

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is the one of investment of human power resources for a long time that has strategic value for human civilization directness in the world. Hence, almost of all countries in the world lay education as an important thing and get special attention in context of the building of nation and state. Talking about education, one of the important aspects that encourage education quality is curriculum. Curriculum becomes an important thing for education because a curriculum loaded a variety of aspects in teaching system such as objectives, contents, and materials of teaching as a reference for increasing quality of students in a systematic and planning manner.

By terminologist, technical term of curriculum (in education) is “a number of lessons that must be passed or done by students in the school for getting diploma.” Meanwhile, according to Ragan in Arifin (2011: 3) “the curriculum has mean the subject taught in school or the course of study.” Before establishing Curriculum 2013 by government as the new curriculum nowadays, within the history, curriculum in Indonesia had experienced many changes from year to year. Education in Indonesia had applied six curriculums, namely Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, Curriculum 2004 or Genre-Based Instruction and the last KTSP that had come out by the government through *Permendiknas* Number 22 about standard of content, *Permen* Number 23 about standard of graduate competence, and *Permen* Number 24 about implementation of those both (Kunandar, 2009: 107).

Although the government recommended to all education institutions for applying Curriculum 2013 as the new curriculum nowadays, however, there are still found many schools that not apply that curriculum. Curriculum 2006 or KTSP is the revision and development of Genre-based Instruction

known as Curriculum 2004. KTSP is outward because Genre-based Instruction still reputed loaded with burden learn and the center government or *Depdiknas* in this case still looked too intervention in the curriculum development. Hence, in KTSP the burden learns little decrease and degree of education units (school, teacher, and school committee) given authority for developing curriculum, such as making indicator, syllabus, and some components of other curriculum (Kunandar, 2009: 112).

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.

In English lesson there are four skills that must be mastered by students, namely listening, speaking, reading, and writing. Indeed, it is not easy for students to be able to master those skills, because we are born in Indonesia that use Indonesia language as an official language and daily language. Meanwhile, English as a second language that must be capable by students for counter balance globalization. Teaching English lesson in the school cannot be reputed trifling, because it becomes criterion whether later the students are actually capable English or not. 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) 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) confirmation phase is “intended to help students finish restructuring old knowledge structures, 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.”

In those steps above, the teaching learning process by teachers also extremely influential, the questions that often appear in society are whether they had applied that curriculum by precise in teaching English and whether they actually apply those processes systematically. 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.

Indeed, the variety of teaching English by the teacher is different one and another to reach the goal of learning. Every school has different way to deliver their material about English lesson using Inquiry-based Learning method. SMP Muhammadiyah 6 Surakarta also has a different way to apply Inquiry-based Learning method in teaching English. So, the researcher needs

to conduct research to know more deeply the implementation of Inquiry-based Learning in teaching English at SMP Muhammadiyah 6 Surakarta.

Based on the phenomenon above, the researcher tries to conduct research which is related to the implementation of Inquiry-based Learning in teaching English. So, the researcher takes the title “THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING ENGLISH AT SMP MUHAMMADIYAH 6 SURAKARTA IN 2015/2016 ACADEMIC YEAR”.

B. Scope of the Study

In this study, it is necessary to limit the study only on the Implementation of Inquiry-based Learning for the Teaching English at SMP Muhammadiyah 6 Surakarta in 2015/2016 Academic Year. In conducting the research, the researcher limits the problems as follows:

1. The subjects of the research are the English teachers namely Mr. IN and Mr. IK and the students of VIIA and VIIIB class at SMP Muhammadiyah 6 Surakarta in 2015/2016 academic year.
2. The object of the study is focused on the implementation of Inquiry-based Learning for the teaching English of SMP Muhammadiyah 6 Surakarta in 2015/2016 academic year.

C. Problem Statement

Based on the background of the study above, the researcher finds the general question that is “How is the implementation of Inquiry-based Learning for the teaching English at SMP Muhammadiyah 6 Surakarta in 2015/2016 academic year?”. From the general question above, the researcher divides it into the following subsidiary research questions.

Those research questions as are follows:

1. What are the learning objectives in teaching English?
2. What are the classroom procedures used by the English teacher in teaching English?
3. What are the classroom techniques used by the English teacher in teaching English?

4. What are the roles of instructional materials used by the English teacher in teaching English?
5. What are the teacher's roles used by the English teacher in teaching English?
6. What are the student's roles used by the English teacher in teaching English?
7. What are the media used by the English teacher in teaching English?
8. What types of the assessment used by the English teacher in teaching English?

D. Objective of the Study

Based on the problem statements mentioned above, the writer has the general objective and specific objective as follows:

1. General Objective

General objective of this study is to describe the implementation of Inquiry-based Learning for the teaching English at SMP Muhammadiyah 6 Surakarta.

2. Specific Objective

It is to describe:

- a. the learning objectives used by the English teacher in teaching English.
- b. the classroom procedures used by the English teacher in teaching English.
- c. the classroom techniques used by the English teacher in teaching English.
- d. the roles of instructional materials used by the English teacher in teaching English.
- e. the teacher's roles used by the English teacher in teaching English.
- f. the student's roles used by the English teacher in teaching English.
- g. the media used by the English teacher in teaching English.
- h. the types of assessment used by the English teacher in teaching English.

E. Significance of the Study

In this study, there are two benefits as follows:

1. Theoretically

This research will help for the readers to understand the implementation of Inquiry-based Learning for the teaching English. The finding of this research will also enrich the teaching theory.

2. Practically

a. Teacher

This research will give contribution for the development of teaching English. The result of this research can be the reference for the other teacher who wants to conduct the same approach.

b. Student

This research will help to know and understand about notion of implementation of Inquiry-based Learning in learning English in school. The result of this research can be more information for students who is conducting the same approach.

F. Research Paper Organization

The researcher organizes this research paper in order to make it easier to understand the research 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, limitation of the study, problem statement, objective of the study, significance of the study and research paper organization.

Chapter II is review of related literature that consist of previous study and theoretical review which deals with notion of IBL, characteristics of IBL, procedure of IBL, implementation of IBL in Indonesia and components of teaching learning process.

Chapter III is research method. It consists of type of the study, setting of the study, subject of the study, object of the study, 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 procedures of teaching English, classroom techniques used by teacher for teaching English, the roles of instructional materials, teacher's roles and student's roles in teaching English, the media and the types of the assessment in teaching English.

Chapter V is conclusion, pedagogical implication and suggestion.