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:

ENDANG LESTARI
A 320 120 092

ENGLISH DEPARTMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016
APPROVAL

THE IMPLEMENTATION OF INQUIRY-BASED LEARNING
IN TEACHING ENGLISH AT SMP NEGERI 1 GEMOLONG
IN 20015/2016 ACADEMIC YEAR

RESEARCH PAPER

Proposed by:

ENDANG LESTARI
A 320 120 092

Approved to be Examined by:

Consultant I
Prof. Dr. Endang Fauziati, M.Hum.
NIK. 274

Consultant II
Aryati Prasetyarini, S.Pd. M.Pd.
NIK. 725
ACCEPTANCE
THE IMPLEMENTATION OF INQUIRY-BASED LEARNING
IN TEACHING ENGLISH AT SMP NEGERI 1 GEMOLONG
IN 20015/2016 ACADEMIC YEAR

Prepared and Arranged by:
ENDANG LESEARI
A 320 120 092

Accepted by the Board of Examiners
School of Teacher Training and Education
on May 2016

Team of Board Examiners:
1. Prof. Dr. Endang Fauziati, M.Hum
   (Chair Person)
2. Aryati Prasetyarini, S.Pd. M.Pd
   (Secretary)
3. Muamaroh, Ph.D
   (Member)

Approved by:
School of Teacher Training and Education
Muhammadiyah University of Surakarta
Dean,
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

Endang Lestari

A 320 120 092
ACKNOWLEDGEMENT

Alhamdulillah, all praise to Allah SWT for the mercy and blessing that have given to the writer, so she can complete the research paper entitled “The Implementation of Inquiry-based Learning in Teaching English at SMP Negeri 1 Gemolong in 2015/2016 Academic Year” as a partial fulfillment of the requirement for getting Bachelor Degree in English Department, Muhammadiyah University of Surakarta.

The researcher is fully aware of people’s help and guidance. In this opportunity, the researcher would like to express her gratitude and appreciation to:

1. Prof. Dr. Harun Joko Prayitno as the dean of Teacher Training and Education Faculty of Muhammadiyah University of Surakarta,
2. Mauly Halwat Hikmat Ph.D, as the head of English Department who gave me the agreement for the writer’s title, for the research paper in addition to gave suggestion,
3. Prof. Dr. Endang Fauziati, M.Hum, as the first consultant, for her guidance and valuable advices during the process of writing this research paper,
4. Aryati Prasetyarini, S.Pd, M.Pd, as the second consultant who patiently gave me guidance and motivation,
5. Muamaroh, Ph.D, as the third consultant for her guidance,
6. Drs. Sigit Haryanto, M.Hum, as her academic advisor thanks for guiding her in the university lecture,
7. All of English Department lecturers of Muhammadiyah University of Surakarta,
8. Her beloved parents, for love and support that have given to her, hopefully you are proud of her,
9. Wiyono S.Pd. M.Pd, as the Head Master of SMP Negeri 1 Gemolong, for gave permission to carry out the research at the eight grade of the school,
10. Wiwin Wulandari S.Pd, as the English teacher of the eighth grade at SMP Negeri 1 Gemolong who has helped her to carry out the research in the class,
11. All of her beloved family who always gave her support and prayer,
12. Her beloved friends in campus, Finsa, Yunia, Meisinta, Menik, Wheny, Siti, Jessy, Ita, Kharisma, Rudi, Khasa, Agustina, Karlina, Vitri, Sylvi, Tiara, Amina, Okta, Neti, Pradika,
13. All of English Department generation ’12, keep strong and fighting guys!, and
14. Last but not least, those who cannot mention one by one, who have support her day by day.

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


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
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


**TABLE OF CONTENT**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover</td>
<td>i</td>
</tr>
<tr>
<td>Approval</td>
<td>ii</td>
</tr>
<tr>
<td>Acceptance</td>
<td>iii</td>
</tr>
<tr>
<td>Motto</td>
<td>iv</td>
</tr>
<tr>
<td>Dedication</td>
<td>v</td>
</tr>
<tr>
<td>Testimony</td>
<td>vi</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>vii</td>
</tr>
<tr>
<td>Abstrak</td>
<td>ix</td>
</tr>
<tr>
<td>Abstract</td>
<td>x</td>
</tr>
<tr>
<td>Table of content</td>
<td>xi</td>
</tr>
<tr>
<td>List of Table</td>
<td>xv</td>
</tr>
<tr>
<td>List of Picture</td>
<td>xvi</td>
</tr>
<tr>
<td><strong>Chapter I: INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Limitation of the Study</td>
<td>3</td>
</tr>
<tr>
<td>C. Problem Statement</td>
<td>4</td>
</tr>
<tr>
<td>D. Objective of the Study</td>
<td>4</td>
</tr>
<tr>
<td>E. Significance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>F. Research Paper Organization</td>
<td>5</td>
</tr>
<tr>
<td><strong>CHAPTER II: REVIEW OF RELATED LITERATURE</strong></td>
<td>7</td>
</tr>
<tr>
<td>A. Previous Study</td>
<td>7</td>
</tr>
<tr>
<td>1. Mudrikah’s Work</td>
<td>7</td>
</tr>
<tr>
<td>2. Sangadah’s Work</td>
<td>8</td>
</tr>
<tr>
<td>3. Fadlilah’s Work</td>
<td>8</td>
</tr>
<tr>
<td>4. Nurjannah’s Work</td>
<td>9</td>
</tr>
<tr>
<td>5. Sukma’s Work</td>
<td>10</td>
</tr>
<tr>
<td>6. The Position of the Current Study</td>
<td>10</td>
</tr>
<tr>
<td>B. Underlying Theory</td>
<td>13</td>
</tr>
</tbody>
</table>
1. Inquiry-based Learning................................................................. 13
   a. Notion of Inquiry-based Learning.............................................. 13
   b. Characteristics of Inquiry-based Learning................................. 14
   c. Procedures of Inquiry-based Learning........................................ 15
   d. The Application of Inquiry-based Learning in Indonesia.......... 16
2. Teaching Component .................................................................... 18
   a. Learning objectives .................................................................... 18
   b. Classroom procedures ............................................................. 19
   c. Classroom techniques ............................................................... 21
   d. The Role of Instructional Material ............................................. 25
   e. Teacher’s Role ........................................................................... 25
   f. Students’Role .............................................................................. 26
   g. Media .......................................................................................... 26
   h. Types of Assessment .................................................................. 27

CHAPTER III: RESEARCH METHOD ......................................................... 30
   A. Type of Research ........................................................................ 30
   B. Place and Time of the Research .................................................. 30
   C. Subject and Object of the Research .......................................... 31
   D. Data and Data Sources ............................................................... 31
   E. Method of Collecting Data ......................................................... 32
   F. Technique for Analyzing Data .................................................... 33

CHAPTER IV: RESEARCH FINDING AND DISCUSSION ...................... 34
   A. Research Finding................................................................. 34
      1. Learning Objectives .............................................................. 34
         a. General Learning Objective ............................................... 35
         b. Specific Learning Objective ............................................... 35
      2. Classroom procedures .......................................................... 37
         a. Pre-Teaching ..................................................................... 37
         b. While-Teaching ................................................................. 37
c. Post-Teaching ................................................................. 39

3. Classroom techniques ....................................................... 39
   a. Classroom Technique Used in Exploration ................. 40
   b. Classroom Technique Used in Elaboration ............... 41
   c. Classroom Technique used in Confirmation ............. 43

4. Instructional Materials ...................................................... 44
   a. Kind of Instructional Materials .................................. 44
   b. The role of Instructional Materials .......................... 46

5. Teacher’s Roles .................................................................. 48
   a. Teacher as Facilitator .............................................. 48
   b. Teacher as Manager ............................................... 48
   c. Teacher as Explainer .............................................. 49
   d. Teacher as Motivator .............................................. 49

6. Students’ Roles .................................................................. 50
   a. Students learning from teacher .............................. 50
   b. Students learning from other students .................. 50
   c. Students as Subject of Learning ............................. 51
   d. Students as Performer .......................................... 51

7. Media .................................................................................. 52
   a. Video ........................................................................ 52
   b. Drama ........................................................................ 53
   c. Board ........................................................................ 53
   d. Text ........................................................................ 54

8. Types of Assessment .......................................................... 54
   a. Test ........................................................................ 54
   b. Non-test .................................................................. 55

B. Discussion ........................................................................ 58

CHAPTER V: CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGESTION ................................................................. 67

A. Conclusion ................................................................. 67
B. Pedagogical Implication ................................................................. 69
C. Suggestion .......................................................................................... 70

BIBLIOGRAPHY

LIST OF APPENDIX

Foto
Jadwal Observasi
Field Note
Interview
Teacher’s Document
Permohonan Ijin Riset
Ijin Riset
Surat Keterangan Observasi
## LIST OF TABLE

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The Different between Current Study and Previous Study</td>
<td>11</td>
</tr>
<tr>
<td>4.1</td>
<td>Learning Objectives</td>
<td>36</td>
</tr>
<tr>
<td>4.2</td>
<td>Classroom Techniques</td>
<td>44</td>
</tr>
<tr>
<td>4.3</td>
<td>Instructional Materials</td>
<td>47</td>
</tr>
<tr>
<td>4.4</td>
<td>Teacher’s role</td>
<td>49</td>
</tr>
<tr>
<td>4.5</td>
<td>Students’ role</td>
<td>52</td>
</tr>
<tr>
<td>4.6</td>
<td>Media</td>
<td>54</td>
</tr>
<tr>
<td>4.7</td>
<td>Types of Assessment</td>
<td>57</td>
</tr>
<tr>
<td>4.8</td>
<td>The Similarities between Current Findings and Previous Findings</td>
<td>63</td>
</tr>
<tr>
<td>4.8</td>
<td>The Differences between Current Findings and Previous Findings</td>
<td>65</td>
</tr>
</tbody>
</table>
# List of Picture

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image 1</td>
<td>Exploration cycle</td>
<td>38</td>
</tr>
<tr>
<td>Image 2</td>
<td>Identifying Key Words</td>
<td>40</td>
</tr>
<tr>
<td>Image 3</td>
<td>Reading Text Aloud</td>
<td>41</td>
</tr>
<tr>
<td>Image 4</td>
<td>Group Discussion</td>
<td>42</td>
</tr>
<tr>
<td>Image 5</td>
<td>Role Playing</td>
<td>42</td>
</tr>
<tr>
<td>Image 6</td>
<td>Comprehension</td>
<td>43</td>
</tr>
<tr>
<td>Image 7</td>
<td>Crazy Story Game</td>
<td>43</td>
</tr>
<tr>
<td>Image 8</td>
<td>Students’ Handbook</td>
<td>45</td>
</tr>
<tr>
<td>Image 9</td>
<td>Video Narrative Story</td>
<td>45</td>
</tr>
<tr>
<td>Image 10</td>
<td>Student Learn from other Student</td>
<td>51</td>
</tr>
<tr>
<td>Image 11</td>
<td>Students as Subject of Learning</td>
<td>51</td>
</tr>
<tr>
<td>Image 12</td>
<td>Students as Performer</td>
<td>51</td>
</tr>
<tr>
<td>Image 13</td>
<td>Video as Media</td>
<td>52</td>
</tr>
<tr>
<td>Image 14</td>
<td>Students Performed Mini-drama</td>
<td>53</td>
</tr>
<tr>
<td>Image 15</td>
<td>Board as Media</td>
<td>53</td>
</tr>
<tr>
<td>Image 16</td>
<td>Text as Media</td>
<td>54</td>
</tr>
<tr>
<td>Image 17</td>
<td>Listening Outcome</td>
<td>56</td>
</tr>
<tr>
<td>Image 18</td>
<td>Speaking Outcome</td>
<td>56</td>
</tr>
<tr>
<td>Image 19</td>
<td>Writing Outcome</td>
<td>57</td>
</tr>
</tbody>
</table>