

CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching English, there are four language skills, namely: listening, speaking, reading, and writing. In this study, the researcher focuses on teaching English learning process. In order to learn English well, people must have good mastery in speaking, writing, listening and reading. Moreover, someone who wants to study English must know the English learning processs and the aspects of English language.

Human uses language, both in written and spoken form to express their ideas. Language is something that used for communicating in spoken and written. According to Ramelan (2003: 1), “Man speaks a language as a means of communication with other people, as tool to express his ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with another”. One of the languages in the world is English. English is one of the most important languages. In this modern era, people demand to have more than one language.

In this modern era, people become more and more interested in establishing relationship with other communities. The more language we master, the more people using different language we will be able to communicate with. For example, if we master more than one language from different countries, as a result we can communicate with foreign people from the other countries.

In Indonesia, English as a foreign language. It is not only used as a means of human communication but also as a subject learnt at school. English is one of the compulsory subjects which is taught in all education levels, namely Junior High School, Senior High School, and in all departments of university. Hence, the Indonesian government always makes effort to improve the quality of society, in order to be able to confront the competition in global era.

Nowadays, English has become more and more important. Nunun cited in (Cahyono, 2009: 91) states that English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, and scientific research. Moreover, Crystal (2003: 3) states that English has achieved a genuinely global status since it develops a special role that recognized in every country. Therefore English is considered as a global language which is spoken by many people all over the world either as the first or the second language.

Now in Indonesia uses School Based Curriculum include Junior High School for learning process in the classroom. To improve student' ability especially in English, teacher uses many methods and techniques in the teaching learning process. In School Based Curriculum include in Junior High School there are steps for teaching English. One of methods that used for teaching English in Junior High School is Inquiry Based Learning. In IBL there are three steps, the first is exploration, then there is elaboration and the last is confirmation.

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 (Fauziati, 2014:161).

The minister of national education in Indonesia attempts to increase educational level in Indonesia by suggesting the use of inquiry-based learning. In inquiry-based learning process the teaching learning is divided into three steps, there are; exploration, elaboration, and confirmation.

The first, exploration is an initial effort to build knowledge to understand a phenomenon. It is the basic argument that the lesson should be organized from a simple material into complex one with the hope of developing an understanding on a more meaningful context to develop into an integrate ideas.

The second step is elaboration. It is divided into some process, namely; forming the habit students of their assignment; to facilitate the students through discussion and do exercise to get new idea; to facilitate the students in cooperative and collaborative learning; to facilitate the students to present individual and teamwork exercise in teaching learning process.

The last step is confirmation. It is the last process to evaluate the activity, gives information about the result of exploration and elaboration, give motivation to the students who are less active in classroom activity.

Brown (1997: 7) states that “Teaching is guiding and facilitating learning, enable the learner to learn, and setting the condition for learning”. Teaching English is different than Indonesian language, English has characteristic. English more complicated than Indonesian Language, it is why students have to pay more attention to study English at school.

In English teaching learning process, a suitable teaching method, media, and good class management are needed by the teacher to extend the English material. It will influence the students to understand English. English learning process can develop communicative competence because it focuses on the realistic communication. Because of the importance of English at school, the teacher should be creative to apply teaching method. And then, the students can enjoy their learning process if the technique and method are appropriate with the situation. In order to help students master in English.

The teaching English activity in SMP Negeri 2 Grobogan is using School Based Curriculum. 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 Elaboration, Exploration, and Confirmation (EEK) in teaching English by the teacher activity at SMP Negeri 2 Grobogan.

The variety of English teaching process has its own purpose in the teaching learning program. However the implementation of Elaboration, Exploration, and

Confirmation 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. The researcher needs to conduct such a research in order to know deeper the implementation of inquiry based learning at SMP Negeri 2 Grobogan.

Based on the phenomena above, the researcher tries to conduct research which is related to the implementation of elaboration, exploration, and confirmation method in teaching English at the seventh grade students in SMP Negeri 2 Grobogan entitled IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR TEACHING ENGLISH AT SMP N 2 GROBOGAN IN 2014/2015 ACADEMIC YEAR.

B. Problem Statement

Based on the background of the study, the general question is specified into the following subsidiary research question. The general question is How is the implementation of inquiry-based learning for teaching English at SMP Negeri 2 Grobogan in 2014/2015 Academic Year?

The specific questions are:

1. What is the learning objective of teaching English?
2. What is the classroom procedure of teaching English used by teacher?
3. What is the classroom technique used by teacher in teaching English?
4. What is the role of instructional material used by teacher in teaching English?
5. What is the teacher role in teaching English?
6. What is the student role in teaching English?

7. What is the media that used by teacher in teaching English?
8. How is the assesment that used by the teacher in teaching English?

C. Objective of the Study

This research is intended to describe the implementation of elaboration, exploration and confirmation for teaching English process based on inquiry based learning at SMP Negeri 2 Grobogan. It is to describe:

1. The learning objectives of teaching English.
2. The classroom procedures of teaching English.
3. The classroom technique used by teacher in teaching English.
4. The role of instructional materials used by teacher in teaching English.
5. The teacher role in teaching English.
6. The student role in teaching English.
7. The media used by teacher in teaching English.
8. The assesment used by the teacher in teaching English.

D. Limitation of the Study

This research has broader scope and it is impossible for the researcher to handle all problems. Therefore, the researcher limits the scope of the research. The researcher limits the object and subject of this research are as follows:

1. Object

The object of this research is only focused on implementation of inquiry-based learning for teaching English at seventh grade students of Smp

Negeri 2 Grobogan in 2014/2015 academic year. The implementation of inquiry based learning for the teaching English are as follows:

- a) The learning objectives
- b) The classroom procedures
- c) The classroom technique used by teacher
- d) The role of instructional materials used by teacher
- e) The teacher role
- f) The student role
- g) The media used by teacher
- h) The assesment

2. Subject

The subject of the research is limited to English teacher and the seventh grade students of SMP Negeri 2 Grobogan in 2014/2015 academic year.

E. Significance of the Study

There are two benefits of the study from theoretical and practical advantages, as follows:

1. Theoretical Significance

This research would help readers to understand the implementation of Inquiry-Based learning for teaching English especially at seventh grade of junior high school. The finding of this research will also enrich the teaching theory of the students.

2. Practical Significance

a) Teacher

This study could give contribution to the development of teaching English. This result of the study can be additional information for the other teacher who wants to use the same technique.

b) Students

This study could give advantages to understand the notion of implementation of inquiry based learning of learning English. The result of the study can be additional information for the other learners who English.

F. Research Paper Organization

The researcher organizes this research paper in order to make it easier to understand the reserach paper. This research paper is divided into five chapters. The following shows the content of this research paper.

Chapter I is introduction. It consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related literature that consists of previous study and theoretical review which deals with the notion of IBL, characteristic of IBL and procedure of IBL, and component of teaching learning process .

Chapter III is research method. It consists of type of research, setting, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It consists of the learning objectives of teaching English, classroom procedure of teaching English, classroom technique used by teacher for teaching English, the role of instructional materials, teacher roles, and student roles in teaching English, the use of media in teaching English, the assesment for teaching English.

Chapter V is conclusion, pedagogical implication, and suggestion.