

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Education is the most important thing which should be acquired by human in the globalization era. It can be defined as an activity of transferring or sharing knowledges which is done by people to others. In Indonesia, education consists of several levels, namely play group, kindergarten, elementary school, junior high school, senior or vocational high school, and even university. Based on the Constitution of Indonesian Republic number 20 of 2003 about National Education System, the compulsory education system should be 9 years. However, President Joko Widodo has revised that government policy by composing Presidential Regulation about education. The government program named “Indonesia Pintar” which has been made by Joko Widodo and Jusuf Kalla states that compulsory education program should be 12 years started from 6 years elementary school, 3 years junior high school, and 3 years senior or vocational high school.

Education is one of the most crucial factors which takes part on the human resources development. So, it can be called that education gives a deep effect on the human civilization advance. Hence, most of countries in the world regard education as the important thing which cannot be replaced and pay a special attention on it, because it has a crucial role in the context of national building success. It is like what proverb says that “the advancement of certain nation can be seen or judged from how the education management and service toward its people are.”

One of the important aspects which supports education quality is curriculum. Curriculum contains some aspects in teaching and learning sytem, such as objectives, contents and teaching materials. It is used as reference for increasing the teaching and learning quality in a systematic steps or manners. So, the success of education system depends on the curriculum which applied or used.

Terminologically, technical term of curriculum in education is “a number of lessons which must be passed or done by students in the school for getting diploma.” According to Skilbeck (1984), “a curriculum is a framework for the enhancement and organization of the varied and numerous experiences of students in a school setting and beyond the school.” Rogers and Taylor (1998), define a curriculum as “all the learning that is planned and guided by training or teaching organizations.” The training could be carried out in groups, or individually, inside or outside a classroom, in an institutional setting, or in the field. According to Jarlind (1998), “a curriculum also assists in monitoring teaching and learning processes.” So, it can be concluded that curriculum is a framework for planned /organized teaching and learning for either groups or individuals, within or without an institutional setting to achieve stated objectives.

Nowadays, the government applies Curriculum 2013 or “K-13” as the new curriculum. However, there are six curricula which have been applied in Indonesia by the government, namely Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, Curriculum 2004 or Genre-Based Instruction and the last is Curriculum 2006 or KTSP which had been published by the government through National Education Ministerial Regulation number 22 about standard of content, Ministerial Regulation number 23 about standard of graduate competence, and Ministerial Regulation number 24 about the implementation of those both (Kunandar, 2009: 107).

Although the government has suggested to all educational institutions for applying Curriculum 2013 as their curriculum, there are many institutions or schools which do not apply this curriculum. Curriculum 2006 or KTSP is the revision and development of Curriculum 2004 which is based on Genre-Based Instruction. KTSP is outdated, because Genre-Based Instruction has problem on the burden of learning. Moreover, National Education Department insists to develop the curriculum. So, the burden of learning in KTSP decreases a bit and degree of education units (schools, teachers, and

even school committee) has been given authority to develop their own curriculum by making indicators, syllabus and other components of curriculum (Kunandar, 2009: 112).

In Indonesia, one of the subjects which become crucial is English. In Curriculum 2013, English may be taught in junior high school. However, English is being a compulsory subject which is taught in all education levels started from elementary school, junior high school, senior or vocational high school, and even university. Globalization era is the main reason why English become important things to be mastered by students or young learners, because they will use it later. Therefore, they can compete in globalization era and improve the quality of society.

English is an international language which is mostly used by most of countries in worldwide. More than four hundred million people use this language as a second language and as a foreign language for various purposes. Therefore, it is unquestionable that English as the main language is used to get much important information on any fields of study such as, science, health, technology, academic field, computer, trading and many more.

English has been taught as a local content subject at elementary school and as a compulsory subject in Junior and Senior High School up to University level. According to Tonkin (2003:16) English as an international language is learnt by some countries as second language and in other countries as a foreign language.

In English, there are four main or macro skills which should be mastered by the students, namely reading, listening, writing and speaking. However, the students find it difficult to master those skills, because of some reasons. First, we have used Bahasa as native language or mother tongue. Second, they think that English is very difficult to be understood. The last reasons is English has different structure than Bahasa, so it makes them confused.

In teaching English, the teacher should use appropriate method to deliver the materials. So, the students can easily understand and be interested in learning English. Therefore, teaching English cannot be underestimated, because the success of teaching English will determine the students' English ability. There are four methods of teaching English as foreign language, namely Traditional Method, Designer Method, Communicative Approach, and Scientific Approach. Inquiry-Based Learning is also implemented in Curriculum 2013 under the new term Scientific Approach. It is reflected in the 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. This becomes the main characteristic of the 2013 curriculum.

The English teachers of SMA Negeri 1 Colomadu apply 2013 Curriculum (K-13) which includes Scientific Approach. Inquiry-Based Learning is one of teaching methods for teaching and learning. Most of teachers of SMA Negeri 1 Colomadu use 2013 Curriculum in teaching and learning process. The English teachers also apply Inquiry-Based Learning in delivering the materials in order to make the students to be active during the teaching and learning process.

Inquiry-Based Learning (IBL) under the term Scientific Approach which is applied by English teacher has five stages of learning processes, namely observing, questioning, collecting information or experimenting, associating or information processing, and communicating. The researcher wants to conduct a research to find out whether or not the implementation of Inquiry-Based Learning is appropriate.

Although English teachers try to achieve the same learning objectives, the techniques of teaching between one English teacher and others are exactly different. Every school also has different way in delivering the English materials by using Inquiry-Based Learning. SMA Negeri 1 Colomadu also has different ways to apply Inquiry-Based Learning for teaching English. Moreover, there are pros and cons regarding to the implementation of

Inquiry-Based Learning. Thus, the researcher wants to conduct a research to know more about the implementation of Inquiry-Based Learning for teaching English at SMA Negeri 1 Colomadu.

Based on the phenomenon above, the researcher is interested to conduct a research entitled **THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING OF ENGLISH AT SMA NEGERI 1 COLOMADU IN 2017/2018 ACADEMIC YEAR.**

## **B. Limitation of the Study**

In this study, it is necessary to limit the scope of study only on the implementation of Inquiry-Based Learning for the teaching of English at SMA Negeri 1 Colomadu in 2017/2018 Academic Year. In conducting the research, the researcher limits the problems as follows:

### 1. Object

The object of the study is focused on the implementation of Inquiry-Based Learning for the teaching of English at SMA Negeri 1 Colomadu in 2017/2018 academic year. The implementations of Inquiry-Based Learning for teaching English are as follows:

- a. The learning objectives
- b. The classroom procedures
- c. The classroom techniques used by the teacher
- d. The role of instructional materials used by the teacher
- e. The teachers' roles
- f. The students' roles
- g. The media
- h. The type of assessment

### 2. Subject

The subjects of the study are limited for English teachers and tenth grade students of SMA Negeri 1 Colomadu in 2017/2018 academic year.

## **C. Problem Statement**

Based on the background of the study, the researcher formulates the problem statement as follow: "How is the implementation of Inquiry-Based

Learning for teaching English at SMA Negeri 1 Colomadu in 2017/2018 academic year?”

From the problem statement above, the researcher formulates the research questions to find out the result of the study as follows:

1. What are the learning objectives of teaching English at SMA Negeri 1 Colomadu?
2. What are the classroom procedures used by the teachers in teaching English at SMA Negeri 1 Colomadu?
3. What are the classroom techniques used by the teachers in teaching English at SMA Negeri 1 Colomadu?
4. What are the roles of instructional materials used by the teachers in teaching English at SMA Negeri 1 Colomadu?
5. What are the teachers' roles in teaching English at SMA Negeri 1 Colomadu?
6. What are the students' roles in teaching English at SMA Negeri 1 Colomadu?
7. What are the media used by the teacher in teaching English at SMA Negeri 1 Colomadu?
8. What are types of assessment used by the teacher in teaching English at SMA Negeri 1 Colomadu?

#### **D. Objective of the Study**

Based on the problem statement above, the study aims to describe the implementation of Inquiry-Based Learning for teaching English at SMA Negeri 1 Colomadu in 2017/2018 academic year. This objective of the study is specified into several subsidiary objectives. Those are described:

1. the learning objectives of teaching English at SMA Negeri 1 Colomadu,
2. the classroom procedures used by the teachers in teaching English at SMA Negeri 1 Colomadu,
3. the classroom techniques used by the teachers in teaching English at SMA Negeri 1 Colomadu,

4. the roles of instructional materials used by the teachers in teaching English at SMA Negeri 1 Colomadu,
5. the teachers' roles in teaching English at SMA Negeri 1 Colomadu,
6. the students' roles in teaching English at SMA Negeri 1 Colomadu,
7. the media used by the teacher in teaching English at SMA Negeri 1 Colomadu, and
8. the types of assessment used by the teacher in teaching English at SMA Negeri 1 Colomadu.

#### **E. Significance of the Study**

This study is expected to give some theoretical and practical benefits.

##### **1. Theoretical Benefits**

This research is expected to increase the scientific discourse, especially about the implementation of Inquiry-Based Learning for teaching English at senior high school. Moreover, it will add the body of knowledge in the field of TEFL (Teaching of English as Foreign Language).

##### **2. Practical Benefits**

The expected advantages from this research are the valuable contributions to the teacher, the students, and other researchers.

###### **a. For the teachers**

The result of the research will give information for the teacher regarding to the implementation of Inquiry-Based Learning for teaching English.

###### **b. For the students**

The result of this study will enrich the students' knowledge about the implementation of Inquiry-Based Learning for teaching English at SMA Negeri 1 Colomadu in 2017/2018 academic year.

###### **c. For other researchers**

It can be used as a reference in conducting the next research about the implementation of Inquiry-Based Learning.

## **F. Research Paper Organization**

The researcher organizes this research paper in order to make it easier to be understood. This research paper is divided into five chapters. The following shows the content of this research paper.

Chapter I is Introduction. It consists of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is Review of Related Literature which consists of previous study and theoretical review which deals with the notion of IBL, characteristic of IBL, procedure of IBL, and component of teaching-learning process in IBL.

Chapter III is Research Method. It consists of type of the research, setting of the study, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and credibility of the data.

Chapter IV is Research Finding and Discussion which consists of the learning objectives of teaching English, classroom procedures of teaching English, classroom techniques used for teaching English, the roles of instructional materials used by teacher, the teacher's role in teaching English, the students' roles for teaching English, the media used by teaching for teaching English, and the type of assessment used by teaching English.

Chapter V consists of conclusion, pedagogical implication, and suggestions.