

CHAPTER I

INTRODUCTION

This chapter present introduction of background of the study, research question, objective of the study, limitation of the study, significance of the study, and research paper organization.

A. Background of the Study

Education is the most important things in this globalization era. It is important to learning English to communicate with other people in other country because English as an international language. English as an international language is important to be taught as a foreign language in Indonesia. However, some students in Indonesia find some difficulties when studying and applying English as a foreign language.

In Indonesia, English is the foreign language which taught as a compulsory subject in the junior and senior high school, including the vocational school, even in some university level. In the early stage, English is also taught in many elementary schools as local contents. The classroom is the main place where the learner can practice and mastery their English language. During in the teaching-learning process, the teacher plays an important role in the classroom.

A good teacher usually do everything that makes the classroom be active to communicate includes develop the good interaction with the learner. According to Sinclair & Brazil (1982: 132) “Teachers usually do three things: telling things to students, getting students to do and say things, evaluating the things that students do and say. The three things above can make the learner get success in the teaching-learning process.” However, English in junior high school as middle school. The teacher as educators help student to be expressive and communicate in many situation.

Senior high school is the primary school. All of students Indonesia required learning for about nine years, so the students should get the education for maximal in senior high school. Senior high school prepares the students to the next level to university. The teaching language is senior high school is general. The student are

given material about subject generally and be adapted in their daily activities. English is given compulsory subject, even including the exam in National Exam. However, some students found some problems during English study, for example about the grammar, pronunciation and some students become passive learners in teaching learning process. Then, the interview in one of senior high school, it is SMA N 2 Klaten.

SMA N 2 Klaten is one of the schools in Klaten, which is located at Jl. Angsana, Trunuh, Klaten, and Central Java. This school is the first school in Central Java which applied SWALIBA system (School who have a conception of environmental and mitigation in a natural disaster). There is 3 grades, 10 grade, 11 grade and 12 grade. Each class consist of science class and social class. SMA 2 Klaten used K-13 during the English teaching-learning at SMA N 2 Klaten, the teacher modifier the method in order to make more comprehensible to the students. Some students are become passive learner during the classroom and have some troubles in used English.

To solve that problem, teacher used one of the method for teaching of English that matches the situation of students in appropriate with 2013 curriculum. 2013 curriculum is one of curriculum in Indonesia Education System. This curriculum is a fixed curriculum implemented by the government to replace the 2006 curriculum (*KTSP*) which has been in effect for more than six years. Curriculum 2013 has four aspects of assessment, namely the aspect of knowledge, skill aspect, the aspect of attitudes and behavior. In the curriculum in 2013, especially in the learning materials are materials that downsized and materials are added. There are several English teaching method that can be used based on K-13, one of them Inquiry-based Learning.

Fauziati (2014:158) states that “Inquiry is not merely searching for the right answer, but finding appropriate resolution for question and issues.” Harlen (2013:11) declares that “Inquiry is education refers to seeking explanation or information by asking questions.” Inquiry-based Learning is teaching learning activity by involving students in teaching learning process. The government in Indonesia has role to implement how the Inquiry-based Learning in the classroom

procedure. That was published under the rule of Education Ministry Regulation number 65, the year of 2013 about the Process Standard in education. It states that education process should be based on scientific principles and one of the methods is Inquiry-based Learning. These become the main characteristic of the 2013 curriculum. The learning activities that are appropriate with the student's characteristic consist of observing, asking, gathering information, associating, and communication.

In observing activity teacher should prepare the observation escort through explanations. Observation phase aimed, to introduce text that will be learnt. Fauziati (2014:156) declares that questioning this covers raising questions about the information the students do not understand from what is observed or request for additional information about what is observed. In gathering information the students try to reveal new idea that they have received and use in real life. Students have a chance to explore and do experiment. In association phase, teacher guide the students to comparing text based on social function, text structure, and language function. Students have an opportunity to connect the text which is learned with other similar text from additional sources. The last is communicating. The purpose of communicating activity is to improve student's ability in presentation all of their knowledge and skills.

Therefore, based on the elaboration above the current study was interested in finding out the phenomena of method used in teaching of English in English teaching and learning process at SMA N 2 Klaten. This study interested in conducting a research entitled **THE IMPLEMENTATION OF INQUIRY-BASED LEARNING OF TEACHING OF ENGLISH IN AT SMA N 2 KLATEN 2016/2017 ACADEMIC YEAR.**

B. Limitation of the Study

The focus of the study is the method used in Inquiry-based Learning, the classroom technique of Inquiry-based Learning, teacher's role and student's role, Which occurs during English teaching and learning process in the 10th, 11th and 12th grade at SMA N 2 Klaten in 2016/2017 academic year. The researcher is

going to analyze Inquiry-based Learning applied by the English teacher in teaching English at SMA N 2 Klaten to covering students in English study.

C. Problem Statement

Based on the background, this study focuses on the Implementation of Inquiry-based Learning for teaching of English at SMA N 2 Klaten. The general question is “How the implementation about Inquiry-based Learning of teaching of English at SMA N 2 Klaten in 2016/2017 academic year. The research question formulated are:

1. What are the teacher’s roles?
2. What are the student’s roles?
3. What are the classroom procedures?
4. What are the classroom techniques?

D. Significance of the Study

Based on the research question above, the study aims to describe the implementation of Inquiry-based Learning of teaching of English at SMA N 2 Klaten in 2016/2017 academic year. This study formulates the objectives of the study as follow:

1. To describe the teacher’s role.
2. To describe the student’s role.
3. To describe the classroom procedure.
4. To describe the classroom techniques.

E. Significance of the Study

This study gives some benefits on the teaching learning process, especially in reading skill. These benefits from this research are theoretical and practical benefits, they are:

1. Theoretical Significance
 - a. The result of the study hopefully to use as a reference for people who want to conduct a research in the method used in teaching of English and learning-process, especially in Inquiry-based Learning.
 - b. The result of the study hopefully useful to give the different perspective about how the implementation of Inquiry-based Learning and language an influence on the language learning. So, the information of this research can be a reference for the next researcher.
2. Practical Significance
 - a. For the other researchers, this research can be used by people as a reference for those people wants to conduct a research in teaching of English using Inquiry-based Learning analysis.
 - b. For the writers, she can get the larger knowledge and experience about teaching English, especially teaching English using Inquiry-based Learning.
 - c. For the readers, they will get a large knowledge about teaching English using Inquiry-based Learning.
 - d. This result of the study hopefully useful to improve their teaching behavior and the student's performance, increasing their interaction, during teaching and learning process at SMA N 2 Klaten. It also hoped that this study will show up the important positive aspects of Inquiry-based Learning and how using the method during the classroom activities.

F. Research Paper Organization

The current study divided this research paper are five chapter to make this research is more understandable. The research paper organization as follows:

Chapter I is the introduction which explain about general background of the study, research question, the objective of the study, limitation of the study, significance of the study, and research paper organization.

Chapter II presents the review of literatures, which has a relation with the study. It outlines the underlying theory of Inquiry-based Learning and previous studies. Underlying theory consist of the notion of

Chapter III outlines research method used in this study. It shows type of the study, object of the study, setting of the study, participant of the study, method of collecting data, technique for analyzing data, and Trustworthiness.

Chapter IV presents the findings and discussion. In this chapter, it shows the implementation of Inquiry-based Learning.

Chapter V is the conclusions to be draw from the study in relation to the research questions. It also addresses to potential implication of the findings of the study and offers suggestion for possible future research.