

**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR
TEACHING ENGLISH AT SMP MUHAMMADIYAH 4 SAMBI
IN 2015/2016 ACADEMIC YEAR**



PUBLICATION ARTICLE

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

by

MENIK ERAWATI
A320120110

**DEPARTEMEN OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016**

APPROVAL

**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR
TEACHING ENGLISH AT SMP MUHAMMADIYAH 4 SAMBI
IN 2015/2016 ACADEMIC YEAR**

PUBLICATION ARTICLE

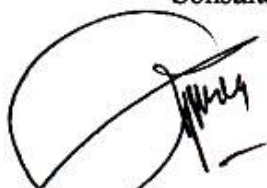
by

MENIK ERAWATI

A320120110

Approved by Consultant

Consultant I



Prof. Dr. Endang Fauziati, M. Hum.

NIK/NIP. 274

Consultant II



Mauliy Halwat Hikmat, Ph. D.

NIK/NIP. 727

ACCEPTANCE

**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR
TEACHING ENGLISH AT SMP MUHAMMADIYAH 4 SAMBI
IN 2015/2016 ACADEMIC YEAR**

by

MENIK ERAWATI

A320120110

Accepted and Approved by Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on April 23, 2016

Team of Examiners

1. Prof. Dr. Endang Fauziati, M. Hum.
(Chair person)
2. Mauliy Halwat Hikmat, Ph. D.
(Member I)
3. Drs. Djoko Srijono, M. Hum.
(Member II)

()
()
()

Dean,



Prof. Dr. Harun Joko Pravitno, M. Hum

NIP. 196504281993031001

PRONOUNCEMENT

I, whose autograph signed below,

Name : Menik Erawati

NIM : A 320 120 110

Program : Department of English Education

Title : THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR
TEACHING ENGLISH AT SMP MUHAMMADIYAH 4 SAMBI IN
2015/2016 ACADEMIC YEAR

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 opinion 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, 23 April 2016

The writer,



Menik Erawati

THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR TEACHING ENGLISH AT SMP MUHAMMADIYAH 4 SAMBI IN 2015/2016 ACADEMIC YEAR

Abstract

The objective of this study is to describe the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambu in 2015/2016 academic year that consisted of 1) Learning objectives, 2) Classroom procedures, 3) Classroom techniques, 4) The roles of instructional material, 5) Teacher roles, 6) Student roles, 7) Media, 8) Types of assessment. This research is descriptive qualitative research. The researcher gets the data from event, informant, and document. The subjects of this study are English teacher of seventh grade students and the students of seventh grade at SMP Muhammadiyah 4 Sambu. The methods of collecting data are observation, interview, and document. The analyzing data are reducing data, displaying the data, and drawing conclusion. The result of the study are: 1) There are two learning objectives namely, general learning objectives and specific learning objectives. 2) Classroom procedures used is pre-teaching, while-teaching (Exploration, Elaboration, Confirmation), and post-teaching. 3) Classroom techniques used is brainstorming, oral repetition, answering-question, role-play, comprehension, free writing, and summarizing. 4) The instructional material used are printed and non-printed material. And, the roles of instructional material, they were: a) as a source of activities for learner practice and communicative interaction; b) as a source of stimulation and ideas for classroom language activities; and c) as a reference source for learners on grammar, vocabulary, pronunciation. 5) Teacher roles are as planner, manager, quality controller, group organizer, facilitator, and motivator. 6) Student role are as learner, subject of learning, members, tutor, performer, and monitor and evaluator of his or her own progress. 7) The media used in teaching learning process is pictures and images, the Overhead Projector (OHPs), board, and realia. 8) Assessment tools used are test such as: daily test, midterm examination, and final examinations and non-test such as: listen and repeat, responsive in the question-answers from the teacher, interactive in the conversation performance, reading outcomes, writing outcomes to evaluate the students.

Keywords: Implementation, Inquiry-based Learning, teaching English

Abstrak

Studi ini bertujuan untuk mendeskripsikan implementasi Inquiry-based Learning untuk pengajaran bahasa Inggris di SMP Muhammadiyah 4 Sambu tahun ajaran 2015/2016 yang terdiri dari 1) Tujuan pembelajaran, 2) Prosedur pembelajaran, 3) Teknik pembelajaran, 4) Peran materi pembelajaran, 5) Peran guru, 6) Peran siswa, 7) Media, 8) Jenis penilaian. Tipe penelitian ini adalah deskriptif kualitatif. Data diperoleh dari peristiwa, informan, dan dokumen. Subjek penelitian adalah guru bahasa Inggris kelas tujuh dan siswa kelas tujuh di SMP Muhammadiyah 4 Sambu. Metode pengumpulan data yaitu dengan observasi, wawancara, dan dokumen. Teknik analisis data yaitu pengurangan data, menampilkan data, dan kesimpulan atau verifikasi. Hasil dari penelitian ini adalah 1) Terdapat dua tujuan pembelajaran yaitu tujuan pembelajaran umum dan tujuan pembelajaran khusus. 2) Prosedur pembelajaran yang digunakan yaitu pendahuluan, inti (Eksplorasi, Elaborasi, Konfirmasi), and penutup. 3) Teknik pembelajaran yang digunakan yaitu pengungkapan pendapat, menirukan, menjawab pertanyaan, role-play, pemahaman, menulis bebas, dan meringkas. 4) Materi yang digunakan adalah printed dan non-printed materi. Peran materi pembelajaran yaitu a) sebagai sumber kegiatan siswa untuk praktik dan interaksi komunikasi; b) sebagai sumber stimulasi dan ide dalam kegiatan pembelajaran bahasa di kelas; dan c) sumber grammar, kosa kata, pronunciation untuk siswa. 5) Peran guru adalah perencana, manajer, pengontrol, organisator, fasilitator, dan motivator. 6) Peran siswa yaitu sebagai pelajar, subject pembelajaran, anggota, pengajar, pelaku, monitor dan penilai perkembangan dirinya. 7) Media yang digunakan dalam proses belajar mengajar yaitu gambar, Overhead Projector (OHPs), papan tulis, and benda-benda nyata. 8) Alat penilaian yang digunakan adalah test seperti: ulangan harian, ujian tengah semester, ujian akhir semester and non-test seperti mendengarkan dan menirukan, merespon pertanyaan dari guru, mempraktikkan percakapan, mengerjakan soal reading, menuliskan cerita atau percakapan.

Keywords: implementasi, Inquiry-based Learning, pengajaran bahasa Inggris

1. INTRODUCTION

Educators have important function in the successful process of transformation knowledge for the student and make the student understand what the educators deliver for them; beside that, educators also develop the student's skill. The successful of the process of transformation knowledge and develop the student's skill marked by the student giving feedback for the educators in teaching-learning process. Educator techniques to deliver material also give influence for student to comprehend the material. Educators not only play role as speaker from the material which they are delivered, but also they play role as facilitator of the student in the teaching-learning process. So, the educators must know what they do for constructing the student knowledge and skills.

The students' knowledge about language is important knowledge to build communication for the others. Communication is habitual of people in their life; people are not separated with communication. The language ability is not only the knowledge of language but also language skills and knowledge to use language correctly. Language skills are skills which must be understandable by the student; there are four language skills namely: listening, speaking, reading, and writing. The skills are used in communication so the student must develop their language skills.

According to Jean Piaget, Vygotsky, and Jerome Bruner in Fauziati (2014: 158), they believe that "learners must actively construct their own knowledge and skill through their experience and interaction with the environment". The learners can build their ideas when they get new experience in their activity. They will build their statement, perception, opinion, and then they can know about something from their knowledge and experience as information. The students not only know about the theory of language but they can also apply their skills of language.

One of the subjects for Junior High School in Indonesia is English; English is a foreign language for Indonesian, because they are familiar using Indonesian and dialect languages. Many problems appear when the students learn English, because they are unfamiliar with the language. Teaching English is different from the teaching Indonesian. English is more complicated, because it is not the first language in Indonesia. Now, Indonesia uses School Based Curriculum include Junior High School for teaching-learning process in the classroom. One of the methods used for teaching English in Junior High School is Inquiry-based Learning (IBL) in School Based Curriculum. According to Fauziati (2014: 160-164),

a key idea for inquiry-learning is that there is a cycle or spiral of inquiry. There have been some sister terms of inquiry cycle by different steps: (1) Bruce and Davidson' include five steps: asking, investigating, creating, discussing, and reflecting; (2) Karplus & Their' Learning Cycle include three steps: exploration, concept introduction, and concept application; (3) Bybee's learning cycle cover five steps: Engage, Explore, Explain, Elaborate, and Evaluate; (4) Indonesian version of the 2006 curriculum with its process standard cover three steps: Exploration, Elaboration, and Confirmation; (5) Indonesian version of the 2013 curriculum with its process standard cover five steps: observing, questioning, collecting information or experimenting, associating or information processing, and communicating.

According to the Principal of SMP Muhammadiyah 4 Sambu, "teaching English activity at the school uses School Based Curriculum that is KTSP or 2006 Curriculum and the teacher of English implements exploration, elaboration, and confirmation in the teaching-learning process. And, the teacher is using various technique and media in this method to develop students' ability in English". However, the implementation of exploration, elaboration, and confirmation for teaching English has different way to deliver the materials which are taught at every school. SMP Muhammadiyah 4 Sambu also has the different way to implement exploration, elaboration, and confirmation (EEK) in teaching English. The

standardized process of IBL is under Education Ministry Regulation number 41, the year of 2007.

The problem raises by the writer is that how the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambu which is included some components learning objectives, classroom procedures, classroom techniques, the roles of instructional material, teacher roles, student roles, media, and types of assessment. The objective of the study is to know the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambu, especially at seventh grade that included the components of teaching-learning process above.

The benefit of the study theoretically is to help readers to understand the implementation of Inquiry-based Learning for teaching English especially at seventh grade students of Junior High School. The practical benefit, it can be additional information and knowledge for the other teachers and the students.

Based on the phenomena above, the researcher conducts research which is related to the implementation of exploration, elaboration, and confirmation in teaching English at seventh grade students in SMP Muhammadiyah 4 Sambu entitled THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR TEACHING ENGLISH AT SMP MUHAMMADIYAH 4 SAMBU IN 2015/2016 ACADEMIC YEAR.

Mahayu (2014) this study focuses on English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali. This study is aimed at describing the teaching objective, syllabus, roles of teacher, roles of students, material, procedures, assignment, and problem faced by the teacher and the students in English teaching-learning process. This is a descriptive qualitative research. The subject of the study is the seventh grade of SMP N 2 Sawit Boyolali which consists of 26 students. The methods of collecting data are observation, interview, and documents analysis. In analyzing data, the writer uses an interactive model, namely the data reduction, the data display, and conclusion. Based on the research finding, the objective of teaching in SMP N 2 Sawit Boyolali are; the general instructional objective is based on curriculum that is to develop communicative competence in the four language skills and the specific instructional objective is to purpose the students implement the four basic skills, such as in listening, to understand what the speaker says, to produce both word sentence by using correct form and good pronunciation in speaking, to understand the contents of the text and enrich the vocabulary in reading, and to write word, sentence, and text by using correct form in writing. The curriculum is the 2006 Curriculum. The syllabus is theme-based syllabus. The teacher's roles are as a monitor, motivator, controller, model, material developer, and evaluator. The students' roles are as listener and performer. The materials used in English teaching-learning process are textbook, workbook, picture, and cassette or CD. The classroom activities have almost focused on the four language skills. In SMP N 2 Sawit Boyolali, there are three stages of assessment, namely daily test, mid test, and final test. The writer also finds problems faced by the teacher are students discipline and they cannot put themselves in the right time and place and problem faced by students is in writing a word or sentence.

Hantoro (2015) this study aims to describe and to explain the implementation of Inquiry-based Learning for teaching on English at SMP N 2 Grobogan based on the reality and the fact on the field. This is descriptive qualitative research especially naturalistic approach. In collecting data, the researcher watches, observes then writes the scripts of interview and observation of the teachers and students. In the research, there are eight components of teaching and learning were analyzed, namely: (1) Learning Objective. (2) Classroom Procedure. (3) Classroom Technique. (4) Instructional Material. (5) Teacher Role. (6) Learner Role. (7) Media. (8) Assessment. From the data, the researcher found the results, they are: (1) there are two kinds of learning objectives of teaching English, namely general learning objective and specific learning objective. In general learning objective based on the syllabus which consists of the all materials which expected to be mastered by all students. In specific learning objective of teaching English is written on lesson plan which consists of the material in every meeting based on the grade of students. (2) Classroom procedures used exploration, elaboration, confirmation and engagement, exploration, explanation, elaboration, confirmation, and evaluation. (3) Classroom technique used in

teaching of English were brainstorming, free writing, reading passage, skimming and scanning, comprehension, summarizing, questioning, identifying key words, recognizing sentence structure. (4) The role of instructional material were as a reference source for learners on grammar, vocabulary, pronunciation, etc, a source of stimulation and ideas for classroom language activities. (5) The English teacher roles were as explainer, manager, inquiry controller, and motivator. (6) The learner roles were the learner learns from English teacher from other teaching sources, from other students, the learner is monitor, and evaluator of his/ her own progress. (7) The medias used by the English teachers were board and picture. (8) The assessments were daily test midterm test and final test.

Nurjannah (2015) the objective of this study is to describe the implementation of Inquiry-based Learning in teaching English at first grade of SMP N 2 Colomadu in 2014-2015 academic year. The researcher gets data of this research from event, informant, and document. This research is descriptive research. The method of collecting data is direct observation, interview, and document. In technique for analyzing data is reducing the data, displaying the data and drawing conclusion and proposing suggestion. The results of the analysis show that: 1) For learning objective there are two kinds namely, general learning objective and specific learning objective. 2) In the learning cycle the researcher found that the teacher used inquiry based learning in teaching English at 7H there are three steps of teaching learning process in the class namely, pre-teaching, while-teaching, and post-teaching. While-teaching consist exploration, elaboration, and confirmation. 3) The technique that researcher found during observation were as oral repetition, reading passage, identifying key word, answering question, free writing, questioning, and summarizing. 4) There were seventh roles of students at first grade of SMP N 2 Colomadu. Those role are (a) the students as subject learning, (b) the students as object, (c) the students as performer, (d) students learns from the teacher, (e) the students learn from other students, (f) the students learns from other teaching sources, and (g) the students is monitor and evaluator of his or her own progress. 5) Teacher's roles that researcher found in the learning process at 7H class of SMP N 2 Colomadu, were: teacher as controller, teacher as manager, teacher as facilitator, teacher as resource, and teacher as motivator. 6) The instructional material that used in the teaching English at SMP N 2 Colomadu especially in 7H class were: textbook, picture, slide, and video. And there are three roles of instructional material, they were: (a) as a source of activities for learner practice and communicative interaction, (b) a source of stimulation and ideas for classroom language activities, and (c) as a reference source for learners on grammar, vocabulary, pronunciation, etc. 7) Media, the researcher found five media which is used in teaching learning process at 7H grade in SMP N 2 Colomadu, such as picture, board, video, power point, tape recorder.

This study aims at finding out the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambu, especially it is to describe learning objectives, classroom procedures, classroom techniques, the roles of instructional material, teacher roles, student roles, media, types of assessment. From the reasons above, the writer is interested in conducting the research entitled "The Implementation of Inquiry-based Learning for Teaching English at SMP Muhammadiyah 4 Sambu".

2. RESEARCH METHOD

The researcher conducted descriptive qualitative research concerning with the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambu, especially at seventh grades. According to Sugiyono (2009: 8), "method of qualitative research usually names of naturalistic because the research doing on natural setting, named as qualitative method because collecting data and analyzing data have qualitative characteristic". The place of the study conducted at SMP Muhammadiyah 4 Sambu. The time of the study conducted on December until March at 2015/2016 academic year. The object of the study is the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambu, especially at seventh grade students. The subject of the study is English teacher of seventh grade students and the students of seventh grade at SMP Muhammadiyah 4 Sambu. The data and data source taken from the interviewing English teacher of seventh grade students that is Mrs. W, the

observation of teaching-learning process at class A, B, and C at SMP Muhammadiyah 4 Sambu, and documents. The writer collected the data using observation, interview, and document. The analyzing of data through three stages, namely; data reduction, display data, and conclusion/verification. In the first stage, the data from field note and interviews scripts are reduced and selected. The second stage, the findings are displayed in this order; (1) learning objectives, (2) classroom procedures, (3) classroom techniques, (4) the roles of instructional material, (5) teacher roles, (6) student roles, (7) media, and (8) types of assessment. In the last stage, the researcher gives meaning and interpretation to the data. In this context, the researcher gives meaning based on review related theory.

3. FINDING AND DISCUSSION

The writer presents the researcher finding and the discussion of the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambu. The research finding shows learning objectives, classroom procedures, classroom techniques, the roles of instructional material, teacher roles, students roles, media, and types of assessment for the teaching English by Mrs. W as the English teacher at SMP Muhammadiyah 4 Sambu. Moreover, discussion presents the discussion of the light of relevant theories and previous studies. It is presented based on the research problem.

3.1 Learning Objectives

There are two kinds of learning objectives, namely general learning objectives and specific learning objectives.

3.1.1 General Learning Objectives

The general learning objectives are found from the curriculum that used content standard and Graduate Competence Standard (SKL). The general learning objectives of English lesson for the Junior High School are the students had ability, that are: a. develop the communication competence in spoken or written for achieve functional literacy grade; b. have an awareness of the nature and the importance of English for improving nation's competitiveness in a global society; c. develop the learners understanding of relationships between language and cultures. The general objectives also divided based on the language skills that are listening, speaking, reading, and writing based on the Graduate Competence Standard (SKL) for English lesson for secondary education that focused on recount, procedure, descriptive, and report texts.

3.1.2 Specific Learning Objectives

The specific learning objectives are found in syllabus and indicator in the each lesson plan in each material. Syllabus and lesson plan became the guideline the teachers to determine the learning objectives.

The previous finding in Mahayu's work (2014), shows that the learning objective is based on curriculum that is to develop communicative competence in the four language skills and purpose the students implement the four basic skills. The learning objectives are different with the previous study which focused on communicative competence.

The researcher found that the learning objectives of English in first grade at SMP Muhammadiyah 4 Sambu were divided into two, general learning objectives and specific learning objectives. The general learning objectives appropriate with the curriculum based on the content standard and Graduate Competence Standard (SKL). Whereas, the specific learning objectives appropriate with the indicator in each lesson plan in each material and syllabus 2006 curriculum (KTSP), especially in the first grade.

3.2 Classroom Procedures

The researcher found that the teacher used Inquiry-based Learning in teaching English in the seventh grade that is curriculum 2006 or KTSP. There are three steps of teaching-learning process namely, pre-teaching, while-teaching, and post-teaching. While-teaching is main step of the teaching-learning

process. It consisted of exploration, elaboration, and confirmation (EEK).

The process standard is under *Education Ministry Regulation number 41, the year of 2007*. This activity is conducted systematically through; a. *Exploration* phase is an initial effort to build knowledge through increased understanding of a phenomenon; b. *Elaboration* is the teacher should introduce a competing scientific conception to the students' prior knowledge; and c. *Confirmation* phase is intended to help students finish restructuring old knowledge structures, applying, and transferring the new idea to new situation.

The previous finding in Hantoro's work (2015), show that classroom procedures used exploration, elaboration, confirmation and engagement, exploration, explanation, elaboration, confirmation, and evaluation and same with Nurjanah's work (2015). Based on the previous discussion, the researcher concludes that the classroom procedures that is used in SMP Muhammadiyah 4 Sambani is in line *Education Ministry Regulation Number 41 the year of 2007*.

3.3 Classroom Techniques

There are some techniques that the teacher used in each skill when taught the students. The techniques that researcher found during observation such as brainstorming, oral repetition, answering-question, role-play, comprehension, free writing, and summarizing. For example in the listening skill, the students presented their work in group and the other students listen them when they practiced the dialog. After that, the teacher gave question for the students who listened the dialog. The teacher gave question that related with the dialog by choosing one student to answer the teacher question.

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". There are four skills which must be mastered by students namely listening, speaking, reading, and writing. Classroom techniques in listening are oral repetition, identifying key words, paraphrasing, summarizing, answering question, simultaneous listening, and reading aloud. Classroom techniques in Speaking are role playing, games, problem-solving, songs, and discussion. Classroom techniques in reading are recognizing word meanings, recognizing phrase, recognizing sentence structure, comprehension, advance organizers, previewing, skimming and scanning, and prediction. Classroom techniques in writing are product approach, process approach, and Genre-Based Approach.

It has a bit similarity about classroom techniques from Hantoro's work (2015), classroom techniques used were brainstorming, free writing, reading passage, skimming and scanning, comprehension, summarizing, questioning, identifying key words, recognizing sentence structure and Nurjanah's work (2015), the techniques were as oral repetition, reading passage, identifying key word, answering question, free writing, questioning, and summarizing. There is a little different with current study. Based on these statements, the researcher concludes that the classroom techniques that is used in SMP Muhammadiyah 4 Sambani is in line with theory from Fauziati (2014).

3.4 Roles of Instructional Material

The researcher found some instructional materials during English teaching-learning process at first grade in SMP Muhammadiyah 4 Sambani. The teacher used printed material such as textbook, pictures from internet, workbook, dictionary, and worksheets and non-printed material such as slide on Power Point. The teacher used the material of English based on the 2006 curriculum (KTSP). The teacher used printed material which taken from some source such as textbook from Wardiman, Artono, dkk year 2008 entitle "English on Focus for Grade VII Junior High School (SMP/MTs)", pictures from the internet taken from the internet (<https://www.google.co.id/>), slide Power Point, the students' workbook, dictionary, worksheet that is "English Vocabulary Test" and Lembar Kerja Siswa "Optimis".

Cunningsworth (1995: 7) summarizes the role of materials (particularly course books) in language teaching as: a. a resource for presentation material (spoken and written); b. a source of activities for learner practice and communicative interaction; c. a reference source for learners on grammar, vocabulary, pronunciation, and so on; d. a source of stimulation and ideas for classroom activities; e. a syllabus

(where they reflect learning objectives that have already been determined); and f. a support for less experienced teachers who have yet to gain in confidence.

It has a bit similarity about the roles of instructional material from Hantoro's work (2015), The role of instructional material were as a reference source for learners on grammar, vocabulary, pronunciation, etc, a source of stimulation and ideas for classroom language activities and same with Nurjanah's work (2015). There is a little different with current study.

The researcher also found some the roles of instructional material at SMP Muhammadiyah 4 Sambu, that are 1) as a source of activities for learner practice and communicative interaction; 2) as a source of stimulation and ideas for classroom language activities; and 3) as a reference source for learners on grammar, vocabulary, pronunciation. Based on these statements, the researcher concludes that the roles of instructional material is correspond with theory from Cunningsworth (1995: 7).

3.5 Teacher Roles

Based on the research finding, there are six teacher's roles that researcher found in teaching-learning process at seventh grade in SMP Muhammadiyah 4 Sambu. *Teacher as planner*, the teacher planned lesson plan, media, material, and instrument or assessments of the material which is used to support of teaching-learning process. *Teacher as manager*, the teacher asked the students to follow every classroom procedure when the teaching-learning process. *Teacher as quality controller*, the teacher said "Attention, please!", "silent, please!" when the student crowded and enjoyed to play with other students, the teacher came to the student giving advise, and then asked the student to read the example of material in the blackboard. *Teacher as group organizer*, the teacher organized the students into group when learn to make conversation. *Teacher as facilitator*, the teacher also facilitated question-answer section for the students that did not understand about the material. *Teacher as motivator*, the teacher tried to increase students spirit to learn again by saying "good, give up plus, etc."

According to Richards and Lockhart (2007: 105-106), indicated that teachers see their roles in different ways. Teachers may select such roles for themselves as: 1) *Planner*, the teacher sees planning and structuring of learning activities as fundamental to success in teaching and learning; 2) *Manager*, the teacher's role is to organize and manage the classroom environment and student behavior in a way that will maximize learning; 3) *Quality controller*, a central task for the teacher is to maintain the quality of language use in the classroom; 4) *Group organizer*, the teacher's role is to develop an environment in which students work cooperatively on group tasks; 5) *Facilitator*, the teacher's role is to help students discover their own ways of learning and to work independently; 6) *Motivator*, the teacher seeks to improve students' confidence and interest in learning and to build a classroom climate that will motivate students; 7) *Empowerer*, the teacher tries to take as little control or direction over the lesson as possible and lets the students make decisions about what they want to learn and how they want to learn it; 8) *Team member*, the teacher and all the students in the class constitute a team and should interact like members of a team.

It has a bit similarity about the students' roles from Mahayu's work (2014), the teacher's roles are as a monitor, motivator, controller, model, material developer, and evaluator; Hantoro's work (2015), the English teacher roles were as explainer, manager, inquiry controller, and motivator; and Nurjanah's work (2015), teacher's roles were are as a manager, facilitator, resource, and motivator. There is a little different with current study. Based on the statement, the researcher conclude that teacher roles is in line with the theory from Richards and Lockhart.

3.6 Student Roles

The researcher found six roles of the students at seventh grade in SMP Muhammadiyah 4 Sambu as follows; a. *student as learner* means that they must pay attention when the teacher teach, explain, instruction, direction, and deliver about the material. b. *students as subject of learning* means that students not only sit and listen what teacher said about the material but also do activities in the classroom. c. *the students as members* mean that they try to make a group and do exercise in group by following teacher instruction. d. *the students as tutor* means that they try to explain when the teacher gave some question and the other

students could not understand. e. *the students as performer* means that they try to practice and do the instruction that is given by the teacher in the classroom during the teaching-learning process. f. *students as monitor and evaluator of his or her own progress* in the activities in the classroom.

Johnson and Paulston in Richards and Rodgers (1999: 23) spell out learner roles in an individualized approach to language learning in the following terms: 1) *Planner*, learners plan their own learning program and thus ultimately assume responsibility for what they do in the classroom; 2) *Monitor*, learners monitor and evaluate their own progress; 3) *Members*, learners are member of a group and learn by interacting with others; 4) *Tutor*, learners tutor other learners; 5) *Learner*, learners learn from the teacher, from other students, and from other teaching sources.

It has a bit similarity about the students' roles from Mahayu's work (2014), the student's roles are listener and performer; Hantoro's work (2015), the student's roles were as the learner learns from English teacher from other teaching sources, from other students, monitor and evaluator of his/her own progress; and Nurjanah's work (2015), student's roles were as subject learning, object learning, performer, student learns from other teaching sources, student learns from other students, monitor and evaluator of his/her own progress. There is a little different with current study. Based on the discussion above, the researcher concludes that the students roles in English teaching-learning process are in line with theory from Johnson and Paulston in Richards and Rodgers (1999: 23).

3.7 Media

The researcher found some media used by the teacher at SMP Muhammadiyah 4 Sambu, such as pictures and images, the Overhead Projector (OHPs), board, and realia. The teacher used the picture while the teacher explain about asking and giving opinions. It aimed to stimulate the students to answer the question about the material. The teacher used the board to write the some note for the students learning. The teacher used realia to explain the preposition. It aimed to make easy the students understanding the material that is delivered. Sometimes, the teacher used OHPs to deliver the material in slide Power Point. It aimed to make easier and practice to deliver the material.

According to Harmer (2001: 134-140), the type of media are: 1) *Pictures and Images*. Pictures refers to graphics-whether drawn, taken from books, newspapers and magazines, or photographs-to facilitate learning. Pictures can be in the form of flashcards, cue cards, photographs, or illustrations. 2) *The Overhead Projector (OHPs)*. Overhead projectors are extremely useful pieces of equipment since they allow us to prepare visual or demonstration material. One of the major advantages of the overhead projector is that we do not have to show everything on an OHT all at once. 3) *The board*. The board-whether this is of the more traditional chalk-dust variety or the whiteboard, written on with marker pens. We can use boards for a variety of different purposes, including: note pad, explanation aid, picture frame, public workbook, game board, and noticeboard. 4) *Bits and Pieces*. It might be photographs, letters, or objects that make students interesting. Three particular items are worth considering in the category: realia, language cards, and cuisenaire rods. 5) *Computers*. Computer use is still restricted to a fraction of the world's population, the use of computers (and the Internet) in education generally, and in teaching English in particular, continues to increase at an extraordinary speed-quite part from its use in language laboratories. 6) *Video*. Videotape is merely a glorified version of audiotape, and the use of video in class is listening with picture (Harmer, 2001: 282).

It has a bit similarity about media from Hantoro's work (2015) he used board and picture and the same Nurjanah's work (2015), she used picture, board, video, power point, tape recorder. There is a little different with current study.

The researcher found that the media used in SMP Muhammadiyah 4 Sambu are pictures and image, the Overhead Projector (OHPs), the board, and realia. Based on the statement, the researcher concludes that the media is used correspond with the theory from Harmer.

3.8 Types of Assessment

The teacher explained that the teacher in SMP Muhammadiyah 4 Sambu used test and non-test to assess

the students after following teaching-learning process in two semester in a year. The test implemented in daily test, midterm examination, and final examinations, especially in reading and writing skills for English. The implementation of non-test, the teacher gave task to perform, making text, answering-question, and so on. The researcher found that the teacher used listen and repeat, responsive in the question-answers from the teacher, interactive in the conversation performance, reading outcomes, writing outcomes. The non-test implemented based on the language skills to develop listening, speaking, reading, and writing skills of the students.

The previous finding in Mahayu's work (2014) and Hantoro's work (2015), show they use daily test, mid test, and final test. There is a little different with current study. The researcher found the assessment that used in SMP Muhammadiyah 4 Sambu are test and non-test. The test consisted of daily test, midterm examination, and final examination. Whereas, the non-test consisted of listen and repeat, responsive in the question-answers from the teacher, interactive in the conversation performance, reading outcomes, writing outcomes.

4. CONCLUSION

The conclusions are drawn related to the research problem of the study about how the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambu. The researcher can conclude that the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambu in 2015/2016 academic year, especially at seventh grade, the teacher was good enough for implementing in teaching method and appropriate with curriculum 2006 (KTSP). Because of, I got a class that the students are hyperactive in English teaching-learning process. So, not all of the students gave attention while the teaching-learning process. They made the teacher difficult to control and managing the class. The teacher must be assertive for the students.

REFERENCES

- Fauziati, Endang. 2010. *Teaching English as a Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama.
- Fauziati, Endang. 2014. *Methods of Teaching English as a Foreign Language (TEFL): Traditional Methods Designer Method Communicative Approach Scientific Approach*. Surakarta: Era Pustaka Utama.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London: Longman.
- Hantoro, Sukma Aji. 2015. "Implementation of Inquiry-based Learning for Teaching of English at SMP Negeri 2 Grobogan in 2014/2015 Academic Year". Research Paper, Department of English Education, Muhammadiyah University of Surakarta, Surakarta.
- Mahayu, Beta Hima. 2014. "English Teaching-Learning Process at the Seventh Grade of SMP N 2 Sawit Boyolali in 2013/2014 Academic Year". Research Paper, Department of English Education, Muhammadiyah University of Surakarta, Surakarta.
- Nurjannah, Nisa. 2015. "The Implementation of Inquiry-based Learning in Teaching English at the Seventh Grade of SMP N 2 Colomadu in 2014/2015 Academic Year". Research Paper, Department of English Education, Muhammadiyah University of Surakarta, Surakarta.
- Richard, Jack. C. And Lockhart, Charles. 2007. *Reflective Teaching in Second Language Classrooms*. New York: Cambridge University Press.
- Richards, Jack. C. And Rodgers, Theodore. S. 1999. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

. 2016. *Standar Kompetensi Kelulusan dan Standar Isi* retrieved <http://bsnp-indonesia.org/>