

The Implementation of Inquiry Model to Enhance Speaking Skills and Learning Achievement Through Stand-Up Comedy Performance: A Study on Indonesian Language Learning in Grade X Senior High School

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ABSTRACT

Speaking proficiency represents a critical dimension of Indonesian language education, reflecting students' ability to articulate ideas, exercise critical thinking, and engage in meaningful social interactions. Despite its significance, many students have difficulty developing speaking skills, particularly in expressing opinions orally in public settings. This deficit stems from limited self-confidence, monotonous pedagogical approaches, and insufficient student-centered participation. The present study examines the implementation of the inquiry model integrated with stand-up comedy performance as a pedagogical intervention to enhance speaking skills and learning achievements among Grade X students at SMA Negeri 1 Sei Kanan. This model was selected based on evidence that it promotes active student engagement in information exploration, critical thinking, and opinion articulation. The incorporation of humor in learning is hypothesized to create a positive learning environment, strengthen students' self-efficacy, and enhance intrinsic motivation. This research contributes both theoretical and practical insights into the development of innovative, interactive, and contextually appropriate learning strategies aligned with contemporary student characteristics. Through this communicative and expressive learning approach, students are expected to demonstrate heightened classroom participation, robust self-confidence, and comprehensive improvement in learning outcomes.

Keywords: Inquiry Model, Stand-Up Comedy, Speaking Skills

1. INTRODUCTION

Speaking proficiency is an indispensable dimension of Indonesian language education, serving as a reflection of students' capacity to convey ideas, exercise analytical reasoning, and facilitate meaningful interpersonal communication. However, within contemporary educational contexts, empirical observations have revealed persistent challenges in the development of student speaking competency, particularly regarding oral expression before public audiences. This difficulty manifests through multiple interrelated factors: deficient self-confidence, pedagogically conventional teaching methodologies characterized by limited student engagement, minimal participation opportunity structures, and fundamental gaps in active classroom involvement (Ambarsari & Aprima, 2025).

According to the Curriculum Merdeka framework, Grade X students pursuing Indonesian language instruction should demonstrate competency in delivering monologues that communicate criticism while observing the established communication norms and protocols. Observational data from SMA Negeri 1 Sei Kanan revealed that numerous students experienced marked difficulty in speaking skill performance. When engaging in language skill demonstrations, students consistently display observable anxiety, hesitation, and reduced fluency, indicating substantial unmet learning objectives (Siti Faridah & Kuntoro Kuntoro, 2025).

The development of speaking proficiency constitutes a learned competency rather than an innate ability. Tarigan (2013) distinguishes between the capacity to speak a relatively universal capability among individuals without physical or psychological impairment and genuine speaking skills, which require the deliberate development of particular competencies. Speaking skills encompass the capacity to organize ideas logically and systematically, encode them within appropriate linguistic structures conforming to established language conventions, and articulate them with fluency and clarity suitable for specific communicative contexts (Tajik, 2025).

Speaking competency serves multiple communicative functions in educational and social contexts. It functions as a medium for knowledge expansion, enabling students to acquire information about various phenomena through active questioning and information-seeking behaviors. The development of speaking proficiency facilitates career advancement, interpersonal effectiveness, and enhanced social integration. When students demonstrate strong speaking abilities, they access expanded professional opportunities and demonstrate greater adaptability to diverse social and professional environments (Ryu, 2022).

Effective speaking performance is characterized by multiple dimensions. Linguistic aspects include proper articulation, appropriate intonation, judicious vocabulary selection, correct syntactic construction, and a coherent organizational structure. Non-linguistic aspects encompass speech fluency, manifested confidence, appropriate content expression, and socially appropriate deportment. The integration of these dimensions represents the holistic development sought through comprehensive speaking instruction (Tkhilava, 2025).

Contemporary research has identified multiple barriers to the acquisition of students' speaking skills. Insufficient self-confidence emerges as a primary impediment, with students frequently expressing anxiety regarding potential errors, social ridicule, and perceived inadequacy in public speaking. These apprehensions frequently originate from adverse experiences, social pressure mechanisms, or insufficient practice in psychologically supportive environments. Teacher-centered instructional paradigms, which emphasize passive student roles, further diminish classroom participation opportunities and restrict occasions for authentic speaking practice (Haroud et al., 2025).

The monotonous nature of conventional instruction relying heavily on lecture formats fails to engage contemporary students effectively. Learning environments characterized by negative peer responses, minimal teacher recognition, and insufficient psychological safety exacerbate anxiety and inhibit the willingness to take communicative risks. Cultural factors, introverted personality orientations, and the absence of positive behavioral modeling further compound these difficulties (Baker et al., 2025).

The inquiry model, when integrated with stand-up comedy performance, offers a promising pedagogical intervention to address these documented deficiencies. This integrated approach leverages the inquiry model's capacity to promote active student agency, critical analysis, and structured problem-solving within the context of heightened intrinsic motivation generated through humor-infused communication.

Stand-up comedy performance structures student speaking practice around authentic communicative goals, entertaining audiences while conveying substantive messages regarding social phenomena. This approach necessitates the systematic organization of thoughts, strategic word selection, deliberate intonation modulation, and sophisticated audience awareness—all foundational competencies in the development of genuine speaking. The incorporation of humor creates psychologically safe practice environments, reduces communication apprehension, and generates positive reinforcement through audience laughter and approval.

The present investigation examines the effectiveness of the inquiry model integrated with stand-up comedy performance in enhancing speaking proficiency and learning achievement among Grade X students at SMA Negeri 1 Sei Kanan, encompassing the 2025-2026 academic year. The specific research objectives were as follows: (1) to determine whether this pedagogical integration increases student engagement and activity participation in speaking skill development, and (2) to assess the extent to which the intervention enhances speaking proficiency and academic achievement outcomes.

This study addresses significant theoretical and practical gaps. Theoretically, this study contributes to the understanding of the role of humor in pedagogical contexts by specifically investigating stand-up comedy as a technique for reducing communication anxiety and increasing student participation. This study offers empirical evidence regarding whether expression-based strategies enhance learning achievement through increased engagement, conceptual comprehension, and emotional investment in the learning process. Practically, the study provides educators with innovative pedagogical tools aligned with contemporary student characteristics and preferences, particularly relevant to digitally-native student populations responsive to humor-infused, visual, and performative learning modalities.

II. METHODS

A. Research Design and Approach

This investigation employed a quantitative descriptive research design to examine the influence of an inquiry model integrated with stand-up comedy performance on the speaking proficiency of Grade X students at SMA Negeri 1 Sei Kanan, Sungai Kanan District, South Labuhanbatu Regency, during the 2025-2026 academic year. The quantitative approach facilitated the systematic measurement of speaking skill development through standardized assessment protocols and numerical representation of achievement outcomes (Sugiyono, 2019).

B. Research Participants

This distribution provided a reasonably representative sample allowing generalization of findings across the Grade X cohort.

C. Data Collection Methods

Four complementary data collection protocols were implemented: performance-based testing, structured observation, documentation (photographic and video records), and note-taking. These multiple methods ensured triangulation of findings and comprehensive understanding of student speaking development.

Performance-Based Testing

Students completed a stand-up comedy performance assessment requiring them to (1) create original stand-up comedy scripts addressing social phenomena from their immediate environment, (2) master the script content for delivery without textual reference, and (3) deliver the performance to classroom audiences while maintaining communication norms and demonstrating technical speaking proficiency. Prior to the performance, students received explicit instruction regarding stand-up comedy structural components: the "set-up" (contextual information establishing premises), the "punch" (humorous revelation containing the comedic element), the "bit" (combined set-up and punch addressing a single subtopic), and the "rule of three" (presentation of three examples wherein the third contains unexpected humor) (Creswell, 2021).

Structured Observation

Trained observers systematically recorded student behavior during learning activities without active participant involvement. Observation protocols captured student engagement patterns, interaction quality, classroom participation, and learning environment characteristics.

Documentation

Photographic and video recordings of student performances captured authentic behavioral data on facial expression appropriateness, supportive gesture utilization, script mastery, and audience interaction quality. These records provide objective evidence of speaking skill components that are not fully captured through numerical scoring (Arikunto, 2017).

Field Notes

Researchers maintained contemporaneous written records during instruction, documenting situational circumstances, student responses, behavioral manifestations, identified obstacles, and teacher interventions implemented to address difficulties.

Assessment Instruments and Scoring Protocols

Speaking proficiency evaluation employed a four-dimensional rubric assessing: (1) fluency—capacity to speak continuously without excessive hesitation or repetition; (2) content expression—alignment between the presented material and selected thematic content; (3) courage—willingness to speak before an audience and behavioral confidence demonstration; and (4) communicative appropriateness—utilization of respectful language and socially congruent comportment throughout performance.

Students achieving scores of 70 or above were classified as "Mastered" (meeting institutional passing criteria), while those below 70 were classified as "Not Yet Mastered."

Table 1. Score classification established four achievement levels

Score Range	Achievement Level	Interpretation
84-100	Excellent	Demonstrates comprehensive speaking competency
64-83	Good	Demonstrates adequate speaking competency
44-63	Satisfactory	Demonstrates minimal competency standards
24-43	Poor	Demonstrates insufficient competency

D. Data Analysis Procedures

Quantitative data analysis employed descriptive statistical methods, specifically mean calculation to represent average student performance. The computational formula applied was as follows:

$$\text{Mean} = \Sigma x / N$$

Where: Σx = sum of all student scores; N = number of students

Qualitative data analysis followed the Miles and Huberman model incorporating three concurrent processes: (1) data reduction systematic selection, simplification, and transformation of raw observational data into organized categories; (2) data display compilation of information into narrative text organized into meaningful categories; and (3) conclusion drawing and verification iterative synthesis of category meanings followed by verification procedures to establish conclusive interpretations. Students achieving scores of 70 or above were classified as "Mastered" (meeting institutional passing criteria), while those below 70 were classified as "Not Yet Mastered."

E. Data Analysis Procedures

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III. RESULTS AND DISCUSSION

A. Descriptive Statistics and Sample Characteristics

The assessment of student speaking proficiency through stand-up comedy performance revealed the following achievement distribution across the 216 Grade X participants:

Table 1. Overall Achievement Distribution

Achievement Level	Score Range	Number of Students	Percentage
Excellent	86-100	4	1.85%
Good	76-85	155	71.76%
Satisfactory	66-75	48	22.22%
Poor	≤ 65	9	4.17%
Total	—	216	100%

The preponderance of students (71.76%) achieved a "Good" classification, representing substantial improvement from baseline performance, where the majority demonstrated scores below the institutional passing criteria (70 points). This achievement distribution indicates that the inquiry model integrated with stand-up comedy successfully enhanced student speaking proficiency across most of the participant population.

Class-Specific Performance Analysis

Performance varied modestly across the class sections. Class X-1 distributed students across categories with 2 students (5.7%) achieving Excellent, 23 students (65.7%) achieving Good, 9 students (25.7%) achieving Satisfactory, and 2 students (5.7%) achieving Poor ratings. The mean class performance was 77 points.

Class X-2 demonstrated the strongest collective performance, with two students (5.6%) achieving Excellent, 25 students (69.4%) achieving Good, nine students (25%) achieving Satisfactory, and zero students achieving Poor ratings, yielding a mean of 78 points.

Class X-3 displayed 2 students (5.6%) at Excellent, 22 students (61.1%) at Good, 10 students (27.8%) at Satisfactory, and 2 students (5.6%) at Poor, with a mean score of 77.

Class X-4 had 1 student (2.8%) at Excellent, 27 students (75%) at Good, 6 students (16.7%) at Satisfactory, and 2 students (5.6%) at Poor, establishing a mean of 78.

Class X-5 recorded 3 students (8.6%) at Excellent, 23 students (65.7%) at Good, 9 students (25.7%) at Satisfactory, and 1 student (2.9%) at Poor, with a mean performance of 77.

Class X-6 demonstrated remarkable consistency, with 0 students at Excellent, 35 students (97.2%) at Good, and 1 student (2.8%) at Poor (due to assessment absence), achieving a mean score of 77.

B. Mastery Achievement Rates

Analysis based on institutional passing criteria (score ≥ 70) revealed.

Table 2. Analysis based on institutional passing criteri

Class	Students Mastered	Students Not Yet Mastered	Mastery Rate
X-1	31	5	88.6%
X-2	34	2	94.4%
X-3	32	4	88.9%
X-4	34	2	94.4%
X-5	34	2	97.1%
X-6	35	1	97.2%
Overall	200	16	92.6%

C. Discussion

These mastery rates represent substantial achievements, with over 92% of the participant population meeting the institutional standards for speaking proficiency. This outcome substantially exceeds baseline performance wherein the majority demonstrated insufficient mastery (Nurlaelah & Sakkir, 2020).

Student fluency, characterized by minimal hesitation, reduced word repetition, and continuous discourse without excessive pausing, demonstrated marked improvement. Observational records indicated that students progressively eliminated hesitant behaviors and spoke with increasing confidence throughout their performances. The inquiry model's emphasis on systematic idea organization and the familiar, non-threatening context of comedic delivery appeared to reduce the cognitive load associated with simultaneous content generation and public speaking.

Students demonstrated the capacity to select age-appropriate social phenomena as comedy topics and develop coherent relationships between comedic material and thematic content. The inquiry model component, which requires students to systematically explore social issues, formulate critical perspectives, and organize arguments systematically, appears to have enhanced their capacity for substantive content articulation within entertainingly structured frameworks (Putri & Handayani, 2021).

Behavioral observations revealed progressive increases in student willingness to undertake public performance. Initial class sessions demonstrated reluctance, visible anxiety indicators, and hesitant performance approaches. As classmates performed and received positive audience responses, subsequent performers exhibited progressively greater confidence, stronger eye contact, and more assured deportment. This pattern suggests that the psychologically safe, humor-affirming context substantially reduced communication anxiety and increased confidence in risk-taking behavior.

The vast majority of students maintained language standards appropriate to educational settings. Despite the comedic context permitting greater verbal latitude, students generally avoided vulgar expressions and socially

inappropriate content. Performance protocols that explicitly emphasize respectful language and appropriate physical gestures appear to be effective in guiding students toward professional communication standards.

Systematic observation of classroom activities revealed consistent patterns across all class sections. Students demonstrated heightened engagement compared to conventional instruction formats, manifested through active participation as both performers and engaged audience members. Peer interaction patterns shifted from passive reception to dynamic feedback mechanisms, with performers receiving applause and verbal acknowledgment. The classroom learning environment appeared notably more enjoyable and communicatively stimulating than the baseline observations during conventional instruction.

Photographic and video records captured students performing with appropriate facial expressions, supportive gesture utilization, maintained eye contact with the audience, and generally strong script mastery. These records substantiate quantitative findings regarding achieved fluency and confidence levels, providing observable evidence of skill development beyond numerical score representation.

Contemporaneous observation notes documented initial student anxiety and hesitation during early performances, followed by progressive increases in confidence and willingness to undertake performance-related risks. Teachers implemented supportive strategies, including positive reinforcement, opportunities for content note consultation during performances, and the creation of psychologically safe learning environments, which appeared effective in addressing the identified obstacles.

IV. CONCLUSIONS

This investigation demonstrates that integrating the inquiry model with stand-up comedy performance constitutes an effective pedagogical approach to enhancing speaking proficiency and learning achievement among Grade X Indonesian language students. The study's 92.6% overall mastery rate, combined with 71.76% of students achieving "Good" or "Excellent" classifications, provides substantial empirical evidence supporting the intervention's effectiveness. The inquiry model component facilitated systematic student engagement with social phenomena and critical analysis of contemporary issues, providing substantive content for comedic articulation in the classroom. The emphasis on entertaining public communication in stand-up comedy created psychologically supportive practice contexts that reduced communication anxiety while maintaining rigorous performance standards. This integration successfully addressed the documented barriers to speaking skill development, particularly student self-confidence deficits and anxiety regarding public expression. The consistently high performance across diverse class sections (mean scores ranging from 77-78 to, mastery rates ranging from 88.6% to-97.2%) indicates the robustness and applicability of the approach to heterogeneous student populations. Observational evidence has revealed that humor-infused learning contexts generate heightened intrinsic motivation, increased classroom engagement, and improved peer interaction patterns compared to conventional instructional approaches.

Funding Statement

"No external funding was received for this study."

Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments, or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers and other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

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Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
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Conflict of Interest Declaration

The authors declare that they have no affiliations or involvement with any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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