

**IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR TEACHING
ENGLISH AT SMP NEGERI 2 GROBOGAN
IN 2014/2015 ACADEMIC YEAR**



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**IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR
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IN 2014/2015 ACADEMIC YEAR**

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ABSTRACT

This is descriptive qualitative research and it is belongs naturalistic. It aims to describe and to explain the implementation of inquiry-based learning for teaching of English at SMP Negeri 2 Grobogan based on the reality and the fact on the field. In collecting data, the researcher watches, observes then writes the scripts of interview and observation of the teachers and students. In the research, there are eight components of teaching and learning were analyzed, namely: (1) Learning Objective. (2) Classroom Procedure. (3) Classroom Technique. (4) Instructional Material. (5) Teacher Role. (6) Learner Role. (7) Media. (8) Assessment. From the data, the researcher found the results, they are: (1) There are two kinds of learning objectives of teaching English, namely general learning objective and specific learning objective. In general learning objective based on the syllabus which consists of the all materials which expected to be mastered by all students. In specific learning objective of teaching English is written on lesson plan which consists of the material in every meeting based on the grade of students. (2) Classroom procedures used exploration, elaboration, confirmation and engagement, exploration, explanation, elaboration and evaluation. (3) Classroom technique used in teaching of English were brainstorming, free writing, reading passage, skimming and scanning, comprehension, summarizing, questioning, identifying key words, recognizing sentence structure. (4) the roles of

instructional material were as a reference source for learners on grammar, vocabulary, pronunciation, etc, a source of stimulation and ideas for classroom language activities. (5) The English teacher roles were as explainer, manager, inquiry controller, and motivator. (6) The learner roles were the learner learns from English teacher, from other teaching sources, from other students, the learner is monitor, and evaluator of his/her own progress. (7) The medias used by the English teachers were board and picture. (8) The assessments were daily test, midterm test and final test.

Keywords: inquiry-based learning, teaching of English

A. Introduction

In Fauziati (2014:161) states that the standardized process of IBL is under Education Ministry Regulation number 41, the year of 2007 that every teacher should make lesson plans to foster the teaching and learning process to be interactive, inspiring, joyful, challenging, and motivating the students to participate actively and giving enough opportunities for them to be innovative, creative and self reliance according to their talents, motivations, and physical as well as psychological development. This activity is conducted systematically through exploration, elaboration, and conformation processes.

SMP Negeri 2 Grobogan has been using School Based Curriculum (KTSP). The teacher uses Elaboration, Exploration, and Confirmation (EEK) method to teaching English class. The teacher is using various technique in this method to improve students' ability in English language, make the students enjoy in study English. There the researcher needs to conduct such a research in order to know whether the implementation inquiry-based learning in teaching English by the teacher activity at SMP Negeri 2 Grobogan. However the implementation of inquiry-based learning for teaching English in every school has a different way to deliver. Teaching English in SMP Negeri 2 Grobogan also has different way to apply Elaboration, Exploration, and Confirmation method (EEK) method. Based on the phenomena above, the researcher tries to describe the Implementation of

Inquiry-based learning for Teaching of English at SMP Negeri 2 Grobogan in 2014/2015 Academic Year.

There are some previous researches on error analysis. The first is Mudrikah's research that has title "*The Implementation of Inquiry-Based Learning in Teaching Writing at the First Year of SMA Negeri 1 Gemolong, Sragen*". Her research's aims are to describe the implementation of inquiry-based learning and problem faced by the teacher in teaching writing using inquiry-based learning at the first year of SMA Negeri 1 Gemolong, Sragen.

The second research is made by Trianasari entitled "*The Implementation of Inquiry-Based Learning in Teaching Writing at the Second Year of SMP 1 Nogosari, Boyolali*". The research is to describe the Implementation of Inquiry-based learning in teaching writing at the Second Year of SMP 1 Nogosari, Boyolali. It is conducted to know the implementation of Inquiry-based learning in teaching writing and the problems faced by the teacher in implementing the method at the class.

The third researcher is Yuliani that has title "*The Implementation of Debate in Teaching Speaking to the first Year Students of RSBI Class at SMP N 1 Boyolali*". She writes this research to describe the procedures of teaching speaking using debate, the problem faced by the teacher and the students, and the strength and weaknesses of debate technique implementation.

The fourth research is Ningsih's work entitled "*The Implementation of Process Approach in Teaching writing to the First Year Student os SMA Islam T. Huda Bumiayu in 2010/2011 Academic Year*". This research paper studies of the implementation of the Process Approach in Teaching Writing to the First Year Student of SMA Islam T. Huda Bumiayu, using naturalistic study.

The fifth research is conducted by Hayati that has title "*The Implementation of English Teaching at SD N Unggulan Agama Islam Gubuk 4 Grobogan Ethnography*". The aim of the research is to describe the implementation of English teaching at SD N Unggulan Agama Islam Gubuk 4 Grobogan in some dimensions. It shows the objective of the teaching, type and procedure of teaching and learning activity, the role of the students and the teacher in teaching learning

activity are consistent with communicative approach and other experts' theory on teaching English.

This research the researcher focuses on the Implementation of Inquiry-Based Learning for teaching of English. Based on the phenomena above, this research aims are to describe, (1) the learning objective, (2) classroom procedure, (3) classroom technique, (4) instructional material, (5) teacher role, (6) learner role, (7) media, and (8) assessment.

B. Research Method

The researcher uses naturalistic in descriptive qualitative method in this research to describe the implementation of inquiry-based learning for teaching of English at SMP Negeri 2 Grobogan. The subjects of this research are two English teachers and students of the seventh grade who taken English class in 2014/2015 academic year. The object of the research is the implementation of inquiry-based learning which consists of the learning objective, classroom procedure, classroom technique, instructional material, teacher role, learner role, media, and assessment. The data of this research are interviews script of the English teachers and students of the seventh grade and the field note from observation of teaching and learning of English in the class at SMP Negeri 2 Grobogan.

In this case, the method of collecting data are observation, the researcher directly observed in the classroom when teaching English process and interview, the researcher took interview with the English teacher and some students of the seventh grade at SMP Negeri 2 Grobogan.

The data are analyzed by using some techniques as suggested by Milers and Huberman (1992) in Satori and Komariah (2009: 218-220). The researcher uses interactive method that includes three main components, namely: (1) Reduction of the data. In this research, the researcher reduces the data to get the important thing which related to the research.. (2) Display of data, the researcher manages the information and description in order to draw conclusion. The information and description of the data are about the implementation of inquiry based learning for teaching of English which includes the learning objective, classroom procedure, classroom technique, role of instructional materials, teacher roles, student roles,

media, and assessment. The researcher displays the data by using description based on the field from interview and observation. (3) Conclusion/ Verification, the researcher draws conclusion of the observation to know the implementation of inquiry based learning for teaching English at SMP Negeri 2 Grobogan in 2014/2015 academic year, a naturalistic study. The researcher concludes the results of the research that found.

C. Research Finding and Discussion

This chapter presents the analysis of the data and discussion of the research finding based on the problem statement in Chapter I.

1. Research finding

The research findings were taken from the result of implementation of teaching and learning process, interview, and the documents which related to the topic. The research consists of eight analyses, they are learning objective, classroom procedure, classroom technique, instructional material, teacher roles, student roles, media, and assessment.

a. Learning Objective

Based on the information from interview of English teacher in SMP Negeri 2 Groboan there are two kinds of learning objectives, they are general objective and specific objective.

General learning objective found in the syllabus which contains of the English materials will be divided into four English skills. Specific learning objectives were showed in the lesson plan or syllabus which divided into every chapter unit of English material that every chapter contains of English skills.

b. Classroom Procedure

Based on the observation, the researcher found two patterns in teaching-learning English for seventh grade in SMP Negeri 2 Grobogan, as follows: (1) Exploration, Elaboration, and Confirmation and (2) 5E (engagement, exploration, explanation, elaboration, evaluation)

c. Classroom Technique

Pattern one (exploration, elaboration, and confirmation)

1) Classroom Technique used in Exploration Cycle

a) Brainstorming

Brainstorming means to think , to mediate, to concentrate, to come up with idea and information from inside of your own mind.

T: kalian sering melihat tanda rokok disilang saat ada di spbu?

S: Iya pernah bu

T: Ada yang tau apa artinya itu?

S: Dilarang merokok bu

(Adapted based observation 25 April 2015)

2) Classroom technique used in Elaboration Cycle

a) Free writing

Free writing means writing down in rough or phrases everything that comes to mind about a possible topic.

T: coba sekarang buka halaman 51 task 1. disitu ada 3 tema dan tugas kalian buat descriptive text sesuai bahasa kalian sendiri ya

S: Iya bu

(adapted from observation of Mrs. K on 28 May 2015)

b) Reading passage

Reading passage means that the teacher asked students to read intensively a text and know information from it.

T: now, open your LKS pages 8 task 2. There is a descriptive text, please read and answer the question about the text.

S: yes sir

c) Skimming and scanning

Making a quick survey over the text in order to get main ideas will also provide background knowledge.

T: Ok dari text tersebut mana yang kamu anggap kata yang sulit atau yang kalian tak tahu

S: what is the lakes sir?

T: The lakes is danau atau telaga. Ada yg lain?

S: biodiversity sir?

T: itu artinya keragaan hayati, bisa hewan maupu tumbuhan

(Adapted from the observation on 11 April 2015)

d) Comprehension

To enable the students to get and to interpret meaning or ideas carried by the reading text.

T: anak anak sekarang buka halaman 55 ya. Disitu ada sebuah text announcement, dibaca dan dipahami ya maksud dari pengumuman itu.

S: Iya bu

T: (10 minute later) sudah blm? Sekarang Ibu mau tanya

S: Sudah bu

T: hayo yang kalian dapat dari pengumuman itu? Coba Deo, pengumuman itu ada dimana?

S: (Deo) di cafe bu

T: ya benar sekali, lalu pengumuman di cafe tentang apa? Coba Marsha?

S: (Marsha) pengumumannya memberitahukan bahwa cafe hanya buka 8 jam bu

T: yes, thats right, good Marsha

(adapted based on observation on 16 April 2015)

3) Classroom technique used in Confirmation Cycle

a) Summarizing

This activity, encourages the student to make summarize based on what they hear.

T: Oke saya akan menjelaskan keembali tentang procedure text yang tadi telah kalian pelajari, tulis ya generic structure yang saya bacakan di buku kalian masing masing.

S: iya bu.

(adapted from the observation 23 April 2015)

Pattern two 5E

1) Classroom technique used in engagement Cycle

a) Brainstorming

Brainstorming means to think , to mediate, to concentrate, to come up with idea and information from inside of your own mind.

T: tadi malam kalian belajar tidak? Belajar apa coba?

S: Belajar bahasa Inggris pak

T: coba buat kalimat bahasa Inggris “tadi malam saya belajar bahasa Inggris”!

S: (deo) last night I study English

*T: benar apa salah jawabannya? Yaudah kita bahas bersama sama, karna hari ini kita akan belajar tentang simple past tense yang berhubungan dengan waktu lampau atau yang sudah terjadi.
(adapted based observation on 9 April 2015)*

2) Classroom technique used in exploration Cycle

a) Questioning

In this method, the teacher gives the students a set of question to guide their writing.

*T: sekarang saya mau tanya pada kalian, apa yang kalian lakukan minggu lalu?
S: bermain sepak bola, pergi ke luwes, pergi ke Jati pohon
T: kalo yang sudah kalian kerjakan atau waktu lampau apa tadi namanya?
S: simple past tense pak
T: nah coba sekarang yang tadi itu buat contoh kalimat simple past tense
S: I played football last week, I went to the luwes, I went to Jati pohon.
(adapted based observation on 9 April 2015)*

3) Classroom technique used in explanation Cycle

a) Free writing

Free writing means writing down in rough or phrases everything that comes to mind about a possible topic.

*T: sekarang yang sudah mengerjakan coba maju kedepan dan jelaskan polanya sesuai kalimat kalian!
S: I went to Jati Pohon last week, rumus dari kalimat itu adalah I sebagai subject, went sebagai verb, jati pohon sebagai objek, dan last week sebagai complement
(adapted based on the observation on 9 April 2015)*

4) Classroom technique used in elaboration Cycle

a) Identifying Key words

This activity, the students have to understand the topic from what they hear by focus on the key words. By understading the key word, the student know the main of what they hear.

*T: saya akan menjelaskan lagi tentang simple past tense, supaya kalian jelas dan paham, pertama saya akan menjelaskan tujuan dari simple past tense, yaitu past tense menyatakan kegiatan yang telah kita laksanakan di waktu lampau. Biasanya memakai verb 2 dan keterangan waktunya adalah yesterday, ago, last dan sebagainya
S: Iya pak
T: sudah jelas belum? Kalo simple past tense memakai to be apa?
S: was/ were
T: Iya benar sekali, di ingat ingat kata kuncinya tadi.
(adapted based on observation on 9 April 2015)*

5) Classroom technique used in evaluation Cycle

a) Recognizing sentence structure

Learners have to practice to recognize sentence elements of the sentences in the next, especially the complex and compound sentences, since identifying core element becomes more difficult as sentence become longer and more complicated.

T: dari jawaban itu sudah benar belum patternnya? Kalo salah coba benarkan

S: iya benar pak, sesuai pattern

(adapted based on the observation on 9 April 2015)

d. Instructional Material

The finding of the study, the researcher found the role of the instructional materials in teaching of English at SMP Negeri 2 Grobogan were as a reference source for learners on grammar, vocabulary, pronunciation, etc, a source of stimulation and ideas for classroom language activities. Based on the observation, the researcher also found kinds of instructional material used in teaching-learning process of English. That is Printed material, such as worksheet.

e. Teacher Role

The based on observation, the researcher found the teacher role in teaching of English at SMP Negeri 2 Grobogan were explainer, an inquiry controller, manager and as a motivator.

1) Teacher as a explainer

Teacher tries to clarify the material in teaching English, therefore students can know the material easily and also comprehend the new material.

T: Students have you been make a descriptive text?

S: Not yet ma'am.

T: Nina, please describe your mother or your friend!

S: My friend is Yeni. She is study at SMP Negeri 2 Grobogan.

T: Good. But to make a descriptive text you can add some characteristic of your friend, such as what your eyes looks like, her hair, for example my friend has a beautiful eyes and long hair. You can open your book and see the example describing people.

(adapted on observation of Mrs K on 25 May 2015)

2) Teacher as an inquiry controler

A central task for the teacher is to maintain the quality of language use in the classroom.

T: ini seharusnya tidak s+v-ing+complement tapi yang benar pakai s+to be+ v-ing + complement

S: yes sir

(adapted from the observation of Mr Y on 6 April 2015)

3) Teacher as a manager

Teacher as manager means the teacher manage the classroom environment to maximize the learning process.

Teacher : Today, we will study about procedure text. Open your book page 28 please. Itu dibaca dulu

Students : Ya pak/ Yes sir

(adapted from the observation on Mr Y on 30 April 2015)

4) Teacher as a motivator

The teacher seeks to improve student's confidence and interest in learning and to build the classroom climate that will motivate students.

T: ayo kalian tidak boleh malas belajar, kalian disekolahkan orang tu kalian agar pintar, bisa membanggakan orang tua kalian, supaya kalian kelak mempunyai ilmu yang banyak dan kalian bisa kerja yang mapan dan layak supaya bisa membahagiakan keluarga kalian

S: iya pak

f. Learner Role

Beside the teacher has roles in teaching learning process, the students also has roles in the classroom.

1) The learner learns from English teachers.

T: ada yang ditanyakan tentang simple past tense?

S: Tidak ada bu

T: tidak ada? Kalo ibu tanya harus bisa lho

S: bu selain pake verb 2 atau -ed, pakai to be enggak bu?

T: selain pake verb 2 atau v-ed, simple past tense juga menggunakan to be was/were. Was/ were sendiri digunakan jika kalimat menggunakan kata sifat. Paham belum?

S: sudah bu

(Observation on 21 May 2015)

2) The learner learns from others students

S: the generic structure dari teks "My Mother" adalah di paragraph pertama ada identification, dan di paragraf dua dan tiga itu adalah descriptionnya

(adapted based on observation of Mr Y on 25 May 2015)

3) The learner learns from others teaching sources

Based on the observation on 30 April 2015, the students learnt procedure text from food package that brought from their home.

4) The learner is learn monitor and evaluator of his/ her own progress.

T: Ini teman kalian menulis kalimat di papan tulis tolong perhatikan!
S: Yes ma'am.
T: Temanmu menulis "last night I study English" sudah benar belum?
S: Kurang benar ma'am.
T: Gimana yang betul?
S: "Last night I studied English"
T: Nah betul. Jadi kalo kalimat past tense pakai -ed ya.
(Adapted based on observation on 21 May 2015)

g. Media

Based on the observation and interview, the researcher found two kinds of medias used by the teacher, they are, white board and picture.

h. Assessment

Based on the observation, the researcher found four kinds of assessments, they were daily examination (Based on the observation, the teacher always hold (1) daily examination after had completed the Basic Competency (KD). (2) midterm test (In the mid test, this evaluation is obligation for all students in SMP Negeri 2 Grobogan for three month once in each semester). (3) and final test (In the final test, the assesment is obligation for all students in SMP Negeri 2 Grobogan six mounths once in every semester).

2. Discussion

Based on the research finding above, there some components that the researcher discusses in research finding, they are learning objective, classroom procedure, classroom technique, instructional material, teacher role, learner role, media, and assessment.

a. Learning Objective

The previous finding in Hayati's work (2004), shows that the learning objectives are develops the students learning. Among skills of English, vocabulary gets more emphasis, because vocabulary, grammar, and speaking are more exposed than other subjects in the test. The learning objectives are different with the previous study which focused on communicative approach.

The researcher found that learning objective of English in first grade at SMP Negeri 2 Grobogan were divided into two, general learning objective and specific learning objective. The learning objective of teaching English is appropriate with the KTSP 2006 curriculum

b. Classroom Procedure

Fauziati (2014:161) states that this activity is conducted systematically through exploration, elaboration and confirmation processes. And the researcher also found in one of the observation that the teacher uses 5E (Engagement, Exploration, Explanation, Elaboration, and Evaluation). Bybee's (1997) in Fauziati (2014: 160) states that the popular version learning cycle or learning procedure is the 5E model.

The researcher found the similarity of classroom procedure from the previous finding in Mudrikah (2012), she found there were three stages there were pre-teaching, while-teaching, and post-teaching. Pre-teaching was opening the lesson by the teacher. While-teaching divided into three namely, exploration, elaboration, and confirmation. Post-teaching was the last step was closing the lesson.

Based on statement above the researcher concludes that the teacher used two procedure in teaching learning process namely, EEK and 5E. The procedure in English teaching is suitable with the theory Fauziati (2014) and Bybee (1997).

c. Classroom Technique

Based House (1997, 19-27) classroom techniques which can be used the teacher in the classroom based on every skill. Classroom techniques in speaking skill are, role-play, oral drill, information gaps, and acting. Classroom techniques in listening skill are stories, song and rhymes, task listening exercise, pronunciation model, and modelling exercise. Based MacDonnald (1996: 30-31) there are some technique in writing skill such as brainstorming, free writing, questioning, listing, observation, and specific external source). Based Smith (1991: 9) there are some technique in reading skill such as recognizing word meaning, recognizing phrases, recognizing sentence structure, comprehension, previewing, skimming and scanning and prediction. Based on the statement, the researcher concludes that the teacher used some techniques in teaching of English are not suitable with House (1997) theory, suitable with MacDonnald (1996) and Smith (1991) theory.

To compare with other researcher, it can be obtained that differences with the finding from Trianasari (2012) which showed that the classroom techniques used the teacher were game, group discussion, experiment in the field, giving exercise, and others.

d. Instructional Material

The finding of the study is little bit similar with the finding of Mudrikah (2012) which illustrated the diverse in instructional material encompasses printed material such as “English Alive 1”, “English Zone 1”, and worksheet (LKS), no printed material such as material from laptop, it showed in the laptop and presented in the class.

The findings of the study show that the role of the instructional materials in teaching of English at SMP Negeri 2 Grobogan was as a reference source for learners on grammar, vocabulary, pronunciation, a source of stimulation and ideas for classroom language activities. Based on these statements, the researcher concludes that the role of instructional material is suitable with theory from Cunningsworth (1995:7).

The researcher concludes that the materials are used by the teacher in SMP Negeri 2 Grobogan is suitable with Richard’s (2001) theory, with theory from Cunningsworth (1995:7).

e. Teacher Role

The researcher also found that the teacher as manager, the teacher as explainer, the teacher as the inquiry controller, the teacher as motivator. Richard and Lockhart (1994: 105) states that teacher may select such as planner, manager, inquiry controller, group organizer, facilitator, motivator and empowerer.

Based on the finding of previous research from Hayati (2012), there are some differences and similarly in the teacher roles. Her findings on the research were the teacher as observer, facilitator, counsellor, instructor, and evaluator. Based the some statements above, the researcher concludes the researcher concludes that the teacher’s role in teaching and learning of English is suitable with Richard and Lockhart (1994) theory.

f. Learner Role

The researcher tries to compare the other finding from previous study. Based on the finding from Hayati (2012) there are some similarities and differences. She found that the learner roles were the students was the planner of her own learning program and ultimately assumes responsibility for what he or she do in the classroom and students as the negotiator.

Richard and Rodgers (1985:23) said that the learners were seen as stimulus-responsive mechanism whose learning. Learner's role according to Richard there are 4 aspects, there are the learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom, the learner is monitor and evaluator of his or her own progress, the learner is a member of a group and learns by interacting with others, the learner is a tutor of other learners, the learner learns from the teacher, from other students and other teaching sources. The researcher concludes that the learner roles in the teaching and learning of English were suitable with theory from Richard (1985).

g. Media

The other findings of the research were found at Mudrikah (2012) that the teacher used some media in teaching and learning process, they were laptop and LCD projector. There are similar with the researcher finding in the research.

Harmer (2001:134) divided the varieties of teaching media, as following picture and images, the overhead projector (OHP), board, language laboratory, bits and pieces, computer, video, radio, and tape recorder. For the statement, the researcher concludes that the medias used by the teachers were suitable with the theory from Harmer (2001: 134)

h. Assessment

Based on the observation, the English teachers of SMP Negeri 2 Grobogan almost had same technique of assesment, it was done daily examination, midterm test, and final test.

According Scarino (2006) there are some kind of assesment such Conceptualising, eliciting, judging, validating. Based the some statements above, the researcher concludes that the assesment in teaching and learning of English is suitable with Scarino (2006) theory.

D. Conclusion

In this point, the researcher deals the conclusion of the implication of inquiry based lerning for teaching English of the seventh grade at SMP Negeri 2 Grobogan in 2014/2015 academic year.

The are two learning objectives namely, general learning objective and specific learning objective. The general learning objective is based on the syllabus which consists of the all materials which expected to be mastered by all students in the end of the study in this school. The specific learning objective based on the lesson plan which consists of the material in every meeting based on the grade of the students. Classroom procedure of teaching English is divided into three steps namely: Exploration, Elaboration and Confirmation and has patterns Engagement, Exploration, Explanation, Elaboration, Evaluation in teaching learning process. Classroom technique of teaching English are brainstorming, free writing, reading passage, skimming and scanning, comprehension, summarizing, questioning, identifying key words, recognizing sentence structure. The roles of instructional materials of teaching English are as a reference source for learners on grammar, vocabulary, pronunciation, etc, a source of stimulation and ideas for classroom language activities. The English teacher roles when teaching English in the class were explainer, an inquiry controller, manager and as a motivator. The learner roles of the seventh grade were the learner learns from English teacher, the learner learns from other teaching sources, and the learner learn from other students, the learner is monitor and evaluator of his/ her own progress. The medias used by the English teachers are board and picture. The assessments used are daily examination, midterm test and final test.

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