

THE EFFECTIVENESS OF INQUIRY-BASED LEARNING ON STUDENTS LISTENING COMPREHENSION AT ELEVENTH GRADE OF SMA N 1 JATILAWANG, BANYUMAS

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran berbasis inkuiri terhadap pemahaman mendengarkan siswa di kelas sebelas SMA N 1 Jatilawang, Banyumas. Penelitian ini menggunakan desain eksperimen semu. Populasi penelitian ini terdiri dari 395 siswa kelas XI SMA N 1 Jatilawang. Sampel dipilih secara acak dari populasi. Terpilih kelompok eksperimen XI A dan kelompok kontrol XI B. Pengumpulan data menggunakan pre-test dan post-test. Data dianalisis dengan Program IBM SPSS V.26 Windows. Uji-t sampel independen menunjukkan perbedaan yang signifikan secara statistik pada rata-rata skor pre-test antara kelompok eksperimen dan kelompok kontrol, dengan kelas eksperimen mendapat skor 65,37 dan kelas kontrol mendapat skor 62,33. Mann-Whitney U Test menunjukkan perbedaan yang signifikan dalam skor post-test mendengarkan siswa antara kelompok eksperimen dan kontrol, dengan nilai sig (2-tailed) sebesar 0,000, menolak hipotesis tidak signifikan (H0) dan menerima hipotesis signifikansi (Ha). Oleh karena itu, hasil penelitian ini dapat disimpulkan bahwa effect size meningkat sebesar 57%, hal ini menunjukkan terdapat perbedaan sebelum dan sesudah perlakuan pembelajaran berbasis inkuiri sangat efektif untuk pemahaman mendengarkan siswa.

Abstract

This research aimed to find out the effect of inquiry-based learning on students listening comprehension at eleventh grade of SMA N 1 Jatilawang, Banyumas. The study employed quasi-experimental design. The study's population consists of 395 eleventh-grade students at SMA N 1 Jatilawang. The samples were randomly selected from the population. It was selected as the experimental group of XI A and the control group of XI B. The data of collection used pre-test and post-test. Data analyzed by IBM SPSS Program V.26 for Windows. The independent sample t-test establishes a statistically significant distinction in the average pre-test listening score between the experimental and control groups, with the experimental class scoring 65.37 and the control class scoring 62.33. The Mann-Whitney U Test showed significant differences in post-test students' listening scores between experimental and control groups, with a sig (2-tailed) value of 0.000, rejecting the hypothesis of no significance (H0) and accepting the hypothesis of significance (Ha). Therefore, the result of this research can be concluded that the effect size increased 57%, suggested there are differences before and after treatment of inquiry-based learning was highly effective for students listening comprehension.

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INTRODUCTION

English is a major factor for the needs of the economy, interactions, and relationships throughout the country as a part of life to communicate between countries. As stated by Hutabarat (2016), educators of English Language Teaching (ELT) must assist students learning foreign languages in Indonesia. Developing comprehensive lesson plans is crucial for delivering effective classes and achieving satisfactory outcomes. Teachers need to understand the different learning styles and orientations of the students. In addition, the lessons must be designed to accommodate all types of learners. Furthermore, teaching methods are fundamentally dependent on the theory. Recognizing language acquisition and learning theories will assist in effective lesson planning and instruction. According to Hutabarat (2016), teaching listening through the study of English has been a challenging field. Most students in the listening class were dissatisfied with the capability to get appropriate results from the activity of listening. It occurs because EFL learners have a variety of challenges when it comes to retaining information through listening. Kusumawanti et al. (2018) declare that English is a foreign language in Indonesia. However, the students are limited to certain places that provide English services, resulting in inadequate exposure to the language. Students need additional environments that facilitate English learning. As stated by Novika et al. (2020), teaching EFL listening to Indonesian students is difficult since educators usually emphasize writing and reading comprehension.

There are four basic language aptitudes, such as the ability to speak, read, listen, and write. Listening is particularly crucial of the four skills since it is seen as challenging by students regardless of level of school in nations with limited English proficiency across the world. In practical terms, several English as a Foreign Language (EFL) learners struggle to grasp pronunciation, especially from native speakers. Amir et al. (2019) has conducted a study entitled "English Listening Problems Faced by Students at an Indonesian Senior High School". The finding of the listening problems faced by Indonesian students are: (a) students realized that speed speakers make it more difficult to speak English at the same pace as native speakers, (b) students limited vocabulary were still new words, (c) misinterpretation from the students that has limited vocabulary, (d) students concentration level were unable to focus, (e) established language habits that the teacher have not spoken fully in English yet, (f) accent from the students often use an American accent and students difficult to understand British accent also Australian accent. Meanwhile, Buck (2010) stated that the listening passages presents challenges in determining the meaning of new words, recognizing uncommon aspects, and communicating rapidly. On the other hand, there are many causes of problems affecting listening comprehension. Dwinalida et al. (2014) declare that students struggle with comprehension, the delivery of listening exercises due to a lack of vocabulary, and accurate phrase structure. As a result, the students unable to effectively

respond during the lessons. Furthermore, Underwood (1990) stated that the problems in understanding spoken language are: the lack of speaker speed control in the recording and the fact that it is difficult for the listener to control the speaker speed.

According to Hadijah et al. (2016), the main elements influencing a learner's progress in listening abilities is the amount of listening practice. Students must put the talents through a lot of practice, especially when it comes to comprehending the speaker's monologues or dialogues. Students generally struggle when in this circumstance. In addition, the students were still baffled by the speaker's communication style after playing the audio tape two or three times. This is one of the most common reasons for students' listening difficulties.

Observations collected by the writer during teaching practice at SMA N 1 Jatilawang revealed problems in English learning for listening. Students struggled to keep pace with the speaker, had limited time to comprehend the listening materials, and rarely used English habitually at school. During the observation by asking the teacher on December 5, 2022 about learning outcomes, especially students' listening comprehensions for eleventh grade of SMA Negeri 1 Jatilawang, it was found that some students understood and were motivated after listening to the audio-visual presentations, while others remained indifferent to listening through video.

As described by Hasanova et al. (2021), teaching approach is a structured instructional method that provides strategies for fostering high student achievement. As stated by Ayua (2017), through active engagement in the process of learning and instruction, learners can enhance a knowledge of skills with inventive and effective teaching methodologies. As described by Kai et al. (2021), inquiry-based learning is a technique in which students emphasize questioning, analytical thinking, and resolving issues. Students are actively involved with a question or a problem. Inquiry-based learning (IBL) assumes that learners are active in building knowledge within themselves and the meanings of the own understanding, which requires them to have an inquiry mindset (Kai et al., 2021). According to Lee (2014), the benefits of inquiry based in several ways in English teaching and learning are: (a) improve vocabulary, (b) explain grammatical forms, (c) help students negotiate meaning, (d) embed cultural essence.

According to Saadah (2024), demonstrated that students could use video as a form of visual and auditory media to understand English. The Saadah's research study, the videos were proven effective in attracting students' attention and increasing their understanding of concepts. Incorporating a variety of media into listening comprehension instruction can facilitate students' understanding of the material being presented or taught by the teacher. This study employed TED Talk videos as the primary experimental media within an inquiry-based learning (IBL) framework to investigate their effectiveness in enhancing listening comprehension instruction. The integration of TED Talks aimed to provide teachers

with engaging and stimulating resources that could foster student inquiry, promote active learning, and ultimately improve listening comprehension skills. According to Saadah (2024), inquiry-based learning (Merdeka Belajar in Indonesia) encourages students to actively explore and build their own understanding through discussion and participation. It emphasizes free expression and uses mistakes as learning opportunities. This method connects new knowledge to what students already know, boosting their involvement in class. Furthermore, Wale's previous research with title Using Inquiry-Based Writing Instruction to Develop Students' Academic Writing Skills showed a significant difference in academic writing performance, with students in the inquiry-based group demonstrating improvement. Besides that, the inquiry-based approach fostered student engagement with the video, leading the learning activities to generate their own ideas and delve deeper into the material.

A technology-based video lecture, also known as a Technology, Entertainment, and Design (TED) talk, presents concepts that are organized conversations with significant implications and may serve as educational tools for online learning. In addition, most of the courses offered by native and non-native English speakers include free transcripts in English and subtitles in more than 40 languages (Takaesu, 2014). TED Talks serve as a platform for speakers to communicate complete ideas in under eighteen minutes. Speakers from all around the world give TED Talks on a variety of themes, including technology, culture, amusement, elections, and social concerns. Every discussion has been accompanied by a transcript, which may be downloaded to be used as assistance when listening to the course (Izzah et al., 2020). In addition, based on the Takaesu's research, the majority of students recognize the activity as improving listening comprehension (Takaesu, 2014). It is important to highlight that the TED lectures encouraged some learners to follow particular interests and forced others to perform more research. Besides that, TED Talks may enhance grammar, the ability to listen, and motivation to choose fascinating subjects. Watching TED-ED videos may help students improve their listening skills while discovering real-world situations.

This research is different from the previous research, where this research implemented inquiry-based learning media using TED Talk videos to enhance the listening comprehension for the experimental class, whereas the control class used YouTube videos without inquiry-based learning. However, this research focused more on TED Talk videos as a study experiment.

Therefore, this study explored the effectiveness of Inquiry-Based Learning (IBL) in enhancing listening comprehension skills. The research project, titled ***The Effectiveness of Inquiry-Based Learning on Students' Listening Comprehension at Eleventh Grade of SMA N 1 Jatilawang, Banyumas***. Investigated the impact of IBL on this specific student population. The writer selected this title because it reflected from the merdeka curriculum

and its application to the identified problem of teaching listening through IBL in the eleventh grade at SMA N 1 Jatilawang.

RESEARCH METHOD

This research employed a quantitative study. Quantitative research is carried out through a deductive approach to refer to the process of proving, giving credence or disproving existing theories (Leavy, 2017). The study used a quasi-experimental approach, which gave researchers limited oversight over randomly assigning people to modified variables of interest (Creswell, 2018). The research used a non-equivalent control group design with pre-test and post-test data collection to measure the effectiveness of inquiry-based learning in improving listening comprehension among eleventh grade students at SMA N 1 Jatilawang.

This research was conducted at SMA N 1 Jatilawang because it showed the indications of problems in English learning for listening based on observations on December 5, 2022. In addition, this school had been chosen because the students struggled to keep pace with the speaker, had limited time to comprehend the listening materials, and rarely used English habitually at school. As a result, this research aims to see if students at SMA Negeri 1 Jatilawang can grasp and follow inquiry-based learning.

The population comprises individuals and communities within groups that are actually drawn from samples (Leavy, 2017). The study's population consisted of eleventh grade students at SMA N 1 Jatilawang for the 2023/2024 academic year. There are eleven classes, XI A until XI K of eleventh grade with the average of 36 students in each class. Hence, the general population for this study is 395 students in the eleventh grade at SMA N 1 Jatilawang.

The sample size becomes smaller when it is selected a number of individual cases from the population in large groups (Leavy, 2017). This experiment research used random sampling as a sample technique. Random sampling is a technique used in quantitative research to determine samples. Therefore, Individuals maintains an equal opportunity of being selected from the population, producing a representative group (Creswell, 2018). This research needs two homogeneous classes, which require the student's ability to adapt to the researcher's intended purposes. Those classes had XI A grade for the experimental, which consist of 35 students, and XI B grade for the control class, which consist of 36 students. The samples were chosen by random selection by wheel of spin from the website involving the experiment and control classes.

This research utilized collection data to gather necessary information for understanding the process being conducted. The data in this research were collected by pre-

test and post-test. In order to analyse data, SPSS was used in this research. In this research was used the Shapiro-Wilk test with SPSS 26 software. Shapiro-Wilk was chosen because this sample research is 35 and 36 which is less than 50. This research uses levene test. Levene's test (Levene 1960) is used to test the similarity of the variances of several population.

FINDINGS AND DISCUSSION

Findings

To assess the effectiveness of the inquiry-based learning approach, this section presents the pre-test and post-test scores obtained from both the experimental and control classes. The pre-test served as a baseline assessment to gauge students' initial listening comprehension skills. Both groups received the pre-test before any intervention. The experimental class then received treatment through inquiry-based learning activities. These activities involved orientation, conceptualization, investigation, conclusion, and discussion or evaluation. Meanwhile, the control class received traditional listening comprehension instruction without an inquiry-based approach. Following the intervention period in the experimental class, a post-test was administered to both groups to assess any potential changes in listening comprehension due to the treatment. This post-test aimed to determine if there was a statistically significant difference in listening comprehension skills between the experimental and control groups after the intervention.

This study used the independent sample t-test and nonparametric Mann-Whitney U Test to identify statistically significant mean differences between the experimental and control groups. Therefore, the results of the data test from the pre-test of the experiment and control are normally distributed, while the post-test results of both classes are non-normally distributed. Besides that, both classes in the experiment and the control are homogeneous.

1. Independent Sample T-Test in Data Pre-test

Class		N	Mean	Std. Deviation	Std. Error Mean
Score	Pre-Test Experiment Class	35	65,37	10,669	1,803
	Pre-Test Control Class	36	62,33	11,803	1,967

While the data presented indicates comparable pre-test mean scores between the experimental group (score = 65.37) and the control group (score = 62.33), this finding alone is insufficient to definitively conclude that both approaches are equally effective in teaching listening skills. Pre-test scores serve as a baseline measurement, but the pre-test not

measure the potential impact of the listening instruction implemented in the experimental group.

2. Mann-Whitney U Test in Data Post-test

class		N	Mean Rank	Sum of Ranks
score	Post-test Experiment Class	35	47.94	1678.00
	Post-test Control Class	36	24.39	878.00
	Total	71		

Data analysis reveals that the experimental group achieved a higher mean score (score = 47.94) on the post-test compared to the control group (score = 24.39). While this difference suggests that the experimental group may have acquired stronger listening skills, it's crucial to acknowledge limitations in interpreting these results solely based on post-test scores.

The statistical analysis using the Mann-Whitney U test, conducted with SPSS software, yielded a significant result (Mann-Whitney U = 212.000, Z = -4.833, Asymp. Sig. (2-tailed) = 0.000). This indicates that assumed to reject the null hypothesis (H_0) which stated that there is no difference in average post-test listening scores between the experimental and control groups. Therefore, it assumed to accept the alternative hypothesis (H_a), suggesting that the students in the experimental and control groups have statistically different average post-test listening scores.

3. The Effect Size

This effect size refers to the difference between the mean post-test results in two groups in terms of standard deviation. The post-test results' statistics are shown in the table below:

	score
Mann-Whitney U	212.000
Wilcoxon W	878.000
Z	-4.833
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: class

According to the table above, the Mann-Whitney U had a score 212.000 and Wilcoxon W had a score 878.000. When converted to Z value had a score -4.833. The sig (2-tailed) value for the Asymp. Sig. (2-tailed) is 0.000, which is less than 0.05. This effect size used Cohen's computation to estimate the difference between two groups has an effect on teaching and learning. The formulation of this computation are as follows:

a. Significance of product-moment r formula are as follows:

$$\eta^2 = Z^2/(N-1)$$

η^2 : Effect size

Z : Difference between two randomly drawn samples

N : Sample sizes

The Z value and sample sizes based on post-test result are as follows:

Z Value : -4.833

Sample sizes : 71

To determine the treatment's effectiveness, for the first was to compute significance of product-moment r.

$$\eta^2 = Z^2/(N-1)$$

$$= [(-4.833)]^2/(71-1)$$

$$= 23.357889/70$$

$$\eta^2 = 0.33368412857$$

$$\eta = \sqrt{0.33}$$

$$\eta = 0.57765398689$$

The categorization of (Cohen, 1988) are as follows:

Cohen's Interpretation	Size Effect
High	0,50
Moderate	0,30
Low	0,10

Based on the data, it received a score of 0.57, converted to percent increased 57%.

The inquiry-based learning using TED Talk video was highly effective for teaching listening comprehension.

Discussion

As stated by Novia et al. (2023), listening comprehension is crucial for students learning a foreign language. Listening to an English speech requires significant concentration. Failure to listen to the speech, increases the chance of misinterpreting English words and phrases (Kiningsih, 2022). Therefore, listening is very necessary in all aspects when there is a speaker in a speech, then listening to what the speaker means, whether regarding the topic, content, or conclusion. Listening problems can arise as a result of native speakers with speaking too quickly, students lack of attentiveness, and a variety of other issues.

The inquiry-based learning approach, as explained by Lee (2014), emphasizes students' active involvement in the learning process. The result of this research are consistent with the findings of Saadah (2024), which stated the approach of inquiry-based learning on students listening comprehension can increase student motivation to investigation the media. These results are in line with the study of Saadah (2024) which

found that the use of video-based teaching materials can improve listening comprehension in inquiry-based learning. However, in contrast to previous research which used Youtube videos as the main media, this research shows that TED Talk videos have higher effectiveness in the inquiry-based learning context. This might be due to the more structured quality of content and presentation in TED Talk videos.

In this research, the focus is on evaluating the use of inquiry-based learning on students listening comprehension at SMA Negeri 1 Jatilawang, Banyumas. The purpose of the independent sample t-test was to evaluate the correlation between two sets of scores before and after treatment and determine whether there was a statistically significant difference in the result. In the mean (average) score of post-test experiment class was known as 65.37, while the score of post-tests control class was known as 51.94. There was increased score both of the test in the mean (average) score. The conclusions reached on both examinations of post-test experiment class was higher than control class.

In this study, the listening comprehension used TED Talk video as the experiment class and YouTube video as the control class within different material of each meetings. Therefore, TED Talk videos are typically subject to a strict time limit between 3 and 18 minutes. This aligns with research Nikmah (2020), which suggests that speakers typically deliver their presentations within 18 minutes, as audience concentration tends to decline after that point. While 18 minutes is the maximum length, TED Talks may ask speakers to give shorter talks, lasting 3, 5, or 9 minutes. In addition to inquiry-based learning involving several steps like orientation, conceptualization, investigation, conclusion, and evaluation. This study demonstrated that inquiry-based learning with TED Talk videos can enhance students' listening comprehension skills. Izzah et al. (2020) show that the TED Talk video gives a positive perception and enhances listening skills. However, aligns with previous studies conducted by Novia et al. (2023), whereby the study's findings also shown an improvement in listening proficiency.

In accordance with Ross et al. (2017), independent-samples t-test is to assess potential mean differences between the experimental and control groups. An underlying assumption of the test is homogeneity of variances, meaning the standard deviations of both groups are considered equal. Furthermore, this study reveals a mean difference between experimental and control classes, which were $47.94 - 24.39 = 23.55$. An independent t-test revealed a statistically significant difference ($p < 0.000$) in the mean scores of pre-tests between the experimental and control groups. This study has an assumed equal variance of the pre-test for both classes in the experiment and control, while the sig. (2-tailed) p-value of 0.000 was lower than the a-value of 0.05. There is a significant difference in the average score for learners in both the experimental and control classes.

In addition, the statistical analysis using Mann-Whitney U had a score of 212.000, and Wilcoxon W had a score of 878.000. When converted to a Z value, it had a score of -4.833. The sig (2-tailed) value for the Asymp. Sig. (2-tailed) is 0.000, which is less than 0.05. The Mann-Whitney U-Test supports H_0 , which is rejected, while H_a is accepted. There were substantially different averages of post-test students in the experimental and control groups of listening scores. Besides that, inquiry-based learning using TED Talk videos had a significance of differences both of classes on listening comprehension.

From several calculation results that have been obtained, the post-test experimental class is higher than the post-test control class. Additionally, after calculating the effect size, there is a large effect from the result of $0.57 > 0.50$. Therefore, this study found that teaching eleventh grade students at SMA N 1 Jatilawang, Banyumas, through inquiry-based learning with TED Talk videos was enhance students' critical thinking of the strategy for improving listening comprehension. As stated by Karimova (2022), inquiry-based learning can enhance learners' decision-making abilities and increase critical thinking. Furthermore, Karimova's previous research supports the claim that it enhances learners' critical thinking and aids in better decision-making.

This research investigates the effectiveness of inquiry-based learning for listening comprehension skills. This research focuses on study experiment on listening comprehension using TED Talk videos with presentation by experts in the video, provide real and relevant context that can facilitate a deeper inquiry process. From the inquiry-based learning approach to teach students listening comprehension can increase the concentration of students.

A study by Izzah et al. (2020), identified challenges faced by students in comprehending TED Talk videos. Students reported difficulty following the audio without additional support. The study suggests that focusing on transcripts can aid comprehension. Furthermore, underlining and translating sentences that pose difficulty were found to be helpful strategies employed by students. These findings highlight the potential need for integrated support mechanisms when using TED Talks for listening comprehension. As stated by Kiningsih (2022), reported a similar finding: significant average score improvement in both the experimental and control groups within their investigation of TED Talks' impact on listening comprehension. This aligns with the present study's results, suggesting a potential benefit of using TED Talks in this context. However, a key methodological distinction exists between the two studies. In accordance with Kiningsih (2022), employed a paired-samples t-test, which is suited for scenarios where pre- and post-intervention measurements are obtained from the same participants. In contrast, this research utilizes the Mann-Whitney U test, which is appropriate for comparing independent groups, such as the experimental and control groups in this study. Despite this methodological difference, both studies aimed to

evaluate the average score improvement in listening comprehension. The choice of statistical test reflects the design of each study, with paired versus independent samples being the key distinction.

Several previous studies explored the application of IBL for teaching listening. These studies, including those by Saadah (2024), Lourdes et al. (2023), Wale et al. (2021) and Rahmah (2024), some of this previous research employed quantitative research methods to assess the effectiveness of IBL on listening skills. In accordance with Saadah (2024), investigated the impact of IBL with video on students' listening abilities. The findings demonstrated significant improvement in listening skills after applying IBL with videos. However, these studies differed from the current research in terms of the specific media used from Saadah (2024), employed Youtube videos.

Lourdes et al. (2023) examined the efficacy of a teacher-led IBL approach in a language laboratory setting. The study revealed a statistically significant difference in listening comprehension performance between the control and experimental groups. Whereas the setting of the research of Lourdes et al. (2023), utilized a language laboratory. This research distinguished itself by using TED Talk videos as the primary medium for IBL activities within the listening comprehension curriculum. This choice aimed to provide students with engaging and authentic content specifically designed for listening comprehension practice.

According to Wale et al. (2021), also found a positive effect of IBL, their study differed from the current research in two key aspects. The Wale's research focused on enhancing academic writing skills, whereas this study aimed to improve listening comprehension. Wale et al. (2021) did not utilize media specifically for language learning. Their study likely employed different materials relevant to academic writing instruction. This comparison highlights the versatility of IBL as a pedagogical approach applicable to various language skills. Wale et al. (2021) focused on writing, the current research demonstrates the effectiveness of IBL with TED Talks in enhancing listening comprehension.

Rahmah's (2024) research focused on enhancing speaking skills, whereas this research aimed to improve listening comprehension. This study utilized TED Talk videos to support listening activities. In contrast, Rahmah's (2024) research did not involve specific media for language learning, likely relying on materials relevant to speaking instruction. This research employed a quantitative approach to measure the effectiveness of IBL on listening skills, while Rahmah's (2024) study used qualitative methods to examine the teacher's implementation of IBL in a speaking context. This comparison demonstrates the applicability of IBL across various language skills.

Karimova (2022) shows that research centered solely on investigating the effectiveness of inquiry-based learning for English language instruction. While this research

also utilizes inquiry-based learning, this focus lies on its impact on developing listening comprehension skills. However, a key similarity exists: both studies leverage inquiry-based learning to promote critical thinking and active student engagement in the English learning process. This research demonstrates that employing inquiry-based learning with TED Talks as the instructional media can enhance student understanding in listening comprehension.

In conclusion, the inquiry-based approach encourages students to critically analyze the material, make informed decisions, and actively engage with the educators through questioning. While challenges may arise during this process, the engaging nature of TED Talks, with the explanation from speaker, combined with the active questioning and note-taking prompted by inquiry-based learning, fosters a more interesting learning experience for students.

CONCLUSION AND SUGGESTIONS

Conclusion

This study attempts to discover the effectiveness of inquiry-based learning on students' listening comprehension at eleventh grade of SMA Negeri 1 Jatilawang, Banyumas. This study applied IBM SPSS V.26 software to compute validity, normality, homogeneity, Mann-Whitney U-Test, independent sample t-test, pre-test, and post-test data. Regarding research findings assumed equal variance in the pre-test for both classes in the experiment and the control, whereas the sig. (2-tailed) p-value of 0.000 was less than the α value of 0.05. The findings of the independent t-test indicate that while H_a is accepted, H_0 is refused. The average score of the students in the experimental and control groups differs significantly. Furthermore, Wilcoxon W scored 878.000, and Mann-Whitney U scored 212.000. Its Z value was -4.833 when converted. Less than 0.05 is represented by the sig (2-tailed) value for the Asymp. Sig. (2-tailed), which is 0.000. Therefore, the Mann-Whitney U-Test supports H_a is accepted, while H_0 is rejected. There were significant differences in post-test listening scores both classes of experiment and control. This research shows that the use of TED Talk videos in an inquiry-based learning (IBL) approach had significant impact on students listening comprehension. The pre-test and post-test result showed improvement in the experimental class that used the TED Talk video. This research concluded that inquiry-based learning had a highly effective of increasing listening comprehension for students at eleventh grade of SMA N 1 Jatilawang, Banyumas.

Suggestions

This part of the suggestions provides follow-up on the research's contribution to the development of theory and practice in the field. These are divided into several suggestions. The study provides a variety of resources for English teachers exploring various approaches

to teaching listening, including how to use TED Talk videos as media to enhance inquiry-based learning practices. Teachers had a vital role in ensuring the continuity of learning through effective and efficient ways. In this study, the inquiry-based learning technique was ideal for teachers to apply learning using TED Talk material as a tool for enhancing listening comprehension. The appropriateness of the media and the methods employed motivate students to actively think critically about learning. Of course, it presents a significant difficulty for teachers in developing lesson plans that meet the learning objectives. However, the study could be enjoyable and develop students' intelligence, which is essential for learning outcomes. For the other researches, the intended effect of this study remains to acquire additional research material on how to analyze the teaching of students' listening comprehension and inquiry-based learning.

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