

# NEEDS ANALYSIS OF THE USE OF INQUIRY BASED LEARNING MODELS IN LEARNING ENGLISH FOR KINDERGARTEN STUDENTS

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**Abstract:** This study aims to analyze the need for implementing an Inquiry-Based Learning (IBL) model in teaching English to kindergarten students. This research uses a qualitative descriptive method with data collection through observation sheets and teacher interviews. The research focused on Class B1 of Annur Manggala Kindergarten, involving 16 students as observation subjects and their teachers as interview respondents. The needs of learning English with IBL methods for kindergarten involve several key aspects, 1) Necessities including of appropriate learning resources, classroom environment, and teacher support. While, although research found that the school has made significant necessities in implementing IBL, 2) the lacks which challenges such as limited access to supporting materials, restricted classroom space, and minimal integration of technology affect the overall learning experience. 3) The classroom environment supports most of the key aspects wants for Inquiry-Based Learning, particularly in terms of student engagement, teacher support, and access to hands-on, creative materials.

**Keywords:** English Learning, Kindergarten, IBL, Needs Analysis, Young Learner.

## 1. INTRODUCTION

In recent years, there has been a growing emphasis on the importance of early childhood education, recognizing that the formative years play a crucial role in shaping a child's cognitive and linguistic development. This focus on early education has led to various innovative approaches being explored and implemented in classrooms worldwide, particularly in the context of language learning. The use of Inquiry-Based Learning (IBL) models has gained attention for its potential to enhance critical thinking, problem-solving skills, and overall engagement in the learning process. Inquiry Based Learning is a learning method that in principle invites students to actively ask questions and experiment independently during the learning process. IBL encourages young learners to explore and question, making it a particularly effective strategy in fostering not just knowledge retention but also a deeper understanding of content, including language skills. English and Indonesian are the languages of instruction in conversations, transactions, negotiations and other social interactions (Rijal et al., 2021). Our government has implemented various initiatives to promote English instruction, one of which is the transformation of all educational levels. (Sulviana et al., 2023) English is the second language taught in schools in the world of education because English practice is no longer limited to international goals but also local communication. In Indonesia, English is one of the main subjects in education. (Mursidin et al., 2022).

Despite the benefits, implementing IBL in kindergarten English learning presents several challenges, such as limited resources, lack of science

experiment kits, underutilization of technology, and constrained classroom spaces. Studies by (Branch, 2004) suggest that successful IBL implementation requires adequate materials, teacher support, and flexible learning environments to maximize student engagement. This research aims to analyze the necessities, lacks, and wants in applying IBL to kindergarten English learning, providing insights into how the method can be optimized to support early language acquisition. To make educational changes work, we need to carefully look at how kindergarten education is doing in Indonesia right now. We should check if teachers are ready to use Inquiry-Based Learning (IBL), about the necessities, wants and lacks of IBL in the implementation, also need to think about how adding IBL to early English classes might affect students' learning and language skills over time.

## **2. LITERATURE REVIEW**

### **2.1. The Concept of Inquiry-Based Learning (IBL)**

Learning is two-way communication, teaching is carried out by teachers and learning is done by teachers and learning is done by students. (Muliana et al., 2021). IBL is a student-centered learning approach that encourages curiosity and active exploration. According to (Pedaste et al., 2015), the IBL process includes observation, questioning, exploration, discussion, and conclusion. In language learning, IBL facilitates vocabulary development, listening skills, and engagement through storytelling, role-playing, and interactive discussions. The teacher's input also highlights challenges related to classroom limitations, such as limited space and resources. However, the teacher acknowledges limitations in classroom space but compensates creatively by using available tools, including natural objects. The lack of designated exploration areas restricts the opportunity for immersive and hands-on activities, which are essential for stimulating curiosity and developing critical thinking in young learners. Addressing these spatial constraints could enhance the effectiveness of IBL strategies. Time constraints are another challenge mentioned, limiting the depth and variety of activities during lessons. Additionally, some students hesitate to ask questions, likely due to a lack of confidence or comfort in group discussions. These factors hinder the interactive nature of IBL and suggest a need for strategies to build student confidence and optimize lesson pacing. (Sani et al., n.d.)

### **2.2. Needs Analysis**

Munby (1981) introduced the needs analysis model, focusing on three key components: 1). Necessities: Skills and knowledge students must acquire. . Necessities, conversely, pertain to the requirements of specific situations; it refers to the linguistic features that learners must acquire to achieve mastery in a specific target situation. The process of identifying involves recognizing the requirements of the target context, specifically, the knowledge and skills that the learner must possess to operate proficiently within the given setting. 2). Lacks: Gaps between current competencies and target proficiency. In the context of needs analysis, the concept of Lacks refers to the deficiencies or gaps between what learners currently have and what they need to achieve their

learning objectives. In Munby's model, the concept of lacks is vital because one of the goals of needs analysis is to identify what learners are lacking so that instruction can be focused on these areas. 3). Wants: Learners' personal preferences and learning desires. The concept of Wants in needs analysis refers to the preferences, desires, or aspirations of learners, educators, or stakeholders that can enhance the learning experience but are not strictly necessary for achieving the core educational objectives. Applying this framework to IBL in kindergarten classrooms helps identify critical areas for improvement.

### **2.3. English for Young Learner**

Language is a vital element for speaking in human life. People use language as an instrument of communication. The purpose of communication is to transfer ideas, feelings, and emotions. This makes it strengthen to receive information from one person to another. Language has a relation with society. (Taufik et al., 2023) considering that most of the learning materials so far have been taken from textbooks, they tend to contain complicated and monotonous materials and assignments. (Nonci & Karmila, 2021) Although learning English is not limited to academic activities, it is applicable to many people in the real world and in daily life. (Nurjannah et al., 2023) When parents enroll their children to kindergarten, it is a new experience for them. They go to school for the first time. This is the transition phase from home to school. From this condition, many of them need special treatment to make them ready to learn in the school. It is because the way the children learn at home is different from school. (Imran & Nasaruddin, 2021) Some of the children like to study, but some others possibly like to play.. Teachers in this case, have a big role to motivate all of children to have the same perception about English today.

## **3. METHODS**

In this study, the researcher employed a Descriptive qualitative research because it allows for an in-depth exploration of the needs of Inquiry-Based Learning (IBL) in English learning for kindergarten students. This method enables the researcher to observe classroom practices, analyze teacher and student interactions, and gather insights through interviews, providing a rich, detailed understanding of how IBL supports language learning. Unlike quantitative research, which focuses on numerical data, descriptive qualitative research captures real-life experiences, making it ideal for identifying necessities, lacks, and wants in an authentic learning environment. to investigate students' anxiety related to speaking English. The qualitative approach was chosen because it allows for a detailed understanding of the underlying motivations, opinions, and reasons behind students' anxiety. The descriptive method was used to capture and describe the events and experiences related to anxiety during the research process.

The data of this study were gathered through 2 instruments, they were the observations and interview with the teacher. The observations were conducted during the English class held by the teacher. The function of the observation is

to give more information to the data obtained from the respondents in the interview. The researcher observed a class of B group taught by an English teacher and consisted of 16 students. Meanwhile, the data from interview with the teachers were used to confirm and to add the information on the Inquiry learning models held in English lesson for B group students in TK Annur Manggala.

## **4. RESULTS**

### **4.1. Necessities**

Based on observation especially in terms of teacher support, active engagement, and hands-on materials show positive practices in the classroom. For example, learning tools like building blocks, puzzles, and picture books are readily available, fostering interactive learning and encouraging students to engage actively. Additionally, creative materials such as colored paper, pencils, glue, and plasticine provide opportunities for hands-on and artistic exploration, enabling students to express their ideas visually. Based on the teacher's response on interview about materials and resources, the use of blocks and colorful objects in activities like building structures allows students to explore concepts such as shapes, balance, and patterns through hands-on experiences. Similarly, storybooks with engaging illustrations are utilized to inspire curiosity and discussions, encouraging students to ask questions and connect the narratives to their personal experiences or the world around them. These resources facilitate active learning and inquiry.

The response also indicates that the school provides a variety of tools and materials, which are quite comprehensive and supportive of inquiry-based learning. Additionally, the teacher prioritizes tactile and hands-on materials over technological tools such as projectors, reflecting an understanding of the developmental needs of young learners. By emphasizing sensory engagement through 3D materials, the teacher fosters curiosity, motor skills, and deeper understanding. However, the infrequent use of technology may represent missed opportunities to integrate multimedia resources that could complement hands-on learning. Balancing tactile and technological approaches could further enrich the learning experience by accommodating diverse learning styles.

### **4.2. Lacks**

Despite these strengths, some gaps were identified in the implementation of IBL. Lacks are the areas with deficiencies or gaps in the learners' current knowledge, skills, or abilities. It can be seen that the observation results of 3 out of 10 meet the lacks, indicating that most of the student's needs are met, and there is a solid foundation in most areas. However, the existence of these 3 gaps still requires attention to ensure comprehensive learning outcomes. There are no relevant books or informational resources for IBL and technology were not visible during the observation, same with vocabulary development is also not very active through asking and telling stories because the vocabulary known by student is very limited, so they struggle to ask or tell stories. The teacher's input also highlights challenges related to classroom limitations, such

as limited space and resources. However, the teacher acknowledges limitations in classroom space but compensates creatively by using available tools, including natural objects. The lack of designated exploration areas restricts the opportunity for immersive and hands-on activities, which are essential for stimulating curiosity and developing critical thinking in young learners. Addressing these spatial constraints could enhance the effectiveness of IBL strategies. Time constraints are another challenge mentioned, limiting the depth and variety of activities during lessons. Additionally, some students hesitate to ask questions, likely due to a lack of confidence or comfort in group discussions. These factors hinder the interactive nature of IBL and suggest a need for strategies to build student confidence and optimize lesson pacing.

#### **4.3. Wants**

The teacher emphasized the need for additional interactive and hands-on materials to make inquiry-based activities more engaging. Examples include science kits for young learners, 3D models of animals or plants, sensory materials like water trays, and storybooks aligned with inquiry-based themes. These resources could foster curiosity and provide guided exploration opportunities. The teacher also expressed interest in incorporating activities such as simple science experiments, like mixing colors or planting seeds, to allow students to observe changes. Sensory activities using sand, water, or clay were highlighted as valuable for enhancing hands-on learning experiences. Students often show curiosity about topics like animals, nature, and space, but limited resources restrict the teacher's ability to fully address these interests. For instance, students frequently ask about how animals live or how plants grow. To compensate, the teacher proposes study tours to locations like zoos or botanical gardens to provide direct learning experiences. The teacher suggested creating a more flexible classroom setup, including specific corners for science and reading activities, and additional storage for organizing resources. A more adaptable and open space would encourage student exploration, foster collaboration, and support independent learning. There may be room to further enhance the availability of specialized resources, such as IBL-specific books or consistent access to technology, to fully support students' exploratory learning. These improvements would help provide a more comprehensive and dynamic IBL environment for students.

### **5. DISCUSSION**

This researcher aims to determine Needs analysis of IBL in English learning. In this section, the researcher would discuss the overall results of the research data obtained to observation and the answer of this research question. Based on observation checklist shows that the classroom already supports some aspects of Inquiry-Based Learning (IBL). The findings reveal that 7 out of 10 indicators in the necessities is fulfilled. There are hands-on materials, teacher guidance, and a few basic tools available, which help students explore and engage in activities. These indicate the classroom has met some necessities for IBL. However, there are also notable lacks, 3 of 10 such as limited



technology use and a lack of specific materials like science kits or inquiry-focused books. These gaps hinder the full implementation of IBL. Additionally, the wants for more flexible classroom spaces and additional resources to improve exploration opportunities for students. From the interviews, it became evident that the lack of certain tools, like models for space exploration or animal habitats, hampers the ability to meet students curiosity in subjects they are interested in, such as animals, plants, and space. The teacher's ability to create engaging lessons could be greatly enhanced with the provision of additional resources that align with students' interests, fostering further inquiry and exploration.

Observations indicated that the classroom space is somewhat limited, which can constrain the implementation of inquiry-based activities that require movement, group work, or the use of larger materials. The teacher emphasized the need for more flexible spaces such as dedicated corners for science experiments or reading that would support exploration and independent learning. This feedback aligns with the theory that an adaptable physical environment encourages active participation and inquiry. From the teacher's perspective, having distinct learning zones within the classroom would allow for better organization and smoother transitions between different types of activities, thus creating a more conducive environment for inquiry. Furthermore, the teacher highlighted the importance of easily accessible storage, which would allow for quicker set-up and use of materials during lessons. This would significantly reduce the time spent on logistical tasks, allowing for more focus on the inquiry process itself.

## **6. CONCLUSION**

The results of this research reveal the necessities, lacks, and wants in implementing the Inquiry-Based Learning (IBL) model for teaching English to kindergarten students of Class B1 at TK Annur Manggala. While IBL encourages engagement and curiosity, this study identifies key areas that need improvement, including access to learning resources, classroom space, and teacher support. Addressing these needs will help optimize the implementation of IBL and enhance the learning experience for young English learners.

The needs of learning English with IBL methods for kindergarten involve several key aspects, including appropriate learning resources, classroom environment, and teacher support. This research found that while the school has made significant efforts in implementing IBL, challenges such as limited access to supporting materials, restricted classroom space, and minimal integration of technology affect the overall learning experience. These gaps indicate a need for additional learning resources that align with IBL principles, a more flexible classroom layout to facilitate exploration, and teacher training programs to enhance the application of IBL strategies effectively. The classroom environment supports most of the key aspects wants for Inquiry-Based Learning, particularly in terms of student engagement, teacher support, and access to hands-on, creative materials. However, there may be room to

further enhance the availability of specialized resources, such as IBL-specific books or consistent access to technology, to fully support students' exploratory learning. These improvements would help provide a more comprehensive and dynamic IBL environment for students.

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