THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING OF ENGLISH AT SMA N 2 KLATEN IN 2016/2017 ACADEMIC YEAR

RESEARCH PAPER

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

by

ERLITA MULIA DEWI
A320130085

DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2017
APPROVAL

THE IMPLEMENTATION OF INQUIRY BASED LEARNING FOR THE
TEACHING OF ENGLISH AT SMA N 2 KLATEN IN 2016/2017 ACADEMIC YEAR

RESEARCH PAPER

By:
ERLITA MULIA DEWI
A320130085

Approved by Consultant

Consultant I
(Prof. Dr. Endang Fauziati, M.Hum)
NIK: 237
ACCEPTANCE

THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING OF ENGLISH AT SMA N 2 KLATEN IN 2016/2017 ACADEMIC YEAR

by

ERLITA MULIA DEWI

A320130085

Accepted and Approved by Board of Examiners

School of Teacher Training and Education

Muhammadiyah University of Surakarta

On May 2017

Team of Examiners:

1. Prof. Dr. Endang Fauziati, M.Hum
   (First Examiner)
2. Drs. Djoko Srijono, M.Hum
   (Second Examiner)
3. Mauly Halwat Hikmat, Ph.D
   (Third Examiner)

Dean,

Haron Joko Prayitno, M.Hum
NIP: 196504281993031001
TESTIMONY

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are option or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography. Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 11 January 2017

The writer,

[Signature]

ERLITA MULIA DEWI

A320130085
MOTTO

“Never give up on what you really want to do. The person with big dreams is more powerful than one with all the facts”

(Elbert Einstein)
DEDICATION

With my greatest love and gratitude, this research paper is proudly dedicated to:
My beloved father and mother, Mulyadi, S.H. and Erry Andari,
My beloved brothers, Muhammad Kurnia Adi Wijaya, Hanif Ilham Raffi, and Bagus Reinaldi, S.IKom.
ACKNOWLEDGMENT

Assalamu’alaikum Warohmatullohi Wabarokatuh

Alhamdulillahi robbil’alamin, first and foremost, my gratitude goes to Alloh SWT for the countless blessing and inspiration leading the research paper entitled “The Implementation of Inquiry-based Learning for the Teaching of English at SMA N 2 Klaten in 2016/2017 Academic Year”. However, this research paper would not have been possible without the presence of good people who kept, all along the course of my research, inspiring me to give my best. On this good opportunity, I wish to reveal my special gratitude to:

1. **Prof. Dr. H.Bambang Setiaji**, Rector of Muhammadiyah University of Surakarta,
2. **Prof. Dr. Harun Joko Prayitno**, Dean of University of Teacher Training and Education Faculty, Muhammadiyah University of Surakarta,
3. **Mauly Halwat Hikmat, Ph.D.**, Head of English Department Muhammadiyah University,
4. **Prof. Endang Fauziati, M.Hum**, the first consultant who gives guidance, advice, suggestion, information and correction,
5. My examiners, who give suggestion and correction to improve the research paper,
6. All lecturers of English Department of Muhammadiyah University of Surakarta who have taught many things,
7. My beloved family, my beloved father and mother who always give advice, support, attention, and motivation for her life,
8. My brothers, “thanks for your support”,
fortunate to have them, you are my extended family, thanks to support me through good and bad times,

10. My thanks go to my best friends in English Department: Mei Intan Permatasari S.Pd and Khorí Nur Laela and everybody who couldn’t be mentioned one by one,

11. The principal of SMA N 2 Klaten and the English teachers for who have given their opportunity, help, willingness, and cooperation in conducting the research.

The last, my thanks are addressed to the readers who are willing to read the research paper. The writer realizes that the research paper is still far from being perfect. Therefore, supportive criticism and suggestion are really welcome and badly needed to make this research paper better.

*Wassalamu’alaikum Warohmatullohī Wabarokatuh*

Surakarta, 05 May 2017

The researcher,

Erlita Mulia Dewi
# TABLE OF CONTENT

| COVER | ................................................................. | i |
| APPROVAL | ................................................................. | ii |
| ACCEPTANCE | ................................................................. | iii |
| TESTIMONY | ................................................................. | iv |
| MOTTO | ................................................................. | v |
| DEDICATION | ................................................................. | vi |
| ACKNOWLEDGMENT | ................................................................. | vii |
| TABLE OF CONTENT | ................................................................. | ix |

## CHAPTER I: INTRODUCTION

A. Background of the Study ........................................ 1
B. Limitation of the Study ........................................... 3
C. Problem Statement .................................................. 4
D. Objective of the Study ............................................. 4
E. Significance of the Study ......................................... 4
F. Research Paper Organization ..................................... 5

## CHAPTER II: REVIEW OF RELATED LITERATURE

A. Previous Study ..................................................... 7
B. Underlying Theory .................................................. 16
   1. Inquiry-based Learning .......................................... 16
      a. Notion of Inquiry-based Learning .......................... 16
      b. Characteristic of Inquiry-based Learning ................. 17
      c. Procedure of Inquiry-based Learning .................... 18
      d. The Application of Inquiry-based Learning ............. 20
   2. Teaching Component ............................................. 22
      a. Learning Objective ......................................... 22
      b. Classroom Technique ....................................... 23
      c. Instructional Material ..................................... 28
      d. Teacher’s Roles ............................................. 30
CHAPTER III: RESEARCH METHOD ................................................ 39
A. Type of the Study .......................................................... 39
B. Sites of the Research ....................................................... 40
C. Subject of the Research ................................................... 41
D. Object of the Research ..................................................... 41
E. Data and Data Source ..................................................... 41
F. Method of Collecting Data ............................................... 42
G. Technique for Analyzing Data ......................................... 44
H. Technique for Checking the Data Credibility ...................... 45
CHAPTER IV: RESEARCH FINDING AND DISCUSSION ............... 47
A. Research Finding .......................................................... 47
   1. Teacher’s Role ......................................................... 47
   2. Student’s Role ........................................................ 53
   3. Classroom Procedure ............................................... 58
   4. Classroom Technique ................................................. 68
B. Discussion ....................................................................... 76
   1. Teacher’s Role ........................................................ 77
   2. Student’s Role ........................................................ 78
   3. Classroom Procedure ............................................... 79
   4. Classroom Technique ................................................. 80
CHAPTER V: CONCLUSION, PEDAGOGICAL IMPLICATION, 
AND SUGGESTION ............................................................. 81
A. Conclusion ................................................................. 81
B. Pedagogical Implication .................................................. 82
C. Suggestion ................................................................. 83

BIBLIOGRAPHY

APPENDIX
ABSTRACT

ERLITA MULIA DEWI. A320130085

THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING OF ENGLISH AT SMA N 2 KLATEN IN 2016/2017 ACADEMIC YEAR

RESEARCH PAPER. 2017. Muhammadiyah University of Surakarta

ABSTRACT

This research aims at describing and explaining the implementation of Inquiry Based Learning for the teaching of English at SMA N 2 Klaten in 2016/2017 academic year. The type of this research is descriptive qualitative research, especially naturalistic study. The method of collecting data in this research is interview, observation, and document. This study consist of component of teaching learning namely; teacher’s roles, student’s roles, classroom procedure, and classroom techniques. The researcher found the results as follows; 1) English teacher had roles as planner, facilitator, manager, explainer, motivator, and controller. 2) student’s roles were student as subject learning, student as object learning, the learner is monitor and evaluator of his or her own progress, the learner learn from the teacher, from the other student and other teaching sources, the learner is a tutor of other learner, and the learner is a member of a group and learns by interacting with other. 3) classroom procedure used observing, questioning, gathering information, associating, and communicating. 4) classroom techniques used in teaching English was identifying key words, oral repetition, reading aloud, reading comprehension, discussion, question-answer, discussion group, and role playing. The researcher concludes that English teacher at SMA N 2 Klaten were implemented Inquiry Based Learning.

Key words: Inquiry based learning, teaching English, teacher’s roles, student’s roles, classroom procedure, classroom technique.
ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan implementasi Inquiry Based Learning untuk pengajaran bahasa Inggris di SMA N 2 Klaten pada tahun 2016/2017 tahun akademik. Tujuannya adalah untuk mengembangkan kreativitas, keingintahuan, dan kemampuan siswa untuk merumuskan pertanyaan untuk mengembangkan pemikiran kritis yang diperlukan untuk kehidupan cerdas dan pembelajaran seumur hidup. Jenis penelitian ini adalah penelitian kualitatif deskriptif, terutama studi naturonik. Metodologi pengumpulan data dalam penelitian ini adalah wawancara, observasi, dan dokumen. Penelitian ini terdiri dari komponen pembelajaran yaitu; Peran guru, peran siswa, prosedur kelas, dan teknik kelas. Sang reseracher menemukan hasilnya sebagai berikut; 1) Guru bahasa Inggris memiliki peran sebagai perencana, fasilitator, manajer, explainer, motivator, dan pengendali. 2) Peran siswa adalah siswa sebagai pembelajaran mata pelajaran, siswa sebagai objek belajar, pelajar adalah pemantau dan evaluator atas kemajuannya sendiri, pelajar belajar dari guru, dari siswa lain dan sumber pengajaran lainnya, pelajar adalah tutor dari Pelajar lain, dan pelajar adalah anggota kelompok dan belajar dengan berinteraksi dengan orang lain. 3) prosedur kelas yang digunakan untuk mengamati, mempertanyakan, mengumpulkan informasi, bergaul, dan berkomunikasi. 4) Teknik kelas yang digunakan dalam pengajaran bahasa Inggris adalah mengidentifikasi kata-kata kunci, pengulangan lisan, membaca dengan suara keras, pemahaman bacaan, diskusi, tanya jawab, kelompok diskusi, dan permainan peran. Peneliti menyimpulkan bahwa guru bahasa Inggris di SMA N 2 Klaten diimplementasikan Inquiry Based Learning.