

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is the first foreign language applied in Indonesia's Education. In Indonesia, English is very important as International Language. English cover 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 interesting in English. The reason is the student 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 needs 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: 18), "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 leads 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 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 lessons. 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 asks 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".

B. Limitation of the Study

The researcher limits the study on the implementation of teaching English using Inquiry-based learning in the first year of SMP Muhammadiyah 4 Surakarta 2015/2016 academic year.

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 Surakarta in 2015/2016 academic year. The implementation of inquiry based learning for teaching English are as follows; the learning objectives, the classroom procedures, the classroom techniques, the role of instructional materials used by the teacher, the teacher's roles, the student's roles, the medias which used by the teacher, and the problems faced used by the teacher using inquiry-based learning.

2. Subject

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

C. Research Problem

Based on the Background of the study, the general question is specified into the following subsidiary research question. The general question is How is the implementation of inquiry-based learning for teaching English at SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year?

The specific questions are:

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

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

D. Objective of the Study

Based on Research question, the objectives of the study describe the implementation of Inquiry-based Learning that are exploration, elaboration, and confirmation for teaching-learning English process for seventh grade students based on inquiry-based learning at SMP Muhammadiyah 4 Surakarta. It is to describe:

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

E. Benefit of the Study

In this research the advantages on Education aspect especially in teaching learning process. The writer hopes some benefit from this study:

1. Theoretical Benefits
 - a. To increase the repertoire the knowledge in the implementation of Inquiry-based Learning the Teaching English at SMP Muhammadiyah 4 Surakarta in 2015/2016 Academic Year.
 - b. The result of the research can be benefit for learning English in implementation of inquiry-based learning.

- c. To understand the importance of Teaching English using the inquiry-based Learning.

2. Practical Benefits

- a. The result of research improves the new experience about using the Inquiry-based learning in the student's English skill.
- b. For the students it will help the students to learning English by using inquiry-based learning.
- c. For the English teachers understanding the implementation of inquiry in the teaching language.

F. Research Paper Organization

The organization of research is given in order to the readers understand the content of the paper.

Chapter I is an introduction, which consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory, it deals with two concepts; the first is Inquiry-based learning which is divided into three parts, notion of Inquiry-based learning , characteristic of Inquiry-based learning, and procedure of Inquiry- based learning. Then the second is teaching English divided into three parts, principle of teaching English, notion of teaching English, process of teaching English.

Chapter III is research method. It consists of type of research, subject and object of the research, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is result and discussion. In this chapter, the researcher describe the implementation and clarifying the problem faced by the teacher of teaching English using Inquiry-based Learning at the year of SMP Muhammadiyah 4 Surakarta.

Chapter V is the conclusion and suggestion. Besides the last part, the writer present bibliography, virtual references, and appendix.