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Exploring an Inquiry-based Approach to Enhance English Vocabulary Learning: Academy Students' Perspectives

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ABSTRACT

Objective: The objectives of this study are (1) to describe how the inquiry-based learning (IBL) approach can improve and motivate students to learn English vocabulary and (2) to explore how academy students believe the inquiry-based learning (IBL) approach has improved their English vocabulary.

Method: This qualitative study investigates the application of the inquiry-based learning (IBL) approach and how students address its significance in learning activities at a Computer Science Academy in Ternate, North Maluku, Indonesia. This research sample randomly chose 15 academy students based on their inquiry-based learning (IBL) experience. **Results:** Using observation and interviews, the results show that students at the Computer Science Academy used the inquiry-based learning (IBL) approach toward learning English, vocabulary, planning activities, retrieving information, assignment processes, creativity skill development, and project sharing. Furthermore, students liked applying the inquiry-based learning (IBL) approach in the classroom, particularly in English lessons. The inquiry-based learning (IBL) approach also plays a crucial role in improving students' English vocabulary skills. **Novelty:** An essential aspect of using the inquiry-based learning (IBL) approach in vocabulary learning is something new that sheds light on the group collaboration process, creativity, and engagement.

INTRODUCTION

Inquiry-based learning is a cognitive tool that determines how students develop skills and explore the likelihood of reflective practices to advance vocabulary literacy. However, college students find it challenging to learn English vocabulary for a specific purpose replete with technical words in academic contexts (Alamri & Rogers, 2018; Yüksel et al., 2022). For example, students learning computer sciences get insights into the significance of English words in different books; laboratory exercises are conducted using computer tools and devices demonstrated in English. Numerous task applications emphasize input- and output-based tasks and demand English proficiency to encourage students' engagement in honing memory formation and retention (Kaivanpanah et al., 2020) when learning EFL new words using multimedia input (Teng, 2022). In addition, it is beneficial in all aspects of modern life, including business, technology, and the financial system, to mention a few. Therefore, a good command of vocabulary learning strategies involving memory, tenacity, cognition, or metacognitive strategies is required for students who recognize the increasingly significant role of using a diverse range of English vocabulary to achieve excellent learning outcomes (Ghalebi et al., 2020).

Some evidence from previously published studies shows that vocabulary learning can be challenging for the English lecturer to help the students improve their English skills. This practice seeks to assist them in learning vocabulary through writing assignments (Kamali et al., 2020). Moreover, students indeed update word lists in context to help themselves learn other language skills, which aligns with the objectives

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