

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



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2015

APPROVAL

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

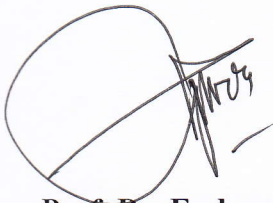
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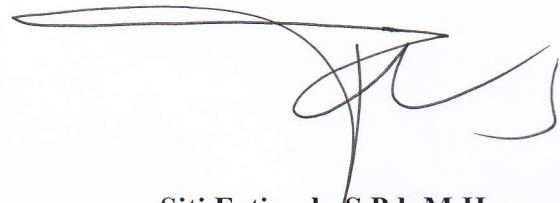
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ACCEPTANCE

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

RESEARCH PAPER



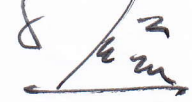
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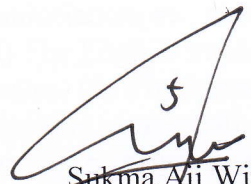
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TESTIMONY

Hereby, the researcher testifies that in this research there is no plagiarism of the previous studies which have been raised to get bachelor degree of a university. Besides there is no opinions or masterpieces which have been written or published by the writer except those of which the writings are mentioned in bibliography and previous studies.

Hence later, if it is later proven that there are untrue statements in this testimony, hence the researcher will be fully responsible.

Surakarta, July 2015



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SUMMARY

Sukma Aji Windy Hantoro. A320110034. IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR TEACHING ENGLISH AT SMP NEGERI 2 GROBOGAN IN 2014/2015 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2015.

This research is aimed at describing the implementation of inquiry-based learning for teaching English at SMP Negeri 2 Grobogan.

The type of the study is descriptive qualitative research especially naturalistic approach. In this research, the data are derived from event, informant, and field note. There are three methods of collecting data, namely: observation, interview and document. Tehniques for analyzing data are reduction of the data, display of data, and conclusion or verification.

The results of the study were: (1) There were general learning objective and specific learning objective. In general learning objective based on the syllabus which consists of the all material 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 procedure used exploration, elaboration, confirmation and engagement, exploration, explanation, elaboration and evaluation. (3) Classroom techniques 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 materials 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, final test.

Keywords: inquiry-based learning, the teaching of English.

MOTTO

To do a great do a little wrong.

(William Shakespeare)

Tidak ada manusia yang gagal, mereka hanya takut untuk memulai lagi.

(The Writer)

DEDICATION

This research paper is dedicated to:

1. My beloved father and mother, Mr. Sumar Wahono and Mrs. Sujiyati,
2. My beloved sister and brothers, and
3. My beloved friends.

ACKNOWLEDGEMENT

Assalamu'alaikumWr. Wb

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The writer would like to express his deepest gratitude to the people who have ever helped him in getting through this research paper by their support, advice, guidance, and even critics. They are:

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14. His friends in English Education Department 2011, and
15. Those who cannot be mentioned one in favor of supporting the writer to accomplish the research paper.

The writer realizes that this research paper is still far from being perfect. So the writer welcomes any constructive comment, criticism, and suggestion from anyone. Finally, he hopes that this research paper would help the other researchers who are interested in studying implementation of Inquiry-Based Learning and enrich the readers knowledge.

Wassalamualaikum Warohmatullohi Wabarokatuh.

Surakarta, July 2015

Sukma Aji Windy Hantoro

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