The Application of Inquiry-Based Learning Model to Improve High School Students' Speaking Skills: A Qualitative Descriptive Study in Klaten Regency

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Article Info	ABSTRACT
	This study aims to describe the application of the Inquiry-Based Learning (IBL) model in improving the speaking skills of high school students in Klaten Regency. The background of this study is based on the low speaking skills of students in Indonesian language learning, which is still dominated by lecture methods and does not provide enough space for students to express themselves. The research approach used was qualitative descriptive with the research subjects consisting of one Indonesian language teacher and six 11th grade students at a public high school in Klaten Regency. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing. The results showed that the application of the IBL model through five main stages—orientation, question formulation, exploration, explanation, and reflection—successfully created an active, collaborative, and communicative learning atmosphere. Students became more courageous in expressing their opinions, thinking critically, and arguing logically. In addition, IBL helped foster language ethics, self-confidence, and structured speaking skills. Factors supporting the successful implementation of this model included the role of the teacher as a facilitator, a conducive learning environment, and learning topics that were relevant to students' lives, while obstacles included shyness, differences in speaking abilities among students, and limited learning time. Overall, this study concludes that the Inquiry-Based Learning model is effective when applied to Indonesian language learning to improve the speaking skills of high school students in Klaten Regency because it is able to harmoniously integrate cognitive, affective, social, and linguistic aspects.

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1. INTRODUCTION

Speaking skills are one of the important competencies in Indonesian language learning that play a major role in developing students' oral communication, critical thinking, and social interaction skills. In the context of 21st-century education,

speaking skills are not only interpreted as the ability to express opinions, but also as a form of self-expression, conveying ideas, and a means of effective collaboration and argumentation. Through good speaking skills, students are able to actively participate in the learning process, engage in discussions, and develop self-confidence and logical thinking skills. However, the reality in the field shows that the speaking skills of students at the senior high school level are still relatively low, as many are not yet able to express their opinions coherently, use polite and effective language, and show courage in speaking in front of the class. Research indicates that innovative teaching methods can significantly enhance these skills. Implementing Project-Based Learning (PjBL) combined with the Show and Tell method has been shown to improve speaking skills significantly; in a study conducted with fifth-grade students, these methods increased students' confidence, fluency, and ability to organize ideas, with class average scores rising from 69 to 83 over two cycles [1]. Similarly, the Role-Playing model has proven effective in enhancing communication skills among high school students, leading to improvements in fluency, accuracy, and courage in speaking, as well as more active classroom interactions, with students responding positively to this dynamic and interactive learning method [2]. Furthermore, the development of reflective and culturally relevant materials also supports speaking skill formation; for instance, a textbook incorporating reflective exercises and local cultural elements such as Tri Hita Karana improved students' self-assessment and integration of cultural ideas into discussions, fostering self-confidence and critical thinking while emphasizing the importance of contextually relevant materials in speaking education [3]. Despite these advancements, challenges remain—students often experience difficulties such as inaccurate pronunciation, inappropriate intonation, and disorganized sentence construction, while factors like shyness and low self-confidence continue to pose significant barriers to proficiency [4].

Fenomena tersebut juga terlihat di beberapa sekolah menengah di Kabupaten Klaten. Berdasarkan hasil observasi awal dan wawancara informal dengan guru Bahasa Indonesia, sebagian besar siswa masih pasif dalam kegiatan berbicara di kelas, terutama ketika diminta berpendapat, berdiskusi, atau mempresentasikan hasil kerja kelompok. Kecenderungan pembelajaran yang berpusat pada guru (teacher-centered) masih cukup dominan, sehingga kesempatan siswa untuk berlatih berbicara dan berinteraksi secara aktif menjadi terbatas. Guru lebih banyak memberikan ceramah dan penugasan tertulis, sementara kegiatan berbasis diskusi, tanya jawab mendalam, atau eksplorasi ide belum dioptimalkan. Akibatnya, pembelajaran Bahasa Indonesia cenderung bersifat kognitif semata dan belum banyak menyentuh aspek keterampilan berbahasa produktif seperti berbicara.

One approach that is considered relevant to address the issue of low speaking ability among students is the Inquiry-Based Learning (IBL) model. This model positions students as the main subjects in the learning process, encouraging them to actively ask questions, investigate, discuss, and draw conclusions through critical and reflective thinking. Inquiry-Based Learning provides opportunities for students to construct knowledge through direct experience and exploration of real-life problems relevant to their daily contexts. In the context of speaking skill development, this approach allows students to engage actively in communicative activities such as group discussions, debates, simulations, presentations, and self-reflection, all of which require the meaningful use of language. Various studies have demonstrated that the application of the inquiry model has a positive impact on enhancing communication and critical thinking skills among students.

Inquiry learning has been found to significantly improve students' critical thinking skills and cognitive engagement. In a study conducted with junior high school students, the application of the inquiry model increased critical thinking scores from a pre-cycle average of 55.40 to 86.61 by the end of the intervention [5]. Similarly, college

students demonstrated improvement in critical thinking ability, reflected in an N-Gain indicator increase of 0.63 in an educational philosophy class [6]. A systematic literature review also confirmed that inquiry learning positively influences critical thinking across different educational levels and disciplines [7]. Moreover, the inquiry model enhances cognitive engagement, as seen in social studies learning outcomes where 80% of students achieved mastery at the end of the study [5]. Research on high school students further indicated that inquiry-based learning positively affects analytical and evaluative thinking processes [8]. In terms of language and communication skills, inquiry-based learning encourages students to express opinions with logical reasoning and construct coherent arguments—core elements of effective communication. This is aligned with Vygotsky's [9] theory that learning is inherently a social process where verbal interaction plays a vital role in constructing knowledge. Supporting this, Wijaya [7] found that inquiry-based learning fosters curiosity, enhances cognitive engagement, and develops higher-order thinking skills in high school students, enabling them to reason logically and participate confidently in academic discussions.

In Klaten Regency, the implementation of innovative learning models such as Inquiry-Based Learning (IBL) still faces several challenges. Factors such as teacher readiness, limited supporting facilities, and passive learning habits of students are obstacles in applying models that require active participation and critical reflection. Therefore, a more in-depth study is needed to understand how the application of IBL can help develop high school students' speaking skills in the local social and cultural context. Teachers play a pivotal role in the success of IBL, as their readiness and competence greatly influence the learning process. Studies show that teachers often face challenges in mastering the material and managing class dynamics, indicating the importance of adequate preparation and institutional support [10], [11]. Professional development and training are essential to enhance teachers' ability to facilitate IBL effectively, thus improving student engagement and learning outcomes [12].

Furthermore, IBL fosters an active and engaging learning environment that is crucial for developing speaking skills. The model encourages students to participate in discussions, role-playing, and case studies, thereby promoting confidence and the ability to articulate ideas coherently. Establishing a supportive and collaborative classroom culture can help overcome passive learning tendencies and encourage active participation among students [12], [13]. However, infrastructure limitations and the lack of adequate learning resources remain significant barriers to the effective implementation of IBL in Klaten. Ensuring access to appropriate learning materials and providing conducive learning spaces are vital steps for optimizing the model's effectiveness [12]. Schools may explore partnerships with local communities to enhance resource availability and sustainability of IBL initiatives [14].

Through a qualitative descriptive approach, this study aims to provide a comprehensive description of the IBL application process, students' responses to learning, and the observed changes in their speaking abilities. Theoretically, this research is expected to enrich the literature on inquiry-based learning, particularly within the context of Indonesian speaking skills. Practically, the findings may serve as a valuable reference for teachers in designing more participatory and communicative learning strategies that encourage students' courage, creativity, and argumentation in speaking activities. Therefore, this study formulates three main research questions: (1) How is the IBL model applied in teaching speaking skills to high school students in Klaten Regency? (2) What factors support and hinder its implementation? and (3) What is the impact of IBL on students' speaking skills? Correspondingly, the research objectives are to describe the implementation process, identify supporting and inhibiting factors, and analyze the impacts of IBL on improving speaking competence. The study's

significance lies in its dual contribution: theoretically, to the body of knowledge on constructivist learning, and practically, as a guide for teachers, students, schools, and future researchers in enhancing the quality of Indonesian language learning through inquiry-based approaches.

2. LITERATURE REVIEW

2.1 Inquiry-Based Learning Model

Inquiry-Based Learning (IBL) is a student-centered educational approach that emphasizes active learning through questioning, exploration, and reflection. In the context of Indonesian language learning, IBL has shown strong potential to enhance students' speaking courage, argumentation, and social interaction skills. This model aligns with constructivist theory, which posits that knowledge is constructed through personal experiences and interactions. IBL is particularly effective in fostering 21st-century competencies such as critical thinking, communication, collaboration, and creativity—skills essential for students in modern education. The approach encourages active participation by allowing students to pose questions and solve problems, enhancing learning experiences and cognitive growth [15], [16]. It also develops critical thinking, creativity, and communication abilities crucial for overall student adaptability [17], [18]. while improving argumentation and speaking skills through collaboration and discussion [16], [17]. However, effective implementation requires teacher preparedness and training to support student-centered learning, efficient classroom management to maintain engagement, and sufficient institutional resources and infrastructure to optimize outcomes [18], [19].

2.2 Speaking Skills

Speaking skills are crucial in high school education as they enhance students' confidence, argumentation, and social competence through activities such as discussions, debates, and presentations that foster logical thinking and clear communication. However, many students face obstacles like shyness, limited vocabulary, and lack of practice opportunities, which require supportive learning environments and effective teaching strategies. External factors such as the absence of public speaking practice, unsupportive environments, and ineffective teaching methods hinder speaking development, emphasizing the need for schools to provide conducive opportunities [20]. Internal factors like self-confidence and vocabulary mastery also play a vital role, as students with higher confidence and stronger vocabulary tend to speak more fluently [21]. Effective strategies such as interactive learning methods—role-playing, debates, and group discussions—engage students actively, while constructive feedback and encouragement increase motivation [20]. Furthermore, public speaking activities like individual presentations significantly improve speaking abilities through structured practice and evaluation [22]. Mastery of speaking skills contributes to comprehensive language development by enhancing pronunciation, grammatical accuracy, and critical thinking [23], while fluency and accuracy—speaking smoothly with correct grammar and vocabulary—remain key indicators of effective oral communication [24].

2.3 The Relationship Between Inquiry-Based Learning and Speaking Skills

Inquiry-Based Learning (IBL) is an effective pedagogical strategy for enhancing speaking skills, as it promotes active participation, critical thinking, and collaborative communication. This approach engages students in questioning, peer discussions, presenting findings, and verbal reflection—activities that are integral to improving speaking proficiency. Research shows that IBL not only enhances students' ability to speak effectively but also builds confidence and engagement in the learning process. Wahono and Zahro [25] found that IBL significantly improved the speaking skills

of tenth-grade vocational high school students, with post-test scores rising from 66.6 to 72.2, while Fatkhriyah [26] reported positive student responses and improved performance meeting success criteria. Similarly, Telaumbanua [27] confirmed a significant effect of IBL on speaking skills, with a t-observed value of 4.43, indicating substantial improvement compared to the control group. Furthermore, Irham and Jayanti [28] observed that IBL increased students' self-esteem and participation in speaking activities by fostering active engagement, and a related study in public speaking courses demonstrated that inquiry learning enhanced students' confidence and independent thinking, creating a more autonomous learning environment [29]. Additionally, IBL supports the development of critical thinking and communication skills, as students collaboratively analyze and discuss information—an outcome also supported by Irwanto et al. [27], who found that guided inquiry effectively strengthens both critical thinking and communicative competence.

2.4 Previous Relevant Research

Several previous studies relevant to this research show the effectiveness of Inquiry-Based Learning (IBL) in improving students' communication and speaking skills. Dian [30] in his study entitled "Teachers' Perceptions of the Efficacy of Inquiry-Based Learning to Increase Engagement and Academic Achievement" found that IBL can increase student engagement and learning outcomes through interactive discussion and presentation activities. Irwanto et al. [31] showed that an inquiry model combined with problem solving can improve the critical thinking and communication skills of high school students in Jakarta. In the context of foreign language learning, Defianty & Wilson [32] found that questioning strategies in inquiry-based learning foster critical thinking and active speaking skills in the classroom. Research by Kadiwone

et al. [16] also proves that the application of the IBL model increases high school students' cognitive learning activities and outcomes, including verbal participation, while Listiono et al. [33] found that IBL increases students' interest in learning and ability to manage scientific discussions. In addition, Qablan et al. [15] emphasized that IBL is effective in fostering curiosity, scientific communication, and collaboration in learning. From these findings, it can be concluded that the IBL model is proven to be effective in developing various aspects of student abilities, particularly in communication and speaking skills. However, most of these studies still focus on quantitative approaches and have not explored the application of IBL in a local context in depth. Therefore, this study attempts to fill this gap through a qualitative descriptive approach by exploring how the process of implementing IBL can improve the speaking skills of high school students in Klaten Regency.

3. RESEARCH METHOD

3.1 Approach and Type of Research

This study uses a qualitative approach with a descriptive type of research because it focuses on an in-depth understanding of the learning process and student experiences in developing speaking skills through the application of the Inquiry-Based Learning (IBL) model. The qualitative approach was chosen to explore the meaning contained in the behavior, actions, and social interactions of students and teachers in a natural context without the intervention of numerical variables [34]. The descriptive nature of this study aims to describe in detail the phenomenon of inquiry-based learning in Indonesian language classes in senior high schools, including the implementation process, student responses, and its impact on speaking skills. Through this approach, the researcher gained a holistic understanding of how the IBL model is

implemented, adapted, and internalized by students in a high school environment in Klaten Regency.

3.2 Research Location and Time

This research was conducted at a public high school in Klaten Regency, Central Java Province, which has implemented the Merdeka Curriculum and was willing to be a research partner. The research location was selected purposively, considering the availability of Indonesian language teachers who actively implement innovative learning models and the school's openness to research activities. The research was conducted over a period of four months, from the preparation stage to the preparation of the report, namely from February to May 2025. During this period, the research activities included initial observation, data collection through interviews and documentation, data analysis, and verification of results to ensure the validity of the findings.

3.3 Research Subjects and Informants

The subjects of this study were 11th grade high school students who participated in Indonesian language learning using the Inquiry-Based Learning (IBL) model. The subjects were selected using purposive sampling, based on specific criteria relevant to the research objectives [35]. The criteria for informants included Indonesian language teachers who implemented inquiry-based learning, students who were active in speaking activities such as discussions, presentations, or class debates, and students who were willing to participate and able to reflectively express their learning experiences. The number of informants in this study consisted of one Indonesian language teacher and six students representing varying levels of speaking ability—high, medium, and low. This number was considered sufficient to achieve data saturation, which indicates that the information obtained was rich and in-depth enough to be analyzed in a qualitative research context.

3.4 Data Sources

The data sources in this study consist of primary and secondary data. Primary data was obtained directly through in-depth interviews, classroom observations, and student reflections during the learning process, providing a realistic picture of the application of the Inquiry-Based Learning (IBL) model in the context of Indonesian language learning. Meanwhile, secondary data serves as supporting data obtained from various school documents, such as the Lesson Plan (RPP), teacher notes, and student speaking skill assessment results, which are used to strengthen and verify the findings from the primary data.

3.5 Data Collection Techniques

This study uses three main techniques in data collection, namely observation, in-depth interviews, and documentation. Observations were conducted to directly observe the process of implementing the Inquiry-Based Learning (IBL) model in the classroom, including teacher activities in facilitating inquiry, student activity in asking questions and discussing, and verbal interactions during speaking activities. Observations were conducted using moderate participatory observation, in which the researcher was present in the classroom but maintained objectivity. In-depth interviews were conducted with teachers and students to obtain information about their experiences during inquiry-based learning. The interview guidelines were semi-structured to maintain the focus of the research while still allowing for in-depth exploration of participants' responses and reflections, particularly regarding student participation, challenges faced, and the influence of the IBL model on confidence and speaking skills. Meanwhile, documentation was used to supplement the data from observations and interviews through the collection of photos of learning activities, lesson plans, teacher observation sheets, and student speaking skill assessment results. The main

instrument in this study was the researcher himself (human instrument), as explained by Moleong [36] that in qualitative research, the researcher acts as a planner, implementer, data collector, analyst, and reporter of results. In addition, auxiliary instruments were also used in the form of classroom observation guidelines, teacher and student interview guidelines, field notes, and documentation tools such as cameras and voice recorders to help researchers organize and interpret data systematically and accurately.

3.6 Data Analysis Techniques

Data analysis in this study was conducted interactively and continuously from the beginning to the end of the study with reference to the qualitative data analysis model from Miles and Huberman [37], which includes three main stages: data reduction, data presentation, and conclusion drawing and verification. In the data reduction stage, researchers selected, focused on, and simplified the raw data obtained from observations, interviews, and documentation to identify main themes such as teacher strategies, student activity, and factors supporting and hindering the implementation of Inquiry-Based Learning (IBL). The data presentation stage is carried out by presenting the reduced results in the form of narratives, thematic tables, and direct quotes from informants to facilitate understanding of patterns and relationships between categories and to assist in drawing preliminary conclusions. Furthermore, in the conclusion and verification stage, the researcher interpreted the meaning of the analyzed data and verified it through triangulation of sources and methods so that the conclusions drawn would have high validity and reliability.

4. RESULTS AND DISCUSSION

4.1 Overview of the Research Location

Klaten Regency is an area in Central Java Province that has strong social and cultural characteristics and a rapidly developing educational environment. This regency is located between two major cities, Surakarta to the east and Yogyakarta to the west, making it a strategic area for educational development. Administratively, Klaten Regency consists of 26 subdistricts with a number of senior high schools (SMA) spread across various regions, both public and private. This condition makes Klaten one of the important educational buffer zones in the southern region of Central Java. The social environment of the Klaten community is known to be religious, communicative, and upholds the values of politeness in interactions. This is reflected in the polite and ethical culture of the community, which is an important asset in learning Indonesian, especially in developing speaking skills. Most high school students in this region come from agricultural and entrepreneurial families with a high level of social familiarity. The open and communicative nature of the community provides a great opportunity for the application of inquiry-based learning models that emphasize questioning, discussion, and argumentation.

This research was conducted at SMA Negeri "X" in Klaten Regency, a school that has implemented the Merdeka Curriculum and strives to strengthen active project-based and inquiry-based learning. This school has around 600 students with adequate modern learning facilities, such as classrooms with projectors, language laboratories, and internet access. The physical environment of the school is well-organized, clean, and supported by a conducive learning atmosphere. The support of the principal and teachers for learning innovation was one of the main reasons for choosing this school as the research location. The Indonesian language teacher at the school has more than 10 years of teaching experience and has participated in training on the implementation of the Merdeka Curriculum, which emphasizes

a student-centered learning approach. Based on the results of preliminary interviews, the teacher stated that inquiry-based learning is a strategic alternative to increase student participation, especially in public speaking activities. This is in line with the needs of students who have tended to be passive and lack confidence when asked to express their opinions or give presentations in class.

Initial observations show that high school students at this school have quite good speaking potential, but it has not been fully honed. In class discussions, only a small number of students actively participate, while the rest still show hesitation and awkwardness in speaking. The cultural factors of shyness and fear of making mistakes are major obstacles for teachers in training students' speaking skills. Therefore, this study focuses on exploring how the application of the Inquiry-Based Learning (IBL) model can be an effective strategy in gradually improving students' courage, fluency, and communication skills. In general, the school conditions supported the implementation of qualitative research due to the school's openness to observation and interviews, as well as collaboration between teachers, students, and researchers in each stage of the activity. The community environment around the school also supported communicative learning, with students actively participating in student council activities, Indonesian language debate groups, and theater extracurricular activities as a forum for developing verbal expression. With such geographical, social, and cultural conditions, Klaten Regency is a relevant and representative location for this research. The communicative characteristics of the community, a learning culture that is beginning to be open to innovation, and institutional support from the school provide a rich context for observing how the IBL learning model can be effectively applied to improve high school students' speaking skills.

4.2 Application of the Inquiry-Based Learning Model in the Classroom

The application of the Inquiry-Based Learning (IBL) model in Indonesian language learning at SMA Negeri "X" in Klaten Regency was carried out systematically and structurally with reference to the main stages of the inquiry model developed by Pedaste et al. [38], namely: (1) orientation, (2) problem or question formulation, (3) exploration, (4) explanation, and (5) reflection. This process was observed and analyzed through observation, interviews, and documentation during four learning sessions in the 11th grade class focusing on the topic *"Speaking Skills in Expressing Opinions Effectively."* The orientation stage aimed to arouse students' curiosity about the learning topic. The teacher began the activity by showing a short video about student communication behavior on social media, which showed examples of polite and impolite ways of speaking. After that, the teacher sparked a light discussion by asking, *"In your opinion, why can the way someone speaks cause misunderstandings?"* The classroom atmosphere became lively as students began to relate the phenomena shown to their daily experiences. Several students responded spontaneously with their personal opinions, such as S1: *"Sometimes we say the wrong thing on social media because we don't realize that our words are offensive, even though we only meant it as a joke,"* and S3: *"When speaking directly, facial expressions and tone of voice can help people understand better."* From this initial activity, the teacher successfully created a participatory learning atmosphere. The orientation stage also served as a basis for establishing the context of the topic while motivating students to speak up and ask questions.

In the problem formulation stage, the teacher guided the students to ask questions that would become the focus of the class exploration. The teacher wrote

several examples on the board, such as: "What makes someone a good speaker?", "How can we get others to accept our opinions without offending them?", and "What is the relationship between empathy and the way we speak?" The students were then asked to come up with their own questions based on these topics. From the observations, most students were hesitant at first, but after being given examples and guidance, they began to dare to ask questions. As S4 said, "At first, I was confused about what to ask, but after discussing it with my friends, I finally asked about how to speak without offending others." The process of formulating questions trains students to think critically and speak in a structured manner. The teacher noted the students' questions and selected several to serve as the basis for group exploration activities. The exploration stage was carried out through group discussions, in which students were divided into four small groups to discuss one main question. The teacher provided several reading sources and sample discussion texts so that students would have references in formulating their arguments. The classroom atmosphere became lively, with students exchanging opinions and debating lightly about effective ways of speaking. Several students admitted to having new experiences, such as S2: "I learned to hold back when others are speaking. It turns out that it's really important to take turns speaking," and S6: "Group discussions made me more courageous to speak because the atmosphere was relaxed and my friends helped by giving input."

The explanation stage was carried out by asking each group to present the results of their discussion in front of the class, while the other groups responded. The teacher acted as a moderator and assessor who provided feedback on delivery, argument structure, and language use. During the presentations, there was a significant increase in the students' courage and speaking skills.

Students who were initially passive began to speak up and respond to questions from other groups. S5 stated, "I used to be very nervous when asked to speak in front of the class, but now I'm getting used to it because I'm being guided slowly," and S3 added, "It turns out that speaking in front of the class is fun if we know what we want to say." After the activity, the teacher conducted a reflection stage by inviting students to evaluate their learning experience through questions such as, "What did you learn from this activity?" or "How did you feel when speaking in front of your friends?" Most students said they felt more confident and understood the importance of practicing speaking. S2 said, "I realized that speaking is not just talking, but also thinking and organizing words," while S1 added, "Now I am more confident in speaking in class because my friends also support each other." Based on the results of observations, interviews, and documentation, there was an increase in active participation, confidence, argumentation skills, and the formation of a collaborative learning environment. This is in line with constructivism theory, which emphasizes that knowledge is built through experience and social interaction, and supports the findings of Irwanto et al. (2024) that guided inquiry can improve students' critical thinking and communication skills. Thus, the application of IBL has been proven to not only improve cognitive abilities but also shape students' communicative character in accordance with local values such as politeness, mutual cooperation, and openness in expressing opinions.

4.3 Supporting and Hindering Factors

The implementation of the Inquiry-Based Learning (IBL) model in Indonesian language learning at SMA Negeri "X" in Klaten Regency cannot be separated from various factors that influence its success. Based on the results of observations, interviews, and documentation, there are two main categories that influence the process of

implementing this model, namely supporting factors and hindering factors. These two factors are interrelated in determining the effectiveness of IBL implementation in improving students' speaking skills. Several important factors that support the successful implementation of the IBL model in Indonesian language classes include the role of teachers as learning facilitators, a conducive physical and social environment, the relevance of themes to students' lives, group work, and institutional support from the school. Teachers play an important role in creating an interactive and conducive learning atmosphere. In inquiry-based learning, teachers are no longer the sole source of knowledge, but rather guides who help students explore ideas and develop their thinking and speaking skills. S3 stated, "I prefer it when the teacher doesn't just give the answer, but invites us to think together. That way, I feel valued and more confident to speak up." The role of teachers who are open and adaptive to new approaches is key to the success of IBL. In addition, an adequate physical school environment, supportive social relationships among students, and relevant learning themes such as "Ethics of Speaking on Social Media" and "Arguing Politely" also encourage students to participate actively. "If the theme is about things we often experience, like chatting on social media or debating, we are more enthusiastic about speaking," (S1).

On the other hand, obstacles were also found in the implementation of this model. Shyness and lack of confidence are still major obstacles for some students when speaking in public. As expressed by S6, "Sometimes I want to speak, but I'm worried about saying the wrong thing or being called weird by my friends." These psychological factors are often caused by previous negative experiences or a lack of sufficient social support. In addition, limited learning time is also an obstacle because the IBL process, which requires exploration, discussion, and reflection, takes longer than conventional methods. An Indonesian language teacher stated, "If the class time is only one hour, sometimes the discussion is not finished." Other obstacles include differences in speaking abilities among students, which can lead to domination by certain students, a lack of learning resources relevant to the IBL approach, and challenges in evaluating speaking skills, which are qualitative and prone to subjectivity. "There aren't many books or modules that use the inquiry model. So I have to modify the teaching materials myself," said the Indonesian language teacher.

To overcome these obstacles, teachers and schools implement various adaptive strategies to ensure that IBL remains effective. Some of the efforts made include a gradual approach through pair discussions before full presentations in class, providing positive feedback to build motivation, and applying a variety of methods such as language games, simulations, and the use of educational videos to get students more involved. Teachers also fostered a culture of appreciation in the classroom by encouraging students to respect each other's opinions so that they would feel less shy. "My classmates are also supportive, so if we say something wrong, they don't laugh at us. That makes me more confident," (S5). In addition, teachers collaborated to develop cross-curricular projects that trained students' communication skills in a broader context. The principal's support for learning innovation also strengthens the sustainability of the IBL model at SMA Negeri "X." With a combination of strong supporting factors and effective strategies for overcoming obstacles, the Inquiry-Based Learning model has proven to make a real contribution to improving students' speaking skills and shaping communicative character in line with the values of politeness and mutual

cooperation upheld by the Klaten community.

4.4 Impact of Inquiry-Based Learning on Speaking Skills

The implementation of the Inquiry-Based Learning (IBL) model in Indonesian language learning at SMA Negeri "X" in Klaten Regency has had a significant impact on improving students' speaking skills. Based on classroom observations, in-depth interviews with teachers and students, and analysis of learning documents, it was found that the inquiry approach not only changed the learning pattern to be more active and collaborative, but also encouraged a transformation in students' communication behavior in both academic and social contexts. In general, the impact of IBL implementation can be categorized into three main aspects, namely increased student courage to speak and participate, development of critical and argumentative thinking skills, and the formation of communicative attitudes and polite language ethics. One of the most noticeable impacts is the increase in students' courage to speak in class. Initially, many students were reluctant to express their opinions due to fear or lack of confidence, but after participating in inquiry-based activities such as group discussions and open presentations, their participation increased significantly. "At first, I didn't dare to speak in front of the class, but after frequent discussions, I got used to it. Now I even want to come forward when asked to give a presentation," (S4). "The question-and-answer activities made the classroom atmosphere less tense. So, we were more courageous to speak because everyone was allowed to express their opinions," (S2). The teacher emphasized, "Students who were usually quiet are now starting to speak up. They seem more prepared because IBL activities make them think and prepare arguments before speaking," (Indonesian Language Teacher).

These findings show that IBL not only trains cognitive abilities but also shapes students' communicative character and courage to participate actively. The next impact is an increase in critical and argumentative thinking skills in speaking. The inquiry learning model requires students not only to answer questions but also to explain the reasons and provide evidence to support their opinions. "I learned to speak using reasons.

For example, if I disagree with a friend's opinion, I have to explain why," (S1). "Group discussions taught me how to construct sentences to convince people," (S3). Teachers also confirmed this by saying, "In inquiry-based learning, students are trained not only to speak but also to think. They learn to structure sentences, choose words, and consider the impact of their words," (Indonesian Language Teacher). Students begin to be able to construct arguments logically with a clear sequence—from the main statement, supporting reasons, to concrete examples. This change shows that IBL encourages the development of critical speaking skills, which are speaking skills based on critical thinking, logical analysis, and strong argumentative abilities. On the other hand, inquiry-based learning also plays a role in fostering communicative attitudes and polite language ethics. "I used to interrupt my friends' conversations, but now I have learned to wait for my turn and be more careful in choosing my words," (S6). "When we have debates in class, we are reminded to speak politely and not to be sarcastic," (S5). Teachers assess that reflection at the end of learning helps students understand their responsibility in language use, as Vygotsky [9] argues that social interaction through language plays an important role in the formation of self-awareness and individual character.

In addition to affective and cognitive impacts, the application of IBL also influences the improvement of

linguistic and non-linguistic aspects of students' speaking skills. From a linguistic perspective, students showed improvement in vocabulary mastery, sentence structure, and fluency in speaking. "Now I think before I speak, so that my sentences are coherent and not misunderstood," (S2). From a non-linguistic perspective, students began to be able to maintain eye contact, use relevant hand gestures, and display facial expressions that supported the meaning of their speech. Teachers also noted an improvement in social relationships and more lively and collaborative classroom dynamic. "The class has become livelier in a positive sense. Students actively discuss and help each other, rather than just listening to lectures," (Indonesian Language Teacher). This improvement supports the development of social communication skills, namely the ability to speak in social interactions that value empathy and ethics. Overall, the Inquiry-Based Learning model has proven to be capable of creating a learning environment that facilitates the development of active, reflective, and communicative speaking skills. The impact covers affective aspects (courage and motivation to speak), cognitive aspects (critical and argumentative thinking skills), social aspects (language ethics and cooperation), and performative aspects (intonation, expression, and gestures). Thus, the application of IBL is an effective strategy in Indonesian language learning at the high school level, particularly in shaping students who are communicative, polite, and highly expressive.

4.5 Discussion

The results of the study indicate that the application of the Inquiry-Based Learning (IBL) model in Indonesian language classes has a significant impact on improving the speaking skills of high school students in Klaten Regency. This is in line with the main objectives of the inquiry model, namely to foster critical thinking skills, communication skills, and

student activity in learning [38]. The IBL model places students at the center of learning (student-centered learning), rather than as passive recipients of information. In this study, students were actively involved through questioning, discussing, and presenting their thoughts, thereby gaining direct experience in practicing speaking in an academic context. These results reinforce the views of Bruner [39] and Vygotsky [9] that knowledge is constructed through a social construction process, in which verbal interaction is a major component in cognitive and communication development.

Thus, the application of IBL has been successful in changing the Indonesian language learning paradigm from a traditional teacher-centered method to a collaborative process that emphasizes dialogue, argumentation, and reflection. The IBL model effectively facilitates the improvement of students' speaking skills through a reflective and collaborative approach.

Students not only learn to express their opinions, but also to organize language, structure arguments, and apply language ethics. This process shows that inquiry-based learning is capable of developing communication skills that are not only cognitive but also affective and social. The results of this study confirm that the application of Inquiry-Based Learning is very relevant in the context of Indonesian language teaching because it provides space for students to experience the thinking process through reflection and exploration activities. This supports Vygotsky's [9] social constructivism theory, which emphasizes that learning occurs through social interaction and meaning negotiation. In this study, activities such as group discussions, joint reflection, and question and answer sessions became the main means for students to build knowledge and strengthen speaking skills. Teachers acted as facilitators who guided students to find answers through reflective questions,

rather than simply providing information.

In addition, this study reinforces Bruner's [39] theory of discovery learning, which emphasizes that the language learning process must allow students to discover meaning through direct experiences, such as discussions, debates, and presentations. The inquiry process encourages students to understand the concept of speaking holistically—not only linguistic aspects such as vocabulary, sentence structure, and intonation, but also the cognitive and social aspects of communication. These findings are in line with previous research, including Irwanto et al. [31], who found that the guided inquiry model can improve high school students' critical thinking and communication skills, and Qablan et al. [15], who stated that IBL can increase student engagement and the quality of arguments in class discussions. In the context of language learning, Defianty & Wilson [32] emphasized that the questioning strategy in inquiry-based learning strengthens students' speaking skills by encouraging them to think reflectively and organize their ideas logically. This study provides a new contribution by placing the application of IBL in the local context of Klaten Regency, proving that IBL is also effective in Indonesian language learning, not only in the fields of science and STEM.

The research findings show that the successful implementation of IBL cannot be separated from three main factors: the role of teachers as active facilitators, the support of a conducive learning environment, and student involvement in speaking activities. Teachers have a key role in creating an open, interactive, and communicative classroom climate. A teaching style that gives students space to express themselves and voice their opinions makes students feel valued, as expressed in interviews with teachers that "when students feel safe to speak, they are more likely to show their ideas and courage." In

addition, learning topics that are relevant to students' lives, such as the ethics of speaking on social media and polite debate, make learning more meaningful and contextual. However, this study also found several obstacles, such as shyness, fear of making mistakes, and limited learning time. Teachers overcame these obstacles by innovatively using media such as contextual videos, simulations, and language games to keep inquiry activities interesting. Overall, the results of this study confirm that IBL can be an effective strategy in improving speaking skills while shaping communicative, reflective, and collaborative characters in high school students in areas such as Klaten Regency.

5. CONCLUSION

Based on the research results and discussion, it can be concluded that the application of the Inquiry-Based Learning (IBL) model has a positive and significant impact on improving the speaking skills of high school students in Klaten Regency. This model has proven to be effective because it can increase students' activeness and courage to speak in discussions, question and answer sessions, and presentations, so that they are more confident in expressing their opinions in front of the class.

In addition, IBL also develops critical and argumentative thinking skills through the process of reflection and the formulation of logical and structured arguments, while fostering language ethics and communicative attitudes. Collaborative learning in IBL helps students learn to listen, respect differences of opinion, and use polite language according to the context. From a linguistic perspective, students experience improvements in fluency, vocabulary choice, and intonation, while from a non-linguistic perspective, they show progress in the use of facial expressions, gestures, and eye contact that support verbal communication. In addition, the implementation of IBL also builds a collaborative learning environment, where teachers act as facilitators who encourage

active student participation in building knowledge together.

However, this study also found several obstacles in the implementation of IBL, such as limited learning time, differences in speaking abilities among students, and psychological factors such as shyness and lack of confidence. To overcome this, teachers need to innovate by applying a variety of methods, using interesting learning media, and implementing a gradual mentoring strategy so that all students can be actively involved in the learning process. Overall, this study confirms that the Inquiry-Based Learning model is highly relevant to Indonesian language learning because it not only improves technical speaking skills but also shapes communicative, critical, and collaborative character. This model is in line with the spirit of the Merdeka Curriculum and the demands of 21st-century learning, which emphasizes independence, creativity, and higher-order thinking skills.

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