

CHAPTER I

INTRODUCTION

A. Background of the Study

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. They certainly do communication in their daily activities with others. The students' knowledge about language make them know how they are communicating correctly and politely to deliver some information for others. 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 language skills must be developed in learning language, because the skills are very influential in their language ability. The skills are used in communication so the student must develop their language skills. Moreover, someone who wants to develop their language skills and knowledge must know the process of learning English.

According to Jean Piaget, Vygotsky, and Jerome Bruner in Fauziati (2014: 158), “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. Their skills can develop when they always try to develop their ability. 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. The students consider the language as the foreign language, they do not consider as the second language. Whereas, English uses for the international language for communication with other people who are different country. So, the students must master of English while it is not easy to learn.

Teaching English is different from the teaching Indonesian. English is more complicated, because it is not the first language in Indonesia. English teaching-learning process can develop communicative competence, because it focuses in realistic communication of the student. So, the student can develop their ability in English and the teachers should be creative to apply the media, teaching technique, and method in English teaching-learning process for making active student and enjoy learning English at the class.

Now, Indonesia uses School based Curriculum include Junior High School for teaching-learning process in the classroom. Teachers play role as the facilitator for the student in the teaching-learning process, so they must develop their ability for teaching the student started from how they prepare the material, media, their teaching-technique, how they deliver the material, and how they give motivation for the student in teaching learning process. The material, media, and technique can be developed by teachers own. 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". There, the researcher needs to know deeper the implementation exploration, elaboration, and confirmation (EEC) in teaching English by teacher activity at SMP Muhammadiyah 4 Sambu.

The variety of techniques, media, assignments, and assessments in this method have their own purpose. 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 (EEC) in teaching English. The researcher needs to conduct such research to know deeper the implementation Inquiry-based Learning at SMP Muhammadiyah 4 Sambu, especially in seventh grade students.

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

every teacher should make lesson plans to foster the teaching and learning process to be interactive, inspiring, joyful, challenging, and motivating the students to participate actively, and giving enough opportunities to them to be innovative, creative, and self-reliance

according to their talents, motivations, and physical as well as psychological development. This activity is conducted systematically through exploration, elaboration, and confirmation (Fauziati, 2014: 161).

The first, “exploration is an initial effort to build knowledge through increased understanding of a phenomenon” (Fauziati, 2014: 161). Teachers can illustrate some event related to the material from the student environment in daily and develop their students’ knowledge about their environment before entering the core material.

Second, “elaboration is the teacher should introduce a competing “scientific” conception to the students’ prior knowledge. An exploration phase is teacher guide. It provides the teachers’ explanation and examples for the student” (Fauziati, 2014: 161-162). The activities discuss the material; do exercise building new idea, and giving assignment for the student.

The last, “confirmation is intended to helps students finish restructuring old knowledge structures, applying, and transferring the new idea to new situation” (Fauziati, 2014: 162). It divided into some activities, namely: question-answer session, get the conclusion from the material as the result of exploration and elaboration process, and they can finish some problem related with the material in their assignment.

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 SAMBI IN 2015/2016 ACADEMIC YEAR.

B. Limitation of the Study

The researcher limits the scope of the research. The researcher limits the object and subject of the study as follows;

1. Object

The object of the study is focused on the implementation of Inquiry-based

Learning the teaching of English for seventh grade students at SMP Muhammadiyah 4 Sambu in 2015/2016 academic year. The implementation of Inquiry-based Learning for teaching English as follows; the learning objectives, the classroom procedures, the classroom techniques, the roles of instructional materials used by teacher, the teacher roles, the student roles, the media used by teacher, and the types of assessments used by teacher.

2. Subject

The subject of the study is limited for English teacher at seventh grade and the seventh grade students of SMP Muhammadiyah 4 Sambu in 2015/2016 academic year.

C. Problem Statement

Based on the background of the study, the writer purposes two questions following problems statement; there are general question and research questions. The general question is How is the implementation of inquiry-based learning for teaching English at SMP Muhammadiyah 4 Sambu in 2015/2016 academic year?

The research questions are;

1. What are the learning objectives of teaching English?
2. What are the classroom procedures of teaching English used by teacher?
3. What are the classroom techniques used by teacher in teaching English?
4. What are the roles of instructional material used by teacher in teaching English?
5. What are the teacher roles in the teaching English?
6. What are the student roles in teaching English?
7. What are the media used by teacher in teaching English?
8. What are types of the assessment used by the teacher in teaching English?

D. Objective of the Study

Based on the research questions, the objectives of the study are describing the implementation of inquiry-based learning that consists of exploration, elaboration, and confirmation for teaching-learning English process for seventh grade students based on Inquiry-based Learning at SMP Muhammadiyah 4 Sambu. It

is to describe:

1. The learning objectives of teaching English.
2. The classroom procedures of teaching English used by teacher.
3. The classroom techniques used by teacher in teaching English.
4. The roles of instructional material used by teacher in teaching English.
5. The teacher roles in teaching English.
6. The student roles in teaching English.
7. The media used by teacher in teaching English.
8. The types of assessment used by the teacher in teaching English.

E. Significance of the Study

There are two major significance of the study. There are theoretical and practical significance. The expected advantages of the study both theoretical and practical significance as follows;

1. Theoretical Significance

This research helps readers to understand the implementation of inquiry-based learning for teaching English especially at seventh grade students of Junior High School. The finding of this research will also enrich the teaching theory about Inquiry-based Learning.

2. Practical Significance

a. Teacher

The result of the study can be additional information for the other teachers when use the same method and technique for the development of teaching English.

b. Student

This research can give more advantages to understand the notion of implementation of Inquiry-based Learning of learning English. The result of the study can be additional knowledge of the students for learning English.

F. Research Paper Organization

The researcher organizes this research paper in order to make it easier to

understand the research. 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 consists of previous study and theoretical review which deals with the notion of IBL, characteristics of IBL, procedure of IBL, and component of teaching-learning process in IBL.

Chapter III is research method. It consists of type of the research, 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 material used by teacher, the teacher roles in teaching English, the student roles in teaching English, the media used by teacher for teaching English, and the types of assessment used by teacher for teaching English.

Chapter V is conclusion, pedagogical implication, and suggestion.