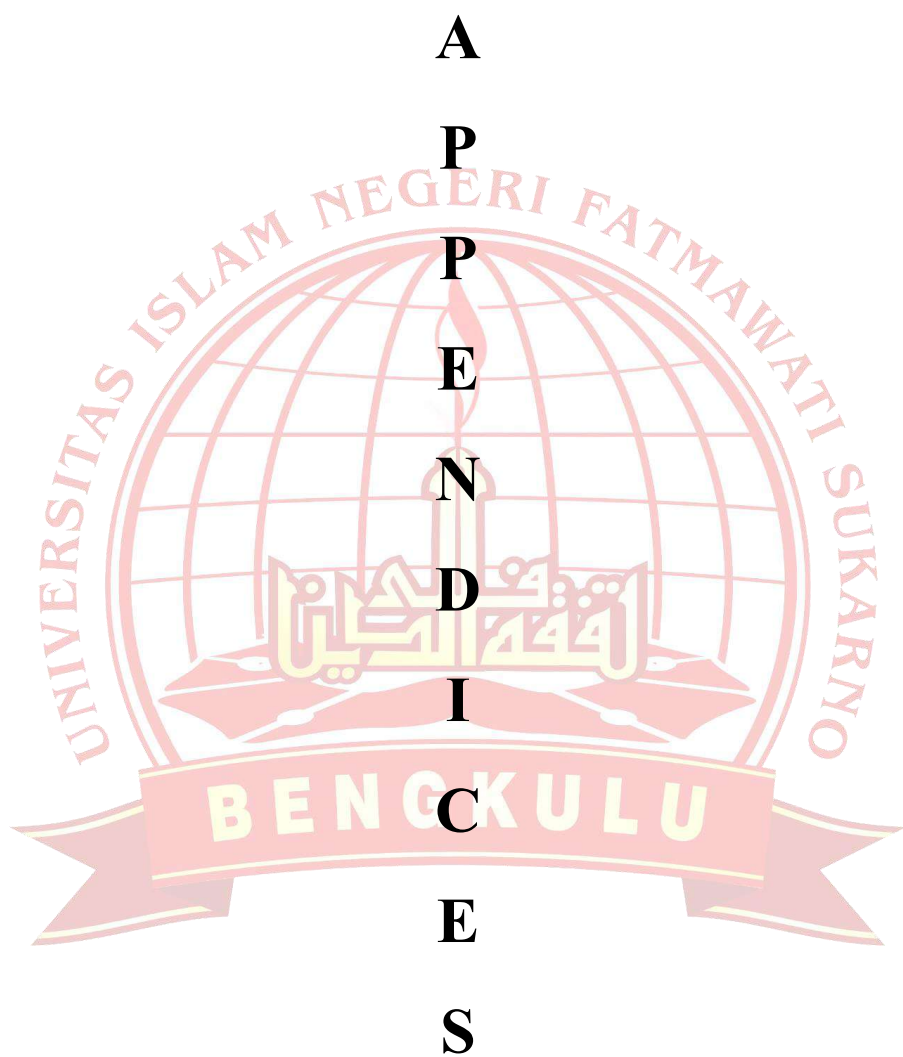






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Website: www.uinfasbengkulu.ac.id

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Yang bertanda tangan di bawah ini:

Nama : Ayu Yeri Andira

NIM : 2111230076

Program Studi : Tadris Bahasa Inggris

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Kepala Prodi Tadris Bahasa Inggris

M. Hidayaturrahman, M.Pd.
NIP. 197805202007101002

Ayu Yeri Andira
NIM. 2111230076

Bengkulu, 17 Desember 2025

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OBSERVATION GUIDELINESS

1. Instructions for Filling Out the Observation Chart
 1. No: Fill in with the sequential number of the student being observed.
 2. Student Name: Write the full name of the student being observed.
 3. Inquiry Aspect: This refers to the aspect being assessed based on Inquiry-Based Learning (IBL). Be sure to match it with the relevant indicators.
 4. Indicator: Read the indicators listed for each aspect. These indicators describe the criteria that the student must meet.
 5. Observation Results:

Yes: Check the “Yes” column if the student demonstrates behavior or abilities that match the assessed indicator.

No: Check the “No” column if the student does not demonstrate behavior or abilities that match the assessed indicator.
 6. Observer’s Notes: Relevant notes or comments regarding the observation. These may include:
 1. Specific examples of the student’s behavior.
 2. Strengths or weaknesses observed during the activity.
 3. Suggestions for improvement or further development.
2. Inquiry-Based Learning Aspects of the Observed Student

Table Student Observation Guidelines

No	Name	Inquiry Aspect	Indicators	Observation Results		Notes
				Yes	No	
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 transforms 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.			

3. Inquiry-Based Learning Aspects Observed in the Teacher

Table Teacher Observation Guidelines

No	Inquiry Aspect	Indicator	Observation Results		Notes
			Yes	No	
1.	Formulation of Essential Questions	The teacher is able to formulate questions that spark students' curiosity and lead to in-depth investigation.			
2.	Providing Opportunities for Investigation	The teacher provides sufficient time and space for students to conduct investigations, experiments, or data collection.			
3.	Facilitating the Process of Data and Information Exploration	The teacher guides students in collecting, organizing, analyzing, and interpreting relevant data or information.			
4.	Guiding the Development of Explanations and Arguments	The teacher provides guidance to students in developing well-founded explanations, formulating hypotheses, and constructing arguments based on the evidence they have gathered.			
5.	Providing Opportunities for	The teacher provides an appropriate platform that enables students to			

	Communication and Reflection	communicate their findings effectively and reflect meaningfully on their learning process.			
6.	Encouraging Collaboration	The teacher actively facilitates and promotes student collaboration by encouraging teamwork and group-based inquiry throughout the investigative process..			
7.	Flexibility and Adaptability	The teacher shows flexibility by adapting the instructional plan in response to students' interests and discoveries that emerge throughout the inquiry process.			
8.	Acting as a Facilitator Rather Than the Primary Source of Information	The teacher takes on the role of a guide or facilitator, supporting students throughout their learning journey rather than simply transmitting information.			

OBSERVATION RESULTS

c. Research Observation Results

Table Observation Results 1

No	Student Name	Inquiry-Based Learning Aspect	Indicator	Observation Results		Notes
				Yes	No	
1	ARS	Engagement	The student shows interest and curiosity about the topic or problem, asks initial questions, and actively participates in discussions	✓		
2	AA					
3	AD					
4	AM					
5	AK					
6	AJS					
7	AS	Question Formulation	The student is able to formulate clear, relevant, and investigable questions, and transforms general questions into more specific ones.	✓		
8	AT					
9	BKA					
10	CC					
11	EMT					
12	FA					
13	FAB	Investigation Planning	The student designs procedures or steps to find answers, identifies the necessary tools and materials, and determines appropriate methods of data collection..	✓		
14	FM					
15	FAR					
16	GMN					
17	GK					
18	IA					
19	IZ	Data Collection & Analysis	The student carefully conducts observations or experiments, systematically records data, and analyzes the collected data to identify patterns or relationships	✓		
20	MF					
21	MZP					
22	NSK					
23	PHA					
24	RPE					
25	RGG	Conclusion Formulation	The student states conclusions based on the evidence gathered, connects the conclusions to the initial questions, and identifies	✓		
26	SA					
27	SM					
28	SV					
29	TML					
30	VS					
31	ZA					

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

Table Observation Results 2

No	Student Name	Inquiry-Based Learning Aspect	Indicator	Observation Results		Notes
				Yes	No	
1 2 3 4 5 6	AD ADP ACP AL ANF BPM	Engagement	The student shows interest and curiosity about the topic or problem, asks initial questions, and actively participates in discussions	✓		
7 8 9 10	BVP DR EP FAB	Question Formulation	The student is able to formulate clear, relevant, and investigable questions, and transforms general	✓		

11	FB		questions into more			
12	HAP		specific ones.			
13	ICH	Investigation Planning	The student designs procedures or steps to find answers, identifies the necessary tools and materials, and determines appropriate methods of data collection..	✓		
14	JTA					
15	KP					
16	KEA					
17	KR					
18	MAPA	Data Collection & Analysis	The student carefully conducts observations or experiments, systematically records data, and analyzes the collected data to identify patterns or relationships	✓		
19	MA					
20	MKI					
21	MNR					
22	MRA					
23	MRS	Conclusion Formulation	The student states conclusions based on the evidence gathered, connects the conclusions to the initial questions, and identifies	✓		
24	NA					
25	NA					
26	RAS					
27	SAH					
28	SRP	Communicatio n 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.	✓		
29	TIS					
30	TH					
31	ZF					
		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..	✓		
		Collaboration	The student works effectively in a group, shares ideas and	✓		

			responsibilities, and listens to and respects others' opinions.			
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Table Observation Results 3

No	Student Name	Inquiry-Based Learning Aspect	Indicator	Observation Results		Notes
				Yes	No	
1	APD	Engagement	The student shows interest and curiosity about the topic or problem, asks initial questions, and actively participates in discussions	✓		
2	AAP					
3	AAH					
4	AN					
5	BS					
6	BRA					
7	CR					
8	DBW	Question Formulation	The student is able to formulate clear, relevant, and investigable questions, and transforms general questions into more specific ones.	✓		
9	DDH					
10	DTS					
11	EAO					
12	FHF					
13	FMQ					
14	FA					
15	FNS	Investigation Planning	The student designs procedures or steps to find answers, identifies the necessary tools and materials, and determines appropriate methods of data collection..	✓		
16	IA.					
17	MA					
18	MN					
19	MBPPM					
20	KP					
21	MRP					
22	PDH	Data Collection & Analysis	The student carefully conducts observations or experiments, systematically records data, and analyzes the collected data to identify patterns or relationships	✓		
23	PPK					
24	RKS					
25	SAP					
26	SSF					
27	V					
28	VA					
29	WSFA	Conclusion Formulation	The student states conclusions based on the evidence gathered,	✓		
30						

			connects the conclusions to the initial questions, and identifies			
		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.	✓		
		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..	✓		
		Collaboration	The student works effectively in a group, shares ideas and responsibilities, and listens to and respects others' opinions.	✓		

INTERVIEW GUIDELINESS

Topic: Exploring Inquiry-Based Learning in Improving Reading-Viewing Skills. (A Case Study in Class Seventh Grade Students' Of Smpn 20 Kota Bengkulu)

1. Tujuan wawancara ini adalah untuk memperoleh informasi secara mendalam mengenai bagaimana pembelajaran berbasis inkuiri diterapkan dalam mengajarkan keterampilan membaca-melihat di SMPN 20 Kota Bengkulu.
2. Seluruh informasi dan jawaban yang disampaikan akan dijaga kerahasiaannya dan digunakan semata-mata untuk keperluan penelitian akademik.
3. Bapak/Ibu diharapkan dapat memberikan jawaban secara jujur dan terbuka. Apabila terdapat pertanyaan yang kurang jelas atau memerlukan penjelasan lebih lanjut, Bapak/Ibu dipersilakan untuk menanyakannya.
4. Atas kesediaan dan partisipasi Bapak/Ibu, peneliti mengucapkan terima kasih. Masukan yang diberikan sangat berarti bagi penelitian ini serta sebagai upaya peningkatan kualitas pembelajaran Bahasa Inggris di sekolah.

Table. Interview Guidelines

No	Subject/Informants	Inquiry Aspects	Interview Guidelines	Code
1.	1. ERS 2. FF	Engagement	1. How do you stimulate students' curiosity about the subject matter?	EG 1

	3. MYE		2. What strategies do you use to make students interested in asking initial questions? 3. How do you create a classroom atmosphere that encourages active student discussion? 4. What indicators of student engagement do you usually observe during learning? 5. How do you handle students who are less interested or passive?	
2.		Question Formulation	1. How do you train students to formulate clear and focused questions? 2. What is your approach in helping students turn general questions into specific ones? 3. To what extent can students identify questions that are worth investigating? 4. Do you provide a framework or guidelines in formulating questions? 5. How do you assess the quality of the questions posed by students?	QF 2
3.		Investigation Planning	1. How do you guide students in designing investigation steps? 2. What is your role in helping students determine the necessary tools and materials? 3. How do students decide on the most appropriate method for data collection? 4. How independent are students in planning their investigations?	IP 3

			5. What common difficulties do students face in the investigation planning stage?	
4.		Data Collection & Analysis	1. How do you ensure students conduct observations or experiments carefully? 2. What techniques do students use to record data systematically? 3. How do you train students to analyze the data collected? 4. What challenges do students usually encounter when collecting data? 5. How do students identify patterns or relationships from the data they collect?	DCA 4
5.		Conclusion Formulation	1. How do students formulate conclusions from the data they obtain? 2. What approach do you use to help students connect conclusions with initial questions? 3. How strong is the relationship between students' conclusions and the available evidence? 4. Are students trained to question the accuracy of their conclusions? How do you help students identify potential errors in their conclusions?	CF 5
6.		Communication of Findings	1. How do students present their investigation results? 2. What forms of communication (oral/written/visual) do students most frequently use?	CoF 6

			- How do students use evidence to support their arguments? - To what extent can students answer questions from teachers or peers related to their results? - How do you evaluate students' ability to communicate their investigation results?	
7.		Reflection	- How do you encourage students to reflect after learning activities? - What forms of reflection activities do you usually implement in class? - How effective are students in identifying what they have learned? - How do students connect new learning with previous experiences? - Is reflection used to improve learning processes in the future?	R 7
8.		Collaboration	- How do you organize group work to ensure effective collaboration? - What is the role of each group member during activities? - How do you assess students' contributions in groups? - How do students demonstrate listening and respecting each other's opinions? - What common challenges do students face in collaboration, and how do you address them?	C 8

INTERVIEW SCRIPTS

Code ERS Interview: Eg 1 Engagement

Researcher : *“Bagaimana Anda menstimulasi rasa ingin tahu siswa terhadap topik pelajaran?”*

How do you stimulate students' curiosity about the subject matter?

Informant :

Researcher *“Apa strategi yang Anda gunakan agar siswa tertarik untuk mengajukan pertanyaan awal?”*

What strategy do you use to make students interested in asking initial questions?

Informant :

Researcher *“Bagaimana Anda menciptakan suasana kelas yang mendorong siswa aktif berdiskusi?”*

How do you create a classroom atmosphere that encourages students to actively discuss?

Informant :

Researcher *“Apa indikator keterlibatan siswa yang biasa Anda amati selama pembelajaran?”*

What indicators of student involvement do you usually observe during learning?

Informant :

Researcher *“Bagaimana Anda menangani siswa yang kurang tertarik atau pasif?”*

How do you handle students who are less interested or passive?

Informant :

Code ERS Interview: OF2 Formulation of Questions

Researcher : *“Bagaimana Anda melatih siswa untuk membuat pertanyaan yang jelas dan fokus?”*

How do you train students to create clear and focused questions?

Informant :

Researcher : *“Apa pendekatan Anda dalam membantu siswa mengubah pertanyaan umum menjadi pertanyaan spesifik?”*
What is your approach in helping students transform general questions into specific ones?

Informant :

Researcher : *“Sejauh mana siswa mampu mengidentifikasi pertanyaan yang layak untuk diselidiki?”*
To what extent can students identify questions that are worth investigating?

Informant :

Researcher : *“Apakah Anda menyediakan kerangka atau panduan dalam merumuskan pertanyaan?”*
Do you provide a framework or guide in formulating questions?

Informant :

Researcher : *“Bagaimana Anda menilai kualitas pertanyaan yang diajukan siswa?”*
How do you assess the quality of questions posed by students?

Informant :

Code ERS Interview: IP3 Investigation Planning

Researcher : *“Bagaimana Anda membimbing siswa dalam merancang langkah-langkah investigasi?”*
How do you guide students in designing investigation steps?

Informant :

Researcher : *“Apa peran Anda dalam membantu siswa menentukan alat dan bahan yang diperlukan?”*
What is your role in helping students determine the necessary tools and materials?

Informant :

Researcher : *“Bagaimana siswa memutuskan metode pengumpulan data yang paling sesuai?”*

How do students decide on the most appropriate data collection method?

Informant :

Researcher : *“Seberapa mandiri siswa dalam merencanakan investigasi mereka?”*

How independent are students in planning their investigations?

Informant :

Researcher : *“Apa kesulitan umum yang siswa hadapi dalam tahap perencanaan investigasi?”*

What common difficulties do students face during the investigation planning stage?

Informant :

Code ERS Interview: DCA4 Data Collection & Analysis

Researcher : *“Bagaimana Anda memastikan siswa melakukan observasi atau eksperimen secara teliti?”*

How do you ensure students observe or experiment carefully?

Informant :

Researcher : *“Apa teknik yang digunakan siswa untuk mencatat data secara sistematis?”*

What techniques do students use to record data systematically?

Informant :

Researcher : *“Bagaimana Anda melatih siswa dalam menganalisis data yang dikumpulkan?”*

How do you train students to analyze the collected data?

Informant :

Researcher : *“Apa saja kendala yang biasa ditemui siswa saat mengumpulkan data?”*

What common obstacles do students encounter when collecting data?

Informant :

Researcher : *“Bagaimana siswa menemukan pola atau hubungan dari data yang mereka kumpulkan?”*

How do students find patterns or relationships in the data they collected?

Informant :

Code ERS Interview: CF5 Formulating Conclusions

Researcher : *“Bagaimana siswa menyusun kesimpulan dari hasil data yang mereka peroleh?”*

How do students formulate conclusions from the data they obtain?

Informant :

Researcher : *“Apa pendekatan yang Anda gunakan untuk membantu siswa menghubungkan kesimpulan dengan pertanyaan awal?”*

What approach do you use to help students connect conclusions with the initial questions?

Informant :

Researcher : *“Seberapa kuat hubungan antara kesimpulan siswa dan bukti yang tersedia?”*

How strong is the connection between student conclusions and the available evidence?

Informant :

Researcher : *“Apakah siswa dilatih untuk mempertanyakan keakuratan kesimpulan mereka?”*

Are students trained to question the accuracy of their conclusions?

Informant :

Researcher : *“Bagaimana Anda membantu siswa mengidentifikasi kemungkinan kekeliruan dalam kesimpulan mereka?”*

How do you help students identify possible errors in their conclusions?

Informant :

Code ERS Interview: CoF6 Communicating Findings

Researcher : *“Bagaimana siswa menyajikan hasil investigasi mereka?”*
How do students present their investigation results?

Informant :

Researcher : *“Apa bentuk komunikasi (lisan/tulisan/visual) yang paling sering digunakan siswa?”*
What forms of communication (oral/written/visual) are most commonly used by students?

Informant :

Researcher : *“Bagaimana siswa menggunakan bukti untuk mendukung argumen mereka?”*
How do students use evidence to support their arguments?

Informant :

Researcher : *“Sejauh mana siswa mampu menjawab pertanyaan dari guru atau teman terkait hasilnya?”*
To what extent are students able to answer questions from the teacher or peers related to their results?

Informant :

Researcher : *“Bagaimana Anda mengevaluasi kemampuan siswa dalam menyampaikan hasil investigasi?”*
How do you evaluate students' ability to present investigation results?

Informant :

Code ERS Interview: R7 Reflection

Researcher : *“Bagaimana Anda mendorong siswa untuk melakukan refleksi setelah kegiatan belajar”*
How do you encourage students to reflect after learning activities?

Informant :

Researcher : *“Apa bentuk kegiatan refleksi yang biasa Anda terapkan di kelas”*
What form of reflection activities do you usually apply in class?

Informant :
Researcher : *“Seberapa efektif siswa dalam mengidentifikasi apa yang telah mereka pelajari”*
How effective are students in identifying what they have learned?
Informant :
Researcher : *“Bagaimana siswa menghubungkan pembelajaran baru dengan pengalaman sebelumnya?”*
How do students connect new learning with previous experiences?
Informant :
Researcher : *“Apakah refleksi digunakan untuk memperbaiki proses belajar di masa depan?”*
Is reflection used to improve the learning process in the future?

Informant :

Code ERS Interview: C8 Collaboration

Researcher : *“Bagaimana Anda mengatur kerja kelompok agar kolaborasi berjalan efektif?”*
How do you organize group work to ensure effective collaboration?
Informant :
Researcher : *“Apa peran masing-masing anggota kelompok saat kegiatan berlangsung?”*
What form of reflection activities do you usually apply in class?
Informant :
Researcher : *“Bagaimana Anda menilai kontribusi siswa dalam kelompok?”*
How do you assess students' contributions in groups?
Informant :
Researcher : *“Bagaimana siswa menunjukkan sikap saling mendengarkan dan menghargai pendapat?”*

How do students demonstrate active listening and respect for each other's opinions?

Informant :

Researcher : *“Apa tantangan umum dalam kolaborasi siswa, dan bagaimana Anda mengatasinya?”*

What common challenges do students face in collaboration, and how do you address them?

Informant :



INTERVIEW RESULTS

INFORMANT ERS

Code ERS Interview: Eg 1 Engagement

AYA : How do you stimulate students' curiosity about the subject matter?

ERS : First, I provide contextual material, meaning material that is related to the students' daily lives. Then we connect that material with what we have previously learned. So, to stimulate students, I usually use prompting questions.

“Pertama, saya menyediakan materi kontekstual, artinya materi yang terkait dengan kehidupan sehari-hari siswa. Kemudian kami menghubungkan materi tersebut dengan apa yang telah kami pelajari sebelumnya. Jadi, untuk merangsang siswa, saya biasanya menggunakan pertanyaan pemicu.”

AYA 1. : What strategy do you use to make students interested in asking initial questions?

ERS : The first strategy I use is to incorporate learning media, such as videos or audiovisuals, to attract students to ask questions, for example, through games or educational videos, or song lyrics. I give them examples of simple questions so they have a clear picture.

“Strategi pertama yang saya gunakan adalah menggabungkan media pembelajaran, seperti video atau audiovisual, untuk menarik minat siswa agar bertanya, misalnya melalui permainan atau video pendidikan, atau lirik lagu. Saya memberi mereka contoh pertanyaan sederhana sehingga mereka memiliki gambaran yang jelas.”

AYA 2. : How do you create a classroom atmosphere that encourages students to actively discuss?

ERS : First, I divide students into groups according to their interests, talents, and learning styles. For example, students

who are more inclined towards audiovisual learning are grouped together. The same goes for students with visual or kinesthetic learning interests. So, we map or group them according to their learning styles.

“Pertama, saya membagi siswa ke dalam kelompok sesuai minat, bakat, dan gaya belajar mereka. Misalnya, siswa yang lebih cenderung pada pembelajaran audiovisual dikelompokkan bersama. Hal yang sama berlaku untuk siswa dengan minat pembelajaran visual atau kinestetik. Jadi, kami memetakan atau mengelompokkan mereka sesuai gaya belajar mereka.”

AYA : What indicators of student involvement do you usually observe during learning?

ERS : Indicators of student involvement include how students respond or their curiosity about the lessons we will study, their eagerness to ask questions, and finally, the presence of responses or feedback reflections from students regarding the material we have learned.

“Indikator keterlibatan siswa meliputi bagaimana siswa merespons atau rasa ingin tahu mereka terhadap pelajaran yang akan kita pelajari, keinginan mereka untuk mengajukan pertanyaan, dan akhirnya, adanya tanggapan atau refleksi umpan balik dari siswa mengenai materi yang telah kita pelajari”

AYA : How do you handle students who are less interested or passive?

ERS : I always provide appreciation when they start to show activity, even in simple forms, to enhance motivation.

“Saya selalu memberikan penghargaan ketika mereka mulai menunjukkan aktivitas, bahkan dalam bentuk sederhana, untuk meningkatkan motivasi.”

Code ERS Interview: OF2 Formulation of Questions

AYA : How do you train students to create clear and focused questions?

ERS : To keep students focused, when we explain the lesson, we must concentrate on the material we will study. This means the scope we provide to students or teach should not be too broad. We should take scopes or areas that are close to the students.

"Untuk menjaga agar siswa tetap fokus, ketika kita menjelaskan pelajaran, kita harus berkonsentrasi pada materi yang akan kita pelajari. Ini berarti ruang lingkup yang kita berikan kepada siswa atau ajarkan tidak boleh terlalu luas. Kita harus mengambil ruang lingkup atau bidang yang dekat dengan siswa."

AYA 3. : What is your approach in helping students transform general questions into specific ones?

ERS : When students ask questions, we guide them back, meaning we clarify what their question is like. So we throw it back to their classmates. Is there anyone who can answer? Does anyone understand what is meant or what is desired by their friend's question? We first toss it to their classmates.

"Ketika siswa yang bertanya kita arahkan lagi, maksudnya pertanyaannya itu seperti apa, nak?. Kita lemparkan lagi dengan teman-temannya. Adakah yang bisa menjawab? Adakah yang sudah paham apa yang dimaksud atau apa

yang diinginkan oleh atas pertanyaan temannya tadi?. Jadi kita lemparkan dulu dengan teman-temannya.”

AYA : To what extent can students identify questions that are worth investigating?

ERS : In our learning, we can see, first, their focus, then their engagement, and the active role of students in learning can be seen from their curiosity through questions that are appropriate to the theme being taught.

“Siswa itu dalam pembelajaran kita bisa melihat yang pertama kefokusannya mereka, kemudian keterlibatan mereka, kemudian peran aktif siswa dalam pembelajaran kan terlihat dari keingintahuan mereka melalui pertanyaan-pertanyaan yang sesuai dengan tema yang diajarkan.”

AYA : Do you provide a framework or guide in formulating questions?

ERS : Yes, I provide a simple format. We usually start with questions like "why, how, where, what, and when," or begin with questions that can prompt students to answer the questions given.

“Iya, saya menyediakan format yang sederhana, kita mulai dengan biasanya question “mengapa, bagaimana, di mana, apa dan kapan”, seperti itu, atau memulai dengan pertanyaan yang bias memancing siswa untuk menjawab pertanyaan-pertanyaan yang diberikan.”

AYA : How do you assess the quality of questions posed by students?

ERS : If students understand, they will ask questions related to the topics we have taught, meaning they have a broader curiosity about the material we have taught previously,

indicating quality. This is different from students who are not focused or active; they are likely reluctant to ask questions because they are not paying attention, so they do not know what to ask during the learning process.

“Kalau siswa itu sudah paham, mereka akan bertanya sesuai dengan topic yang sudah kita ajarkan, artinya mereka ada keingintahuan yang lebih luas lagi terhadap materi yang sudah kita ajarkan tadi, berarti sudah ada kualitasnya. Berbeda dengan siswa yang memang tidak fokus, yang tidak aktif mereka pasti enggan bertanya karena dia memang tidak memperhatikan jadi tidak tau apa yang akan ditanyakan dalam proses pembelajaran.”

Code ERS Interview: IP3 Investigation Planning

AYA : How do you guide students in designing investigation steps?

ERS : I will provide a simple flow example that students can easily understand regarding the lesson, focusing directly on what we will learn.

“Saya akan memberikan contoh alur yang sederhana yang mudah dipahami oleh siswa terhadap pelajaran tersebut yang konteksnya itu langsung focus kepada apa yang akan kita pelajari.”

AYA : What is your role in helping students determine the necessary tools and materials?

ERS : First, I will give examples of the use of tools and materials through teaching media. This way, students can see for themselves the examples of tools and materials they need.

“Pertama saya akan memberikan contoh penggunaan alat dan bahan melalui media pembelajaran. Jadi siswa itu bisa

melihat sendiri contoh alat dan bahan apa yang mereka perlukan.”

AYA : How do students decide on the most appropriate data collection method?

ERS : I will provide direct examples with students, showing how they conduct experiments or projects so that the results align with our expectations.

“Saya akan memberikan contoh secara langsung dengan siswa. Bagaimana siswa tersebut melakukan eksperimen atau proyek-proyek yang akan mereka lakukan sehingga proyek yang dihasilkan sesuai dengan yang kita harapkan.”

AYA : How independent are students in planning their investigations?

ERS : Student independence is evident when they are in groups; they will collaborate with their peers and develop their independence in projects assigned by the teacher, completing them joyfully and meaningfully.

“Kemandirian siswa itu terlihat jika mereka sedang berkelompok mereka akan bekerja sama dengan teman-temannya, kemudian menumbuhkan kemandirian mereka terhadap suatu proyek yang diberikan oleh guru dan bisa melakukan proyek itu dengan hati gembira dengan berkesadaran dan bermaknaan dalam investigasi tersebut.”

AYA : What common difficulties do students face during the investigation planning stage?

ERS : Sometimes, they are still confused about how to arrange the experiments or projects assigned by the teacher. This is where the teacher's role as a facilitator in the learning process comes in.

“Terkadang mereka ini masih rancu atau bingung bagaimana cara menyusun eksperimen-eksperimen atau proyek yang sudah diberikan oleh guru. Jadi disanalah

peran guru sebagai fasilitator dalam proses pembelajaran.”

Code ERS Interview: DCA4 Data Collection & Analysis

AYA : How do you ensure students observe or experiment carefully?

ERS : First, the teacher acts as a facilitator, meaning the teacher plays an active role in the learning process, not just the students. Therefore, in teaching, we cannot decide to be solely student-centered. The learning process becomes meaningful when students can independently complete their tasks, and the teacher remains a facilitator.

“Yang pertama guru sebagai fasilitator, jadi guru itu berperan aktif dalam proses pembelajaran bukan hanya siswa tapi guru juga harus berperan aktif. Jadi dalam pembelajaran itu tidak bisa kita harus memutuskan hanya student center. Disana proses pembelajaran biasa bermakna ketika siswa itu sudah mandiri mengerjakannya dan guru tetap sebagai fasilitator dalam proses pembelajaran.”

AYA : What techniques do students use to record data systematically?

ERS : The technique used by students is in the form of data collection through simple tables. Then they conduct observations and interviews with their classmates.

“Teknik yang digunakan oleh siswa yaitu dalam bentuk pengumpulan data dengan table sederhana, kemudian mereka melakukan observasi melakukan Tanya jawab atau wawancara kepada teman-teman yang ada dalam kelas.”

AYA : How do you train students to analyze the collected data?

ERS : I provide step-by-step examples to students so that an experiment can be carried out according to the expectations the teacher has for the learning process.

“Saya memberi contoh yang runtut kepada siswa sehingga

suatu eksperimen itu bias dilaksanakan atau bisa dikerjakan oleh siswa sesuai dengan harapan yang guru harapkan di dalam proses pembelajaran tersebut.”

AYA : What common obstacles do students encounter when collecting data?

ERS : The first obstacle is that sometimes students are still confused or not focused when determining the best experiment to conduct. Occasionally, students lack confidence that what they have done meets our expectations. Even after completing their work, they may still have questions due to uncertainty

“Kendala yang biasa ditemui siswa yang pertama kadang siswa masih bingung atau masih belum focus ketika dia menentukan apa yang terbaik, eksperimen apa yang mereka lakukan, kadang-kadang siswa itu belum percaya diri bahwa apa yang sudah mereka kerjakan sesuai yang kita harapkan. Kadang mereka itu sudah mengerjakan, tapi karena belum yakin masih akan timbul pertanyaan-pertanyaan.”

AYA : How do students find patterns or relationships in the data they collected?

ERS : Because they work collaboratively, meaning students will discuss with their peers, allowing for better data generation.

“Karena mereka itu bekerja dalam kolaborasi. Artinya siswa akan berdiskusi dengan teman-temannya sehingga data itu bisa dihasilkan dengan baik”

Code ERS Interview: CF5 Formulating Conclusions

AYA : How do students formulate conclusions from the data they obtain?

ERS : Because they collaborate, they will discuss the evidence or facts they have to reach a conclusion based on what they

have discussed, and what questions arise so that they can obtain answers comprehensively or the group's decision.

“Karena mereka berkolaboratif nanti dengan bukti-bukti yang ada atau fakta-fakta yang ada mereka akan berdiskusi membuat suatu kesimpulan apa yang sudah mereka diskusikan, apa yang menjadi pertanyaan sehingga mereka bisa mendapatkan jawaban dari pertanyaan itu secara menyeluruh atau keputusannya adalah hasil berkelompok..”

AYA : What approach do you use to help students connect conclusions with the initial questions?

ERS : The approach I use is a deep approach, meaning there is a positive interactive relationship between students and the teacher. In this study, the teacher honors students in the learning process.

“Pendekatan yang saya gunakan yaitu pendekatan yang mendalam, artinya adanya hubungan interaksi dan positif antara siswa dan guru. Dalam kajian bahwa guru itu memuliakan siswa dalam proses pembelajaran tersebut.”

AYA : How strong is the connection between student conclusions and the available evidence?

ERS : Usually quite strong. The results obtained by students during discussions will become the final conclusions reached by the student group. This means that if students have deliberated and discussed, that is their final decision.

“Biasanya cukup kuat , hasil yang sudah didapatkan oleh siswa dalam diskusi itu akan menjadi kesimpulan akhir yang dihasilkan oleh siswa dalam kelompok diskusi. Nah itu berartikalau siswa sudah bermusyawarah, sudah berdiskusi, artinya itulah keputusan akhir mereka.”

AYA : Are students trained to question the accuracy of their conclusions?

ERS : Yes, students are trained to conclude their results by applying the material or topics that have been taught. This

means students can apply or implement the material they have learned in ways that are beneficial for themselves and their school environment.

“Ya, siswa dilatih untuk menyimpulkan hasil mereka dengan cara pengaplikasian terhadap materi atau topic-topik pembelajaran yang sudah diajarkan. Artinya siswa itu sudah bias mengaplikasikan atau menerapkan materi-materi yang sudah dipelajari baik itu bias bermanfaat untuk diri mereka maupun di lingkungan sekolah.”

AYA : How do you help students identify possible errors in their conclusions?

ERS : As mentioned earlier, because the teacher acts as a facilitator, they will check students' work and conduct assessments. If there are still errors in the students' decisions or answers, the teacher will correct them.

“Jadi seperti tadi karena guru berperan sebagai fasilitator itu pasti mengecek kembali pekerjaan siswa dan melakukan penilaian. Jika nanti masih terdapat kekeliruan dalam keputusan atau jawaban siswa, guru akan meluruskannya.”

Code ERS Interview: CoF6 Communicating Findings

AYA : How do students present their investigation results?

ERS : In a collaborative manner, students will apply the results or decisions from their discussions in presentations in front of the class.

“Dalam bentuk kolaboratif tadi, maka siswa akan mengaplikasikan hasil atau keputusan diskusi yang akan mereka tampilkan di depan kelas melalui presentasi.”

AYA : What forms of communication (oral/written/visual) are most commonly used by students?

ERS : For communication, it means direct communication, primarily oral for presentations, so it tends to be verbal.

“Kalau untuk komunikasinya berarti komunikasi secara langsung ya secara lisan untuk presentasi jadi lebih cenderung ke lisan.”

AYA : How do students use evidence to support their arguments?

ERS : Before they display or present their group results, they prepare facts or evidence that they can present to their peers based on the group's consensus.

“Sebelum mereka menampilkan atau mempresentasikan hasil kelompok, mereka sudah menyiapkan fakta-fakta atau bukti yang bisa mereka sajikan dengan teman-teman yang lain berdasarkan hasil kesepakatan dari kelompok tersebut.”

AYA : To what extent are students able to answer questions from the teacher or peers related to their results?

ERS : Student ability arises when they are engaged and actively involved in learning, leading to awareness. If there are still aspects of the lesson they do not understand, they will automatically ask questions based on their awareness.

“Jadi kemampuan siswa ketika siswa itu sudah paham, sudah terlibat aktif dalam pembelajaran maka siswa itu akan timbul kesadaran.. Kalau seandainya di dalam pembelajaran masih ada yang belum merekapahami, mereka akan otomatis bertanya dengan kesadaran mereka sendiri.”

AYA : How do you evaluate students' ability to present investigation results?

ERS : Before that, the teacher prepares assessment rubrics. So when students present the results of their discussions or group agreements, the teacher is ready to assess them using the assessment rubric.

“Sebelum itu guru pasti menyiapkan rubric-rubrik penilaian. Jadi ketika siswa menyajikan hasil diskusi atau kesepakatan kelompoknya guru sudah bersiap dengan menilai menggunakan rubric penilaian.”

Code ERS Interview: R7 Reflection

AYA : How do you encourage students to reflect after learning activities?

ERS : After learning activities, there is definitely a reflection. The teacher will prompt students to express their opinions and reflections on the lessons learned. When students are actively involved, they will find it easier to reflect on what they have learned that day.

“Setelah kegiatan belajar pasti ada refleksi ya, jadi ketika itu guru pasti memancing kemampuan siswa untuk memberikan pendapatnya, refleksi mengenai pelajaran yang sudah kita pelajari. Jadi ketika siswa sudah terlibat aktif pasti mereka akan lebih mudah untuk memberikan refleksi terhadap pembelajaran yang sudah mereka pelajari hari ini.”

AYA : What form of reflection activities do you usually apply in class?

ERS : For reflection, we usually use post-it notes. Students write their reflections on that day's learning on post-it notes and stick them on the board, or they can express them verbally.

“Untuk bentuk refleksi biasanya menggunakan post it, siswa menuliskan refleksi pembelajaran hari itu di post it kemudian menempelkannya di papan tulis atau boleh siswa itu mengungkapkannya secara lisan.”

AYA : How effective are students in identifying what they have learned?

ERS : Most of them are quite effective; they can mention the main points of the lesson.

“Sebagian besar cukup efektif, mereka bisa menyebutkan poin-poin utama dari pelajaran.”

AYA : How do students connect new learning with previous experiences?

ERS : In presenting the material, it must be contextual, meaning it relates to their environment and surroundings. Their experiences can be linked to everyday life.

“Dalam pembelajaran materi yang ditampilkan itu harus kontekstual, artinya berhubungan dengan lingkungan mereka, lingkungan sekitar siswa. Artinya pengalaman-pengalaman mereka bisa dikaitkan dengan kehidupan sehari-hari.”

AYA : Is reflection used to improve the learning process in the future?

ERS : Yes, certainly, the reflection we conduct will serve as a benchmark for success or achievement in the future.

“Ya, pasti refleksi yang kita pakai , yang kita lakukan akan menjadi tolak ukur untuk keberhasilan atau ketercapaian di masa yang akan datang.”

Code ERS Interview: C8 Collaboration

AYA : How do you organize group work to ensure effective collaboration?

ERS : The teacher groups students according to their learning styles so that each group consists of students with similar learning styles, thus enhancing collaboration and student independence in discussions.

“Guru mengelompokkan siswa sesuai dengan gaya belajarnya masing-masing sehingga dalam satu kelompok siswa itu dengan satu gaya belajar, jadi bias meningkatkan kolaborasi atau kemandirian siswa dalam diskusi.”

AYA : What form of reflection activities do you usually apply in class?

ERS : Once students are grouped, we assign roles, such as a leader and a secretary. The leader coordinates with their peers, while other members work together to find answers. The secretary records the results of their agreements or group discussions.

“Setelah siswa dalam kelompok kita akan memberikan peranan, ada yang sebagai ketua, ada yang sebagai sekretaris, ketua akan mengkoordinir teman-temannya, teman yang lain akan bersama-sama mencari jawaban. Sementara yang sekretaris dia mencatatkan atau menuliskan hasil dari kesepakatan mereka, atau hasil dari diskusi kelompok mereka.”

AYA : How do you assess students' contributions in groups?

ERS : To assess contributions, it becomes clear when some group members are active while others are sometimes reluctant to cooperate or seek answers to the questions provided. This reflects students' engagement.

“Untuk menilai kontribusi siswa dalam kelompok akan terlihat jelasya. Ketika kelompok itu mereka ada yang berperan aktif, ada kelompok yang terkadang salah satunya enggan untuk bergotong-royong , enggan untuk bersama-sama mencari jawaban atas pertanyaan-pertanyaan yang sudah diberikan. Jadi Nampak dari sana keaktifan siswa.”

AYA : How do students demonstrate active listening and respect for each other's opinions?

ERS : At the beginning, we establish class agreements. These agreements are displayed in the classroom, stating that within the class, they will practice empathy, mutual respect, and cooperation, starting with the class agreements.

“Diawal kita sudah membuat kesepakatan kelas. Jadi kesepakatan kelas itu ditempel di dalam kelas yang menyatakan jika dalam kelas itu mereka ada empati, rasa saling menghargai, rasa saling bekerja sama, jadi dimulai dengan kesepakatan kelas.”

AYA : What common challenges do students face in collaboration, and how do you address them?

ERS : Challenges within groups, for example, arise from the diversity of students; some are active, while others are not. This poses a challenge for teachers. A concrete step to take

is that the teacher must provide engaging learning to all students while improving the learning media and grouping students according to their individual learning styles.

“Tantangan dalam kelompok misalnya karena siswa itu kan beragam, ada yang aktif, ada yang tidak aktif, itu menjadikan tantangan sebagai seorang guru. Kemudian langkah konkret yang bisa diambil yang pertama itu dari gurunya faktor internal. Artinya guru itu harus memberikan pembelajaran yang menarik kepada siswa secara menyeluruh, kemudian yang perlu diperbaiki adalah media pembelajaran, pengelompokan siswa sesuai dengan gaya belajar mereka masing-masing.”

INFORMANT FF

Code FF Interview: Eg 1 Engagement

AYA : How do you stimulate students' curiosity about the lesson topic?

FF : I start with simple things related to their daily activities. For example, I ask questions that are close to the activities they usually do. This way, students can more easily understand the material and are motivated to dig deeper because they feel the topic is important and interesting.

“Saya memulai dari hal-hal yang sederhana yang berkaitan dengan aktivitas sehari-hari mereka. Misalnya, saya mengajukan pertanyaan-pertanyaan yang dekat dengan kegiatan yang biasa mereka lakukan. Dengan cara ini, siswa lebih mudah memahami materi dan termotivasi untuk menggali lebih dalam karena mereka merasa topik tersebut penting dan menarik.”

AYA : What strategies do you use to encourage students to ask initial questions?

FF : I use images as a strategy to spark students' interest so they feel inclined to ask initial questions. The images I choose are usually relevant to the lesson topic and interesting

enough to encourage students to ask about things they see or want to know more about, making the learning process more interactive and enjoyable.

“Saya menggunakan gambar sebagai strategi untuk memancing minat siswa agar mereka tertarik mengajukan pertanyaan awal. Gambar yang saya pilih biasanya relevan dengan topik pelajaran dan cukup menarik agar siswa terdorong untuk bertanya tentang hal-hal yang mereka lihat atau ingin ketahui lebih lanjut, sehingga proses pembelajaran menjadi lebih interaktif dan menyenangkan.”

AYA : How do you create a classroom atmosphere that encourages active student discussion?

FF : To promote active discussion, I design activities based on real-life themes, and I emphasize to students that "there are no wrong answers" and praise their critical thinking efforts, so students feel brave to express their opinions without fear of being wrong.

“Untuk mendorong diskusi aktif, saya merancang aktivitas berbasis tema nyata dari kehidupan sehari-hari, saya juga menekankan pada siswa kalau "tidak ada jawaban salah" dan memberikan pujian atas usaha berpikir kritis, sehingga siswa berani mengemukakan pendapat tanpa takut salah.”

AYA : What indicators of student engagement do you usually observe during learning?

FF : The main indicators I observe are how students interact with each other, such as listening to one another and building arguments from friends' opinions, as well as students who are enthusiastic and show physical signs like engaged body posture (not leaning back) and the frequency of follow-up questions indicating they are present not just physically but also mentally and emotionally

“Indikator utama yang saya perhatikan adalah bagaimana

siswa berinteraksi satu sama lain, seperti saling mendengarkan dan membangun argumen dari pendapat teman, kemudian siswa yang antusias dan memperlihatkan tanda-tanda fisik seperti postur tubuh yang terlibat (bukan menyandar ke belakang) dan frekuensi pertanyaan lanjutan menunjukkan bahwa mereka tidak hanya hadir secara fisik, tapi juga secara mental dan emosional.”

AYA : How do you handle students who show less interest or are passive?

FF : For passive or less active students, I take an approach at the beginning of the learning process. I remind students that before learning English, they should first like the teacher. So, if they like their teacher, they will gradually come to like the subject. Then, for those who are passive in class, I will take a direct approach by asking about the obstacles and reasons why the child lacks courage; they shouldn't be left alone.

“Untuk siswa yang pasif atau kurang aktif saya mengadakan pendekatan diawal pembelajaran saya ingatkan siswa agar sebelum belajar bahasa inggris siswa harus suka dulu dengan guru yang mengajarnya, jadi kalau mereka sudah suka dengan gurunya perlahan mereka akan menyukai pelajaran. Kemudian untuk yang pasif dikelas saya akan melakukan pendekatan langsung dengan tanya apa kendala dan sebab anak tersebut menjadi tidak berani, jangan dibiarkan saja.”

Code FF Interview: OF2 Formulating Questions

AYA : How do you train students to create clear and focused questions?

FF : First, I use 5W + 1H as a tool to create complete and focused questions. I provide exercises in the form of situations or short texts, and students are asked to formulate questions based on the elements of 5W + 1H. This way, students learn to direct their questions so they are not too general or confusing.

“Pertama, saya pakai 5W + 1H sebagai alat bantu untuk membuat pertanyaan yang lengkap dan fokus. Saya memberikan latihan berupa situasi atau teks singkat, lalu siswa diminta membuat pertanyaan berdasarkan unsur 5W + 1H. Dengan cara ini, siswa belajar mengarahkan pertanyaan mereka agar tidak terlalu umum atau membingungkan.”

AYA : What is your approach in helping students transform general questions into specific ones?

FF : I usually turn the question back to the students so they can understand what they have asked.

“Biasanya saya balik bertanya ke siswa, sehingga siswa nantinya memahami tentang apa yang sudah mereka tanyakan.”

AYA : To what extent can students identify questions worth investigating?

FF : My students generally can identify questions worth investigating, especially when I see them connecting the lesson topics with real-world issues, such as "How does climate change affect our daily lives?" This shows their ability to choose focused, testable, and relevant questions, although they still need more guidance to avoid overly broad questions.

“Siswa saya umumnya mampu mengidentifikasi pertanyaan yang layak diselidiki terutama ketika saya lihat mereka menghubungkan topik pelajaran dengan isu dunia nyata, seperti "Bagaimana perubahan iklim memengaruhi kehidupan sehari-hari kita?" Ini menunjukkan kemampuan mereka untuk memilih pertanyaan yang terfokus, dapat diuji, dan relevan, meskipun begitu siswa masih butuh bimbingan lebih untuk menghindari pertanyaan yang terlalu luas.”

AYA : Do you provide a framework or guidelines for formulating questions?

FF : Yes, I provide a simple question guide first, so students can use question words like "what," "why," and "how" to formulate appropriate questions and stimulate their thinking.

“Ya, saya menyediakan panduan pertanyaan yang sederhana dulu, supaya siswa dapat menggunakan kata tanya seperti “apa”, “mengapa”, dan “bagaimana” untuk merumuskan pertanyaan yang sesuai dan menstimulasi pemikiran mereka.”

AYA : How do you assess the quality of questions posed by students?

FF : If the student responds and connects with the topic being taught, then the questions posed by students have quality.
“Jika anak itu sudah respons dan nyambung dengan topic yang diajarkan maka pertanyaan yang diajukan oleh siswa itu sudah ada kualitasnya.”

Code FF Interview: IP3 Investigation Planning

AYA : How do you guide students in designing investigation steps?

FF : I provide a simple flow example first, then they develop it themselves according to the current curriculum, where students have to be more active, imaginative, and develop.
“Saya memberikan contoh alur yang sederhana dulu kemudian mereka kembangkan sendiri sesuai dengan kurikulum sekarang bahwa siswa harus lebih aktif, harus bisa berimajinasi dan berkembang.”

AYA : What is your role in helping students determine the tools and materials needed?

FF : The teacher acts as a facilitator. So here I prepare demonstration examples or learning media videos that show the use of tools and materials in similar experiments. This way, students can observe and identify the most relevant tools and materials for their projects while I provide additional guidance if needed.

“Guru berperan sebagai fasilitator. Jadi disini saya menyiapkan contoh demonstrasi atau video media pembelajaran yang menunjukkan penggunaan alat dan bahan dalam eksperimen serupa. Dengan begitu, siswa bisa mengamati dan mengidentifikasi sendiri alat serta bahan

apa yang paling relevan untuk proyek mereka, sambil saya memberikan panduan tambahan jika diperlukan.”

AYA : How do students decide on the most appropriate data collection method?

FF : As a facilitator, I guide students to understand the goals of the project first, then discuss the available data methods along with their advantages and disadvantages. This helps students choose the most relevant and effective method to support the success of their projects.

“Sebagai fasilitator saya membimbing siswa untuk pahami tujuan proyek dulu, lalu diskusikan metode data yang tersedia beserta kelebihan-kekurangannya. Ini membantu siswa memilih metode paling relevan dan efektif guna mendukung kesuksesan proyek mereka.”

AYA : How independent are students in planning their investigations?

FF : Independence for middle school students here is still guided and directed.

“Kemandirian untuk usia anak SMP disini masih kita bimbing dan arahkan.”

AYA : What common difficulties do students face in the investigation planning stage?

FF : Generally, students still struggle to design investigation or experiment steps due to a lack of experience in organizing ideas and systematic procedures. The teacher acts as the main guide, providing examples to help students build clear and structured plans.

“Umumnya, siswa masih kesulitan merancang langkah-langkah investigasi atau eksperimen karena kurang pengalaman dalam mengorganisasi ide dan prosedur sistematis. Guru bertindak sebagai panduan utama, menyediakan contoh untuk membantu siswa membangun rencana yang jelas dan terstruktur.”

Code FF Interview: DCA4 Data Collection & Analysis

AYA : How do you ensure students conduct observations or experiments carefully?

FF : I directly observe their methods during the experiment to ensure everything is done carefully and there are no small mistakes that could mess up the data.

“Saya amati langsung metode mereka saat eksperimen, supaya bisa memastikan semuanya dilakukan dengan hati-hati dan tidak ada kesalahan kecil yang bikin data berantakan.”

AYA : What techniques do students use to systematically record data?

FF : Students mainly use simple tables to organize data, making visualization easier and data management more efficient.

“Siswa menggunakan teknik utamanya pake tabel sederhana untuk mengatur data, yang bikin visualisasi mudah dan pengelolaan data lebih efisien.”

AYA : How do you train students to analyze the data they collect?

FF : Students' interest in reading is still low here, so there is an innovation from the school, which is literacy. This can help improve reading skills while processing data, making the process more enjoyable.

“Minat bakat siswa untuk membaca disini masih rendah jadi ada inovasi dari sekolah yaitu literasi. Jadi ini bisa bantu meningkatkan kemampuan baca sambil ngolah data, biar prosesnya lebih asyik.”

AYA : What challenges do students usually encounter when collecting data?

FF : Usually, students forget to record data completely, especially during the collection process. This often leads to incomplete data, even though detailed notes are key to accurate analysis.

“Biasanya kendalanya siswa lupa mencatat data secara lengkap, terutama saat proses pengumpulan. Ini sering bikin data tidak utuh, padahal catatan detail itu kunci untuk analisis yang benar.”

AYA : How do students find patterns or relationships in the data they collect?

FF : Students find patterns through group discussions, where they collaborate to organize data. This makes it easier to detect relationships and makes the analysis systematic and meaningful for learning.

“Siswa menemukan pola lewat diskusi kelompok, di mana mereka kolaborasi untuk mengatur data. Ini membuat deteksi hubungan jadi lebih mudah dan analisisnya jadi sistematis, plus bermakna buat belajar.”

Code FF Interview: CF 5 Conclusion Formulation

AYA : How do students formulate conclusions from the data they obtain?

FF : Students formulate conclusions from the prominent points.
“Siswa menyusun kesimpulan dari point point yang menonjol.”

AYA : What approach do you use to help students connect conclusions to the initial questions?

FF : My approach is more reflective and interactive. Through open discussions and Q&A, I help students connect conclusion data to the questions so everything is related and relevant.

“Pendekatan saya lebih ke reflektif dan interaktif. Lewat diskusi terbuka dan tanya jawab, saya bantu siswa menghubungkan data kesimpulan ke pertanyaan supaya semuanya nyambung dan relevan.”

AYA : How strong is the relationship between students' conclusions and the available evidence?

FF : Quite consistent and reliable, as students make conclusion decisions after an intensive discussion process and collective evaluation of evidence. This makes their conclusions not guesses but supported by strong evidence that has been rechecked.

“Cukup konsisten dan reliable, soalnya siswa ambil keputusan kesimpulan setelah proses diskusi intensif dan evaluasi bukti bersama-sama. Ini bikin kesimpulan mereka tidak asal tebak, tapi didukung bukti kuat yang udah periksa ulang.”

AYA : Are students trained to question the accuracy of their conclusions?

FF : Yes, of course, this training is a priority. I encourage students to recheck conclusions by comparing them with facts or theories they have learned and reflecting on themselves so they are aware of limitations and can improve the accuracy of their conclusions.

“iya tentu saja pelatihan ini jadi prioritas. Siswa saya ajak untuk memeriksa kembali kesimpulan dengan membandingkannya ke fakta atau teori yang sudah dipelajari, dan refleksi diri, supaya mereka sadar keterbatasan dan bisa meningkatkan keakuratan kesimpulan mereka.”

AYA : How do you help students identify possible errors in their conclusions?

FF : I first identify errors in students' data, then show examples of common mistakes. For example, "This is wrong because the data is inconsistent," so students can understand and correct their conclusions.

“Saya identifikasi kesalahan dari data siswa terlebih dahulu, lalu tunjukkan contoh kesalahan umumnya. Misalnya, "Ini salah karena data tidak sesuai," supaya siswa bisa langsung ngerti dan perbaiki kesimpulan mereka sendiri.”

Code FF Interview: CoF6 Communication of Findings

AYA : How do students present their investigation results?

FF : For presenting investigation results in class, they usually determine it in the form of presentations, either group or individual. This is presented in the form of PowerPoint or simple posters.

“Kalau untuk menyajikan hasil investigasi di kelas biasanya mereka menentukannya dalam bentuk presentasi baik kelompok ataupun individu. Itu disajikan dalam bentuk power point atau poster sederhana.”

AYA : What form of communication (oral/written/visual) is most commonly used by students?

FF : In groups, it is usually in the form of written or oral presentations in front of the class.

“Dalam kelompok biasanya itu berbentuk tulisan atau lisan yang disajikan di depan kelas.”

AYA : How do students use evidence to support their arguments?

FF : Before the presentation, students usually review important facts that support their opinions. This is to make their arguments strong and accountable during discussions with friends or teachers.

“Sebelum presentasi, siswa biasanya periksa lagi fakta-fakta penting yang membantu pendapat mereka. Ini supaya argumennya kuat dan bisa dipertanggungjawabkan saat diskusi sama temen atau guru.”

AYA : To what extent can students answer questions from teachers or classmates related to their results?

FF : Students' ability to answer questions depends greatly on how active and knowledgeable they are during learning. Those who are diligent usually respond confidently or ask back if they are still confused, making the learning conversation enjoyable.

“Kemampuan siswa menjawab pertanyaan tergantung banget sama seberapa aktif dan paham mereka selama belajar. Yang rajin biasanya jawab percaya diri atau balik nanya kalau masih bingung, jadi obrolan belajar jadi seru.”

AYA : How do you evaluate students' ability to convey investigation results?

FF : Before they start presenting, I have prepared a special rubric to check students' presentation abilities. This makes the evaluation consistent during their group presentations.

“Sebelum mereka mulai presentasi, saya sudah siapkan rubrik khusus buat cek kemampuan menyampaikan hasil investigasi siswa. Ini bikin evaluasi konsisten saat mereka presentasi kelompok.”

Code FF Interview: R7 Reflection

AYA : How do you encourage students to reflect after learning activities?

FF : Usually, for reflection, we ask students again about the material we have studied and what they found memorable from the learning experience.

“Biasanya untuk refleksi kita menanyakan kembali kepada siswa terkait materi yang sudah kita pelajari kita tanyakan ulang apa kenda dan apa yang berkesan dari pembelajaran saat itu.”

AYA : What forms of reflection activities do you usually implement in class?

FF : I ask students to prepare a small book, so they can note down key points related to the material that has been taught.

“Saya minta siswa untuk menyiapkan buku kecil, jadi apa yang terkait materi yang sudah diajarkan itu dicatat point-point pentingnya saja.”

AYA : How effective are students in identifying what they have learned?

FF : Students' effectiveness in identifying the learning they have received is quite good; most can summarize the main points and formulate the core understanding clearly and accurately.

“Efektivitas siswa dalam mengidentifikasi pembelajaran yang telah diterima cukup baik; sebagian besar mampu merangkum poin utama dan merumuskan inti pemahaman secara jelas dan tepat.”

AYA : How do students connect new learning with prior experiences?

FF : The connection is made through reflection and discussions that map new learning concepts to their previous experiences, especially by relating it to their surroundings to make it more relevant and memorable.

“Penghubungan dilakukan melalui refleksi dan diskusi yang memetakan konsep pembelajaran baru ke pengalaman sebelumnya, terutama dengan mengaitkannya pada kehidupan sekitar siswa agar lebih relevan dan mudah diingat.”

AYA : Is reflection used to improve future learning processes?

FF : Of course, reflection is very beneficial because it can serve as my reference in future learning.

“Tentu saja refleksi sangat bermanfaat karena itu bisa menjadi acuan saya dalam pembelajaran berikutnya.”

Code FF Interview: C8 Collaboration

AYA : How do you organize group work to ensure effective collaboration?

FF : I emphasize to students that no one can choose their group based on close friends or only smart groups; I arrange groups in a heterogeneous manner to encourage mingling.

“Saya tekankan ke siswa bahwa tidak ada yang memilih sendiri kelompoknya berdasarkan teman dekat/kelompok

yang pintar-pintar saja, tentunya saya atur kelompok dalam bentuk heterogen agar mereka berbaur.”

AYA : What are the roles of each group member during activities?

FF : Each group member is given a clear role to maintain smooth cooperation. The leader is responsible for leading and coordinating members, the secretary records the discussion results and group agreements, while other members actively seek information and answer questions given, with group division based on their abilities.

“Setiap anggota kelompok diberikan peran yang jelas untuk menjaga kelancaran kerja sama. Ketua bertugas memimpin dan mengkoordinasi anggota, sekretaris mencatat hasil diskusi serta kesepakatan kelompok, sedangkan anggota lainnya aktif mencari informasi dan menjawab pertanyaan yang diberikan, pembagian kelompok dilihat berdasarkan kemampuan mereka.”

AYA : How do you assess students' contributions in groups?

FF : From this group division, we see which students are active in discussions. There are also students who note their friends who do not assist in group discussions. So assessment can also be made from there.

“Dari pembagian kelompok ini kita lihat mana siswa yang aktif dalam diskusi. Ada juga dari kelompok yang mencatat temannya yang tidak membantu dalam diskusi kelompok. Jadi dari situ juga penilaiannya.”

AYA : How do students show listening skills and respect for opinions?

FF : By not interrupting their friends' conversations and paying attention to friends who are presenting in front of the class.

“Dengan tidak memotong pembicaraan temannya dan memperhatikan teman yang sedang presentasi di depan kelas.”

AYA : What common challenges do students face in collaboration, and how do you address them?

FF : Challenges in groups include passive students, students who like to disrupt their friends, or those who are noisy and do not help their friends in discussions. So I assign specific group tasks, such as "leader, secretary, presenter," so that each student has responsibility and can encourage participation without pressure.

"Tantangan dalam kelompok misalnya ada siswa yang pasif, ada siswa yang suka mengganggu temannya aja, atau ada yang ribut aja tidak membantu temannya dalam diskusi. Jadi saya Bagi tugas kelompok secara spesifik, seperti "ketua, sekretaris, pemateri", agar setiap siswa punya tanggung jawab dan bisa mendorong partisipasi tanpa tekanan."

INFORMANT MYE

Code MYE Interview: Eg 1 Engagement

AYA : How do you stimulate students' curiosity about the subject topic?

MYE : My method to stimulate students' curiosity about the learning topic I want to convey usually starts with simple questions related to the topic I will teach.

"Metode saya untuk menstimulasi siswa terhadap topic pembelajaran yang ingin saya sampaikan biasanya saya mulai dengan pertanyaan-pertanyaan simple yang berkaitan dengan topik yang akan saya ajarkan gitu."

AYA : What strategies do you use to make students interested in asking initial questions?

MYE : One of the strategies is something simple, for example, providing images or photos related to the learning topic.

"Strateginya salah satunya yang simple aja misalnya memberikan gambar atau foto-foto yang berhubungan dengan topik pembelajaran."

AYA : How do you create a classroom atmosphere that encourages students to actively discuss?

MYE : "First, I observe the students' learning styles, then form groups based on their learning styles (visual, auditory, kinesthetic). This way, each student feels comfortable and motivated to contribute to group discussions because the material and methods used align with their learning styles.

"Yang pertama yaitu Saya mengamati gaya belajar siswa terlebih dahulu, lalu membentuk kelompok berdasarkan gaya belajar (visual, auditori, kinestetik). Dengan cara ini, setiap siswa merasa nyaman dan termotivasi untuk berkontribusi dalam diskusi kelompok karena materi dan metode yang digunakan sesuai dengan gaya belajar mereka."

AYA : What indicators of student engagement do you usually observe during learning?

MYE : The indicators of student engagement that I observe are their activity in answering questions, enthusiasm during learning activities, and their ability to ask relevant questions about the material being taught.

"Indikator keterlibatan siswa yang saya amati yaitu keaktifan mereka dalam menjawab pertanyaan, antusiasme saat mengikuti kegiatan pembelajaran, serta kemampuan siswa untuk mengajukan pertanyaan yang relevan dengan materi yang diajarkan."

AYA : How do you handle students who are less interested or passive?

MYE : For passive or less active students, I take an approach or if I give them questions, I provide positive reactions, such as saying "That's great!" as appreciation for every answer they provide.

"Untuk siswa yang pasif atau kurang aktif saya mengadakan pendekatan ataupun seandainya saya berikan pertanyaan kepada mereka terus saya berikan reaksi yang positif misalnya wah bagus sekali gitu kan sebagai apresiasi setiap jawaban yang mereka berikan."

Code MYE Interview: OF2 Question Formulation

AYA : How do you train students to formulate clear and focused questions?

MYE : Okay, since I am an English teacher, I want to first teach the use of question sentences using the 5W + 1H; this is taught first so that they know the basics.

“Oke, karena saya guru bahasa inggris, saya ingin ajarkan dulu yang penggunaan kalimat tanya dengan menggunakan 5W + 1H ini diajarkan dulu supaya mereka tau dasarnya dulu.”

AYA : What is your approach in helping students turn general questions into specific questions?

MYE : I tend to ask, for example, "How?" and then I ask "Why? What's going on that made it like that?"

“Saya lebih menanyakan kalau misalnya bagaimana terus saya tanya mengapa?, ada apa kok sampai bisa gitu?”

AYA : To what extent are students able to identify questions that are worthy of investigation?

MYE : Students are quite capable of identifying worthy questions for investigation if they show good focus and active involvement during learning. Their curiosity is reflected in the relevant questions they ask about the material that has been taught.

“Siswa cukup mampu mengidentifikasi pertanyaan yang layak diselidiki jika mereka menunjukkan fokus yang baik dan keterlibatan aktif selama pembelajaran. Keingintahuan mereka tercermin dari pertanyaan yang relevan dengan materi yang sudah diajarkan.”

AYA : Do you provide a framework or guidelines for formulating questions?

MYE : Teacher: Yes, I provide simple question guidelines so that students can use question words like "what," "why," and

"how" to formulate appropriate questions that stimulate their thinking.

"Iya, saya menyediakan panduan pertanyaan yang sederhana dulu, supaya siswa dapat menggunakan kata tanya seperti "apa", "mengapa", dan "bagaimana" untuk merumuskan pertanyaan yang sesuai dan menstimulasi pemikiran mereka."

AYA : How do you assess the quality of the questions posed by students?

MYE : For quality, I ask them what their question means. For example, "Why did you choose 'to be' as 'are'?" or "Why did you choose 'to be' as 'is'?" From their reasons, I can assess the quality of the student's questions.

"Untuk kualitas saya lebih menanyakan pertanyaannya maksudnya apa? Misalnya, kenapa kamu memilih to be are nak?, kenapa kamu memilih to be is? Maka dari alasannya nanti saya dapat menilai kualitas pertanyaan siswa tersebut".

Code MYE Interview: IP3 Investigation Planning

AYA : How do you guide students in designing investigation steps?

MYE : I will give a simple flow example that is easy for students to understand regarding the lesson that directly focuses on what we will learn.

"Saya akan memberikan contoh alur yang sederhana yang mudah dipahami oleh siswa terhadap pelajaran tersebut yang konteksnya itu langsung focus kepada apa yang akan kita pelajari".

AYA : What is your role in helping students determine the necessary tools and materials?

MYE : First, I will provide examples of using tools and materials through teaching media. So students can see for themselves what tools and materials they need.

“Pertama saya akan memberikan contoh penggunaan alat dan bahan melalui media pembelajaran. Jadi siswa itu bisa melihat sendiri contoh alat dan bahan apa yang mereka perlukan.”

AYA : How do students decide on the most suitable data collection method?

MYE : I will guide students to understand the purpose of the experiment or project they are working on first. After that, I discuss the available data collection methods, their advantages and disadvantages, so that students can choose the most relevant and effective method to achieve the desired results in their project.

“Saya akan membimbing siswa untuk memahami tujuan dari eksperimen atau proyek yang mereka kerjakan terlebih dahulu. Setelah itu, saya diskusikan metode pengumpulan data yang tersedia, kelebihan dan kekurangannya, sehingga siswa dapat memilih metode yang paling relevan dan efektif untuk mencapai hasil yang diinginkan dalam proyek mereka.”

AYA : How independent are students in planning their investigations?

MYE : Students' independence is seen when they work in groups; they cooperate with their friends, fostering their independence regarding the projects given by the teacher, and they can carry out the project happily and meaningfully in the investigation

“Kemandirian siswa itu terlihat jika mereka sedang berkelompok mereka akan bekerja sama dengan teman-temannya, kemudian menumbuhkan kemandirian mereka terhadap suatu proyek yang diberikan oleh guru dan bisa melakukan proyek itu dengan hati gembira dengan berkesadaran dan bermaknaan dalam investigasi tersebut”.

AYA : What common difficulties do students face in the investigation planning stage?

MYE : Students often find it challenging to design the steps for the experiments or projects given. They may not be used to organizing ideas or determining systematic procedures. Therefore, the teacher's role is essential as a facilitator to guide and provide examples so that students can create plans more clearly and structured.

“Seringkali siswa merasa kesulitan dalam merancang langkah-langkah eksperimen atau proyek yang telah diberikan. Siswa mungkin belum terbiasa mengorganisasi ide atau menentukan prosedur yang sistematis. Oleh karena itu, peran guru sangat penting sebagai fasilitator yang membantu mengarahkan dan memberikan contoh agar siswa dapat menyusun rencana dengan lebih jelas dan terstruktur.”

Code MYE Interview: DCA4 Data Collection & Analysis

AYA : How do you ensure students conduct observations or experiments meticulously?

MYE : Firstly, the teacher serves as a facilitator, so the teacher plays an active role in the learning process, not just the students, but the teacher must also be active. Therefore, in learning, we cannot decide to be solely student-centered. The learning process becomes meaningful when students can work independently, and the teacher remains a facilitator in the learning process.

“Yang pertama guru sebagai fasilitator, jadi guru itu berperan aktif dalam proses pembelajaran bukan hanya siswa tapi guru juga harus berperan aktif. Jadi dalam pembelajaran itu tidak bisa kita harus memutuskan hanya student center. Disana proses pembelajaran biasa bermakna ketika siswa itu sudah mandiri mengerjakannya

dan guru tetap sebagai fasilitator dalam proses pembelajaran”

AYA : What techniques do students use to record data systematically?

MYE : Students use systematic data recording techniques through several structured steps. They organize the collected data in simple tables that facilitate visualization and data management. This approach aligns with the principles of good data collection, where data must be organized so that subsequent analysis can be done easily and accurately.

Siswa menggunakan teknik pencatatan data secara sistematis melalui beberapa langkah yang terstruktur. Mereka mengorganisasi data yang dikumpulkan dalam bentuk tabel sederhana yang memudahkan visualisasi dan pengelolaan data. Pendekatan ini sesuai dengan prinsip-prinsip pengumpulan data yang baik, yaitu data harus tertata agar analisis selanjutnya dapat dilakukan dengan mudah dan akurat”

AYA : How do you train students to analyze the collected data?

MYE : In training students to analyze data, I use a systematic and continuous learning approach. I provide examples of structured and easily understood data analysis so that students gain a clear understanding of how to process and interpret data.

“Dalam melatih siswa menganalisis data, saya menggunakan pendekatan pembelajaran yang sistematis dan berkelanjutan. Saya memberikan contoh-contoh analisis data yang runtut dan mudah dipahami, sehingga siswa memperoleh gambaran yang jelas tentang bagaimana data seharusnya diolah dan diinterpretasikan.”

AYA : What challenges do students typically encounter when collecting data?

MYE : Of course, in terms of data presentation, the most common issue I find is that sometimes students often forget to record

their data. Even though the data must be recorded completely.

“Tentu saja kalau untuk penyajian data itu yang paling sering saya temukan kadang anak-anak sering lupa mencatat data mereka. Padahal data harus dicatat secara lengkap.”

AYA : How do students find patterns or relationships in the data they collect?

MYE : Students find patterns or relationships in the data they collect through a collaborative process involving active discussions among group members. This group discussion allows students to organize data, making it easier to detect patterns and relationships so that the analysis process runs more systematically and meaningfully in the context of learning.

“Siswa menemukan pola atau hubungan dari data yang mereka kumpulkan melalui proses kolaboratif yang melibatkan diskusi aktif antaranggota kelompok. Jadi diskusi kelompok tersebut memungkinkan siswa untuk mengorganisasi data yang mempermudah deteksi pola dan hubungan sehingga proses analisis berjalan lebih sistematis dan bermakna dalam konteks pembelajaran.”

Code MYE Interview: CF5 Conclusion Formulation

AYA : How do students formulate conclusions from the data they obtain?

MYE : In my opinion, after the data is collected, students will look at the data they collected, what is most frequently found and what is least found. From that, they can draw conclusions. For example, from the data, the usage of "to be" is the most frequent or the least, so students must conclude from the data obtained.

“Kalau menurut saya setelah data-data itu diumpulkan, lalu siswa akan melihat dari data yang diumpulkan, apa

sih yang paling banyak ditemukan dan apa yang paling sedikit ditemukan. Nah dari itu mereka bisa membuat kesimpulan. Misalnya dari data itu penggunaan “to be” yang paling banyak atau yang paling sedikit data ini, jadi siswa harus buat kesimpulan dari data yang diperoleh.”

AYA : What approach do you use to help students connect conclusions with initial questions?

MYE : The approach I use is interactive and reflective, where I encourage students to actively relate their findings to the initial questions or hypotheses. Through open discussions and Q&A, I help students understand the relevance of each piece of data obtained, so the conclusions drawn truly answer the focus of the research or learning.

“Pendekatan yang saya gunakan adalah pendekatan interaktif dan reflektif, di mana saya mendorong siswa untuk secara aktif mengaitkan hasil temuan mereka dengan pertanyaan atau hipotesis awal. Melalui diskusi terbuka dan tanya jawab, saya membantu siswa memahami relevansi setiap data yang diperoleh sehingga kesimpulan yang dibuat benar-benar menjawab fokus penelitian atau pembelajaran.”

AYA : How strong is the relationship between students' conclusions and the available evidence?

MYE : This relationship can be said to be consistent and accountable because students make decisions and draw conclusions only after undergoing intensive discussions and critical evaluations of the evidence. Therefore, the conclusions produced are not unilateral assumptions but are based on strong evidence that has been verified together.

“Hubungan tersebut dapat dikatakan konsisten dan dapat dipertanggungjawabkan, sebab siswa mengambil keputusan dan menarik kesimpulan hanya setelah melalui proses diskusi intensif dan evaluasi bukti secara kritis. Oleh karena itu, kesimpulan yang dihasilkan bukanlah asumsi

sepihak, melainkan berdasarkan pada bukti kuat yang telah diverifikasi secara bersama-sama.”

AYA : Are students trained to question the accuracy of their conclusions?

MYE : Training to question the accuracy of conclusions is an essential part of the learning process. I encourage students to engage in critical reflection and compare their conclusions with other theories or facts that have already been learned, so they can identify errors or limitations in their understanding and improve their conclusions continuously.

“Pelatihan mempertanyakan keakuratan kesimpulan menjadi bagian penting dari proses pembelajaran. Saya mendorong siswa untuk melakukan refleksi kritis dan membandingkan kesimpulan mereka dengan teori atau fakta lain yang sudah dipelajari, sehingga mereka dapat mengidentifikasi kekeliruan atau keterbatasan dalam pemahaman dan memperbaiki kesimpulan secara berkelanjutan.”

AYA : How do you help students identify potential errors in their conclusions?

MYE : First, I collect data from students, then I identify what mistakes were present in their conclusions, and then I provide examples of where their mistakes are, like this, because the data you provided is not accurate.

“Terlebih dahulu saya mengumpulkan data pada anak kemudian saya mengidentifikasi apa kesalahan yang telah terdapat dalam kesimpulan mereka, lalu saya berikan contohnya tempat kesalahan kalian seperti ini, nah ini karena data yang kalian berikan tidak sesuai.”

Code MYE Interview: CoF6 Communication of Findings

AYA : How do students present their investigation results?

MYE : For investigation results, they usually determine them in the form of presentations, either in groups or individually. This is presented in the form of PowerPoint or simple posters.

“Untuk hasil investigasi biasanya mereka menentukannya dalam bentuk presentasi baik kelompok ataupun individu. Itu disajikan dalam bentuk power point atau poster sederhana.”

AYA : What form of communication (oral/written/visual) is most often used by students?

MYE : In groups, it usually takes the form of written or oral presentations in front of the class.

“Dalam kelompok biasanya itu berbentuk tulisan atau lisan yang disajikan di depan kelas.”

AYA : How do students use evidence to support their arguments?

MYE : Before presenting the results of the discussion, students prepare by reviewing important facts that support their opinions. The use of this evidence is done to ensure that every claim or argument they build has a strong foundation and can be justified in front of their peers and the teacher.

“Sebelum mempresentasikan hasil diskusi, siswa melakukan persiapan dengan menelaah kembali fakta-fakta penting yang mendukung pendapat mereka. Penggunaan bukti ini dilakukan untuk memastikan bahwa setiap klaim atau argumen yang mereka bangun mempunyai landasan yang kuat dan dapat dipertanggungjawabkan di depan teman-teman dan guru.”

AYA : To what extent can students answer questions from teachers or peers regarding their results?

MYE : Students' ability to answer questions greatly depends on their level of engagement and understanding during the

learning process. Students who are active and understand the material will consciously and confidently provide answers or ask questions if there are still things they do not understand, making the learning dialogue dynamic.

“Kemampuan siswa dalam menjawab pertanyaan sangat bergantung pada tingkat keterlibatan dan pemahaman mereka selama proses pembelajaran. Siswa yang aktif dan memahami materi akan dengan sadar dan percaya diri memberikan jawaban atau bertanya apabila masih ada hal yang belum mereka mengerti, sehingga dialog belajar berjalan dinamis.”

AYA : How do you evaluate students' ability to present investigation results?

MYE : Before that, the teacher prepares assessment rubrics. So when students present the results of their discussions or group agreements, the teacher is ready to assess using the assessment rubric.

“Sebelum itu guru pasti menyiapkan rubric-rubrik penilaian. Jadi ketika siswa menyajikan hasil diskusi atau kesepakatan kelompoknya guru sudah bersiap dengan menilai menggunakan rubric penilaian.”

Code MYE Interview: R7 Reflection

AYA : How do you encourage students to reflect after learning activities?

MYE : After learning activities, I ask, "So, from today's lesson, what do you understand?" What is your conclusion from today's lesson based on the material that has been taught? So, I ask with simple questions like that.

“Setelah kegiatan belajar saya Tanya”Nah nak dari pembelajaran kita hari ini apa yang kalian pahami?”, kesimpulan kalian apa dari pelajaran hari ini berdasarkan materi yang sudah diajarkan? Jadi gitu saya Tanya dengan pertanyaan simple seperti itu.”

AYA : What forms of reflection activities do you usually implement in class?

MYE : I can provide a brief summary or their daily learning journals about what they learned and what interested them from today's lesson.

"Saya bisa memberikan ringkasan singkat atau buku catatan harian belajar mereka tentang apa yang mereka pelajari, apa yang buat mereka tertarik dari pembelajaran hari ini."

AYA : How effective are students in identifying what they have learned?

MYE : Most students show good effectiveness in identifying the main points of learning. They can articulate the core understanding clearly.

"Sebagian besar siswa menunjukkan efektivitas yang baik dalam mengidentifikasi poin-poin utama pembelajaran. Mereka dapat merumuskan pemahaman inti dengan jelas."

AYA : How do students connect new learning with previous experiences?

MYE : The connection between new learning and past experiences is made through discussions and reflections that relate concepts to real situations in the students' environment.

"Penghubungan antara pembelajaran baru dan pengalaman terdahulu dilakukan melalui diskusi dan refleksi yang mengaitkan konsep dengan situasi nyata di lingkungan sekitar siswa."

AYA : Is reflection used to improve learning processes in the future?

MYE : Of course, I use this reflection greatly because it can serve as a reference for my future lessons.

"Tentu saja saya sangat menggunakan refleksi ini karena itu bisa menjadi acuan saya dalam pembelajaran berikutnya."

Code MYE Interview: C8 Collaboration

AYA : How do you organize group work to ensure effective collaboration?

MYE : For group work, I focus on group division. I do not group smart students together; I mix them. There is no grouping of boys with boys, or smart with smart; I arrange the groups in a heterogeneous manner.

“Kalau untuk kerja kelompok saya fokuskan dari pembagian kelompok. Saya tidak mengelompokkan siswa yang pintar, pasti saya atur saya campur. Tidak ada tuh yang laki-laki sama laki-laki, yang pintar sama yang pintar, tentunya saya atur kelompok dalam bentuk heterogen.”

AYA : What roles do each group member have during activities?

MYE : Each group member is given a clear role to maintain smooth cooperation. The leader is responsible for leading and coordinating members, the secretary records the results of discussions and group agreements, while other members actively seek information and answer questions posed. This system fosters a sense of collective responsibility and independence in learning.

“Setiap anggota kelompok diberikan peran yang jelas untuk menjaga kelancaran kerja sama. Ketua bertugas memimpin dan mengkoordinasi anggota, sekretaris mencatat hasil diskusi serta kesepakatan kelompok, sedangkan anggota lainnya aktif mencari informasi dan menjawab pertanyaan yang diberikan. Sistem ini menumbuhkan rasa tanggung jawab kolektif dan kemandirian dalam belajar.”

AYA : How do you assess student contributions within groups?

MYE : Student contributions are assessed by observing their activity during discussions and task completion. Students who actively ask questions, provide ideas, and help their peers will receive positive assessments, while students who

are less participative are evident from their passive attitudes and reluctance to engage in group work processes.

“Penilaian kontribusi siswa dilakukan dengan mengamati keaktifan mereka selama diskusi dan pengerjaan tugas. Siswa yang aktif bertanya, memberikan ide, dan membantu teman akan mendapatkan penilaian positif, sementara siswa yang kurang berpartisipasi terlihat dari sikap pasif dan enggan terlibat dalam proses kerja kelompok.”

AYA : How do students demonstrate listening and respecting others' opinions?

MYE : Students demonstrate respect by applying the classroom rules that have been agreed upon, such as giving each member the opportunity to speak and listen without interruption. This culture develops gradually through teacher guidance and regular practice in group discussion situations.

“Siswa menunjukkan sikap menghargai dengan menerapkan aturan kelas yang sudah disepakati, seperti memberi kesempatan pada setiap anggota untuk berbicara dan mendengarkan tanpa interupsi. Budaya ini berkembang secara bertahap melalui bimbingan guru dan latihan rutin dalam situasi diskusi kelompok.”

AYA : What are the common challenges in student collaboration, and how do you address them?

MYE : Challenges in groups, for example, arise because students are diverse; some are passive, some like to disrupt their friends, or some dominate the discussion by wanting only their opinions to be heard. To address these issues, I try to balance the groups so that each group has members with diverse characteristics to complement each other. Additionally, I assign clear roles to each group member, such as leader, recorder, presenter, and observer, so that every student feels a sense of responsibility and equal opportunity to participate.

“Tantangan dalam kelompok misalnya karena siwa itu kan beragam, ada yang siswa yang pasif, ada siswa yang suka mengganggu temannya aja, atau ada yang mendominasi pendapatnya saja yang mau di dengar. Untuk mengatasi hal-hal tersebut, saya berusaha membagi kelompok secara seimbang agar setiap kelompok memiliki anggota dengan karakter yang beragam sehingga bisa saling melengkapi. Selain itu, saya memberikan peran yang jelas kepada setiap anggota kelompok, seperti ketua, pencatat, penyaji, dan pengamat, agar setiap siswa merasa memiliki tanggung jawab dan kesempatan yang sama untuk berpartisipasi.”





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Jalan Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
website: www.iainbengkulu.ac.id

Nomor : 3136/Un.23/F.II/PP.00.9/09/2025
Lamp. :
Perihal : Ujian Komprehensif

Kepada Yth.

1. Khosi'in, M, Pd.Si.
(Kompetensi UIN)
2. M. Arif Rahman Hakim, Ph.D.
(Kompetensi Keguruan)
3. Dedi Efrizal, M.Pd.
(Kompetensi Jurusan/Prodi)

Assalamualaikum Warahmatullahi Wabarakatuh

Dengan Hormat,

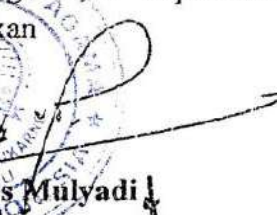
Dengan ini kami sampaikan jadwal Seminar Komprehensif Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Kamis, 18 September 2025
Tempat : Ruang Munaqasah Tadris Bahasa Lantai 3 Dekanat

Adapun nama-nama mahasiswa tersebut diantaranya:

No	Nama Mahasiswa	NIM	Waktu
1	Ayu Yeri Andira	2111230076	08.00-09.00
2	Sistri Kartika Dewi	2111230092	09.00-10.00
3	Mareisca Ilham	2111230085	10.00-11.00
4	Regy Pristiawan	2111230084	11.00-12.00

Demikian jadwal ini disampaikan untuk dilaksanakan sebagaimana mestinya.

Bengkulu, 16 September 2025
Dekan

Mus Mulyadi

Catatan :

Bagi Dosen yang berhalangan agar memberitahu 1 hari sebelum pelaksanaan



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faxsimli: (0736) 51171-51172
website: www.uinfashengkulu.ac.id

SURAT PENUNJUKAN

Nomor : 1512 /Un.23/F.II/PP.009/05/2025

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu dengan ini menunjuk dosen :

- | | | | |
|---|-------|---|---------------------------|
| 1 | Nama | : | Dr. Ferry Susanto, M. Pd. |
| | NIP | : | 197512082014111001 |
| | Tugas | : | Pembimbing I |
| 2 | Nama | : | Anita, M.Hum. |
| | NIP | : | 199008142019032011 |
| | Tugas | : | Pembimbing II |

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draft skripsi, kegiatan penelitian sampai persiapan ujian munaqasah bagi mahasiswa yang namanya tertera dibawah ini :

- | | | |
|----------------|---|---|
| Nama Mahasiswa | : | Ayu Yeri Andira |
| NIM | : | 2111230076 |
| Judul Skripsi | : | Exploring Inquiry-Based Learning in Improving Reading-Viewing Skills (A Case Study in Class Seventh Grade Students' of SMPN 20 Kota Bengkulu) |
| Program Studi | : | Tadris Bahasa Inggris |

Demikian surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 5 Mei 2025

Dekan,



Mulyadi

Tembusan :

1. Wakil Rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: www.uinfabengkulu.ac.id

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Nomor: -

Yang bertanda tangan di bawah ini:

Nama : Fera Zasrianita, M.Pd

NIP : 197902172009122003

Dengan ini menyatakan bahwa saya telah melakukan validasi terhadap instrumen penelitian berupa pedoman wawancara dengan judul:

Exploring Inquiry-Based Learning in Improving Reading-Viewing Skills: A Case Study in Class Seventh Grade Students of SMPN 20 Kota Bengkulu

yang disusun oleh:

Nama : Ayu Yeri Andira

Nim : 2111230076

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Setelah dilakukan validasi, instrumen penelitian ini dinyatakan **layak** untuk digunakan dalam penelitian akademik.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Mengetahui,
Dosen Validator

Fera Zasrianita, M.Pd

NIP. 197902172009122003

Bengkulu, September 2025

Dosen Pembimbing 1

Dr. Feri Susanto, M. Pd.

NIP. 197512082014111001



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FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 2729 / Un.23/F.II/TL.00/08/2025
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

19 Agustus 2025

Kepada Yth,
Kepala SMPN 20 Kota Bengkulu
Di –
Bengkulu

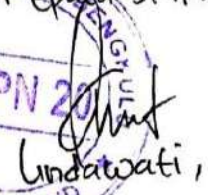
Dengan Hormat,

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***“Exploring Inquiry-Based Learning In Improving Reading-Viewing Skills (A Case Study In Class Seventh Grade Students’ Of SMPN 20 Kota Bengkulu”***.

Nama : Ayu Yeri Andira
NIM : 2111230076
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMP Negeri 20 Kota Bengkulu
Waktu Penelitian : 19 Agustus s/d 19 September 2025

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Disetujui

Kepala SMPN 20 Kota Bengkulu

Lindawati, S.Pd
NIP. 19760705200604290

Dekan,

Mus Mulyadi



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 20 KOTA BENGKULU

ALAMAT : Jl. DP. Negara Kel. Sukarami Kec. Selebar, Bengkulu kode pos 38212 Telp (0736) 5500424
Email : smpn.duapuluh.kotabkl@gmail.com - AKREDITASI : A

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 421/151 /SMPN.20

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 20 Kota Bengkulu, menerangkan bahwa :

Nama : Ayu Yeri Andira
NIM : 2111230076
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : "Exploring Inquiry-Based Learning in Improving Reading-Viewing Skills: A Case Study in Class Seventh Grade Students of SMPN 20 Kota Bengkulu"

Bahwa yang namanya tersebut di atas benar Telah Melaksanakan Penelitian di SMP Negeri 20 Kota Bengkulu.

Dari Tanggal 27 Agustus s/d 04 September 2025.

Demikian surat keterangan ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 24 September 2025

Kepala Sekolah,



Lindawati, S.Pd

NIP. 19760705 200604 2 010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN)
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

KARTU BIMBINGAN SKRIPSI

Nama : Ayu Yeri Andira Pembimbing I : Dr. Ferri Susanto, M.Pd.
NIM : 2111230076 Judul Skripsi : Exploring Inquiry-Based Learning In
Improving Reading-Viewing Skills. (A
Case Study In Class Seventh Grade
Students' Of SMPN 20 Kota Bengkulu)
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
6.	14-08-2025	Acc Bab III.		

Mengetahui
Ketua Jurusan Pendidikan Bahasa

M. Hidayatullahman, M.Pd.
NIP. 197805202007101002

Bengkulu,
Pembimbing I

Dr. Ferri Susanto, M. Pd.
NIP. 197512082014111001



KARTU BIMBINGAN SKRIPSI

Nama : Ayu Yeri Andira Pembimbing II : Anita, M. Hum.
NIM : 2111230076 Judul Skripsi : Exploring Inquiry-Based Learning In Improving Reading-Viewing Skills. (A Case Study In Class Seventh Grade Students' Of SMPN 20 Kota Bengkulu)
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
3.	Rabu, 28 Mei 2025	Chapter III 1. Research instrumentsnya belum fixed	Lampirkan pertanyaan interview (jika ingin pakai metode wawancara)	
4.	Rabu, 4 Juni 2025	-Triangulasi -Teknik sampling (x) - pertanyaan wawancara - Typo & tenses	Follow the feedback	
5.	Senin, 30 Juni 2025	Lampirkan pertanyaan interview (students)	Follow the feedback	

Mengetahui
Ketua Jurusan Pendidikan Bahasa

M. Hidayatullahman, M.Pd.I
NIP. 197805202007101002

Bengkulu,
Pembimbing II

Anita, M. Hum.
NIP. 199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN)
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

KARTU BIMBINGAN SKRIPSI

Nama : Ayu Yeri Andira Pembimbing I : Dr. Ferri Susanto, M.Pd.
NIM : 2111230076 Judul Skripsi : Exploring Inquiry-Based Learning in Improving Reading-Viewing Skills. (A Case Study in Class Seventh Grade Students' Of SMPN 20 Kota Bengkulu)
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Senin, 16 November 2025	Bab IV -Description of The Data	Follow The feedback	
2.	Rabu, 12 November 2025	-Data Presentation of the research	Follow The feedback	
3	14 November 2025	Bab IV -Perbaiki Penulisan data	Follow The feedback	
4.	17 November 2025	-Pembahasan sesuai dengan rumusan masalah -Paparan data sesuai dengan rumusan masalah	Follow The feedback	



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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

KARTU BIMBINGAN SKRIPSI

Nama : Ayu Yeri Andira Pembimbing I : Dr. Ferri Susanto, M.Pd.
NIM : 2111230076 Judul Skripsi : Exploring Inquiry-Based Learning in Improving Reading-Viewing Skills. (A Case Study in Class Seventh Grade Students' Of SMPN 20 Kota Bengkulu)
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
5.	21 November 2025	Bab V - Pastikan semua menjawab research question.	Follow The feedback	
6.	Senin, 24 Nov 2025	- Sistematika penulisan diperbaiki	Follow The feedback	
7.	Jum'at, 28 Nov 2025	- Kesimpulan disesuaikan berdasarkan Rumusan Masalah.	Follow The feedback	
8.	Senin, 1 Desember 2025.		lengkap ke paragraf 2	

Mengetahui
Ketua Jurusan Pendidikan Bahasa

M. Hidayatullah, M.Pd.
NIP. 197805202007101002

Bengkulu,
Pembimbing I

Dr. Ferri Susanto, M. Pd.
NIP. 197512082014111001



KARTU BIMBINGAN SKRIPSI

Nama : Ayu Yeri Andira Pembimbing II :
IM : 2111230076 Judul Skripsi : **EXPLORING INQUIRY-BASED LEARNING IN IMPROVING READING-VIEWING SKILLS: A CASE STUDY IN CLASS SEVENTH GRADE STUDENTS OF SMPN KOTA BENGKULU**
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Rabu, 14 Mei 2025	Chapter I (satu). - Grammar - Further research - Definition of Key Terms	follow the feedback	
2.	Selasa, 20 Mei 2025	Chapter I. - Tabulation - Tenses (avoid use past-tense, because this one is proposal) Chapter II - penelitian terdahulu - Tambahkan conceptual framework (diagram). Chapter III - Alasan research design - Grammar	follow the feedback	

Mengetahui
Ketua Jurusan Pendidikan Bahasa

M. Hidayatullah, M.Pd.I
NIP. 197805202007101002

Bengkulu,
Pembimbing II

Anita, M. Hum.
NIP. 199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN)
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

KARTU BIMBINGAN SKRIPSI

Nama : Ayu Yeri Andira Pembimbing II : Anita, M. Hum.
NIM : 2111230076 Judul Skripsi : Exploring Inquiry-Based Learning In
Improving Reading-Viewing Skills. (A
Case Study In Class Seventh Grade
Students' Of SMPN 20 Kota Bengkulu)
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
6.	Kamis, 03 Juli 2025	Acc	Lanjut Pembimbing I	

Mengetahui
Ketua Jurusan Pendidikan Bahasa

M. Hidayaturrahman, M.Pd.
NIP. 197805202007101002

Bengkulu, 03 Juli 2025
Pembimbing II

Anita, M. Hum.
NIP. 199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN)
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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
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KARTU BIMBINGAN SKRIPSI

Nama : Ayu Yeri Andira Pembimbing II : Anita, M. Hum.
NIM : 2111230076 Judul Skripsi : Exploring Inquiry-Based Learning in Improving Reading-Viewing Skills. (A Case Study in Class Seventh Grade Students' Of SMPN 20 Kota Bengkulu)

Jurusan : Tadris

Prodi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Kamis, 6 November 2025	Bab 4 1. Description of the data (diringkas) 2. Interview Result - tambahkan analisis perbandingan. 3. Gunakan Istilah IBL secara konsisten Bab 5 1. Conclusion 2. Suggestion - tambahkan saran ilmiah 3. Tambahkan Paragraf Penutup Reflektif	Follow the feedback	
2	21 November 2025	Tambahkan Referensi di daftar Pustaka.	Follow the feedback	
3	2 Desember 2025	Tambahkan abstract Penelitian	Follow the feedback	



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Jalan Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211

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Nomor : 3136/Un.23/F.II/PP.00.9/09/2025

Lamp. :

Perihal : Ujian Komprehensif

Kepada Yth.

1. Khosi'in, M, Pd.Si.

(Kompetensi UIN)

2. M. Arif Rahman Hakim, Ph.D.

(Kompetensi Keguruan)

3. Dedi Efrizal, M.Pd.

(Kompetensi Jurusan/Prodi)

Assalamualaikum Warahmatullahi Wabarakatuh

Dengan Hormat,

Dengan ini kami sampaikan jadwal Seminar Komprehensif Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

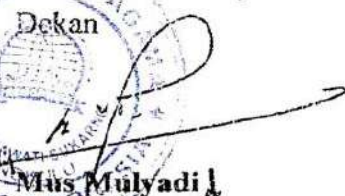
Hari/Tanggal : Kamis, 18 September 2025

Tempat : Ruang Munaqasah Tadris Bahasa Lantai 3 Dekanat

Adapun nama-nama mahasiswa tersebut diantaranya:

No	Nama Mahasiswa	NIM	Waktu
1	Ayu Yeri Andira	2111230076	08.00-09.00
2	Sistri Kartika Dewi	2111230092	09.00-10.00
3	Mareisca Ilham	2111230085	10.00-11.00
4	Regy Pristiawan	2111230084	11.00-12.00

Demikian jadwal ini disampaikan untuk dilaksanakan sebagaimana mestinya.

Bengkulu, 16 September 2025
Dekan

Mus Mulyadi

Catatan :

Bagi Dosen yang berhalangan agar memberitahu 1 hari sebelum pelaksanaan



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UNIVERSITAS ISLAM NEGERI (UIN)
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
4.	5 Desember 2025	Penulisan data diperbaiki	Follow The feedback	
5.	9 Desember 2025	Sistematika Penulisan diperbaiki	Follow The feedback	
6.	12 Desember 2025	Turnitin	Lampirkan	
7.	15 Desember 2025	Acc	Acc	

Bengkulu,
Pembimbing II

Mengetahui
Ketua Jurusan Pendidikan Bahasa

M. Hidayatullah, M.Pd.
NIP. 197805202007101002

Anita, M. Hum.
NIP. 199008142019032011

DOCUMENTATION

August 27, 2025



Observation 1, teacher and seventh-grade students A.

August 29, 2025



Observation 2, teacher and seventh-grade students C.

September 2, 2025



Observation 3, teacher and seventh-grade students H.

August 28, 2025



Interview English Teacher(ERS)

August 28, 2025



Interview English Teacher(FF)

August 28, 2025



Interview English Teacher(MYE)

September 1, 2025



Interview English Teacher(ERS)

September 2, 2025



Interview English Teacher(FF)

RIWAYAT HIDUP



Penulis bernama Ayu Yeri Andira, lahir di Muara Nibung pada tanggal 12 Juli 2004. Merupakan anak dari pasangan Heriyanto dan Yeni Marlina. Penulis pernah menempuh Pendidikan di SDN 106 Seluma lulus pada tahun 2015. Setelah itu melanjutkan Pendidikan SMPN 06 Bengkulu Tengah lulus pada tahun 2018, kemudian penulis melanjutkan Pendidikan di SMAN 06 Bengkulu Tengah dan lulus pada tahun 2021. Pada tahun yang sama, penulis diterima sebagai mahasiswa di Institut Agama Islam Negeri (IAIN) Bengkulu yang kini telah bertransformasi menjadi Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu. Selama masa studinya, penulis menjalani proses pembelajaran yang memberikan banyak pelajaran berharga, khususnya dalam mengembangkan wawasan, keterampilan akademik, serta pemahaman dalam bidang keilmuan yang ditekuni. Penulis menyampaikan rasa syukur yang mendalam atas dukungan dan doa dari orang tua, keluarga, serta sahabat yang senantiasa memberikan semangat dalam perjalanan pendidikannya. Baginya, setiap langkah yang telah dilalui merupakan anugerah dan pembelajaran yang sangat berharga. Semoga rahmat Allah SWT senantiasa menyertai semua pihak yang telah memberikan doa dan dukungan.