

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



PUBLICATION ARTICLE

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by:

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**DEPARMENT OF ENGLISH EDUCATION
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2016**

APPROVAL

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

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PRONOUNCEMENT

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Surakarta, April 2016



Meisinta Nur Afani

Abstract

The study is aimed to explain the implementation of Inquiry-based learning for teaching English at SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year. The researcher gets data of this research from events, informant and document. This research is descriptive qualitative research. The method of collecting data is observation, interview and document. The technique of data analysis is data reduction, data display and conclusion drawing/verification. The result of the analysis show that: 1) For learning objective there are two kinds namely: general learning objective and specific learning objective. 2) In the classroom procedure, the researcher found that the teacher used Inquiry based learning in teaching English at 7D and 7E there are three steps Exploration, Elaboration and Confirmation. 3) The classroom technique that the researcher found during the observation such as oral repetition, identifying key-words, answering the questions, free writing, problem solving and reading passage. 4) The researcher found four kinds of Instructional materials during the observations, there are (a) textbook, (b) picture in the monitor, (c) slide of power point, and (d) video. 5) There are four of teacher's role that the researcher found in the SMP Muhammadiyah 4 Surakarta during the observation, there are: (a) teacher as controller, (b) teacher as manager, (c) teacher as facilitator, (d) teacher as motivator. 6) There are four of students role that the researcher found in the SMP Muhammadiyah 4 Surakarta during the observation, there are: (a) students as planner, (b) students as member, (c) students as performer, (d) students as monitor. 7) media that used in SMP Muhammadiyah 4 Surakarta, which is used in teaching learning process at 7 D and 7E such as: (a) picture, (b) Board, (c) computer, and (d) tape recorder. And 7) Type of Assessment tools used are daily test, midterm examination and final examination.

Key words : Inquiry-based Learning. teaching learning English.

Abstrak

Studi ini bertujuan untuk menjelaskan implementasi pengajaran bahasa Inggris menggunakan inquiry based learning di SMP Muhammadiyah 4 Surakarta pada tahun pelajaran 2015/2016. Penulis mendapatkan sebuah data dari penelitian ini, berupa: events, informasi, dan dokumen. Penelitian ini berbentuk deskriptif kualitatif. Metode yang digunakan adalah observasi, wawancara dan dokumen. Teknik analisis data berupa pengurangan data, menampilkan data, dan kesimpulan atau verifikasi. Hasil dari penelitian ini adalah 1) Tujuan pembelajaran berupa tujuan pembelajaran secara umum dan tujuan pembelajaran secara khusus. 2) langkah-langkah pembelajaran Bahasa Inggris di kelas 7D dan 7 E, berupa Eksplorasi, Elaborasi dan Konfirmasi. 3) teknik pengajaran di kelas berupa oral repetition, mengidentifikasi kosa kata, menjawab pertanyaan, mengarang, memecahkan masalah, dan reading passage. 4) ada empat macam instructional material yaitu (a) Buku teks, (b) Gambar di layar monitor siswa, (c) slide power point, dan (d) video. 5) terdapat empat teacher's role di kelas 7D dan 7 E di SMP Muhammadiyah 4 Surakarta yaitu (a) guru sebagai controller, (b) guru sebagai manager, (c) guru sebagai fasilitator, dan guru sebagai (d) motivator. 6) Terdapat empat students role yaitu : (a) students as planner, (b) students as member, (c) students as performer, (d) students as monitor. 7) Media yang digunakan di SMP Muhammadiyah 4 Surakarta seperti papan tulis, komputer, dan tape recorder. Dan 7) Jenis Penilaian yang di gunakan adalah daily test, mid test dan final test.

Kata Kunci : pembelajaran inquiry-based. pengajaran pembelajaran bahasa Inggris.

1. INTRODUCTION

English is the first foreign language applied in Indonesia's Education. In Indonesia, English is very important as International Language. English covers four language skills, namely : speaking, reading, listening and writing. English includes a difficult subject, especially for the students. Most of them, they are not interested in studying English, for example the students of Junior High School, most of them, they did not interested in this subject. There are many reasons why the students aren't interested in English. The reason is the students feel that English is difficult subject because of the vocabularies is used in English is not easy for them to learn or just for memorizing the vocabularies. In Indonesia, English language is used as standard to pass school or for National Examination.

Learning English is very important for everyone, because English is effective way to communicate. In Indonesia, English is the first foreign language that is taught to the students in the school. The students think that

English is very difficult to understand. The students learn English from the basic first, remember they are still in the beginners stage. The other reason is English has different structure with Bahasa, so sometimes it makes them confused. They get some troubles in their pronunciation and also in the grammar. So, for the students, learning English is not simple, because they are still lack in English. The teacher need to give various methods to teach English to makes the students more interested in teaching learning process. Based on the explanation above, English is not easy for the students, especially for the Junior High School. It takes a long process to make them understand in English. The teacher need to introduce English step by step, to make them enjoy when learning English.

In teaching learning process, the teacher should appropriate with lesson plan. According to Fauziati (2010: 189) “A lesson plan is a teacher’s detailed description of the course of instruction for an individual lesson”. According to Brown (2000: 396) in Fauziati (2010: 191) “A lesson plan contains elements such as goals, objectives, materials, and equipment, procedures, evaluation, and extra class work”. The teacher should hold the classroom management and should be conditioned the students in the class. A good teacher usually has some ways when they are teaching in the classroom. As we know that planning is not simple, but lesson plan usually based on the curriculum which used to teach the students. From the lessons plan, the teacher lead to the students based on teacher’s planning.

Teaching based on the lesson plan should be done by the teacher. The students need to learn based on the activities of the lesson plan. So the teacher should be guide the students based on the planning Sometimes the students aren’t notice to the teacher. “Planning the lessons is much over difficult than delivering the lesson, in planning a lesson we have to take into consideration the needs of the students we are planning for. All details should be written down to assist the smooth delivery of the content of instruction” (Fauziati,2010: 188).

In the method of teaching English as a foreign language has many methods for example Scientific approach. Inquiry-based learning is one of the methods in the scientific approach. The English teachers of SMP Muhammadiyah 4 Surakarta use Inquiry-based learning to teach English for the seventh grade students. They use the methods to teach English for the students by using the procedure in Inquiry-based learning. “Inquiry based learning gives emphasis on the development of inquiry skills and nurture inquiring attitudes or habits that enable individuals to continue the quest for knowledge throughout life ” (Fauziati,2014: 158). The method of Inquiry based learning is used to teach English. The teacher can teach English material by using this method. It aims to develop the language skills namely: Listening, speaking, reading and writing.

The inquiry based learning is focused on the teacher in teaching learning process in the classroom. In Indonesia implemented Inquiry based learning in curriculum 2006 and curriculum 2013. It mandated in education ministry no.19 of 2005 in curriculum 2006 gives mandate on National Education Standards and one of the standards is the process standard.

As we know that the teaching procedure of them are different ways. Meanwhile, the process standard is under Education Ministry Regulation number 41, the year 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”. In curriculum 2006, the teacher uses three steps, there are Exploration, Elaboration and Confirmation. While in curriculum 2013. The process standard consists of five steps, there are observing, questioning, collecting information, associating and communicating. Nowadays Indonesia uses one of the curriculum of Inquiry based learning. It is curriculum 2006, that the activity is conducted through explanation, elaboration, and confirmation process.

The first method is Exploration. According to Heimo H. Adelsberger in (Fauziati, 2014: 161) “Exploration learning focuses on how knowledge is transferred, understanding, and interpretation; thus there should be involvement of students to broaden, deepen, or compile information on the initiative”. From this method, the teacher ask to the students more active.

The second is, “ Elaboration there the teacher provides the students with clear explanations and examples or models. Explanation can be given in a variety of ways including: discussion of findings from the exploration

activities, lecture, multimedia presentations, computer simulation, viewing a videotape, explaining sections of a textbook, and focused students activity” (Fauziati,2014: 162).

The third is Confirmation. It is “to help the students finish restructuring old knowledge structures, applying and transferring the new idea to the new situation. This learning phase will require some time since the teacher must provide the practice necessary for accomplishing transfer into long-term memory. Some classroom techniques include manipulative activities, paper- and- pencil problems, question-and-answer discussion, games, computer simulations” (Fauziati,2014: 162).

Based on the background of the study, the writer will takes the title” The Implementation of Inquiry Based Learning for Teaching English at SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year.

Sukma (2015) It aims to describe nd to explain the implementation of inquiry-based learning for teaching of English at SMP Negeri 2 Grobogan based on the reality and the fact on the field. In collecting data, the researcher watches, observes then the writers 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. This is descriptive qualitative research and it is belongs naturalistic. From the data, the researcher found the results, they are: (1) There are two kinds of learning objective based on the syllabus which consists of the all materials which expected to be mastered by all students. In specifics of the materials of teaching English in written on lesson plan which consists of the material in every meeting based on the grade of students. (2) Classroom procedures used exploration, elaboration and evaluation. (3) Classroom technique used in teching of English were brainstorming, free writing, reading passage, skimming and scanning, comprehension, summarizing, questioning identifying key words, recognizing sentence structure. (4) the roles 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 s 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 media used by English teachers were board and picture. (8) The assessment were daily test, midterm test and final test.

Mahayu (2014) this study is aimed 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 study focuses on English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali. This is a descriptive qualitative research. The subject of the study is seventh grade of SMP N 2 Sawit Boyolali which consists of 26 students. The methods of collecting data are observation,interview, and document analysis. In analysing 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: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 prepare the students impelement 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 a 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 role are as a monitor, motivator, controller, model, material developer, and evaluator. The students roles are as listener and performer. The material 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 result is the writer also finds problem faced by the teacher are students dicipline and they cannot put themselves in the right time and place and problem faced by the students is in writing a word or sentence.

Trianasari (2012) the research aims at describing the implementation of inquiry-based learning in teaching writing at the second year of SMPN 1 Nogosari Boyolali. It is conduted to know the implementation of inquiry-based learning in teaching writing and the problems faced by the teacher in implementating the method at the second year of SMPN 1 Nogosari Boyolali. This research is descriptive research. The writer gets the data of this research from event, and document. The techniques of collecting data are the observation, interview and

documentation in teaching learning process especially in teaching writing to clarify the implementation of inquiry-based learning and problem faced by the teacher implementing the method. The result of the analysis shows that: 1) the implementation of Inquiry-based learning in teaching writing at second year of SMPN 1 Nogosari consists of three stages namely, exploration, elaboration, and confirmation. The implementation of method is less complete because the activities in standard process is not implemented in teaching writing process fully. 2). The problems faced by teacher implementing the method re lack of knowledge about inquiry-based learning and how to implemet the method, class management, limited time, and lack of teaching media.

B. RESEARCH METHOD

Research method is a significant thing in the research, in this research, the researcher conducts a certain procedure covering seven points, namely types of the study, setting of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data. The writer uses the descriptive qualitative. According to B. Rossman (1999: 25) In qualitative inquiry, Initial curiosities for research often come from real-worlds observations, emerging from the interplay of the researcher's direct experience, tacit theories, political commitments, interest in practice, and growing scholarly interests. The writer will applied a descriptive qualitative research, because the writer want to observe and describe the implementation and clarify the problem statement faced by the English teacher using inquiry-based learning at *SMP Muhammadiyah 4 Surakarta*. The setting of the study will consist of two, there are place and time. The setting of place, the research will be done at SMP Muhammadiyah 4 Surakarta, in Jl. A.Yani, Tempurejo Rt.5 Rw.II Sumber Surakarta, Central Java Indonesia. Telp.0271-716412. Meanwhile the time of the research will be 2015-2016 academic year on January until February.

The object of this study focuses on The Implementation Teaching English Using Inquiry-Based Learning are applied by English teacher at SMP Muhammadiyah 4 Surakarta. The components of teaching technique are kinds of learning objectives, classroom procedure, classroom techniques, the roles of instructional materials, teacher's role, students's role, medias, and assessment. The Subject of the study is English teacher and the students. The name of English teacher who teach at first year students at SMP Muhammadiyah 4 Surakarta is Mrs SM, S.Pd. The second subject is the students of SMP Muhammadiyah 4 Surakarta at class D and E, which consists of 27 of class D that are 17 male and 10 female students, and 29 of class E that are 19 male and 10 female students. The researcher used the data and data source that included events, informants, and document. The researcher used method of collecting data that included observation, interview and document. And techniques analysis data that is used are data reduction, data displays and conclusion or verification.

3. FINDING AND DISCUSSION

The researcher tries to describe the data. This part is divided into some steps they are: (1) the learning objective; (2) the classroom procedures; (3) classroom technique; (4) student's role; (5) teachers role; (6) the instructional material; (7) medias and (8) the type of assessment.

3.1 Learning Objective

Based on interview, the reseacher found a syllabus, lesson plan and curriculum in the general learning objective in SMP Muhammadiyah 4 Surakarta. Learning objectives which is used in SMP Muhammadiyah 4 Surakarta, it aims that the teaching learning process should be achieved after teaching learning process activity. (1) Listening skill: the students are understand the dialog from the recording, and then the students answer the questions such as blank sentences based on the dialog; (2) Speaking skill: the students speak orally based on the recording after listening skill; (3) Reading skill: the students response the function of text: understanding about social function, language feature, and generic structure of descriptive and procedure text, they are practice reading skill from the LKS; (4) Writing skill: the students make short of descriptive and procedure text: write a simple sentence and answer the question from the LKS (*do the interview on February, 1st 2016*). In the general learning objectives, there are some curriculum. The Curriculum's structures of SMP/MTs includes the learning process which have done in one step of Education during three years. From the seventh grade until nine grade. The structure's of curriculum is arranged based on standard competency or SKL and standard competency of the lesson that provides as follows: (a) the curriculum of

SMP/Mts consists of ten of the lesson;(b) a time allocation of one hours is fourty minutes;(c) a week's effective in one years is 34-38 of a weeks.

The researcher found some specific learning objective in the teaching learning process at first grade in SMP Muhammadiyah 4 Surakarta. The specific learning objective in teaching English is divided into two: in the first semester and second semester from the syllabus.

3.2 Classroom procedure

Based on research finding, the researcher found that the English teacher of SMP Muhammadiyah 4 Surakarta used inquiry-based learning at 7D and 7E. This method aims to make the students active with their knowledge and their skill experience. In teaching learning in Indonesia is used the curriculum 2006. Especially using Inquiry-based learning that use curriculum 2006. The activity conducted systematically through exploration, elaboration and confirmation process.

Based on the previous discussion, the researcher concludes that the classroom procedure that is used in SMP Muhammadiyah 4 Surakarta is curriculum 2006.

3.3 Classroom Techniques

Based on the research finding. The researcher found some classroom techniques that is used in SMP Muhammadiyah 4 Surakarta for every skills.the techniques that researcher found during observation such as oral repetition, answering the questions, identifying key-words, free writing, problem solving, and reading passage. For example in writing skill, the teacher asks to the students to identifying the keyword of the material that will be discussed.

3.4 The Instructional of Materials

Based on the research finding, Instructional material generally is the source of learning, instructional material is all materials support the language teaching and learning process to achieve the goal of the teaching learning itself.

The researcher found some instructional materials that used in SMP Muhammadiyah 4 Surakarta during teaching learning process at 7D and 7E, the teacher used textbook, pictures in the monitor, slide of power point and video.

3.5 Teacher's Roles

Based on research finding, there are four teacher's roles that researcher found in the learning process at 7D and 7 E of SMP Muhammadiyah 4 Surakarta. According to Richard and Lockhart (2007: 101) The Role a teacher in the contenxt of classroom teaching and learning may also be influenced by the approach or methodology the teacher is following. The researcher found the teacher's role in SMP Muhammadiyah 4 Surakarta are as controller, manager, facilitator and motivator. Based on the statement, the researcher concludes that learning objective of teaching English based on Richard's theory.

3.6 Students Roles

Students as a participants in the teaching learning process. Students can express their ideas what they want to learn. Based on research finding, there are four roles's students of seventh grade of SMP Muhammadiyah 4 Surakarta. Those roles are: Planner, members, performer, and monitor. Johnson and Paulston on Richards and Rodgers (1999: 23) spell out learner roles in an individualized approach to language learning in the following terms. Based on the discussion above, the researcher concludes that the learner roles in the teaching and learning of English are from the Richards and Rodgers (1999) theory.

3.7 Medias

According to Harmer (2001:134) there are some varieties of teaching media are as following: a) *Organizing pairwork and groupwork* Groupwork is to do a group activity with the students and then, when it is over, ask them to write or say how they felt about it (either in English or their own language);b) *The Board* Boards provide a motivating focal point during whole-class grouping;c) *Bits and Pieces* Of course there is no limit to the various bits and pieces which can bring into the classroom. The researcher found the medias used in SMP Muhammadiyah 4 Surakarta are picture, board, video, computer, tape recorder. Based on the statement, the researcher concludes that the medias are from Harmer's theory.

3.8 Types of Assessment

The previous finding in Sukma's work(2015) and mahayu's work (2014), they are used daily test, mid test and final test. There is less different with the current study the researcher found that the teacher of SMP Muhammadiyah 4 Surakarta is used test and non test. The test consist daily test, midterm examination and final examination, while the non test consists of listen and repeat, responsive in the question-answer from the teacher, interactive in the conversation performance, reading outcomes and writing outcomes.

4. CONCLUSION

Based on the implementation of Inquiry-based Learning in teaching English at the seventh grade in SMP Muhammadiyah 4 Surakarta in 2015-2016academic year in previous chapter, the result of the research can be concluded as follows: For learning objectives, there are two kinds namely : general learning objectives and specifics learning objectives. In the general learning objectives stage, there are based on the interview with the English teacher in SMP Muhammadiyah 4 Surakarta and from the curriculum KTSP. For specifics learning objectives the researcher found from the lesson plan and syllabus.

In the classroom procedure the researcher found that the teacher is used Inquiry-based learning in teaching English at 7D and 7E. There are three steps, namely Exploration, Elaboration and Confirmation. In the classroom techniques, the researcher found that the English teacher in SMP Muhammadiyah 4 Surakarta is used Identifying key words, answering the questions, free writing, problem solving and reading passage during the observation. The researcher found some the kinds Instructional material in SMP Muhammadiyah 4 Surakarta during the observation, there are the teacher used textbook, pictures in the monitor, slide of power point and video. The teachers used the materials of English teaching based on the syllabus they used printed material which taken from some book of English Modul " Modul Pintar Bahasa Inggris untuk SMP/Mts kelas VII". There are three the roles of instructional material, they are were: a) a resource for presentation materials (spoken and written); b) a source of activities for learners on grammar, vocabulary, pronunciation, and so on; c) a source of stimulation and ideas for classroom activities. The roles of instructional material is composed with theory from Cunningsworth (1995: 7). There are fourth roles of teacher roles at first grade of SMP Muhammadiyah 4 Surakarta. Those roles are :a) Teacher as controller means that the teacher is to maintain the quality of language use should be reinforced and incorrect use discouraged. The teacher determines what the students do, when they should speak, control the students behaviour and student's attitudes, all activity the students in the classroom during learning process; b) Teacher as manager is manage the classroom environment and students behaviour in the classroom; c) Teacher as facilitator is the teacher as facilitator is helps the students discover their own ways of learning. The teacher gave facility or easy of learning process with creating a good condition and made the students enjoy in the learning process; d) Teacher as motivator, teacher has the important part for increasing students motivation in the learning process.

The students roles that the researcher found in SMP Muhammadiyah 4 Surakarta are: a) *Planner* The learners plan their own learning process for what they do in the classroom. The students express their ideas to be active students in the classroom; b) *Members* The learners are a member of a group and learn by interacting with others. The students as the member in the classroom , they are receiving the instructions of the teacher and making discussing or interacting with others students; c) *Performer* The students as performer means that they try to practice and do the instruction that is given by the teacher in the classroom during English learning process; d) *Monitor* In this stage, the learner's monitor and evaluate their own progress. The medias that is used in SMP Muhammadiyah 4 Surakarta in the teaching learning process are : pictures, board, video, computer and tape recorder.

The assessment that is conducted in SMP Muhammadiyah 4 Surakarta are test and non test. Test are implemented in daily test, it held when the materials were done in each chapters. Midterm examination is held after teaching learning process, and final examination is held in one semester after teaching-learning process, especially in reading and writing skill. the non test is implemented based on language skills to develop listening, speaking, reading and writing skills of the students.

Based on the observation and interview, the researcher found that the conclusion from the implementation of Inquiry-based learning for teaching English is appropriated with the curriculum KTSP.

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