

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



**RESEARCH PAPER**

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

**Proposed by:**

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**ENGLISH DEPARTMENT  
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2016**

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**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING  
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IN 20015/2016 ACADEMIC YEAR**

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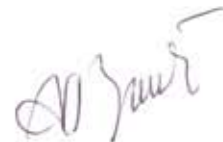
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IN TEACHING ENGLISH AT SMP NEGERI 1 GEMOLONG  
IN 20015/2016 ACADEMIC YEAR

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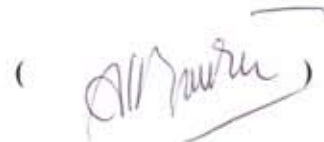
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## **MOTTO**

◆ **Never give up on what you really want to do. The person with big dream is more powerful than the one with all facts. (Albert Einstein)**

◆ **Just be you and you won't fail (Tony Gaskin)**

◆ **There is no effort without result (The Researcher)**

## **DEDICATION**

**This research paper is dedicated to:**

- ◆ **Allah SWT,**
- ◆ **The most precious woman, her beloved mother “Ngatini” who always support her, thank you for all the love that you have given,**
- ◆ **The hero who can not stay longer, her beloved father “Trimanto” in heaven, hope you proud of her there,**
- ◆ **The powerful man, her big brother “Doni” and her little brother “Arif” who always cheer her up and support her,**
- ◆ **Her beloved friends who always support and help her, and**
- ◆ **Almamater.**

## TESTIMONY

Herewith, I testify that in this research paper is my original work and there are no plagiarism of work published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography. Hence later, if there is plagiarism found in this research, I will be fully responsible for the clarification.

Surakarta, April 2016

Researcher



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The writer realized that this research paper did not perfect because of her limit capability. She hope that this research paper would be useful and helpful for the readers.

Surakarta, 2016

**Endang Lestari**



## ABSTRAK

**ENDANG LESTARI. A 320120092. THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING ENGLISH AT SMP NEGERI 1 GEMOLONG IN 2015/2016 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2016.**

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, menerangkan, 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

**ENDANG LESTARI. A 320120092. THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING ENGLISH AT SMP NEGERI 1 GEMOLONG IN 2015/2016 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2016.**

*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 techniques used in teaching English were problem solving, discussion, reading text, answering question, role playing, crazy story games, presentation. 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 as subject of learning, students as performer, students learn from other students. 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, and final test. Non-test was divided into every skill in teaching learning process.*

*Keywords: inquiry-based learning, teaching English*

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