

**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING  
IN TEACHING ENGLISH AT SMP NEGERI 1 GEMOLONG  
IN 2015/2016 ACADEMIC YEAR**



**PUBLICATION ARTICLE**

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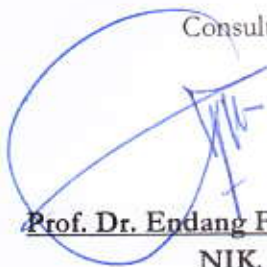
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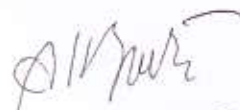
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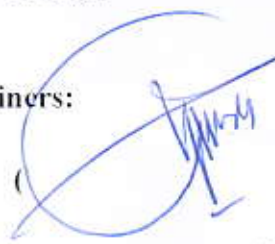


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THE IMPLEMENTATION OF INQUIRY-BASED LEARNING  
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## PRONOUNCEMENT

Herewith, I testify that all of statements and analysis in this publication article is my original work. There are no plagiarism of work from previous research published by the other researcher, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

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The Writer



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# THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING ENGLISH AT SMP NEGERI 1 GEMOLONG IN 2015/2016 ACADEMIC YEAR

## Abstrak

Penelitian ini adalah kualitatif naturalistik yang bertujuan untuk mendeskripsikan dan menjelaskan penerapan inquiry-based learning dalam proses pembelajaran bahasa Inggris di SMP Negeri 1 Gemolong yang terdiri dari beberapa komponen mengajar, yaitu: tujuan pembelajaran, langkah pembelajaran, teknik pembelajaran, peran materi, peran guru, peran siswa, media, penilaian. Peneliti menggunakan metode observasi, wawancara, dan dokumen untuk mengumpulkan data. Hasil dari penelitian yaitu; 1) ada dua jenis tujuan pembelajaran, yaitu tujuan umum dan tujuan khusus. 2) langkah pembelajaran menggunakan eksplorasi, elaborasi, konfirmasi. 3) teknik pembelajaran menggunakan *identifying key words, reading teks, discussion, role playing, comprehension, crazy story games*. 4) peran materi sebagai sumber referensi siswa tentang tatabahasa, kosakata, pelafalan; sebagai sumber ide dan pendorong siswa dalam proses pembelajaran. 5) peran guru sebagai fasilitator, manajer, penjelas, motivator. 6) peran siswa yaitu siswa belajar dari guru, siswa belajar dari siswa lain, siswa sebagai subjek, siswa sebagai pelaku. 7) media yang digunakan yaitu video, drama, papan tulis, teks. 8) penilaian yang digunakan oleh guru yaitu tes dan non-tes, tes terdiri dari ulangan harian, ujian tengah semester, ujian akhir semester. Non-tes adalah penilaian pada setiap skill dalam proses pembelajaran.

Kata Kunci: inquiry-based learning, pengajaran bahasa Inggris

## Abstract

This is a naturalistic qualitative research, which aims to describe and explain the implementation of Inquiry-based Learning in teaching English at SMP negeri 1 Gemolong consisting the component of teaching learning namely; learning objective, classroom procedure, classroom technique, the role of instructional material, teacher's role, students' role, media, assessment. The researcher used observation, interview and document in collecting the data. Based on the research findings, the researcher found the results as follows; 1) there are two kind of learning objectives, namely general learning objectives and specific learning objectives. 2) classroom procedure used exploration, elaboration, confirmation. 3) classroom technique used in teaching English were identifying key words, reading text, discussion, role playing, comprehension, crazy story games. 4) the roles of instructional materials were as a reference source for learners on grammar, vocabulary, pronunciation; as a source of stimulation and ideas for classroom activities. 5) English teacher had roles as facilitator, manager, explainer, motivator. 6) students' roles were students learning from teacher, students learn from other students, students as subject of learning, students as performer. 7) media used in teaching English were video, drama, board, text. 8) assessment used by teacher were test and non-test, test was divided into daily test, mid test, final test. Non-test was divided into every skill in teaching learning process.

Keywords: *inquiry-based learning*, teaching English

## 1. INTRODUCTION

English as an international language is important to be taught. It is used in many countries in the world than other languages. English as a foreign language is also one of school subjects in Indonesia. Studying English is important as English is essential for communication in the world. Most of Indonesian students consider that English is a difficult lesson. So far it seems difficult to teach them foreign language. It is because the different structure between Indonesian and English.

Ideally, teacher plays a role as a facilitator in the process of teaching learning. Students must practice actively in teaching learning process to comprehend the materials. This learning is called Inquiry-based Learning. Fauziati (2014: 158) states that inquiry is not merely searching for the right answer, but finding appropriate resolution for questions and issues. Harlen (2013: 11) declares that Inquiry in

education refers to seeking explanations or information by asking questions. Inquiry-based learning is teaching learning activity by involving students in teaching learning process. Students are suggested to look for the problem around, make hypothesis and then solve the problem. It requires students to be active participant. However the teacher's role in the learning process is as a facilitator.

Under the rules of Minister of National Education of Republic Indonesia number 41 of 2007 about the standard process for elementary and secondary education units, learning activities are teaching and learning process to gain the basic competence which is done in interactive, inspiring, joyful, challenging, motivating students to be active participant, and give more space to them to be innovative, creative, and self-directed according to their talent, interest, and physical and psychological development. The learning activities that are appropriate with the students' characteristic consist of exploration, elaboration, and confirmation.

The first step is exploration. It is an initial effort to build knowledge through increased understanding of a phenomenon. Fauziati (2014: 161) declares that exploration phase is to increase students' knowledge by implementing various active learning strategies. In this phase, students involve finding wide knowledge. They engage to be active participant.

Second is elaboration as teacher guide. Students are guided by the teacher in order to master the competence to be achieved. In this phase, the teacher givesome explanation and facilitated the students through discussion or doing assessment in order to get new idea.

The last step is confirmation. It is the last phase to evaluate the learning activity, provides confirmation of the result of the exploration and elaboration, solving the problem, and give motivation to students who are lack or have not actively participated.

One of favorite junior high school in Gemolong, Sragen is SMP Negeri 1 Gemolong located in Diponegoro street number 60 Gemolong, Sragen 57274. The basic religion of the school is Islam. The school curriculum is KTSP 2006. The process of teaching learning English in SMP Negeri 1 Gemolongis using Exploration, Elaboration, and Confirmation (EEK). While, there are various technique used by the teacher in exploration, elaboration, and confirmation in order to improve students' curiosity and abilityin English.

There are some previous researchers on the implementation of inquiry-based learning in teaching English. The first is Mudrikah (UMS, 2012) who conducted study entitled *The Implementation of Inquiry-Based Learning in Teaching Writing at the First Year of SMA Negeri 1 Gemolong, Sragen*. She focuses on the implementation of Inquiry-based Learning consist by the objective of teaching writing, material of teaching and classroom activity, and problem faced by the teacher in teaching writing using Inquiry-based Learning at the first year of SMA Negeri 1 Gemolong, Sragen.

The second is Sangadah (UMS, 2014) whostudied *The Implementation of Inquiry-Based Learning in Teaching English at SMA N 1 Boyolali in 2013/2014 Academic Year*. She focuses on the implementation of inquiry-based learning in teaching English at SMA N 1 Boyolali in 2013/2014 academic year.

Third, Fadlilah (UMS, 2015) who studied*The Implementation of Inquiry-Based Learning in Teaching Reading at the First Year of SMP Muhammadiyah 4 Surakarta*. She focuses on the implementation of inquiry-based learning in teaching reading and the problem faced by the teacher in implementing the method at the first year of SMP Muhammadiyah 4 Surakarta.

The next researcher, Nurjannah (UMS, 2015) whoconducted a study entitled *The Implementation of Inquiry Based Learning in Teaching Englishat the Seventh Grade of SMPN 2 Colomadu in 2014/2015 Academic Year*. She focuses on the implementation of inquiry based learning in teaching English at the seventh grade of SMPN 2 Colomadu in 2014/2015 academic year. It shows the learning objective, learning cycle, classroom technique, the role of students, teacher's role, the instructional material, and media.

The last, Sukma (UMS, 2015) studied *The Implementation of Inquiry-Based Learning for Teaching English at SMP Negeri 2 Grobogan in 2014/2015 Academic Year*. He focuses on the implementation of inquiry based learning in teaching English at SMP Negeri 2 Grobogan in 2014/2015 academic year. It shows learning objective, classroom procedure, classroom technique, the role of instructional material, teacher's role, learners' role, media, and type of assessment.

The English teaching learning process has different purpose in every teaching learning program. Then, inquiry-based learning is implemented differently in every school. teaching English in SMP Negeri 1 Gemolong also has different way to apply exploration, elaboration, and confirmation. The researcher conducts this study in order to know deeper the implementation of inquiry-based learning in teaching English by the teacher at SMP Negeri 1 Gemolong.

This research focused on the implementation of inquiry-based learning in teaching English. This research aimed to describe these following components; 1) learning objectives, 2) classroom procedures, 3) classroom techniques, 4) the role of instructional material, 5) teacher's role, 6) students' role, 7) media, and 8) types of assessment.

## **2. RESEARCH METHOD**

This study is descriptive qualitative research. The result of analysis is presented descriptively to answer the question in the problemstatement. According to Ritchie and Lewis (2003: 3), qualitative research involves an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. In this research, the place of the study was at SMP Negeri 1 Gemolong as junior high school located in Diponegoro street number 60 Gemolong, Sragen 57274. The subjects of the research were Mrs. WiwinWulandari, S.Pd. as the English teacherand the eighth grade students of class D and Eat SMP Negeri 1 Gemolong in 2015/2016 academic year. In class 8D there are 32 students consist by 16 male and 16 female and class 8E with 32 students consist by 14 male and 18 female. The object of the study was teaching English using inquiry-based learning applied by the teacher at the eighth grade of SMP Negeri 1 Gemolong in 2015/2016 academic year.

The methods of collecting data in this research were observation, interview, and document. The researcher observed the process of English teaching learning in the classroom and doing interview with the English teacher. The resercher got the data from event, informant, and document. Techniquesanalyzing data were data reduction, data display, conclusion and verification.

## **3. RESEARCH FINDING AND DISCUSSION**

The researcherdescribes the process of teaching English using Inquiry-based Learning at SMP Negeri 1 Gemolong in 2015/2016 academic year. This chapter consists of research finding and discussion.

### **3.1 Research Finding**

The researcher described the finding of the research of the implementation of inquiry-based learning in teaching English at the eighth grade of SMP Negeri 1 Gemolong in 2015/2016 academic year. The research finding is divided into eight parts, namely; 1) learning objectives, 2) classroom procedures, 3) classroom techniques, 4) instructional materials, 5) teacher's role, 6) students' role, 7) media, and 8) type of assessment.

#### **3.1.1 Learning objectives**

Learning objectives are divided into two, namely general learning objectives and specific learning objectives. The general objective is the students' ability after learning one subject in a period. Specific learning objective divided into every unit materials. The general learning objectives of teaching English was written on curriculum KTSP. The purpose of teaching English in secondary school is to make the students achieved functional level; communicate orally and written in order to solve problems in daily

life. The general learning objectives are to make the students master four English skills including speaking, listening, reading, and writing. The specific learning objectives in teaching English stated in the syllabus and lesson plan. The specific learning objectives divided into every chapter of the English materials.

### 3.1.2 Classroom procedures

Based on the observation in the class on January – February 2016 and interview with Mrs. Wiwin, the researcher found that the English teacher at SMP Negeri 1 Gemolong has implemented inquiry-based learning in the classroom. The teacher used Exploration, Elaboration, and Confirmation (EEK). There are three phases in teaching learning process, namely pre-teaching, while-teaching, and post-teaching.

In pre-teaching activity, the teacher prepared the students to be ready for learning activity. In beginning teaching learning process, the teacher greeted the students, checking the students' attendance and condition. The teacher also reviewed materials discussed in the last meeting. The teacher asked the students to mention what they have learned in the last meeting. The teacher also told to students about material that will discuss in that day. Below adapted from observation in the classroom.

Teacher : "Assalamu'alaikum Wr. Wb."

Students : "Wa'alaikumsalam Wr. Wb."

Teacher : "Good morning students!"

Students : "Good morning Miss"

Teacher : "Are you still sleepy now?"

Students : "Yes."

Teacher : "OK. Stand up please! Now, touch your eyes... touch your nose... touch your mouth... close your eyes... touch your friend's nose, still close your eyes, please!"

Students : (do what the teacher's direct)

Teacher : "are you still sleepy now?"

Students : "No, Miss."

Teacher : "Now, sit down please! Who's absent today?"

Students : "No one, Miss."

In while-teaching the teacher used exploration, elaboration, and confirmation. In exploration, the teacher enables the students to explore wide knowledge about the material. For example, the teacher explained about narrative text and invite the students to mention kind of narrative text that they know. The teacher also gave an example of narrative text by playing a video about "*Ande-ande Lumut*". The students are enthusiast to learn narrative text, because the teacher played an interesting video. In elaboration, the teacher gave explanation and assignment to deepen students' understanding of the materials. The teacher asked the students to solve problem individually or in group with the teacher's guide. For example, the teacher asked the students to make a group to answer question based on video about narrative story. In confirmation, the teacher gave feedback and confirmation to the result of exploration and elaboration.

The last, in post-teaching the teacher gave opportunity to student ask about the materials that they did not understand yet. Before closing the meeting, the teacher also explained what will the students to do in the next meeting. Below adapted from observation in the classroom.

Teacher : "For the next meeting, please look for drama of narrative story with your group members. Then you should present your drama with your group. OK, because the time is over, see you next meeting. And don't forget with your assignment!"

Students : "Yes, Miss"

Teacher : "Wassalamu'alaikum Wr. Wb."

Students : "Wa'alaikumsalam Wr. Wb. Thank you Miss!"



### **3.1.3 Classroom Techniques**

Based on the observation, the researcher found that the teacher used some techniques in teaching learning process, such as identifying key words, reading text, discussion, role playing, comprehension, and crazy story games. The teacher used various techniques in applied exploration, elaboration and confirmation in teaching English at the eighth grade of SMP Negeri 1 Gemolong in 2015/2016 academic year.

In exploration, the teacher engaged the students to find extensive information about the material to be studied and learnt from various sources. Based on observation and interview, the researcher found that classroom techniques used by the teacher in exploration are; identifying key words and reading text on the textbook.

In elaboration, the teacher familiarized the students to read and write diversity of specific task. The teacher gave some explanation and facilitated the students through discussion or doing assessment. The teacher asked the students to think and solve the problem individually or in group. The researcher found that classroom techniques used by the teacher in elaboration activity are; discussion, role playing, comprehension, and crazy story games.

Confirmation is the last phase to evaluate the learning activity, provides confirmation of the result of the exploration and elaboration. The teacher gave scores to the students' work and appreciated students who get the highest score by giving applause. Sometimes, the teacher motivated the students who lack in their learning to study harder. The teacher provided positive feedback and gives motivation to students who are lack or have not actively participated. In this, the teacher gave correction and positive feedback for the students' result of learning activity.

### **3.1.4 The role of instructional material**

Based on observation, the researcher found that the role of instructional materials used in teaching learning process at SMP Negeri 1 Gemolong are; materials as another resource to improve learners' knowledge about grammar, vocabulary, pronunciation. The students used English material book and worksheet as other resources in learning English to improve their knowledge about grammar, vocabulary, pronunciation. Material as a source of stimulation and ideas for classroom activities. The teacher needs some materials resource that used for the classroom activities in teaching learning process. Materials used as the source for students' exercise.

### **3.1.5 Teacher's role**

The teacher has an important role in teaching learning activity. The teacher has many roles in teaching learning activity. Based on the observation in class at January – February 2016 and interview with Mrs. Wiwin as the English teacher, the researcher found that the teacher has important role to gain the learning objectives. The teacher facilitated the students with media and some source of material that made the students interest and help the students comprehend the material easily. The teacher was also managing the whole class during the learning activity. Besides that, the researcher found that the teacher also gave explanation during teaching learning activity. The teacher as explainer gave explanation in deliver the material to the students. It helps the students to understanding the material easily. The teacher as motivator stimulated the students in order to make them have enthusiasm and spirit to learn. Below adapted from observation in the classroom.

Teacher : "For speaking activity next meeting, please make a group consist by 7-8 students. Then, look for drama of narrative story. After that, every group should perform the drama in front of the class. You can search the story in the library or internet. But before you perform your drama, I will show you a video of narrative drama as the example in presenting drama in class."

### **3.1.6 Students' role**

Students as active participant have some role in teaching learning activity. Based on observation, the researcher found that during learning process in the classroom, the students learnt from the teacher during teaching learning process in the class. Besides that, the students also learnt from other students.

Students asked or get information about the materials from other students that have more knowledge. The students as subject of learning were participated actively in teaching learning process. They are not only listening to the teacher's explanation, but also engage to reveal their ideas and opinion. The students as performer means that they practiced and do something instructed by the teacher during teaching learning process in class. For example, the students make a group consist by 7-8 students to performing mini-drama about narrative story in front of the class.

### **3.1.7 Media**

Media in teaching learning activity help the students in understanding the materials. The researcher found that teaching learning process at the eighth grade of SMP Negeri 1 Gemolong used some media. The teacher used video to gave the students some materials that will be discussed. Drama performed by the students to improve their speaking ability. Board used for the teacher to write the materials and for the students write their opinion while answering question. Besides that the teacher used text to gave the students example of narrative story.

### **3.1.8 Type of assessment**

Assessment used by the teacher to know the students achievement after learning the materials. Based on observation and interview, the researcher found that the teacher used test and non-test as techniques in assessed the students ability.

The test divided into three; daily test that is conducted after finish discussing material in every chapter. The teacher gave some question to answer by the students individually on the answer sheet. Based on the observation on 9<sup>th</sup> February 2016, the teacher hold the daily test after finishing the materials of narrative text. Mid test was hold in every mid semester for all students in SMP Negeri 1 Gemolong in each semester. The exercises for the eighth grade students in SMP Negeri 1 Gemolong are multiple choice and essay form. The purpose of mid test is to evaluate students' ability and to prepare them to get final test. And the last is final test was hold at the end of every semester. The exercises for the eighth grade students of SMP Negeri 1 Gemolong are multiple choice and essay. The purpose of final test is to evaluate students in every semester and to know their progress after learning in one semester.

Non-test assessment was doing by the teacher gave some exercise to do by the students individually or in group. Non-test divided into every skill of English. For example; listening outcome, speaking outcome, and writing outcome. In listening outcome, the teacher asked the students to make a group consist by four members. The teacher played a video about narrative story entitled "*Ande-ande Lumut*" then the students discussed with their group to answering some question related to the story. In speaking outcome, the teacher asked the students to make a group to performing mini-drama about narrative story in the class. In writing outcome, the teacher asked the students to re-arrange puzzle paragraph into a good text, write the generic structure of the text, and write the moral value based on the text.

## **3.2 Discussion**

Based on the research finding, the researcher discussed the finding of the research of the implementation of inquiry-based learning in teaching English at the eighth grade of SMP Negeri 1 Gemolong in 2015/2016 academic year. There are some component that the researcher discusses based on the research finding above, they are; learning objectives, classroom procedure, classroom techniques, instructional materials, teacher's role, students' role, and type of assessment.

### **3.2.1 Learning Objectives**

Based on the research finding, the researcher found that the learning objectives in teaching English at the eighth grade of SMP Negeri 1 Gemolong were divide into two, namely; general learning objectives and specific learning objective. The general learning objectives of teaching English was written on curriculum KTSP. The general learning objectives are to make the students master four English skill including speaking, listening, reading, and writing. The specific learning objectives in teaching English stated in the

syllabus and lesson plan. The specific learning objectives divided into every chapter of the English materials.

### **3.2.2 Classroom Procedures**

Under the rules of Minister of National Education of Republic Indonesia number 41 of 2007 about the standard process for elementary and secondary education units, learning activities are teaching and learning process to gain the basic competence which is done in interactive, inspiring, joyful, challenging, motivating students to be active participant, and give more space to them to be innovative, creative, and self-directed according to their talent, interest, and physical psychological development. Fauziati (2014: 161) states that this activity conducted systematically through exploration, elaboration, and confirmation. There are three phases in teaching learning process of English in SMP Negeri 1 Gemolong, namely pre-teaching, while-teaching divide into exploration, elaboration, confirmation (EEK), and the last post-teaching. The learning process at the eight grade of SMP Negeri 1 Gemolong are as follows.

In pre-teaching activity, teacher prepares students to be ready for leaning activity. The teacher also reviewed materials that discussed in the last meeting. The teacher asked the students to mention what they have learned in the last meeting. The teacher also told to students about material that will discuss in that day.

There are three phases in while-teaching activity, they are; exploration, the teacher enables the students to explore wide knowledge about the materials. In elaboration, the teacher gave explanation and assignment to deepen students' understanding of the materials. In confirmation, the teacher give feedback and confirmation to the result of exploration and elaboration.

The last phase of learning process is post-teaching. In this, the teacher gave opportunity to the students ask about the material that they did not understand yet. The teacher also gave explanation about what the students to do in the next meeting.

### **3.2.3 Classroom Techniques**

Classroom technique of teaching English at the eighth grade of SMP Negeri 1 Gemolong is divided into three steps in classroom, namely; Exploration, Elaboration, and Confirmation. In exploration the teacher used identifying key words and reading text. In elaboration, teacher used discussion, role playing, comprehension, and crazy story games. In confirmation, the teacher gave positive feedback for the students' result of learning activity and scored to the students' work result.

### **3.2.4 The Role of Instructional Materials**

Cunningsworth (in Richards, 2001) summarizes the role of materials in language teaching as: 1) a resource for presentation materials, 2) a source of activities for learner practice and communicative interaction, 3) a reference source for learners on grammar, vocabulary, pronunciation, 4) a source of stimulation and ideas for classroom activities, 5) a syllabus, and 6) a support for less experienced teachers who have yet to gain in confidence.

Based on the research finding, the role of instructional materials in teaching learning process at SMP Negeri 1 Gemolong are as follows; materials as another resource to improve learners' knowledge about grammar, vocabulary, pronunciation; and as a source of stimulation and ideas for classroom activities. Teacher needs some materials resource that used for the classroom activities in teaching learning process. The researcher found that the role of materials used in SMP Negeri 1 Gemolong was appropriate with the theory by Cunningsworth.

### **3.2.5 Teacher's Role**

Based on the research, the researcher found that teacher has important role to gain the learning objectives. Teacher facilitates students with media and some source of material that made students interest and help the student comprehend the material easily. Teacher was also managing the whole class

during the learning activity. Besides that, the researcher found that teacher also give explanation during teaching learning activity. Teacher as explainer gives explanation in deliver the material to the students. It helps students understanding the material easily. Teacher as motivator stimulate students in order to make them have enthusiasm and spirit to learn.

### **3.2.6 Students' role**

The researcher found that the role of students in process of English teaching learning at the eight grade of SMP Negeri 1 Gemolong are; students learn from teacher, students learn from other students, students as subject, and students as performer.

### **3.2.7 Media**

Media in teaching learning activity help students in understanding the materials. The researcher found that teaching learning process at the eighth grade of SMP Negeri 1 Gemolong used some media. The teacher used video to give students some materials that will be discussed. The students performed drama to improve their speaking ability. Board used for the teacher to write the materials and for students write their opinion while answering question. Text used by the teacher to give students example of narrative story. Cameron (2001: 159) explains that stories offer a whole imaginary world, created by language that children can enter and enjoy, learning language as they go. Stories are frequently claimed to bring many benefits to young learners' classroom, including language development.

### **3.2.8 Type of Assessment**

Assessment is used by the teacher to know the students achievement after learning the materials. Based on the observation and interview, the researcher found that the teacher used test and non-test as techniques in assess students ability.

The test is divided into three; daily test that is conducted after finish discussing material in every chapter, mid test was hold in every mid semester for all students in SMP Negeri 1 Gemolong in each semester, and the last is final test was hold at the end of every semester. Non-test is divided into listening outcome, speaking outcome, and writing outcome.

## **4. CONCLUSION**

Based on the research result of the implementation of inquiry-based learning in teaching English at the eighth grade of SMP Negeri 1 Gemolong in 2015/2016 academic year, the researcher draws conclusion as follows.

### **4.1 Learning objectives**

There are two learning objectives in teaching learning process of English at SMP Negeri 1 Gemolong, they are; general learning objective and specific learning objective. The learning objective is based on syllabus.

### **4.2 Classroom procedures**

Classroom procedure of teaching learning English at the eighth grade of SMP Negeri 1 Gemolong divided into three phases, namely pre-teaching, while-teaching, and post-teaching. In while-teaching phase teacher used Exploration, Elaboration, and Confirmation (EEK).

### **4.3 Classroom Techniques**

The classroom techniques used in teaching learning English at the eighth grade of SMP Negeri 1 Gemolong is divided into every step in classroom procedure. In exploration phase used identifying key words and reading text. In elaboration used discussion, role playing, comprehension, and crazy story games. In confirmation, the teacher gave score to the students' work, provided positive feedback and gives motivation to the students.

#### 4.4 The role of instructional materials

The role of instructional materials in teaching learning English at the eighth grade of SMP Negeri 1 Gemolong was as a reference source for learners on grammar, vocabulary, pronunciation and as a source of stimulation and ideas for classroom activities.

#### 4.5 Teacher's Role

The roles of the teacher in English teaching learning process at the eighth grade of SMP Negeri 1 Gemolong are as facilitator, as manager, as explainer, and as motivator.

#### 4.6 Students' Role

The students of the eighth grade in SMP Negeri 1 Gemolong have some role in English teaching learning process, namely; students learn from teacher, students learn from other students, students as subject of learning, and students as performer.

#### 4.7 Media

The teacher used some media in teaching learning process at the eighth grade of SMP Negeri 1 Gemolong to support students' learning English. The media used by the teacher are video, board, drama, and text.

#### 4.8 Type of Assessment

The types of assessment used by the teacher were test and non-test. The test divided into three; daily test that is conducted after finish discussing material in every chapter, mid test was hold in every mid semester for all students in SMP Negeri 1 Gemolong in each semester, and final test was hold at the end of every semester. Non-test divided into every skill of English.

Based on the observation and interview, the researcher draws conclusion that the implementation of inquiry-based learning in teaching English at class 8D and 8E of SMP Negeri 1 Gemolong in 2015/2016 academic year, teacher has good enough and fully appropriate with the notion of inquiry-based learning in teaching learning process. Most of students in class 8D still need teacher's guide to do the activities. It just some of students who participated actively. Meanwhile, in class 8E most of the students participate actively in teaching learning process. It just some students who still need guiding from the teacher to do activities.

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