CHAPTER I
INTRODUCTION

A. Background of the Study

The history of teaching of English as a foreign language in Indonesia begins since the Dutch colonial era. However, English language just be taught as a foreign language at schools in Indonesia along with the publication of decisions of the education and culture minister in 1967. Since that the teaching English continues to grow. The education of English is the one of important subjects. However, some researchers assess that teaching English in Indonesia is too rigid, such as, the process of teaching which focusses on memorizing than understanding. This condition causes a lot of constraints in students to improve their ability in English. The cause of National Exam (UN) also makes the teachers trapped in using of teaching method that focuses in the ability of reading comprehension. It makes some teachers ignoring the ability of students writing, listening and speaking.

The various ways have been done by the ministry of education and culture, as a breakthrough to reach the target to master English. It is proved from the effort of government by developing the curriculum that matches with the current development. Based on UU No. 20 tahun 2003 chapter 1 verses (19) about National Education System, curriculum is the set of plan and arrangement which contains learning objective, content, learning material and method is used to the guidance of the implementation in the learning activity to achieve the aim of education. Therefore, curriculum is very important in education. The curriculum used in Indonesia are curriculum based on the competency that is started since 2004 named KBK, KTSP 2006 that arrange the competency of attitude, knowledge, and skill in integration and the newest is curriculum 2013. The
goal of the curriculum is to make the students have an acting skills, spoken word using correct English and also mastering four language skills. In general, the education of English in our country does not reach the expectation. In reality, the education still has the orientation to get the great grade without getting attention to the essential purpose from teaching language that is the mastery of language itself.

Junior High School is a basic education in formal education. All of children in Indonesia required to learn for about nine years so the children should get the education for minimal in junior high school. Junior high school is a bridge to students that want to continue to the next level. The teaching language in junior high school is general. The students are given material about subject generally and be adapted in their daily activity. English is given as a compulsory subject, even including the exam in National Exam. In this era, the government realises that the use of speech method (the students just sit and listening, and more memorizing than understanding). It is less efective in teaching English. SMP N 2 Colomadu is one of the schools in Karanganyar which still uses curriculum KTSP. Curriculum KTSP began since in 2006. This school ever uses 2013 curriculum, but last only one semester.

The KBK, KTSP and 2013 Curriculum adopt scientific approach in the teaching learning process. According to Handelsman in Endang Fauziati (2014: 154), scientific approach is a pedagigical approach used in classroom whereby teaching is approached with the same rigor as science at its best and it involve, active learning strategies to engage students in the process of science and teaching methods that have been systematically tasted and shown to reach diverse students. In this method the given material is appropriated in their daily activity so students can easy to understand and remember. Scientific approach consists of five methods, one of those methods is inquiry based learning.
Experience is the best teacher. This utterance is applied in the aspect of life including teaching in the classroom. When the students have felt the benefit of learning in real life, the enthusiasm and motivation of the students for learning are raising. In the inquiry based learning method, students drive the class, they also study from their experience and also develop their knowledge that they got from their research.

Jean Piaget (1972), Vygotsky (1978), and Bruner (1990) in Fauziati (2014: 158) state, that inquiry based learning means that the learners must actively construct their own knowledge and skills through their experience and interaction with the environment. If this method has been applied in right way and appropriate with the condition of students, there are the advantages that we got. Inquiry based learning method inspires students to learn from themselves, bringing a real research-orientated approach to the subject. Beside that, the advantage of students are not only understanding about the subjects but also increasing their knowledge and leadership ability to finish the problem that happen in real life. Based on the explanation of English teacher in SMP N 2 Colomadu, inquiry-based learning is applied in SMP N 2 Colomadu. There are some advantages, such as: make the teaching learning process more interactive, make students active in the class or students centered, it make students enthusiasm to share their opinion, so the implementation of inquiry-based learning in the class is alive.

SMP N 2 Colomadu used Inquiry-based Learning to help students understand the material easily and make them have more encouraged to explore their knowledge. So, Inquiry-based Learning is a method to make students better in learning process in SMP N 2 Colomadu.

Based on this explanation, the researcher is interested to examine “THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN
TEACHING ENGLISH AT THE SEVENTH GRADE OF SMP N 2 COLOMADU IN 2014/2015 ACADEMIC YEAR”.

B. Problem Statement

Based on the explanation above, the writer proposes the following problems statement: How is the implementation of teaching english using inquiry based learning in first grade of SMP N 2 Colomadu? This general question is specified into subsidiary research questions as follows:

1. What are the learning objectives?
2. What are the learning cycles?
3. What are the classroom techniques?
4. What are students roles?
5. What are teacher roles?
6. What are the instructional materials?
7. What are the media uses?

C. Objective of the Study

Based on the problem statement the objectives of this study are follow:

1. To describe the learning objectives of inquiry based learning in SMP N 2 Colomadu.
2. To describe the learning cycles of inquiry based learning in SMP N 2 Colomadu.
3. To describe the classroom techniques of inquiry based learning in SMP N 2 Colomadu.
4. To describe students roles of inquiry based learning in SMP N 2 Colomadu.
5. To describe teacher roles of inquiry based learning in SMP N 2 Colomadu.
6. To know the instructional materials of inquiry based learning in SMP N 2 Colomadu.
7. To know the media used in the implementation of inquiry based learning in SMP N 2 Colomadu.

D. Scope of the Study

In this research, the researcher limits her study on the learning objectives, the learning cycles, the classroom techniques, students roles, teacher roles, the instructional materials, and the media used in teaching English using inquiry-based learning at the seventh grade of class H of SMP N 2 Colomadu Karanganyar in 2014/2015 academic year.

E. Significance of the Study

1. Theoretical Significance
   a. The result of this study can be useful for improving teaching English using Inquiry-based learning.
   b. The result of this research be enrich the references to other researchers that conduct Inquiry-based learning in teaching English.

2. Practical Significance

   The writer hopes that this research can be useful for many people.
   a. For teacher, this research can be useful to develop the lesson especially to increase student knowledge, to help understanding the learning process, to make student to be more creative and to give inspiration to the teacher so that the teacher can create a creative learning in teaching the foreign language.
   b. For students, the finding of this research will help the learner in teaching learning using inquiry-based learning more easily.
   c. For other researcher. The writer hopes that this research can be useful for all people and the writer can receive a built’s critics for the perfection of this research.
F. Research Paper Organization

The researcher organizes this research with research paper organization. It is divided into five chapters in order to make easier to understand.

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

Chapter II is underlying theory. It discusses previous study and theoretical review.

Chapter III is research method. It deals with type of the research, subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is result and discussion. The researcher describes the implementation of Inquiry-based learning in SMP N 2 Colomadu.

Chapter V is conclusion and suggestion. Beside in the last part, the researcher presents bibliography, virtual references and appendix.