

CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, scope of the study, research problems, object of the study, significance of the study, and the last is research paper organization.

A. Background of the Study

In Indonesia, English is categorized as a foreign language. It is not our language and it has different word and structure with our language. English becomes an important language in Indonesia. In Indonesia, English as a world language and education reform undergoes several changes. English is the first language obliged to be taught at junior and senior high school determined by central government policy. English is an International language which is used for International communication. So, in order to know information from the world we are demanded to master English language.

In Junior High School, teaching English consists of four language skills, namely listening, reading, speaking, and writing. English is not the most widely spoken language in the world in terms of the number of native speakers. English is important as a world language, because people in the world use English language for doing business.

Language teaching is described as creating situation that promotes second or foreign language use. It is also interactive process between teacher and students or group of students in getting knowledge, skill or attitude of learner. The aim of language teaching, especially a foreign language teaching is for communication. Here the students learn English in order to be able to communicate in English. Language is implicated in some ways or others in all educational activity. To improve student ability in English, the teacher uses many methods in the learning process. The school uses Inquiry-based Learning method. In Inquiry-based Learning, there are three aspects namely exploration, elaboration, and confirmation. According to the Principal of SMP Negeri 2 Sawit Boyolali, teaching English activity at the

school uses School Based Curriculum that is KTSP or 2006 Curriculum and the teacher of English implements exploration, elaboration, and confirmation in the teaching-learning process. And, the teacher is using various technique and media in this method to develop students' ability in English. However, the implementation of exploration, elaboration, and confirmation for teaching English has different way to deliver the materials which are taught at every school. SMP Negeri 2 Sawit Boyolali also has the different way to implement exploration, elaboration, and confirmation (EEK) in teaching English. The researcher needs to conduct such research to know deeper the implementation Inquiry-Based Learning at SMP Negeri 2 Sawit Boyolali, especially in eighth grade students.

According to Fauziati (2014:158)" inquiry is a seeking for truth, information, or knowledge by questioning". The process of inquiring begins with gathering information thorough applying the human sense is seeing, hearing, tasting, and smelling. In the process of inquiry, students construct much of their knowledge and inquiry-based learning for educators, given emphasis on the development of inquiry skills and nature inquiring attitudes or habits that enable individuals to continue the quest for knowledge throughout life. It is stated in the process standard of inquiry-based learning is under Education Ministry Regulation 41, the year of 2007 that every teacher should make lesson plans to foster the teaching and learning process to be interactive, inspiring, joyful, challenging, and motivating. The process activity of inquiry-based learning is conducted systematically through exploration, elaboration, and confirmation.

The first is exploration. It is an initial effort to build knowledge to understand a phenomenon. It is employed to expand and deepen student's knowledge by implementing active learning strategies. This exploration is used as a preparation activity. The students are given time to learn vocabulary, expression and grammar. The teacher facilitates the gathering of knowledge and experiences, and observations of the students.

The second is elaboration. The teacher guides using clear explanation. The teacher elaborates strategy in order to make students get the skill. Students need to see and practice clearly and students must have the new ideas or skill represent. So,

they may easily compare this new idea with their knowledge. It also could involve taking the students through a step-by-step process.

The last is confirmation. The phase is intended to help students finish restructuring old knowledge structures, applying and transferring the new idea to new situations. The teacher gives student feedback about some errors and give enforcement about the language used. The teacher should act as the mediator between the student's prior knowledge and the scientific view of the new idea.

In English teaching learning process, the teacher gained knowledge and lesson of implementing inquiry-based learning from the government. It is also already implemented in this school based on the government propose in education. The schools try to implement inquiry-based learning because the teacher in teaching learning process. The researcher thinks that the reasons of using inquiry-based learning are providing a means to actively involve students in the learning process. The teacher gives students more opportunity in learning process, gains a deeper understanding of the concept, and becomes better critical thinkers. The teacher also improves student's ability in English language, increases vocabulary, and makes the students enjoy studying English in class. The researcher needs to conduct such a research in order to know deeper about the implementation of Inquiry-based Learning in teaching of English the 8th grade students of SMP Negeri 2 Sawit Boyolali.

Based on the phenomena above, the writer is interested in The Implementation of Inquiry-Based Learning in Teaching English to the 8th Grade Students of SMP Negeri 2 Sawit, Boyolali in 2015/2016 Academic Year.

B. Scope of the Study

In this research, the writer has limited the study and it is impossible for the research to grip all problems. The writer scope of the study is as follows.

1. Object

The researcher focuses on implementation of inquiry-based learning in teaching English to the 8th grade students of SMP Negeri 2 Sawit, Boyolali in 2015/2016 academic year. The implementation of inquiry-based learning of teaching English are is follows:

- a. The learning objectives
- b. The classroom procedures
- c. The classroom techniques used by teacher
- d. The instructional materials used by teacher
- e. The teachers roles
- f. The students roles
- g. The media
- h. The types of assessments

2. Subject

The researcher is limited to English teacher and the eighth grade students of SMP Negeri 2 Sawit Boyolali in 2015/2016 academic year.

C. Research Problem

Based on the research problem this research focuses the problem statements as follows:

1. What is the learning objective of teaching English in SMP Negeri 2 Sawit Boyolali?
2. What is the classroom procedure of teaching used by teacher in SMP Negeri 2 Sawit Boyolali?
3. What is the classroom technique of teaching used by teacher in SMP Negeri 2 Sawit Boyolali?
4. What is the role of instructional materials of teaching English used by teacher in SMP Negeri 2 Sawit Boyolali?
5. What is the teacher role of teaching English in SMP Negeri 2 Sawit Boyolali?
6. What is the student role of teaching English in SMP Negeri 2 Sawit Boyolali?
7. What is the media of teaching English used by teacher in SMP Negeri 2 Sawit Boyolali?
8. What is the type's assessment of teaching English used by teacher in SMP Negeri 2 Sawit Boyolali?

D. Objective of the Study

Based on the problem above, the writer has following objective the implementation inquiry-based learning in teaching English to the 8th grade students of SMP Negeri 2 Sawit, Boyolali. This research will be focused on inquiry-based learning of teaching follows as:

1. The learning objectives in teaching English
2. The classroom procedures in teaching English
3. The classroom technique used by teacher in teaching English
4. The roles of instructional materials used by teacher teaching English
5. The teacher's roles in teaching English
6. The student's roles in teaching English
7. The media used by teacher in teaching English
8. The types of assessments used by teacher in teaching English.

E. Significance of the Study

This is significance of the study the first theoretical significance and practical significance. The researcher hopes some benefit from this study:

1. Theoretical Significance
 - a. The English teacher knows and understands the important teaching English using inquiry-based learning?
 - b. The research can be useful to other researchers who want to conduct a research related to the theme that is implementation of inquiry-based learning.
2. Practical Significance
 - a. For teacher, the writer will help teacher understanding about implementation inquiry-based learning in teaching of English.
 - b. For student, the researcher will help learners understanding about implementation inquiry-based learning in teaching of English.

F. Research Paper Organization

This research paper organization there is five types. This chapter one is introduction, the chapter two is underlying theory, the chapter three is research

method, the chapter four is finding and discussion, and the last is conclusion, pedagogical implication and suggestion.

Chapter I is introduction. This chapter consist of the first is background of the study, scope of the study, research question, objective of the study, significance of the study, and the last is research paper organization.

Chapter II is review of related literature. This chapter contains notion of inquiry-based learning, characteristics of inquiry-based learning, and procedure inquiry-based learning. The second is teaching component consist of learning objectives, classroom procedures, classroom techniques, the roles instructional of materials, teacher roles, students roles, media, and types of assessment.

Chapter III is research method. This chapter consists of type of the research, object of the study, subject of the study, data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter consists of learning objectives, classroom procedures, classroom technique, the roles of instructional material, teacher roles, student's role, media, and types of assessment.

Chapter V is conclusion, pedagogical implication, and suggestion.