

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is an important thing in the world. It constitutes an activity of transferring knowledge by people to others. In Indonesia, education is held from kindergarten up to university. Government gives more attention to education by making some regulations. Based on Government Regulation of Republic Indonesia number 47 of 2008 about education, child must have education for at least nine years. It begins from elementary education in elementary school up to secondary education in junior high school.

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.

There are four important skills for English mastery, namely listening, speaking, reading, and writing. Goodwyn (2005: 1) states that the subject 'English' is vitally important and described as the most important subject of all school, principally because the four skills are needed to a greater or lesser degree in every other school subject, and for adult life. Learning English in the middle school is directing to improve language ability, including listening, speaking, reading, and writing.

Ideally, teacher plays a role as a facilitator in the process of teaching and learning. Students must practice actively in teaching learning process to comprehend the materials. This learning is called Inquiry-based Learning. According to Fauziati (2014: 158) 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.

Teaching is guiding the learner to learn, and setting a pleasing condition for learning. Teaching English in Indonesia is harder than teaching Indonesian, because English as a foreign language is more complicated. That is why students consider that English is a difficult lesson. Teacher as educator makes students participate actively, and makes them critical. One of the teaching learning methods to gain the goal is using inquiry-based learning. One of the reasons to use inquiry-based learning is because it is to actively involve students in the learning process.

Under the rule 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 is exploration. Fauziati (2014: 161) states that it is an initial effort to build knowledge through increased understanding of a phenomenon. Exploration phase is to increase students' knowledge by implementing various active learning strategies. In this phase, the students involve finding wide knowledge. They engage to be active participant.

Second is elaboration as teacher guide. the students are guided by the teacher in order to master the competence to be achieved. In this phase, the teacher gives some explanation and facilitates 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, to provides confirmation of the result of the exploration and elaboration,

solving the problem, and give motivation to the students who are lack or have not actively participated.

In English teaching learning process, teacher needs to design a lesson plan which includes teaching method, classroom management, and media. The teaching learning activity should be appropriate with the situation in order to make students gain the goal of learning.

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 Gemolong is 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 ability in English.

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.

Based on the background of the study the researcher is interested in carrying out a study on "THE IMPLEMENTATION OF INQUIRY-BASED LEARNNG IN TEACHING ENGLISH AT SMP NEGERI 1 GEMOLONG IN 20015/2016 ACADEMIC YEAR".

B. Limitation of the Study

The researcher analyse Inquiry-based Learning applied by the English teacher in teaching English at the eighth grade students of SMP Negeri 1 Gemolong in 2015/2016 academic year.

C. Problem Statement

Based on the background of the study, the general question is “How is the implementation of teaching English using Inquiry-based learning at SMP Negeri 1 Gemolong in 2015/2016 academic year?”

This general question is specified into several subsidiary questions as follows.

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 the teacher in teaching English?
5. What are the teacher's roles in teaching English?
6. What are the students' roles in teaching English?
7. What are the media used by the teacher in teaching English?
8. What are the types of assessment used by the teacher in teaching English?

D. Objective of the Study

Based on the research problems, the study aims to describe the implementation of inquiry-based learning in teaching English at SMP Negeri 1 Gemolong in 2015/2016 academic year. This objective of study is specified into several subsidiary objectives. It is to describe:

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

E. Significance of the Study

After analyzing the problems, the researcher would like to get theoretical and practical benefits as follows.

1. Theoretical Benefit

According to the academical, this research is expected to increase the scientific discourse especially about teaching English using inquiry-based learning in teaching English at junior high school. In addition, it gives some fruitful things to the English teaching technique.

2. Practical Benefit

- a. For the other researchers, this research gives some reference for those who are want to conduct a research in teaching learning analysis, especially teaching English using inquiry-based learning.
- b. For the readers, they will get more knowledge about teaching English using inquiry-based learning.
- c. For the writers, she can get larger knowledge and experience about teaching English, especially teaching English using inquiry-based learning at junior high school.

F. Research Paper Organization

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

Chapter I is introduction which consist of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature which consists of two parts. The first is previous study. The second is underlying theory including inquiry-based learning and component of teaching learning process.

Chapter III is research method which consist of type of research, subject and object of the research, time and place of the research, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. In this chapter, the researcher discuss the implementation of inquiry-based learning in teaching English at the eight year student of SMP Negeri 1 Gemolong in 2015/2016 academic year.

Chapter V is conclusion, pedagogical implication, and suggestion. Beside the last part, the writer gives bibliography and appendix.