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

RESEARCH PAPER

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

by

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testify that the research paper 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

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APPROVAL

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MOTTO

If you cannot work with love but only distaste, it is better you should leave your work

(Gibran, Kahlil)

Be yourself and do the best in your life, because time is too expensive to pass up without experience

(Erawati, Menik)
DEDICATION

I gratefully dedicate this research paper to;

- My consultants and lecture’s,
- My beloved brother “Wahyudi” and his wife “Indrayani”,
- My little niece “Rena Dini Ariyani”,
- My best partner, and
- All my families, friends, and readers.
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15. All of her families, friends and teachers 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 researcher who are interested in studying English, especially in the implementation of Inquiry-based Learning and enrich the teacher’s knowledge. Wassalamu’alaikum Warohmatullahi Wabarokatuh.

Surakarta, April 2016

The writer,

Menik Erawati
SUMMARY


The objective of this study is to describe the implementation of Inquiry-based Learning for teaching English at SMP Muhammadiyah 4 Sambi 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 subject of this study are English teacher of seventh grade students and the students of seventh grade at SMP Muhammadiyah 4 Sambi. The method 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. The roles of instructional material 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

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RINGKASAN
Studi ini bertujuan untuk mendiskripsikan implementasi Inquiry-based Learning untuk pengajaran bahasa Inggris di SMP Muhammadiyah 4 Sambi tahun ajaran 2015/2016 yang terdiri dari 1) Tujuan pembelajaran, 2) Procedur pembelajaran, 3) Teknik pembelajaran, 4) Peran materi pembelajaran, 5) Peran guru, 6) Peran siswa, 7) Media, 8) Jenis penilaian. Tipe penelitian ini adalah diskriptif qualitatif. Data diperoleh dari peristiwa, informan, dan dokumen. Subjek penelitian adalah guru bahasa Inggris kelas tujuh dan siswa kelas tujuh di SMP Muhammadiyah 4 Sambi. 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 (Ekplorasi, 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, menulis cerita atau percakapan.

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