

CHAPTER I

INTRODUCTION

A. Background of the Research

School Level Based Curriculum (SLBC) or *Kurikulum Tingkat Satuan Pendidikan* is often abbreviated to *KTSP* in Indonesia. It is a new trend to shift in responsibility for curriculum decision making to teachers. This shift stems from beliefs that teachers who are implementing them should make curriculum decisions and that all should share the decisions that are involved. Those aspects of trend give the school and its teacher's greater autonomy in curriculum decision.

Curriculum is a set of plans and rules about goals, contents, and learning materials as well as the way of using it as guidance for implementation of learning activities that is aimed at a specific goal National Education Standardized Institution (*BSNP*, 2006). *KTSP* is an operational curriculum which is prepared and implemented in each educational unit. SLBC consists of the target education of level based education, structure and contents of curriculum in educational unit level, educational calendar and syllabus.

Although *KTSP* varies between one and other schools, Government gives some regulations stated in Governmental Regulation (PP) No. 19, 2005 concerning National Standard of Education (SNP). It consists of: standard of content, standard competence of graduate, standard of process, standard of educator and administrator, standard of medium and infrastructure, standard of

funding, and standard of assessment. Furthermore, all standards are ruled by *Permendiknas*.

School Level Based Curriculum gives greater autonomic, teachers are free to choose the relevant materials in classroom. In line with this, in some contexts, teachers are free to choose their own textbooks. The vast majority of teachers, however, have textbooks suggested, prescribed, or assigned to them (Richard: 2001). Textbooks play a pivotal role in language classrooms in all types of educational institutions - public schools, colleges, and language schools - all over the world. *KTSP* requires change, from the teacher as a main resource of knowledge, becomes learning patterns which empower the learners, with their all activities, to discover and construct their new knowledge as a result of their learning process.

Furthermore, although good planning about curriculum is important, that is *KTSP*, the evaluation of the curriculum implemented is also necessary. The success of education policy is based on the measurement of how well the curriculum implemented. The planning policy is functional; therefore, the realization of the planning policy has to deal with the application of this. Both of them are important to measure weather the implementation of the curriculum is well conducted or not since the implementation of *KTSP* does not only to replace the curriculum used but also another influential factor affecting the teaching learning process. It means that the implementation of *KTSP* changes not only the teacher's methods and strategies in learning process, but also the teacher's paradigm philosophy underlying the concept, the teacher's

perception, the students, the school and other personnel's related to education system etc.

The English curriculum of 2004 is designed according to the government regulation in the sense that the curriculum has to be competence-based and that at the end of the day learners are expected to be able to communicate in English as one of their life skills and that they are expected to be able to handle written texts not only for pursuing further studies, but also for learning independently in order to be independent members of community. The types of text (genres) developed in the English curriculum of 2004 included transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards etc.), monologues and essays of certain genres. In other words, these are the communicative competence to be developed. Along with the competence, the literacy levels are also determined based on the government regulation that senior high school graduates are supposed to be ready for handling the kinds of text they face at university level. In other words, they are supposed to be able to access accumulated knowledge typically obtained at higher learning institutions. For this reason, the text types determined for senior high school levels include: descriptive, report, news item, narrative, discussion, explanation, exposition, and review.

The development of a School Level Based Curriculum (*KTSP*) is a new phenomenon for the school community in Indonesia. Under School Level Based Curriculum (*KTSP*) the school and teacher have the authority to decide

the educational goals based on their own schools perspective, in other words, teacher have duties on: (1) constructing and formulating the proper goal, (2) choosing and constructing the right lesson material according to the needs, interest and children's development phase, (3) using various methods and teaching media, (4) and constructing the program and the right evaluation. A curriculum should be made systematically and detail, which will help the teachers in its implementation.

Along with the wide 'authority' given to the teachers, the learning model of the students is also changed. To achieve the Content Standard as addressed by the curriculum which covers competency standard and basic competencies students should go through the effective learning cycle. Educational Ministry Regulation number 41, the year of 2007 about the Process Standard states that every teacher should make Lesson Plans to foster the teaching and learning process to be interactive, inspiring, joyful, challenging, and motivating the students to participate actively, and giving enough opportunities to them to be innovative, creative, and self reliance according to their talents, motivations, and physical as well as psychological development. This activity is conducted systematically through exploration, elaboration, and confirmation processes, or in Indonesian word it is being known as EEK, eksplorasi, elaborasi, and konfirmasi. Recently this EEK method becomes new trend in teaching learning process. By considering the nature of this teaching learning process, Fauziati (2009) names the teaching approach 'Inquiry-Based Approach'. Exploration, elaboration, and

confirmation (EEC/EEK) are the stages or the phases of this approach. The complexity of the students' 'world' needs innovation in the learning process, and Inquiry-Based Approach can meet the need. Inquiry-Based Approach is a collaborative process in which teachers and students work together to negotiate various aspects of the curriculum. Inquiry-Based Instruction involves students posing their own questions, exploring answers and solving problems.

Cleverly (2003) argued that Inquiry learning enables learners to examine the complexity of their world and form concepts and generalizations instead of being told simple answers to more complex problems. It is based in the belief that students are powerful learners who must be actively engaged in the process of investigating, processing, organizing, synthesizing, refining and extending their knowledge within a topic.

There are four essential elements on which inquiry based learning depends, which are, first is that the patterns and meanings should not be deceptive to the beginners, second is that the useful knowledge about a field should be structured, third is that the knowledge which is structured should be applicable, transferable, and accessible to a vast range of situations, fourth is that the structured knowledge should be easily retrieved so that new information in that particular field could be gained without much effort.

Inquiry-Based learning can be applied on all disciplines which have been confirmed through different researches. Learners have different perspectives of viewing the world like economic, historic, scientific, artistic,

etc. The disciplines can be interrelated through inquiry based learning, which ensures the integrity of different disciplines and the world views about them.

The teachers must organize their lesson plans according to the changing, interrelating, and communicating of knowledge. A good teacher's worksheet enables the student to increase its study skills by providing different ways of viewing the world, communicating with it, and successfully introducing new questions and issues of daily life and finding answers of them.

Based on the description above, the researcher is interested to study about the implementation of Inquiry-Based Approach for teaching of English at State Islamic High School 2 Boyolali. The writer's reason in choosing State Islamic High School 2 Boyolali because State Islamic High School 2 Boyolali has been applying Inquiry-Based Approach for the realization of *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*) or the School Level Based Curriculum.

State Islamic High School 2 Boyolali (MAN 2 Boyolali) previously was named *Madrasah Aliyah Agama Islam (MAAI) Persiapan Negeri*. It was founded on 13 November 1979. On 8 July 1997, the school was named *Madrasah Aliyah Negeri 2 Boyolali*.

Appraisals towards Inquiry-Based Approach can be understood when one examines the three principles suggested in Inquiry-Based Approach, those are, exploration, elaboration, and confirmation. Therefore, based on the explanation above, the writer is interested in conducting a research entitled "THE IMPLEMENTATION OF INQUIRY-BASED APPROACH FOR THE

TEACHING OF ENGLISH AT STATE ISLAMIC HIGH SCHOOL 2
BOYOLALI: A MICRO-ETHNOGRAPHY STUDY.

B. Limitation of the Study

In this research the writer analyzes the teaching learning process. The subject of the study is English teaching learning process and the object of the study is the students at State Islamic High School 2 Boyolali particularly focused on the implementation of the Inquiry-Based Instruction.

C. Problem Formulation

Based on the background of the study above, the writer formulates the problem statement of this research, “How is the implementation of Inquiry-Based Approach for the Teaching English at State Islamic High School 2 Boyolali?” In order to answer this question the writer arranges some subsidiary questions as follows:

1. What is the syllabus used in Inquiry-Based Approach for the teaching of English?
2. What are the learning objectives in teaching English by using Inquiry-Based Approach?
3. What are the instructional materials used in Inquiry-Based Approach for teaching English?
4. What Technique is used in Inquiry-Based Approach for teaching English?
5. What media are applied to Inquiry-Based Approach for English Teaching?
6. What are the teachers’ roles in implementing the Inquiry-Based Approach?

7. What are the Students' roles in learning English by using Inquiry-Based Approach?
8. What are the assessment models used by the teacher in implementing the Inquiry-Based Approach?

D. Objectives of the Research

1. The General Objective

The general objective is to examine the implementation of Inquiry Based Approach for teaching English at State Islamic High School 2 Boyolali especially in English teaching learning process.

2. The Specific Objectives

- a. To explain the curriculum and the syllabus used of Inquiry-Based Approach for teaching English at State Islamic High School 2 Boyolali.
- b. To know the learning objectives of Inquiry-Based Approach for teaching English at State Islamic High School 2 Boyolali.
- c. To examine the Instructional materials used in Inquiry-Based Approach for teaching English at State Islamic High School 2 Boyolali.
- d. To describe the technique used in Inquiry-Based Approach for teaching English at State Islamic High School 2 Boyolali.
- e. To revealed media applied to Inquiry-Based Approach for teaching English at State Islamic High School 2 Boyolali .
- f. To know what are the teacher's roles in implementing Inquiry-Based Approach for teaching English.

- g. To know what are the students' roles in learning English by using Inquiry-Based Approach.
- h. To unearth the assessment models used in Inquiry-Based Approach at State Islamic High School 2 Boyolali.

E. The Benefits of the Study

1. Theoretical Benefits.

The result of the research is expected to give the advantages and develop the knowledge of English and to enrich the study in teaching English using Inquiry-Based Approach.

2. Practical Benefits

- a. For the teacher: It is expected that the result of the research give information, input, even suggestion to the better improvement of their duty as the educators to help their students gain meaningful and useful learning.
- b. For the School: the result of the study gives obvious and description dealing with the implementation of Inquiry-Based Approach.