this case, the inquire method has overwhelming English learning comes almost compared to Encourage Instruction. In any case, to ensure its noteworthiness, the comes around are as takes after. Development information can be seen inside the taking after table. After carrying out the prerequisite tests, a 2-way Anova test is at that point carried out, to decide the interaction of learning strategies and learning styles had by understudies. The comes about of the two-way Anava test are as takes after.

Table 3. 2 Way Anova Test Results

Tests of Between-Subjects Effects

Dependent Variable: HASIL BELAJAR

| Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2279.860a	4	569.965	35.448	.000	.552
Intercept	495021.718	1	495021.718	30787.175	.000	.996
METODE	1926.074	1	1926.074	119.789	.000	.510
GAYA_BELAJAR	617.855	2	308.928	19.213	.000	.250
METODE * GAYA_BELAJAR	183.008	1	183.008	11.382	.001	.090
Error	1849.065	115	16.079			
Total	530419.000	120				
Corrected Total	4128.925	119				

a. R Squared = .552 (Adjusted R Squared = .537)

Based on the Table 3, it can be clarified that: (1) the application of the ask methodology and the standard methodology with a significance regard more diminutive than $\alpha < 0.05$, to be

specific 0.000, so it can be clarified that there's a contrast within the English Learning Comes about obhokaf course VIII MTs N 06 Boyolali instructed utilizing request and Coordinate Instruction strategies, (2) Sound, Visual and Kinesthetic Learning Styles of understudies with a noteworthiness esteem littler than $\alpha < 0.05$, to be specific 0.000, meaning that there's a distinction within the English Learning Comes about of course VIII understudies at MTs N 06 Boyolali, and (3) Interaction of request strategies and ordinary methods with a centrality esteem littler than $\alpha < 0.05$, specifically 0.001, so that there's an interaction of ask techniques and standard techniques and Sound, Visual and Kinesthetic Learning Styles on the English Learning Comes about of course VIII MTs N 06 Boyolali.

Based on the comes approximately of the calculations over, it can at that point be clarified that the hypothesis proposed by Ho is recognized or H1 is rejected. This implies that there are contrasts in English Learning Comes about and test comes about as well as critical intuitive between the learning results of understudies in classes that utilize the request strategy and classes that utilize routine strategies as well as understudies who have Sound, Visual, and Kinesthetic Learning Styles in English subjects VIII MTs N 06 Boyolali.

To be able to see a clearer picture of the interaction pattern of learning methods and learning style in the post-test English Learning Results, you can see it in the following picture.
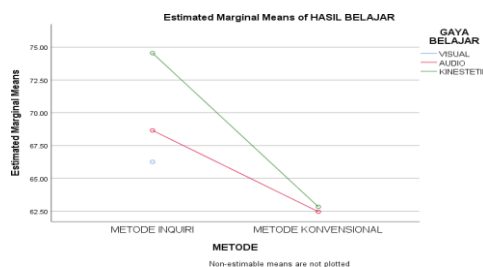
Picture 1 interaction pattern of learning methods and learning style

3.1 Application of Inquiry Methods and Conventional Methods

The research carried out at the research location, namely class VIII MTs N 06 Boyolali, was an exertion to make strides the arranging, handle, and utilization of learning inside the classroom. In extension, it examine students' potential in educating and learning works out inside the classroom. Another, the ask technique, the conventional technique, was executed in each school. This was done since what we required to ask around was the ampleness of learning, not the school as the ask around range.

At the start of learning, the English Learning Results for class VIII students at each school, namely class VIII MTs N 06 Boyolali, had abilities that tended to be the same, as evidenced by achievement or test scores that were not considerably different, namely approximately 74. This indicates that both samples match the criteria for a homogeneous research sample, allowing the results of using the inquiry method and conventional methods to be compared to what will be examined, namely the students' English learning outcomes. After conducting trials in each class in accordance with the study steps, results were acquired in terms of increasing students' English learning outcomes by applying this knowledge.

In common, the application of the request strategy can give data approximately understudy exercises within the teaching and learning handle within the classroom. The

increment in students' English learning results within the two schools where the inquire about was conducted can be said to be noteworthy since it is demonstrated by the normal distinction test with a noteworthiness esteem underneath 0.05 so that the contrast in English learning results gotten by understudies within the two investigate areas is critical (incapable to insignificant contrast). This explains that the initial conditions of the research were that after the experiment was carried out there was a significant change or increase in English Learning Results.

In addition to the calculation using the mean difference test that has been carried out, it is additionally known that the comes about of the two-way change examination calculation appear that the calculated FA esteem is more prominent than the F table, which includes a importance esteem of less than 0.005, thus showing that there's a contrast in English Learning Results within the application of two lessons in each school, where the application of the request strategy is more able to This is often illustrated by each student's last test scores after utilizing the learning strategy.

The comes about of this calculation appear that the proposed speculation is satisfactory, to be specific that there are contrasts in English learning results in course VII which are instructed utilizing request learning strategies, and routine learning in lesson VIII MTs N 06 Boyolali. The application of the request strategy gets superior comes about in moving forward students' English learning results when compared to customary strategies. This cannot be isolated from the focal points and impediments of the request strategy itself as expressed (Mustika et al., 2021; Nurminhayati, 2020; Raes et al., 2012). The focal points of learning utilizing this request strategy are as takes after: (1) can shape and create "self-concept" in understudies, so that understudies can get it fundamental concepts and concepts superior, (2) makes a difference in utilizing memory and exchange to modern learning prepare circumstances, (3) energize understudies think and work on their activity, be objective, legitimate and open, (4) energize understudies to think instinctively and define their theories, (5) give natural fulfillment, (6) the learning prepare circumstance gets to be invigorating, (7) can create person abilities or aptitudes, (8) giving students the opportunity to memorize on their possess, (9) understudies can maintain a strategic distance from conventional ways of learning, and (10) can allow understudies sufficient time so that they can absorb and suit data.

Moreover, the inquiry-based educating and learning prepare permits understudies to come across or do it themselves, take after a plan, observe an challenge, analyze, illustrate, and draw their claim conclusions around an dissent, circumstance, or plan (Marlina, 2020; Mauliti et al., 2022; Meutia, 2021). So that it might provoke students' consideration and inspiration, empowering them to proceed inquiring about and looking at things until they find the fundamental standards of the fabric beneath think about. In the mean time, conventional strategies of instruction come up short to lock in understudies effectively in their learning. Usually less effective at expanding students' intrigued and eagerness to memorize, subsequently understudies tend to be detached.

3.2 Differences in student learning outcomes by learning style

In explore on understudy learning styles, it was found that there were contrasts in English learning comes about between course VIII at MTs N 06 Boyolali who had a learning fashion and course VIII understudies who did not. In general, the use of the inquiry approach improves English Learning Outcomes and is popular among students, as seen by the number of

students who have Learning Styles in the two sessions used. However, the English Learning Results obtained via the application of this knowledge. The inquiry method produces better English learning results than standard methods. In each learning strategy, particularly within the request strategy, it can be clarified that understudies with a Learning Fashion have superior English Learning Comes about compared to understudies without a Learning Fashion. Likewise, the ordinary strategy is additionally overwhelmed by understudies who have a learning fashion. Understudy learning outcomes are way better compared to understudies who don't have a learning fashion. This clarifies that by and large the two learning zones are affected or there are contrasts in learning outcomes for understudies who have a Learning Fashion and those who don't have a Learning Fashion.

Based on calculations utilizing the cruel contrast test, it was found that there was a very diverse distinction with a centrality esteem of less than 0.05, in this way giving the meaning that there was a contrast in English Learning Comes about for lesson VIII understudies between understudies who had a Learning Fashion and understudies who did not learning Style in class VIII MTs N 06 Boyolali.

This could be clarified as takes after: students' English learning results are affected by their learning fashion, and understudies with a learning fashion will move forward their learning and learning activities to achieve learning goals by implementing focusing questions during discussions, analyzing arguments, and asking and answering questions about an explanation. or challenges, can consider the validity of a source, can watch and consider the comes about of perceptions, can make conclusions and consider the comes about of the conclusion, have the capacity to form acceptances and consider the comes about of the acceptance, can make choices and consider the comes about, can distinguish terms and consider definitions, have the capacity to distinguish suspicions, can choose on a course of activity well (Akbar et al., 2020; Nabilla, 2020; Sufianti, 2022).

In expansion, Learning Styles inside the direction and learning handle will energize understudies to analyze and reflect on the comes around of their considering. Of course, there's a require for clear discernment as well as examination and request works out to accumulate correct information that produces it simple to see whether or not a consistency or something is striking. In brief, somebody who contains a Learning Fashion will continuously be touchy to the data or circumstance they are confronting and tend to respond to that circumstance or data. Based on the depiction over, it can be clarified that the moment speculation can be acknowledged, to be specific that there are contrasts in English learning results for understudies who have a learning fashion and understudies who don't have a learning fashion in course VIII MTs N 06 Boyolali.

3.3 Interaction of Learning and Learning Styles

Change examination was found that the calculated FAB regard > F table, with a centrality level of less than 0.05 (5%) so that it can be clarified that there's an interaction between Learning Arrange and the ask learning strategy on English Learning Comes nearly for course VIII MTs N 06 Boyolali.

Based on the inquire about comes about, it can be clarified that there has been an increment in understudy learning results in English Learning Comes about in each learning

application, either utilizing the request strategy or utilizing customary strategies. Understudies instructed utilizing the request strategy have way better English learning results than understudies instructed utilizing ordinary strategies. Each learning that's executed energizes understudies to have a Learning Fashion where understudies who have a Learning Design are actualized or appeared through the exercises of orchestrating, observing, and analyzing the learning works out that the understudies have gone through. In this examine, learning styles were for the most part claimed by understudies who were instructed utilizing the request strategy. Be that as it may, in common, the two lessons connected have exceptionally great learning styles in both request and customary strategies. Where its usage can move forward understudy learning results when compared with introductory capacities. A comparison of the learning results of the request strategy in English subjects appears way better learning results compared to ordinary strategies. This cannot be isolated from the truth that the usage of the request strategy given has been carried out well within the school where the inquire about was conducted, where understudies can actualize the request strategy and it shows up to be by the students' learning needs and wants. In expansion, the ask methodology fulfills the components related to the ought to move forward understudy learning comes about. Where in this ask methodology learning, it is carried out through logical stages by understudies so that it gives challenges for students when carrying out the method of watching, analyzing, and demonstrating so that a understudy must be able to create his Learning Fashion. This implies that the student's learning fashion will offer assistance to uncover the issue or fabric being talked about.

This Learning will enable understudies to move forward their capacity to ask questions, analyze recognition comes approximately, Learning Shape suppositions, and test comes nearly so that it'll allow understudies with incorporation in learning (Konilah et al., 2022; Lestari et al., 2021; Nofriansyah et al., 2022). Understudies will be able to master the understanding and concepts of the surface well. Based on the delineation over, it can be clarified that the third theory can be recognized, especially that there's an interaction of learning styles and inquire learning methods on English learning comes around for lesson VIII at MTs N 06 Boyolali.

4. Conclusion

Based on processed data about of the information investigation, they are (1) Application of the Request Strategy and Tradition Strategy with a centrality esteem littler than α < 0.05, specifically 0.000, so it can be clarified that there are contrasts within the English Learning Comes about of course VIII at MTs N 06 Boyolali who are instructed utilizing request and Coordinate Instruction strategies, (2) Sound, Visual and Kinesthetic Learning Styles of understudies with a importance esteem littler than α < 0.05, namely 0.000, meaning that there's a contrast within the English Learning Comes about of lesson VIII at MTs N 06 Boyolali, and (3) the interaction method of inquire and the tradition technique with a basic regard littler than α < 0.05, especially 0.001 so that there's an interaction of the inquire method and tradition strategy and Sound, Visual and Kinesthetic Learning Styles on the English Learning Comes around of lesson VIII MTs N 06 Boyolali. Based on the comes around of this inquire roughly, it was concluded that utilizing the Inquire Method and Learning Plan can move forward English Learning Comes nearly. This inquire nearly proposes that the Inquire Technique can be utilized as a way to create strides English Learning Comes nearly.

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