

**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN
TEACHING READING AT THE FIRST YEAR OF MTS AL ISLAM
MRANGGEN IN 2014/2015 ACADEMIC YEAR**



RESEARCH PAPER

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

by

WULAN SEPTI ANITASARI

A320110203

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2016

APPROVAL

**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING
READING AT THE FIRST YEAR OF MTS AL-ISLAM MRANGGEN IN
2015/2016 ACADEMIC YEAR**

RESEARCH PAPER

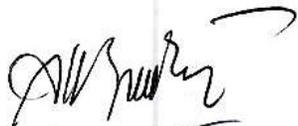
by

WULAN SEPTI ANITASARI

A320110203

Approved to be Examined by Consultant team

First Consultant



Aryati Prasetyarini, M. Pd.

NIK. 725

Second Consultant



Nur Hidayat, M. Pd.

NIK. 771

ACCEPTANCE

THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING READING AT THE FIRST YEAR OF MTS AL-ISLAM MRANGGEN IN 2015/2016 ACADEMIC YEAR

Accepted and Approved by board of Examiners

School of Teacher Training and Education

Muhammadiyah University of Surakarta

on May 10 2016

Team of Examiners:

1. Aryati Prasetyarini, M. Pd.

(Chair Person)

2. Nur Hidayat, M. Pd.

(Member I)

3. Drs. Djoko Srijono, M. Hum.

(Member II)

()

()

()



Dean


Prof. Dr. Harun Joko Prayitno, M. Hum.

NIP. 19650428199303001

PRONOUNCEMENT

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a certain university, nor there are opinions or masterpieces which have been written or published, except those in which the writing are referred in the manuscript and mentioned in the literary review and bibliography.

Hence, if only there will be any incorrectness proved in the future in my statement above, I will be fully responsible.

Surakarta, May 10, 2016

The Writer



Wulan Septi Anitasari

MOTTO

- ✓ The greatest glory in living lies not in never falling, but in rising every time we fall.

Nelson Mandela

- ✓ “Verily, with every difficulty there is relief“

QS. Al-Insyirah: 6

DEDICATION

This research paper is dedicated to:

1. My beloved Parents,
2. My beloved brothers and sisters,
3. My special Ex,
4. My beloved son,
5. My beloved friends, and
6. My big family,

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

The writer wishes to express her greatest gratitude to the Almighty ALLOH SWT for His blessing and His guidance that she can finish her research paper. The writer realized that without the help of others, it is impossible for her to finish her research paper. On this opportunity, the writer would like to express her gratitude to the following person:

1. Mrs. AryatiPrasetyarini as the first advisor who has guided the writer in the research paper process,
2. Mr. NurHidayat as the second advisor who was guided the writer too,
3. Mr. Mahmudi as a WaKaKurrikulum of MTs Al-Islam Mranggen who gave the writer permission to do observation at his school,
4. Mrs. Heni as an English teacher in MTs Al-Islam Mranggen who has guided the writer in doing observation at her class,
5. The students at the first year of MTs Al-Islam Mranggen who were welcome and enthusiastic to the writer,
6. All the staff of MTs Al-Islam Mranggenfor their help and support during the research,
7. To her beloved parents for their pray and all they have done to her. Thank you, God must love her cause He has sent both of you as her parents. She loves you very much,

8. To her beloved brothers, Faisal and Usman, who was always support her although we seldom meet. She is thankful so much, because they are good brothers who always support her every times,
9. To her beloved sisters, Fauzi and Hesti, who give the writer pray and her support to the writer, her advices become better person,
10. To her beloved son, Adam Al-Hafidz, who always motivates her,
11. To all of best friend in Muhammadiyah University: Okta, Dini, Tyas, Meita, Mona, Robeah, Kunkun, Fauzi, Umbrus, Gupik, Jafar, Wikan, Arbidin, Ismail, Ma Soleh, Ndolor, Adi, Yasin. All of you guys, she love you so much. For four year we were together and did anything together. Smile, laugh, cry, sad, angry, together we are. Just remember it and do not forget it,
12. To all of her friend in PD IPM Sukoharjo: MbakPuput, WulanYul, Iit, Iyum, Istiqomah, Dini, Ganis, Fatikha, Emi, KakMamat, Hajri, Pendri, Andi, Surya, Didik, Muslich, Pujik, almost 6 years we were work together in organization and gave the writer much experience and advices to be better and better. She proud of you guys, and will miss our moments, and
13. To all the people that can't be mentioned one by one, thank you very much for being part of her life.

The writer realizes that this study is still far from being perfect. However she hopes that this research paper is useful for the readers who want to develop their knowledge

Sukoharjo, 17 Mei 2016

The writer

W.S.A.

**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING
READING AT THE FIRST YEAR OF MTS AL-ISLAM MRANGGEN IN
2014/2015 ACADEMIC YEAR**

ABSTRACT

This research aims at describing the implementation of Inquiry-based Learning in teaching reading and the problems faced by the teacher in implementing the method at the first year of MTs Al-Islam Mranggen. The writer gets the data of this research from event, informant and document. The methods of collecting data are observation, interview, and documentation. This research uses descriptive qualitative. The steps for analysis data are data reduction, data display also conclusion and verification. The results of the analysis show that: 1) Inquiry-based Learning was conducted in teaching reading at the first year of MTs Al-Islam Mranggen following three stages namely, exploration, elaboration, and confirmation. The implementation of method was less complete because the activities in standard process were not implemented in teaching reading fully. 2) the problem faced by the teacher in implementing the method were lack of knowledge about Inquiry-based Learning on how to implement the method, class management, limited time, lack of material and lack of teaching media. The solutions for the problems are: a) the headmaster should give evaluation to the teacher in using method and media in teaching learning process and give chance for the teacher to follow the seminar, teaching training and workshop. b) the teacher should have knowledge before they implement this method in the class, so in teaching learning process there will be no misunderstanding.

Keywords :Implementation, Inquiry-based learning, teaching reading

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran berbasis Kirim dalam mengajar membaca dan permasalahan yang dihadapi oleh guru dalam melaksanakan metode pada tahun pertama MTs Al-Islam Mranggen. penulis mendapatkan data dari penelitian ini dari acara, informan dan metode document. The pengumpulan data adalah observasi, wawancara, dan dokumentasi. Penelitian ini menggunakan deskriptif kualitatif. Langkah-langkah untuk analisis data adalah reduksi data, display data yang juga kesimpulan dan verification. The hasil analisis menunjukkan bahwa: 1) Pembelajaran berbasis Kirim dilakukan dalam mengajar membaca pada tahun pertama MTs Al-Islam Mranggen berikut tiga tahap yaitu, eksplorasi, elaborasi, dan konfirmasi. Penerapan metode itu kurang lengkap karena kegiatan dalam proses standar tidak diterapkan dalam mengajar membaca sepenuhnya. 2) masalah yang dihadapi oleh guru dalam melaksanakan metode yang kurangnya pengetahuan tentang Pembelajaran berbasis Kirim tentang bagaimana menerapkan metode, manajemen kelas, waktu yang terbatas, kurangnya bahan dan kurangnya media pembelajaran. Solusi untuk masalah ini adalah: a) kepala sekolah harus memberikan evaluasi untuk guru dalam menggunakan metode dan media dalam proses belajar mengajar dan memberikan kesempatan bagi guru untuk mengikuti seminar, mengajar pelatihan dan lokakarya. b) guru harus memiliki pengetahuan sebelum mereka menerapkan metode ini di kelas, sehingga dalam proses belajar mengajar tidak akan ada kesalahpahaman.

Kata Kunci :Implementation, Inquiry-based learning, teaching reading

TABLE OF CONTENT

Content	Page
TITLE	i
APPROVAL	ii
ACCEPTENCE.....	iii
PRONOUNCEMENT	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
ABSTRAK.....	x
TABLE OF CONTENT.....	xi
CHAPTER 1: INTRODUCTION.....	1
A. Background of the Study.....	1
B. Limitation.....	4
C. Problem Statement.....	4
D. Objective of the Study.....	4
E. Significance of the Study.....	5
1. Practical Significance.....	5

2. Theoretical Significance.....	5
F. Research Paper Organization.....	6
CHAPTER II: REVIEW OF RELATED LITERATURE.....	7
A. Previous Study.....	7
B. Teaching Reading.....	10
1. Notion of Reading.....	10
2. Teaching Reading.....	11
3. Type of Reading.....	12
C. Method of Inquiry-Based Learning	14
1. Notion of Method	14
2. Notion of Inquiry-based Learning	15
3. Characteristics of Inquiry-based Learning.....	15
D. The Implementation of Inquiry-based Learning in	16
1. Teaching Reading	16
2. Exploration	17
3. Elaboration.....	18
CHAPTER III: RESEARCH METHOD.....	19
A. Type of the Research.....	19
B. Subject of the Study.....	19

C. Object of the Study.....	20
D. Data and Data Source.....	20
E. Method of Collecting Data.....	20
F. Technique for Analyzing Data.....	21
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	23
A. Research Finding.....	23
1. The Implementation of Inquiry-based Learning in Teaching Reading.....	23
2. Problem Faced in Implementing IBL.....	37
B. Discussion.....	42
CHAPTER V: CONCLUSION AND SUGGESTION.....	49
A. Conclusion.....	49
B. Suggestion.....	49

BIBLIOGRAPHY

APPENDIX