

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Inquiry-Based Learning

The philosophical foundation of Inquiry-Based Learning (IBL) refers to Jean Piaget's thinking as a key figure in constructivist theory. This theory asserts that knowledge is not transmitted passively from teacher to student, but is actively constructed through learning experiences, social interaction, and reflection. Piaget stated that learning is an active process in which students build meaning based on the prior knowledge they possess, then develop new concepts through activities such as observation, discussion, experimentation, and reflection on their own learning experiences. In line with that view, Iswara (2025) asserts that knowledge cannot be transferred directly from teacher to student, but must be formed through processes of thinking, exploration, and reflection carried out independently by students. In constructivist learning, the teacher acts as a facilitator who creates a learning environment that supports exploration, collaboration, and active student engagement, while students become the center of all learning activities Rizki et al., (2025).

These principles are aligned with the Inquiry-Based Learning model, which encourages students to actively engage in the learning process by posing questions and participating in

exploratory activities. According to Royani (2023), IBL is a learning model that maximizes student activity in seeking and finding answers to problems, thus placing students as the main subjects of learning, with teachers acting as facilitators and motivators. In this process, students are required to think critically, analytically, and creatively in formulating solutions. In addition, Aulia (2023) states that the application of IBL can improve reading and observation skills, because students not only collect information but also analyze and reflect on the findings obtained. Thus, Inquiry-Based Learning can be understood as a synthesis of ideas from various educational thinkers oriented toward active, participatory, and meaningful learning.

2. Principles of Inquiry-Based Learning

Archer-Kuhn and MacKinnon (2023) explain that Inquiry-Based Learning is built on eight fundamental principles that emphasize the process of engagement, question formulation, investigation planning, data collection and analysis, conclusion formulation, communication of findings, reflection, and collaboration.

1. Engagement

The student shows interest and curiosity about the topic or problem, asks initial questions, and actively participates in discussions.

2. Question Formulation

The student is able to formulate clear, relevant, and investigable questions and transform general questions into more specific ones.

3. Investigation Planning

The student designs procedures or steps to find answers, identifies the necessary tools and materials, and determines appropriate methods of data collection.

4. Data Collection & Analysis

The student carefully conducts observations or experiments, systematically records data, and analyzes the collected data to identify patterns or relationships.

5. Conclusion Formulation

The student states conclusions based on the evidence gathered, connects the conclusions to the initial questions, and identifies.

6. Communication of Findings

The student presents the results of the investigation clearly and logically (orally, in writing, or visually), uses evidence to support arguments, and responds to questions from peers or the teacher.

7. Reflection

The student evaluates the learning process and outcomes, identifies what has been learned and what needs improvement, and connects new knowledge to prior experiences.

8. Collaboration

The student works effectively in a group, shares ideas and responsibilities, and listens to and respects others' opinions.

These principles provide a solid theoretical framework for student-centered learning, in which students are encouraged to ask and answer critical questions, such as identifying main ideas, analyzing relationships between parts of a text, and evaluating visual information such as graphs, images, charts, and media excerpts. The systematic inquiry process, including data collection, information analysis, and formulating conclusions, helps students develop literal, inferential, and evaluative reading skills, while also strengthening viewing abilities to accurately interpret visual messages. Additionally, collaboration and reflection, which are important parts of the IBL principles, support students in building richer interpretations, validating understanding through discussion, and reflecting on the reading and viewing strategies they use. Thus, the implementation of IBL principles not only enhances reading comprehension but also broadens students' abilities to read and interpret multimodal information critically and meaningfully. These principles were used in this study.

3. Reading-Viewing Skills

Exley (2024) explains that reading and viewing are two literacy processes that are integrally interconnected through the

concept of intermodal coupling, which refers to an individual's ability to construct meaning by linking written texts with visual representations. In line with this perspective, Pratiwi (2024) emphasizes that viewing skills are not limited to the physical act of seeing, but also encompass the ability to identify visual details, relate images to their context, draw inferences, and evaluate the visual messages conveyed. Furthermore, Sumarmi and Amalia (2023) argue that reading and viewing ability involves not only comprehension of written texts but also the interpretation of visual and audiovisual information. They highlight that students must be able to integrate textual and visual elements to construct meaningful understanding. This perspective supports the present study, in which students engaged with texts, images, graphs, and videos as part of the Inquiry-Based Learning process.

Furthermore, Anita (2024) provides a theoretical foundation suggesting that inquiry-based learning has the potential to strengthen reading-viewing skills through critical, reflective, and interpretative approaches to understanding textual and visual meaning. This argument is further reinforced by Rizal and Susanto (2021), who support the view that interactive instructional approaches can enhance students' reading skills, thereby indicating the relevance of active and inquiry-oriented strategies in fostering deeper literacy engagement. This approach is particularly relevant in English language learning, as it helps students not only comprehend

information at a literal level but also interpret implicit meanings conveyed through texts and visuals. The findings of Santos and Paglinawan (2023) further indicate that the integrated use of visual content can enhance students' comprehension and engagement in language learning.

Several recent studies emphasize the importance of integrating reading-viewing skills into the curriculum to promote more optimal learning engagement. For example, Mulyadi and Wikanengsih (2022) found that the implementation of visual thinking strategies improved students' viewing skills while also encouraging active participation and critical engagement with learning materials. In addition, educators are encouraged to adapt instructional methods by integrating digital literacy with traditional literacy practices in order to meet the demands of twenty-first-century learning Pratiwi (2024). The benefits of developing reading-viewing skills include improvements in cognitive abilities, reading retention, vocabulary acquisition, emotional intelligence, and communication skills. Through these skills, students not only gain new knowledge from visual texts but also learn to appreciate ideas conveyed through visual representations, thereby enabling more active participation in an increasingly visually oriented society.

According to Ewing (2022), reading-viewing is not merely an activity of reading texts or viewing images, but rather a cognitively and socially complex meaning-making process in

which readers or viewers actively construct understanding from both visual and linguistic texts. Duffy and Exley (2025) further argue that reading–viewing involves understanding how visual elements, such as framing, element placement, and visual composition, function to construct the flow and meaning of a visual text. Thus, reading–viewing skills require students not only to comprehend written texts but also to actively interpret and integrate meanings from visual or multimodal materials within the learning process Nurjati et al., (2023). In a broader context, Kaur (2023) conceptualizes reading–viewing as an interpretative process that enables readers or viewers to analyze themes, representations, identities, and social experiences through visual, symbolic, and narrative aspects, thereby positioning students as critical and reflective learners.

Based on the various theoretical perspectives presented, it can be concluded that reading–viewing skills constitute an integrated literacy process that involves the ability to comprehend, interpret, and evaluate meaning from written and visual texts simultaneously. Reading–viewing is not limited to the physical activities of reading and seeing, but also encompasses cognitive and social processes in constructing meaning through the integration of linguistic and visual elements.

4. Inquiry-Based Learning in Reading-Viewing

In analyzing the relationship between Inquiry-Based Learning (IBL) and reading-viewing skills, it is important to consider the concept of the relationship between variables as explained by Susanto and Jaya (2023), who assert that correlation is used to see the strength and direction of the relationship between two variables.

Kehoe and McGinty (2024) provide a theoretical basis that effective reading instruction must involve practices that encourage exploration and reasoning, which form the foundation for the development of reading-viewing skills and are suitable for integration with the IBL model. IBL is an educational approach that encourages students to engage actively with content through questioning, exploring, and problem solving. This study aims to assess how IBL can promote students' comprehension and critical thinking abilities in the context of reading and viewing. Chu et al. (2021) emphasize that Inquiry Based Learning (IBL) is an effective approach for developing 21st-century skills, including information literacy and multimodal literacy, which are directly related to reading-viewing skills. This study aligns with recent literature that stresses the importance of interactive learning environments in developing essential reading and viewing competencies.

English reading-viewing learning, particularly for students at SMPN 20 Kota Bengkulu, is still considered low.

Several main problems found include students' tendency not to engage actively in classroom reading activities because they do not have opportunities to read. In addition, students are undertrained in oral communication because the learning approach emphasizes practice exercises and theory more than reading practice. A lack of confidence becomes a major obstacle that directly affects students' pronunciation accuracy and reading fluency.

Inquiry based learning (IBL) is a pedagogical approach that shifts the focus from passive transmission of knowledge to active student engagement. IBL encourages students to ask questions, seek answers, and construct their own understanding. This approach aims to improve students' critical thinking skills, problem-solving, and independent learning Sirojiddinovna (2024). Tawfik (2025), through a Delphi study involving K–12 teachers, found that Inquiry Based Learning (IBL) is not merely an activity of finding answers but a structured process that includes problem identification, data collection, critical reasoning, collaborative discussion, and ongoing reflection. In addition, teachers emphasize that IBL requires a strong facilitator role from the teacher to guide students without taking over their autonomy in learning. Therefore, with its various benefits, IBL is an appropriate model to implement in English reading–audience instruction, particularly for students at SMPN 20 Kota Bengkulu whose proficiency is still considered low.

B. Previous Studies

The first, research by Cahya & Katemba (2023), with the title “The effectiveness of Inquiry-Based Learning (IBL) on reading skills among students at SMAN I Lembang: Independent Curriculum”. This study involved 432 students, with a sample of 68 students divided into experimental and control groups. Reading comprehension exams were administered as pre-test and post-test to assess improvement after applying the IBL technique. The experimental group received IBL instruction, while the control group was taught using conventional methods. The findings showed that IBL was more effective than conventional teaching methods. The experimental group achieved an average post-test score of 78.08, compared to 71.17 for the control group. The normalized gain score for the experimental group was 0.54 (medium gain), while the control group had a score of 0.21 (low gain). These results show that IBL significantly improves students' reading skills

The second, Research by Hendriarto (2021), titled "The Relevance of Inquiry-Based Learning in Basic Reading Skills Training to Improve Student Learning Outcomes in Madrasah Ibtidaiyah," is conceptual in nature and focuses on Madrasah Ibtidaiyah (Islamic primary schools) in Indonesia through a literature review of various relevant studies. This research employs a descriptive qualitative design with a literature review method from national and international journal

publications. Data is analyzed using a phenomenological approach, coding systems, and critical evaluation to ensure validity and reliability. The findings indicate that inquiry-based learning is highly relevant and effective in improving students' basic reading skills.

The third, research by Alshammari (2022). With the title “The Effect of Inquiry-Based Learning Strategy on Developing Saudi Students' Meta-Cognitive Reading Comprehension Skills”. This study used a quasi-experimental design involving 106 first-year students (53 males and 53 females) from Shaqra University. Pretests and posttests were administered to evaluate the effectiveness of inquiry-based learning strategies on students' reading comprehension skills. The readings used in the test were evaluated by judges, with 60%-70% stating that the readings were suitable for students. The reliability of the test was confirmed with an Alpha coefficient of 0.8684. Results showed a significant increase in students' reading comprehension skills from pretest ($M=26.58$) to posttest ($M=45.83$) at the 0.01 significance level. Key skills such as guessing, analyzing, describing, and identifying the main idea were rated as having an effectiveness of 77%. These findings suggest that inquiry-based learning significantly improves students' reading comprehension ability, supporting the need to integrate this strategy into the curriculum.

Based on three previous studies, the researchers found that the first study by Cahya & Katemba involved 432 students,

with a sample of 68 students conducted at SMAN I Lembang, focusing on the independent curriculum. This research used a self-designed reading comprehension test. The second study by Prasetyono Hendriarto discussed the implementation of Inquiry-Based Learning (IBL) in developing basic reading skills of students in Indonesian Islamic primary schools (Madrasah Ibtidaiyah), and his research was conceptual in nature. The third study by Alshammari involved 106 students conducted at Shaqra University in Saudi Arabia, using a reading assessment tool evaluated by judges to ensure its suitability for students.

Therefore, the similarity between these three studies and the author's research is that they all used Inquiry-Based Learning (IBL) as a teaching model to enhance reading skills. However, this study focuses on seventh-grade students of SMPN 20 Kota Bengkulu, while the previous studies involved students from various educational levels (high school, madrasah, and university students). The novelty of this research lies in its emphasis on reading and viewing skills, which may not have been extensively explored in previous research that primarily focused on reading skills alone.

C. Conceptual Framework

1. Independent Variable

The Inquiry-Based Learning model is defined as a learning approach that emphasizes the processes of questioning, exploration, and investigation, where students are encouraged to actively engage in the learning process through questioning, discussion, and experimentation, allowing them to independently build knowledge and skills.

2. Dependent Variable

Reading-viewing Skills are abilities that integrate reading text with viewing visual media to understand information more deeply. The reading-viewing skills refer to the competencies required to effectively interact with and analyze texts in both written and visual formats.

3. Enhancing Engagement and Motivation

The Inquiry-Based Learning model creates a learning environment that integrates text reading with visual media to understand information more deeply in a fun and interactive way, which can enhance students' academic skills, especially in reading and viewing.

4. Conceptual Framework Diagram

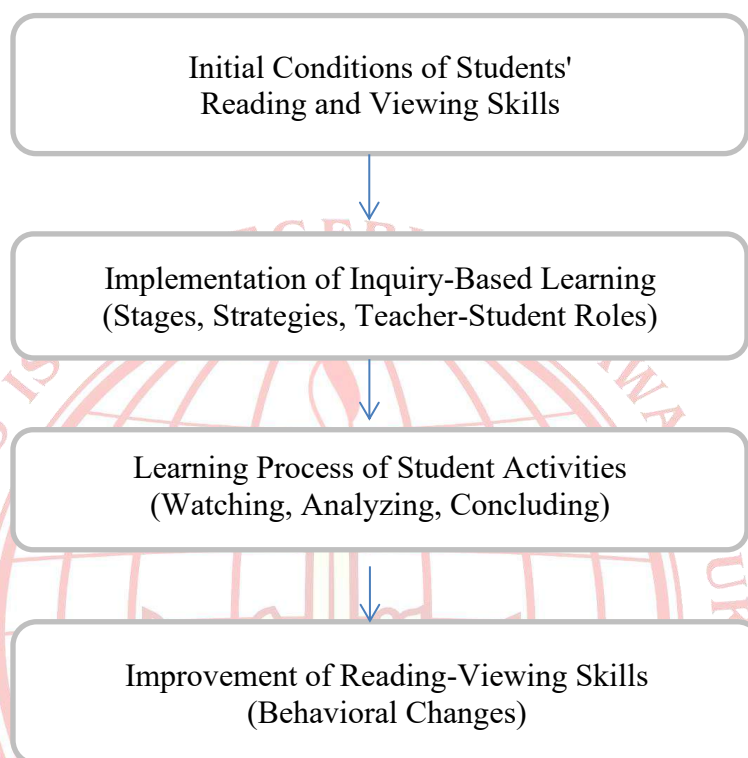


Figure 2. 1 The conceptual framework