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

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

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“Allah will exalt in rank those of you who believe and those who have knowledge. Allah is aware of all that you do.”
(Q.S. al-Mujadilah 58:11)

“You should be thankful for the journey of life. You only make this journey once in your life time.”
(Lailah Gifty Akita)

“If you can do it now, why you have to wait it tomorrow, manage your time properly and don’t waste the time that you have.”
(The Writer)
DEDICATION

I gratefully dedicate this research paper to:

➢ My dearest mother, “Sri Kiswati”, and my dearest father, “Setiyono”
➢ My beloved sisters, “Lily Setya Apriliani”, and “Anggieta Setya Septiani”
➢ My consultants and lecturers, and
➢ All my families, friends, and readers.
ACKNOWLEDGMENT

*Alhamdulillahi robbil ‘alamin*, All praises to Allah SWT, the Lord of the universe, King of the king, who does always give us mercy and blessing to complete this research paper entitled “The Implementation of Inquiry-Based Learning for the Teaching English at SMP Muhammadiyah 6 Surakarta in 2015/2016 Academic Year” as one of the requirements for getting bachelor degree of English Education Department of Muhammadiyah University of Surakarta. Peace and mercy be upon to our prophet Muhammad SAW the last messenger who guides us from the darkness to the lightness.

The researcher realized that many people had given their help and useful suggestion for finishing the research paper. Therefore, she would like to express her greatest gratitude to the following people:

1. Prof. Dr. Harun Joko Prayitno, M.Hum., the Dean of school of teacher training and education of Muhammadiyah University of Surakarta, for approving this research paper.
2. Mauly Halwat Hikmat, Ph.D., Head of English Education Department who has already given a large of help, and clear information in conducting the research paper.
3. Prof. Dr. Endang Fauziati, M.Hum., as the first consultant who always gives great spirit to finish the research paper, and who has already guided and advised patiently in correcting this research paper.
4. Aryati Prasetyarini, S.Pd, M.Pd., as the second consultant who already gave a large of help and guidance to improve on writing this research paper.
5. All lecturers in English Education Department of Muhammadiyah University of Surakarta Mr. Fitri, Mrs. Fatimah, Mr. Titis, Mrs. Dewi, Mr. Giri, Miss Susi, Mr. Maryadi, Mrs. Zuhriah, Mr. Nur Hidayat, Mr. Azhari, Mrs. Laila, Mrs. Rini, Mr. Anam, Mr. Thoyibi, Mr. Abdillah, Mr. Sigit, Mr. Djoko, Mr. Srijanto, Mr. Amrul, Mr. Wahdan, Mr. Agus, Mr. Suranto, Mrs. Taurat, Mrs. Najma, Mr. Agus Wijayanto, Mr. Ramelan, Mr. Parlan, Mrs. Muamaroh, and
Mr. Richardson who have given their knowledge, support, and experience, thanks for useful knowledge and guidance.

6. Dra. Dwiyani Prastiyanti, as the headmaster of SMP Muhammadiyah 6 Surakarta for giving the writer permission to have research in her institution.

7. Indro Suryanto, SSI. and Iksan Haryanto, S.Pd as the English teachers at SMP Muhammadiyah 6 Surakarta for giving complete information and allowing the writer to observe the teaching learning process.

8. Her beloved, precious, and great parents, Setiyono, as her beloved father and Sri Kiswati, as her beloved mother thanks a lot for always give support, pray, motivation, advice, attention, love, time, materials, care, and guidance. “I do love you, you are my everything.”

9. Her beloved sisters, Lily Setya Apriliani and Anggieta Setya Septiani, who always support and love. “Thank you my beloved little sisters.”

10. Her best, beloved, and unforgettable friends, Dodi Setiawan, Tri Agustina, Ervin Arifianti and Dinar Rizqi Amalia who always help, support, accompany, advice, and force that make her better. “Big thanks for your love, care, happiness, and sadness that we’ve passed through together. Our memory is always in my heart. You are my best partners in my life.”


12. All of the writer’s friends in English Department 2012 academic year. Thanks for this warm and meaningful friendship.

13. All of her families, friends and lecturers that cannot be mentioned one by one, who give support her a lot.

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, she hopes that this research paper would help the other researchers who are interested in studying English, especially in the implementation of teaching English and enrich the reader’s knowledge.

Wassalamu’alaikum Warohmatullahi Wabarokatuh.

Surakarta, 22 March 2016
The Writer,

Jessy Setya Ariani
SUMMARY


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
RINGKASAN


Penelitian ini bertujuan untuk mendeskripsikan implementasi Inquiry-based Learning untuk pembelajaran bahasa Inggris di SMP Muhammadiyah 6 Surakarta tahun pelajaran 2015/2016 yang dibagi ke dalam 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 di dalam 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 di kelas, penerima dan nilai 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
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