THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING ENGLISH AT SMP MUHAMMADIYAH 6 SURAKARTA IN 2015/2016 ACADEMIC YEAR

PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirements For Getting Bachelor
Degree of Education in English Department
School Of Teacher Trainning And Education**

By:

JESSY SETYA ARIANI

A320120097

ENGLISH DEPARTMENT

SCHOOL OF TEACHER TRAINNING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2016

APPROVAL

THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING ENGLISH AT SMP MUHAMMADIYAH 6 SURAKARTA IN 2015/2016 ACADEMIC YEAR

PUBLICATION ARTICLE

by:

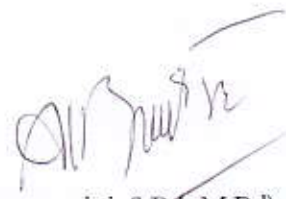JESSY SETYA ARIANI

A 320 120 097

Approved to be Examined by:

Consultant I   Consultant II

(Prof. Dr. Endang Fauziati, M.Hum)   (Aryati Prasetyarini, S.Pd, M.Pd)

NIK/NIP 274   NIK/NIP 725

2

ACCEPTANCE

THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING ENGLISH AT SMP MUHAMMADIYAH 6 SURAKARTA IN 2015/2016 ACADEMIC YEAR
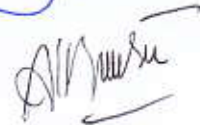
BY

JESSY SETYA ARIANI

A 320 120 097

Accepted and Approved by Board of Examiner School of Teacher Training and Education Muhammadiyah University of Surakarta on April, 18 2016 and fulfillment as a requirements

Team of Examiners:

1. Prof. Dr. Endang Fauziati, M.Hum.   (   )
   (Chair Person)

2. Aryati Prasetyarini, S.Pd, M.Pd.   (   )
   (Member I)

3. Mauly Halwat Hikmat, Ph.D   (   )
   (Member II)

Dean,

Prof. Dr. Harun Joko Prayitno, M.Hum.

NIP. 19650428199303001

3

PRONOUNCEMENT

Testify that the publication article is the real work of the writer and no plagiarism of the previous literary work which have been raised to obtain bachelor degree of a certain university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing was referred in the manuscript and mention review and bibliography.

Hence, later if it proven that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, 29 March 2016

The Writer

JESSY SETYA ARIANI

A 320 120 097

THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING ENGLISH AT SMP MUHAMMADIYAH 6 SURAKARTA IN 2015/2016 ACADEMIC YEAR

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi *Inquiry-based Learning* untuk pembelajaran bahasa Inggris di SMP Muhammadiyah 6 Surakarta tahun pelajaran 2015/2016 yang dibagi kedalam komponen pembelajaran yaitu tujuan pembelajaran, prosedur pembelajaran, teknik pembelajaran, peran bahan ajar, peran guru, peran siswa, media, dan penilaian. Jenis penelitian ini adalah penelitian naturalistik kualitatif. Metode untuk pengumpulan data yaitu observasi, wawancara, dokumentasi, dan rekaman. Peneliti menggunakan pengurangan data, penyajian data, dan kesimpulan/pembuktian untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa yaitu; (1) Ada dua jenis tujuan pembelajaran didalam pembelajaran bahasa Inggris yaitu tujuan pembelajaran umum dan khusus, (2) Prosedur pembelajaran menggunakan eksplorasi, elaborasi, dan konfirmasi, (3) Teknik pembelajaran menggunakan *oral repetition, skimming and scanning, questioning, giving assignment, and individual assignment,* (4) Peran bahan ajar yaitu materi memfasilitasi kemampuan komunikatif dari interpretasi, ungkapan, dan negosiasi; materi memusatkan pada pemahaman dan komunikasi yang relevan daripada bentuk tata bahasa; dan materi menarik perhatian siswa dan melibatkan kecerdasan dan kreativitas siswa, (5) Peran guru yaitu sebagai pengembang materi, penyedia model bahasa yang akurat, penilai, penasehat dan teman, (6) Peran siswa yaitu sebagai perencana program pembelajaran dan bertanggung jawab atas apa yang mereka kerjakan dikelas, penerima dan penilai kemajuan mereka, dan pengajar bagi pembelajar yang lain, (7) Media yang digunakan adalah gambar ketika proses belajar mengajar, (8) Jenis penilaian yaitu penilaian tertulis dan lisan.

Kata Kunci: *Inquiry-based Learning, pembelajaran bahasa Inggris*

Abstract

This study aims to describe the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 6 Surakarta in 2015/2016 academic year which is divided into components of teaching namely learning objectives, classroom procedures, classroom techniques, the roles of instructional materials, teacher's roles, student's roles, media, and types of assessment. The type of this research is naturalistic qualitative research. The methods of collecting data are observation, interview, documentation, and recording. The researcher uses reduction of data, display of data, and conclusion/verification for technique of analyzing data. The result of this study shows that; (1) There are two types of learning objectives in teaching English that are general and specific learning objectives, (2) The classroom procedures applied are exploration, elaboration, and confirmation, (3) The classroom techniques used are oral repetition, skimming and scanning, questioning, giving assignment, and individual assignment, (4) The roles of instructional material are: the materials facilitate the communicative abilities of interpretation, expression, and negotiation; materials focus on understandable and relevant communication rather than on grammatical form; and materials command the learners' interests and involve their intelligence and creativity, (5) Teacher's roles are as a materials developer, provider of accurate language models, motivator, evaluator, counselor and friend, (6) Student's roles are as planner of his or her own learning program and thus ultimately assumes responsibility for what he or she does in classroom, monitor and evaluator of his or her own progress, and tutor of other learners, (7) The media used is picture when teaching learning process, (8) Types of assessment are written and oral.

Key words: *Inquiry-based Learning, teaching English*

1. INTRODUCTION

One of the lessons that become special attention in alteration of curriculum is English lesson. In Curriculum 2006, English lesson may be taught to students in elementary school, whereas in Curriculum 2013 that lesson is taught in junior high school. Indeed, nowadays, English becomes a compulsory subject for students. Globalization era becomes one of the reasons why English lesson become the important things to be known by students because later they will use the language to communicate. For improving the quality of the students, in case of material comprehension, the Minister of National Education of Indonesia, try to apply Curriculum 2006 or KTSP in teaching English. In Curriculum 2006 or KTSP there are three phases in teaching learning process, namely exploration, elaboration, and confirmation.

According to Fauziati (2014: 161) exploration phase is "an initial effort to build knowledge through increased understanding of a phenomenon. It is employed to expand and deepen students' knowledge by implementing active learning strategies." The next is elaboration phase, according to Fauziati (2014: 161) stated that elaboration phase is "the teacher should introduce a competing "scientific" conception to the students' prior knowledge. This cycle should help students organize their information from the exploration." The last phase is confirmation, according to Fauziati (2014: 162) stated that confirmation phase is "intended to help students finish restructuring old knowledge stuctures, applying and transferring the new idea to new situations. This learning phase will require some time since the teacher must provide the practice necessary for accomplishing transfer into long-term memory."

SMP Muhammadiyah 6 Surakarta applies School-based Curriculum which includes Scientific Approach. In Scientific Approach there are many methods for teaching learning, one of them is Inquiry-based Learning. Within the application of Inquiry-based Learning in Indonesia there are two curriculums, namely Curriculum 2006 and Curriculum 2013. SMP Muhammadiyah 6 Surakarta especially the English teachers use Curriculum 2006 in learning process of teaching English.Within Curriculum 2006 for teaching English at SMP Muhammadiyah 6 Surakarta, there are standard process namely, exploration, elaboration, and confirmation. They use three phases; exploration, elaboration, and confirmation for improving students ability are there. The researcher needs to conduct research to know whether the implementation of Inquiry-based Learning by the English teacher in English teaching learning process is appropriate or not.

There are some previous researches on the implementation of Inquiry-based Learning. The first is Hantoro's research (2015) who has conducted a research entitled "The Implementation of Inquiry-Based Learning for Teaching English at SMP Negeri 2 Grobogan in 2014/2015 Academic Year". The general aim of this research is to describe the implementation of exploration, elaboration, and confirmation for teaching English process based on Inquiry-Based Learning at SMP Negeri 2 Grobogan, and it is divided into several specific aims namely to describe, 1) the learning objective 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, and 8) the assessment used by the teacher in teaching English.

The second research is Fadlilah(2015) who has conducted a research entitled "The Implementation of Inquiry-Based Learning in Teaching Reading at the First Year of SMP Muhammadiyah 4 Surakarta". This research has several aims namely, 1) to describe the implementation of Inquiry-Based Learning in teaching reading at first year of SMP Muhammadiyah 4 Surakarta in 2014/2015 academic year, and 2) to identify the problem faced by the teacher in implementing Inquiry-Based Learning in teaching reading at first year of SMP Muhammadiyah 4 Surakarta in 2014/2015 academic year.

The third research is Sagita's research (2015) entitled "The Implementation of Scientific Approach in English Teaching through Inquiry-Based Learning in the first year of SMP N 1 Purwodadi in 2014/2015 Academic Year". This research has several aims are 1) describing the implementation of Scientific Approach in English Teaching through Inquiry-Based Learning in the first year of SMP N 1 Purwodadi in 2014/2015 academic year, and 2) problem faced by the teacher in applying this approach at the first year of SMP N 1 Purwodadi in 2014/2015 academic year.

The fourth research is conducted by Sangadah (2014) entitled "The Implementation of Inquiry-Based Learning in teaching English at SMA N 1 Boyolali in 2013/2014 Academic Year". This research has several aims namely, 1) to describe the implementation of Inquiry-Based Learning, and 2) the principles of implementation of Inquiry in teaching English at second grade students of SMA N 1 Boyolali.

The fifth research is Utari (2014) who has conducted a research entitled "The Implementation of Inquiry-Based Learning in teaching writing to the seventh grade students of SMP Negeri 5 Boyolali in 2013/2014 academic year". The objective of this research are: 1) to know the implementation of Inquiry-Based Learning consisting the objectives of teaching writing, the materials and the procedure of the Inquiry-Based Learning, and 2) to describe the problem faced by the teacher in teaching writing using Inquiry-based Learning.

The research focuses on the implementation of Inquiry-based Learning for the teaching English. Based on the phenomena above, this research is aimed to describe: (1) learning objectives, (2) classroom procedures, (3) classroom techniques, (4) roles of instructional materials, (5) teacher's roles, (6) student's roles, (7) media, and (8) types of assessment.

2. RESEARCH METHOD

This research was done in SMP Muhammadiyah 6 Surakarta to describe the implementation of Inquiry-based Learning for teaching English. The subjects of the research are the English teachers in SMP Muhammadiyah 6 Surakarta namely Mr. IN and Mr. IK and the students of VIIA and VIIIB class. The time needed to conduct a research was about 6 months. It was started from November 2015 – January 2016 for doing proposal and then January – April 2016 for conducting research and finishing product of the research. In this research, the researcher uses naturalistic qualitative research. According to Berg in Satori and Komariah (2013: 23) "qualitative research (QR) thus refers to the meaning, concepts, definitions, characteristics, methapors, symbols, and descriptions of things." Meanwhile, Creswell in Satori and Komariah (2013: 24) "qualitative research is an inquiry process of understanding based on distinct methological traditions of inquiry that explore social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in natural setting." The researcher uses many methods to collect the data in this research. The researcher uses (1) observation, according to Bungin in Satori and Komariah (2013: 105) observation is "method of gathering the data which is used for accumulating of the research data through monitoring and sensory perception." (2) interview, according to Esternberg in Satori and Komariah (2013: 130) interview is "a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic." (3) documentation, according to Satori and Komariah (2013: 149) documentation are "gathering documents and data that are needed in the problem of research then, it can be studied intensely so that it can contribute and increase of reliance and proof evidence." and (4) recording, according to Guba and Linclon in Moleong in Satori and Komariah (2013: 148) record is "an each written statement that arranged by someone or institute for necessity of trial an evidence or provide accounting." The data analyzed by using some techniques as suggested by Milers and Huberman in Satori and Komariah (2013: 218-220). The researcher uses

interactive method which has three main components, namely reduction of data, display of data, and conclusion/verification as follows: (1) reduction of data, in this case the researcher chooses the data that are appropriate with the theme, concept and category in detail. (2) display of data, in this research the researcher displayed the data by using description based on the field from observation, interview, documentation, and recording. The information and description of the data are about the implementation of Inquiry-based Learning for the teaching English which includes learning objectives, classroom procedures, classroom techniques, roles of instructional materials, teacher's roles, student's roles, media and types of assessment. (3) conclusion or verification, the researcher drawn conclusion of all the activity of collecting the data to know the implementation of Inquiry-based Learning for the teaching English at SMP Muhammadiyah 6 Surakarta in 2015/2016 academic year. The researcher concludes the results of the research to solve the problem statements were found.

3. RESEARCH FINDING AND DISCUSSION

This session presents the analysis of the data and discussion of research finding based on the problem statement in Introduction.

3.1 Research Finding

The data of this research finding are the result of implementation of English teaching learning process, interview, and the documents which related to this research. The research finding of this research consist of eight analysis based on the problem statements namely, learning objectives, classroom procedures, classroom techniques, roles of instructional materials, teacher's roles, student's roles, media, and types of assessment.

3.1.1 Learning Objectives

Based on the observation, the general learning objectives can be viewed completely from syllabus which consist of all materials of English including four skills namely listening, speaking, reading, and writing which are expected to be mastered by the students as an outcome of learning process. While the specific learning objectives consist of all activities of the certain materials based on each skill in English teaching learning process to achieve the basic competence.

3.1.2 Classroom Procedures

Based on the observation by the researcher at SMP Muhammadiyah 6 Surakarta during January – February 2016 and interview with the English teachers namely Mr. IN and Mr. IK, the researcher found that the English teachers at SMP Muhammadiyah 6 Surakarta applied Inquiry-based Learning in Indonesia that is Curriculum 2006 or KTSP. The teachers used three phases namely Exploration, Elaboration, and Confirmation in conducting English learning process.

3.1.3 Classroom Techniques

    1) Classroom Techniques Used in Exploration Phase

        a) Oral Repetition

        The teacher asked the students to repeat those expression after the teacher read aloud it.

Mr. IN : "*Saya akan membacakan contoh ungkapan-ungkapan yang ada dibuku LKS kalian, lalu silahkan kalian menirukan seperti yang sudah saya contohkan*".

S   : "*Iya pak*".

Mr. IN : "*Yang pertama, contoh ungkapan asking for clarification atau meminta klarifikasi. Really?, are you sure?, what did you say?, did you say?, did you mean?.*"

S   : "*Really?, are you sure?, what did you say?, did you say?, did you mean?.*" (*menirukan secara bersama-sama*)

(adopted from the observation on January 19th 2016)

b) Skimming and Scanning

The teacher commanded the students to find past tense based on the text.

Mr. IK : "*Hari ini kita akan belajar tentang recount teks. Namun, sebelum saya melanjutkan materi, siapa yang tau salah satu ciri-ciri dari recount teks?*".

S : "*Saya Pak*".

Mr.IK :"*Iya Nandar apa jawabannya. Yang lain mohon memperhatikan*".

S : "*Kalimatnya berbentuk simple past tense pak*".

Mr. IK :"*That's great Nandar. Sekarang kalian buka buku LKS kalian page 10 task 12. Disitu terdapat teks yang isinya adalah pengalaman pribadi seseorang. Berarti bentuk text tersebut adalah recount teks. Sebelum saya lanjutkan ke materi, silahkan kalian coba temukan kata kerja bentuk ke-2 yang terdapat pada teks tersebut setau kalian, lalu kalian garis bawahi dan dicari artinya, paham?*".

S : "*Iya pak*".

(adopted from the observation on January 21st 2016)

2) Classroom Techniques Used in Elaboration Phase

a) Questioning

The teachers commanded the students for answering the questions based on the text.

Mr. IN : "*Buka buku LKS kalian page 15 task 26. Disana ada beberapa contoh advertisement, mari kita coba analysis dan jawab pertanyaan tersebut bersama-sama*".

S : "*Iya pak*".

Mr. IN : "*Pertanyaan pertama, apa jenis produk atau pelayanan yang tiap iklan tawarkan?*".

S : "*Iklan yang pertama, tentang restoran pak*".

Mr. IN : "*That's right*".

(adopted from the observation on February 2nd 2016)

Mr. IK : "*Open your LKS page 10. Disana ada contoh dari recount teks. Silahkan kalian coba kerjakan task 13 dengan menjawab pertanyaan berdasarkan teks tersebut. Bagi yang merasa bingung, boleh tanya ke teman atau ke saya*".

S : " *Yes, sir*".

(adopted from the observation on January 21st 2016)

b) Giving Assignment

The teacher commanded the students to fill in the blank space of the text based on the picture.

Mr. IN : "*Buka buku LKS kalian halaman 13. Silahkan kalian coba kerjakan task 22. Isilah kalimat rumpang tersebut dengan melihat gambar yang ada disampingnya. Supaya kalian tidak bingung saya akan membantu menuliskan jawabannya dipapan tulis, kalian tinggal mencocokkan dengan kalimatnya!*".

S : "*Iya pak*".

(adopted from the observation on January 26th 2016)

3) Classroom Techniques Used in Confirmation Phase

a) Individual Assignment

The purpose of this technique is the students can write what in their minds based on the certain topic. The students tried to write a sentence or a text in the certain form.

Mr. IN : *"Baiklah anak-anak, sekarang silahkan kalian coba buat satu contoh advertisement dibuku tugas kalian masing-masing. Tema dan isinya terserah kalian".*

S : *"Iya pak".*

(adopted from the observation on February 2nd 2016)

Mr. IK : *"Setelah saya memberikan contoh kalimat yang menggunakan bentuk simple past tense, silahkan kalian coba buat kalimat seperti itu di buku tugas kalian masing-masing, tapi menggunakan kata kerja yang berbeda. Tidak boleh sama seperti yang ada dicontoh. Buat kalimat itu kedalam bentuk positif, negatif, dan kalimat tanya. Buat 2 kalimat yang berbeda. Se kreatif kalian kalo bisa jangan niru temannya".*

S : *"Kalimatnya terserah kita pak?".*

Mr. IK : *"Iya terserah kalian, kalo kalian masih bingung menggunakan kata kerja apa kalian boleh buka buku catatan kalian".*

S : *"Iya pak".*

(adopted from the observation on January 27th 2016)

3.1.4 The Roles of Instructional Materials

Based on the observation at SMP Muhammadiyah 6 Surakarta, the researcher found that there are three roles of instructional materials as follows: 1) The materials facilitate the communicative abilities of interpretation, expression, and negotiation, 2) Materials focus on understandable and relevant communication rather than on grammatical form, and 3) Materials command the learners' interests and involve their intelligence and creativity. The researcher also found the kind of instructional materials used in learning process based on observation, that is printed material such as worksheet.

3.1.5 Teacher's Roles

Based on observation and interview by the researcher at SMP Muhammadiyah 6 Surakarta, the researcher found some roles of teacher's as follows:

1) Teacher as Materials Developer

In delivering the materials, the teacher gives more explanation to the students related to the topic so that the students can understand and get more information.

T : *"Hari ini kita akan belajar tentang Recount teks. Saya akan menjelaskan definisi, fungsi dan pola kalimat didalam recount teks. Sebelumnya, siapa yang tahu pola kalimat didalam recount teks?"*

S : *"Simple past tense pak."*

T : *"That's right. Jadi nanti kita tidak hanya belajar tentang recount teks tetapi juga sedikit menyinggung tentang simple past tense. Siapa yang tahu rumus simple past tense?"*

S : *"Lupa pak."*

T : *"Rumus simple past tense yang paling mudah yaitu S+V_2+O."*

(adopted from the observation of Mr. IK on January 21st 2016)

2) Teacher as Provider of Accurate Language Models

Teacher should be a model of language learning especially in teaching English because in language learning especially in speaking and reading skills students should practice the skills. In this case, the students can imitate easily how to spell out and pronounce of words, phrase, or sentence of English language correctly.

T : "*Saya akan membacakan contoh ungkapan-ungkapan yang ada dibuku LKS kalian, lalu silahkan kalian menirukan seperti yang sudah saya contohkan*".

S : "*Iya pak*".

T : "*Yang pertama, contoh ungkapan asking for clarification atau meminta klarifikasi. Really?, Are you sure?, What did you say?, Did you say?, Did you mean?.*"

S : *Really?, Are you sure?, What did you say?, Did you say?, Did you mean?.*" (*menirukan secara bersama-sama*)

(adopted from the observation on January 19th 2016)

3) Teacher as a Motivator

As a motivator in the classroom, the teacher should motivate the students to learn English frequently and convince the students that the English lesson is not difficult. They only need to recall and practice it in daily life.

T : "*Anak-anak sebelum saya lanjutkan ke materi, saya mau memberi sedikit motivasi kepada kalian. Alasan saya mengapa menyuruh kalian mewajibkan membawa kamus setiap ada jam pelajaran bahasa Inggris itu karena supaya kalian mau berusaha mencari tau arti kata didalam kamus. Karena pada intinya, kunci dari belajar bahasa Inggris adalah mau berusaha mencari arti kata dan mengingatnya, syukur kalau kalian mau mempraktekkannya dalam kehidupan sehari-hari. Bisa dengan saya sebagai guru kalian atau jika kalian malu bisa praktek ke teman kalian. Kuncinya kalian jangan takut salah karena belajar itu tidak harus selalu langsung benar. Karena adanya kesalahan tersebut kita jadi belajar untuk memperbaikinya. Saya berharap setelah ini kalian jadi termotivasi untuk berubah menjadi yang lebih baik.*"

S : "*Iya pak, hehehe....*"

(adopted from the observation of Mr. IN on January 19th 2016)

4) Teacher as an Evaluator

After the teacher explains certain topic or materials, the teacher evaluates the students for measuring the comprehension about those materials by conducting a test. Tests can be held by written or oral.

T : "*Anak-anak hari ini saya akan mengadakan ulangan lisan seperti yang sudah saya sampaikan kemarin. Materinya tentang expressions. Nanti saya akan memanggil nama kalian satu persatu untuk maju kedepan. Pada saat itu juga langsung saya nilai jadi, nanti jika ada siswa yang nilainya ternyata dibawah KKM akan saya adakan ulangan remidial. Paham anak-anak?*"

S : "*Paham pak.*"

(adopted from the observation on January 25th 2016)

5) Teacher as a Counselor and Friend

A teacher can be a counselor or a friend for the students if they have problems at home or school. The teacher also can be a good counselor if the students make a mistake in the classroom.

S : "*Pak, Raja tadi ngomong B*J****N.*"

T : "*Ayo siapa tadi yang ngomong seperti itu, ngaku. Benar kamu Raja?*"

S   : *"Bercanda pak, maaf."*

T   : *"Kalian tahu itu kata-kata apa, kata-kata itu tak sepatutnya kalian ucapkan apalagi disekolah. Kalian di didik disekolah bukan untuk melakukan hal seperti itu. Agama islam juga melarang umatnya untuk berbicara kotor seperti itu. Saya juga tidak suka ada anak didik saya yang mengucapkan kata-kata kotor seperti itu. Saya minta Raja, silahkan maju kedepan untuk istighfar sebanyak 1000x dan baru kamu boleh kembali ke tempat dudukmu."*

(adopted from the observation on January 27th 2016)

3.1.6 Student's Roles

Based on observation at SMP Muhammadiyah 6 Surakarta, the researcher found that there are three roles of students as follows:

1) The Learner as Planner of his or her own Learning Program and thus Ultimately Assumes Responsibility for what he or she does in Classroom

As an object of learning, the students have their own learning program, they must plan what they want to get during learning process. So, ultimately the sudents have to assume their responsibilty for what they do in the classroom. The students should prepare themselves for receiving the materials when learning process.

T   : *"Anak-anak silahkan kalian coba membuat satu contoh announcement seperti yang sudah saya ajarkan tadi di buku tugas kalian masing-masing, sebisa kalian."*

S   : *"Iya pak."*

(adopted from the observation on February 1st 2016)

2) The Learner as Monitor and Evaluator of his or her own Progress

The student's role as a monitor, when the teacher teaches the materials, then the students pay attention and listen carefully. While, when the teacher gives assigment to the students, they act as an evaluator and be responsible toward what they do.

1) The Learner as a Monitor

T   : *"Hari ini saya akan menjelaskan materi grammar tentang penggunaan some and any dan many and much. Selama saya menjelaskan materi ini, harap kalian semua memperhatikan dengan sungguh-sungguh."*

S   : *"Iya pak."*

(adopted from the observation on February 1st 2016)

2) The Learner as an Evaluator

T   : *"Oke anak-anak mari kita bahas bersama-sama task 23 dan 24, silahkan kalian koreksi sendiri-sendiri hasil pekerjaan kalian, bagi yang merasa jawabannya salah bisa langsung diganti, paham?"*

S   : *"Iya pak".*

(adopted from the observation on February 1st 2016)

3) The Learner is a Tutor of Other Learners

The student who understand more about certain materials, the other students can ask to him/her besides from the teacher.

S   : *"Begini teman-teman, jadi didalam suatu iklan ada beberapa point utama yang harus kalian tulis misalnya barang atau jasa apa yang kalian tawarkan, rincian singkat tentang hal yang akan kalian tawarkan, kalian juga bisa menambahkan alamat, nomor telfon, dll."*

(adopted from the observation on February 2nd 2016)

3.1.7 Media

Based on observation in the classroom at SMP Muhammadiyah 6 Surakarta, the researcher found that most of the English teachers used picture.

3.1.8 Types of Assessment

Based on observation and interview with the English teachers at SMP Muhammadiyah 6 Surakarta, the researcher found that there were some types of assessment namely written and oral. The source of the score from daily examination (Based on observation the teacher held daily test by written or oral depends on the skills after finishing one basic competency), middle test (Based on observation, the teacher held the middle test for three months once in each semester), final test (Based on observation, the teacher held the middle test on six months once in every semester) and work (Based on observation, the researcher found that the English teachers used various forms of work such as make a sentence, listen and repeat expressions or read a text).

3.2 Discussion

Based on the research finding, the researcher discusses some components in teaching English namely learning objectives, classroom procedures, classroom techniques, the roles of instructional materials, teacher's roles, student's roles, media, and types of assessment.

3.2.1 Learning Objectives

The previous findings in Hantoro's work (2015), Fadlilah's work (2015), and Sagita's work (2015) showed that the learning objectives were divided into two namely general and specific learning objectives. But, in Sagita's work (2015) it was just found general learning objectives. The learning objectives in this research finding are similar with the previous study. The researcher found that the learning objectives in teaching English at SMP Muhammadiyah 6 Surakarta were divided into two namely general and specific learning objectives. The learning objectives in teaching English is appropriate with the Curriculum 2006 or KTSP.

3.2.2 Classroom Procedures

According to Fauziati (2014: 161) "this activity is conducted systematically through exploration, ealaboration, and confirmation processes. In teaching learning process, there are interactions between the teacher and the students in the classroom." The researcher found that there were the similarities with the previous findings in Hantoro's work (2015), Fadlilah's work (2015), and Sangadah's (2014), in which they found that the classroom procedures found in their research used EEK (Exploration, Elaboration, and Confirmation). The classroom procedures in this research finding were similar with the previous study. The researcher found that the teacher at SMP Muhammadiyah 6 Surakarta used EEK (Exploration, Elaboration, and Confirmation) in conducting English teaching learning process.

The researcher also found the differences between this research finding and previous findings from Hantoro's work (2015), Sagita's work (2015), and Utari's work (2014). In Hantoro's work (2015) it was found that besides the teacher used EEK he also used 5E in learning process. In Sagita's work (2015), she found that the teacher used questioning, observing, creating, discussing, and reflecting in learning process. And the last, in Utari's work (2014) she found that the teacher used observing, questioning, collecting information or experimenting, associating or information processing, and communicating in learning process. Based on the statement above, the researcher concludes that the teacher at SMP Muhammadiyah 6 Surakarta used EEK (Exploration, Elaboration, and Confirmation) in conducting English teaching

learning process. The procedures of learning is also suitable with the Education Ministry Regulation number 41 the year of 2007.

3.2.3 Classroom Techniques

According to Anthony in Fauziati (2014: 13) technique is "implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well." Based on the observation of seventh and eighth grades at SMP Muhammadiyah 6 Surakarta, the classroom techniques found were divided into every phases of classroom procedures. In exploration phase, the teacher used oral repetition and skimming and scanning. In elaboration phase, the techniques were questioning and giving assignment. In confirmation phase, the technique was individual assignment. The researcher concludes that the English teachers used some techniques in conducting English teaching learning process.

Based on the statement above, there are the differences of techniques used by the teacher from the previous findings that are Hantoro's work (2015) and Sangadah's work (2014). In Hantoro's work (2015), he found that the classroom techniques used by the teacher were brainstorming, free writing, reading passage, comprehension, summarizing, questioning, identifying keyword, and recognizing sentence structure. Meanwhile, in Sangadah's work (2014), she showed that the classroom techniques used by the teacher were discussion and problem solving techniques.

3.2.4 The Roles of Instructional Materials

The finding of the research showed that the roles of instructional materials for teaching English at SMP Muhammadiyah 6 Surakarta are as follows: a) the materials will facilitate the communicative abilities of interpretation, expression, and negotiation; b) materials will focus on understandable and relevant communication rather than on grammatical form; and c) materials will command the learners' interests and involve their intelligence and creativity. The researcher concludes that the roles of instructional materials and the materials used by the English teachers at SMP Muhammadiyah 6 Surakarta is suitable with Richards's theory (1985).The finding of research is different with previous finding from Hantoro's work (2015). He found that the roles of instructional materials were a reference source for learners on grammar, vocabulary, pronounciation, and so on, and a resource of stimulation and ideas for classroom activities.

3.2.5 Teacher's Roles

According to Richards (1990: 12) there are some roles of teacher in the classroom, that is "monitor of student learning, motivator, organizer and controller of pupil behavior, provider of accurate language models, counselor and friend, needs analyst, materials developer, and evaluator." Based on the observation at SMP Muhammadiyah 6 Surakarta, the researcher found that there were five roles of teacher of learning process in the classroom as follows: a) teacher as materials developer, b) teacher as provider of accurate language models, c) teacher as a motivator, d) teacher as an evaluator, and e) teacher as a counselor and friend. Based on the statement above, the roles of teacher found by the researcher is suitable with Richards's theory (1990). From this research finding, the researcher found that there are the similarity and difference between this research finding and previous finding from Hantoro's work (2015). The similarity is he found that the teacher's role is as a motivator. And for the difference, he found that besides as a motivator, the teacher also as an explainer, manager, and an inquiry controller.

3.2.6 Student's Roles

Based on observation by the researcher, it is found that there are some roles of student in the classroom as follows: a) the learner as planner of his or her own learning program and thus ultimately assumes responsibility for what he or she does in classroom; b) the learner is monitor and evaluator of his or her

own progress; and c) the learner is a tutor of other learners. Based on the statement above, the researcher concludes that the student's roles found at SMP Muhammadiyah 6 Surakarta is suitable with Richards's theory (1985). The researcher compares this finding research with previous finding from Hantoro's work (2015) in which there are some similarities and differences in student's roles such as for the similarities that is the students as the monitor and evaluator of their own progress. And for the differences are the students learn from English teacher, learn from other sources, and learn from other students.

3.2.7 Media

Based on the observation, the researcher found that the English teacher used picture when teaching learning process. According to Sudjana and Rivai (1990: 3) there are some types of learning media can used in learning process, "first, graphic media such as picture, photo, graph, draft or diagram, poster, cartoon, comic, and etc. Second, three dimension of media are solid model, longitudinal section model, series model, work model, mock up, diorama, and etc. The last is projection media such as slide, film strips, film, using OHP, and etc."

Based on the those statement, the researcher concludes that the media used by the English teachers is suitable with Sudjana's theory (1990). The researcher found that there are the similarities and the differences from the previous findings. This research finding is similar with Hantoro's work (2015), Fadlilah's work (2015) and Sagita's work (2015). They found that the teacher used picture as media in learning process. Meanwhile, this research finding is different from Hantoro's work (2015) and Fadlilah's work (2015). In Hantoro's work, he found that besides the teacher used picture he also used board as media in learning process. While, in Fadlilah's work (2015), she found that the media used in teaching English were picture, books, LCD, visual aids such as poster, cards, etc.

3.2.8 Types of Assessment

Assessment is the teacher's way to measure the understanding of the students about the materials based on the learning objectives. The types of assessment can be written and oral depending on each skill. Based on the observation at SMP Muhammadiyah 6 Surakarta, the English teachers applied written and oral test assessment. The teacher gets the score of assessment through daily test, middle test, final test and work. According to National Education Department "authentic assessment meant a process gathering information by the teachers about development and attainment of learning done by the learners through many techniques which can be revealed, proved, or showed precisely that learning objective and capability (competence) had actually command and achieved." Based on the statement, the researcher concludes that the assessment is suitable with National Education Department and this research finding is similar with previous finding from Hantoro's work (2015). He found that the assessment was conducted by doing daily test, midterm test, and final test. But, in this research finding the researcher found that the teacher also applied work as a source to get score in assessing. In this research finding, the researcher also found the assessment of work which divided into each skill namely listening, speaking, reading, and writing.

4. CONCLUSION

In this session, the researcher deals the conclusion of the implementation of Inquiry-based Learning for the teaching English at SMP Muhammadiyah 6 Surakarta in 2015/2016 academic year.The conclusion is derived from the components of teaching. There are two types of learning objectives in teaching English that are general and specific learning objectives. The general learning objectives can be viewed completely from syllabus consisting of all materials of English which include four skills: listening, speaking, reading, and writing.The skills are expected to be mastered by the students as an outcome of learning process. While the specific learning objective consist of the all activities of the certain materials based on each skill in English teaching learning process to achieve the basic competence. Classroom procedures used were

exploration, elaboration, and confirmation. Classroom techniques used were oral repetition, skimming and scanning, questioning, giving assignment, and individual assignment. The roles of instructional material were the materials will facilitate the communicative abilities of interpretation, expression, and negotiation; materials will focus on understandable and relevant communication rather than on grammatical form; and materials will command the learners' interests and involve their intelligence and creativity. Teacher's roles were as a materials developer, provider of accurate language models, motivator, evaluator, counselor and friend. Student's roles were as planner of his or her own learning program and thus ultimately assumes responsibility for what he or she does in classroom, monitor and evaluator of his or her own progress, and tutor of other learners. The media used is picture when teaching learning process. Types of assessment were written and oral.

BIBLIOGRAPHY

Departemen Pendidikan Nasional. 2003. *Sistem Penilaian Kelas SD, SMP, SMA, dan SMK*. Jakarta: Direktorat Tenaga Kependidikan.

Fadlilah, OktafiningrumUmi. 2015. *The Implementation of Inquiry-Based Learning in Teaching Reading at the First Year of SMP Muhammadiyah 4 Surakarta*. Unpublished S_1 Thesis.

Fauziati, Endang. 2014. *Methods of Teaching English as a Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama.

Hantoro, SukmaAjiWindi. 2015. *The Implementation of Inquiry-Based Learning for Teaching English at SMP Negeri 2 Grobogan in 2014/2015 Academic Year*. Unpublished S_1 Thesis.

Richards, Jack C. 1990. *The Language Teaching Matrix*. Cambridge: © Cambridge University Press.

Sagita, Yeyen Kurniawati. 2015. *The Implementation of Scientific Approach in English Teaching through Inquiry-Based Learning in the first year at SMPN 1 Purwodadi in 2014/2015 Academic Year*. Unpublished S_1 Thesis.

Sangadah, Putri Anif. 2014. *The Implementation of Inquiry-Based Learning in Teaching English at SMAN 1 Boyolali in 2013/2014 Academic Year*. Unpublished S_1 Thesis.

Satori, Djam'an. and Aan Komariah. 2013. *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta, cv.

Sudjana, Nana. and Ahmad Rivai. 1990. *Media Pengajaran*. Bandung: CV. Sinar Baru.

Utari, Ariyani Wahyu. 2014. *The Implementation of Inquiry-Based Learning in Teaching Writing to the seventh grade student of SMP Negeri 5 Boyolali*. Unpublished S_1 Thesis.