THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING OF ENGLISH AT SMK MUHAMMADIYAH 2 SURAKARTA IN 2017/2018 ACADEMIC YEAR

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Surakarta, December 13th 2017
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MOTTO

Let’s join with other to strengthen our fraternity. Then, build friendly and good attitude to make your fraternity be better but, be assertive if your friendly be a thing by them to humiliate and not respect to you.

(Hana Satria-The Researcher)
DEDICATION

This research paper dedicated for:

My Father and Mother.
  My Sister.
  My friends and Teacher.
And all people who contributed toward the finished of this research paper.
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Abstrak


Kata kunci: Pembelajaran Inkuiri, teknik pembelajaran, peran guru, peran murid.

Abstract

This research aims to describe the the implementation of Inquiry-based Learning for the teaching of English at SMK Muhammadiyah 2 Surakarta academic year 2017/2018 focusing on identifying the classroom techniques implemented by the teacher, teacher’s role, and students’ role. This was a descriptive qualitative research in which the data were collected through observation, interview, and documentation. To analyze the data, the researcher applied interactive analysis method covering three stages, namely: data reduction, data discussion, and data conclusion and data verification. The results showed that 1) the classroom techniques used by the teacher were various, namely oral repetition, reading aloud, reading comprehension, classroom discussion, question-answer, and storytelling; 2) the teacher played various roles, namely as a planner, controller, manager, motivator, explainer, and facilitator; and 3) The students’ roles were as subject of learning, object of learning, monitor and evaluator, the tutor of others learners, member of a group, and students learned from the teacher, other students, and other resources.

Keywords: Inquiry-based Learning, classroom technique, teacher’s role, students’ role.