

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



RESEARCH PAPER

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

By:

HANA SATRIA

A320140205

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2018

APPROVAL

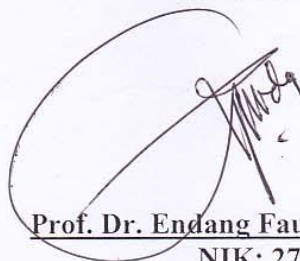
**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE
TEACHING ENGLISH AT SMK MUHAMMADIYAH 2 SURAKARTA IN
2017/2018 ACADEMIC YEAR**

By:

HANA SATRIA
A320140205

Approved to be examined by Consultant
School of Teacher Training and Education
Muhammadiyah University of Surakarta
2018

Consultant,

A handwritten signature in black ink, appearing to be 'Endang Fauziati', is written over a large, faint circular stamp or watermark.

Prof. Dr. Endang Fauziati, M.Hum.
NIK: 274

ACCEPTANCE

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

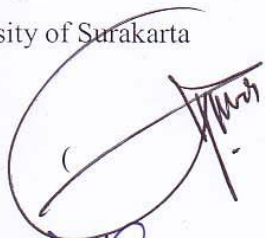
by:

HANA SATRIA
A320140205

Accepted and Approved by the Board of Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta

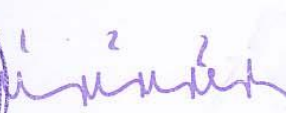
Team of Examiner:

1. Prof. Dr. Endang Fauziati, M.Hum
(First Examiner)
2. Mauliy Halwat Hikmat, Ph.D
(Second Examiner)
3. Koesoemo Ratih, Ph.D
(Third Examiner)

()
()
()

Dean,




Prof. Dr. Harun Joko Prayitno, M. Hum

NIP. 19650428 199303 1 001

PRONOUNCEMENT

I declares that in this publication article is a work of myself and there is no plagiarism of the previous literary work, except in which written cited in the manuscript and mentioned in the bibliography. If later, proved that this study is a result of plagiarism, I will be fully responsible and be ready receive the punishment with applicable regulations.

Surakarta, December 13th 2017

The Reseacrher



Hana Satria

A320140205

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.

ACKNOWLEDGMENT

Bismillahirrahmanirrahiim, Assalamualaikum Warohmatullahi Wabarokatuh

The reseracher delivered big thanks to Allah SWT who had gave mercy and blessing, so the researcher could conducted a research entitled “The Implementation of Inquiry-Based Learning for the teaching English at SMK Muhammadiyah 2 Surakarta in 2017/2018 Academic Year”. It was a requirement to get bachelor degree in Department of English of Education in Muhammadiyah University of Surakarta.

The researcher also expressed several gratitude to people who had support, helped, gave critucs, suggestion, advice, and also guidance toward the success of this research paper. They were:

1. Dr. Sofyan Anif, M.Si, as rector of Muhammadiyah University of Surakarta.
2. Prof. Dr. Harun Joko Prayitno, as dean of School of Teacher Training and Education, Muhammadiyah University of Surakarta.
3. Maully Halwat Hikmat, S.Pd., M.Hum., Ph.D, as the head of English Education Department.
4. Prof. Dr. Endang Fauziati, M.Hum, as consultant who had given guidance, advice, critics, suggestion, and support until this research paper was finished.
5. All lectures of English Education Departmen who had gave much knowledge, so the researcher could apply the knowledge in research paper and many others thing.
6. Ahmad Munawir, S.Pd, S.H, M.Si, MH as headmaster of SMK Muhammadiyah 2 Surakarta who allowed to the researcher to conduct a reearch.
7. Drs. Hadiyoto and Guwadi, S.Pd as English teachers in Muhammadiyah 2 Surakarta who had helped and allowed the researcher to conduct a research.
8. My lovely family namely my father, Samsu Handoyo, S.Pd, my mother Dra. Tri Supartiani and my sister Alfia Fadhila who had supported me in finishing this research paper.

9. My close friend Maulani Sophia Jasmine, Ary Prastiya Anjasmara, Nono Setyo, Indro Susanto, and Agung Prabowo Laksono Aji who had support me to rise when I was fall.
10. All the students of English Education Department of 2014 who accompanied and support me during four years.
11. Those all people who could not be mentioned one by one. You were my spirit.

The researcher realized that this resercah still needed constructed critics, comment, sugestion, from the readers. Last, the researcher hoped this research could be as references for the next researcher to conduct a new research which related with teaching research.

Wassalamualaikum Warohmatullahi Wabarokatuh

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
ACCEPTANCE	iii
PRONOUNCEMENT	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT.....	ix
ABSTRACT.....	xi
CHAPTER I: INTRODUCTION	
A. Background of the Study.....	1
B. Limitation of the Study	4
C. Problem Statements.....	5
D. Objective of the Study.....	5
E. Significance of the Study	6
F. Paper Organization.....	6
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Previous Study	8
B. Underlying Theory	
1. Inquiry-Based Learning	13
a. The Notion of Inquiry-Based Learning.....	13
b. The Principle of Inquiry-Based Learning	14
c. The Characteristics of Inquiry-Based Learning	15
d. Classroom Technique and Procedures	16
e. The Application of Inquiry-Based Learning in Indonesia	17
2. Teaching Components.....	18
a. Learning Objective.....	18
b. Classroom Techniques	19
c. Roles of Instructional Material.....	22
d. Teacher Roles.....	23

e. Students' Roles	25
f. Assessment Based curriculum 2013	26

CHAPTER III: RESEARCH METHOD

A. Type of the Study	32
B. Place of the Study.....	33
C. Subject of the Study	34
D. Object of the Study.....	34
E. Data and Data Source.....	34
F. Technique for Collecting Data	36
G. Technique for Analyzing Data	37
H. Technique for Checking Credibility of Data.....	37

CHAPTER IV: FINDINGS AND DISCUSSION

A. Research Finding.....	39
B. Discussion	77

CHAPTER V: CONCLUSION, PEDAGOGICAL IMPLICATION, SUGGESTION

A. Conclusion	84
B. Pedagogical Implication.....	87
C. Suggestion.....	88

BIBLIOGRAPHY 89

APPENDIX 94

Abstrak

Penelitian ini secara umum dilaksanakan untuk mendiskripsikan penerapan *Inquiry-based Learning* dalam pengajaran bahasa Inggris di SMK Muhammadiyah 2 Surakarta tahun ajaran 2017/2018. Secara khusus, penelitian ini mengidentifikasi teknik pembelajaran yang terapkan oleh guru, dan peran guru serta murid dalam proses pembelajaran. Jenis penelitian ini adalah deskriptif kualitatif. Pada penelitian ini ada tiga cara untuk mengumpulkan data yaitu melalui observasi, wawancara, dan dokumen. Data dianalisis melalui tiga tahapan, yaitu: reduksi data, diskusi data, penarikan kesimpulan dan verifikasi data. Hasil penelitian menunjukkan bahwa: 1) teknik pembelajaran yang diterapkan oleh guru diantaranya pengulangan secara lisan, membaca nyaring, pemahaman membaca, diskusi kelas, tanya-jawab, dan bercerita. 2) guru berperan sebagai perencana, kontrol, manajer atau pengelola kelas, motivator, penjelas materi, dan fasilitator. Sedangkan 3) peran murid adalah sebagai subjek dari pembelajaran, objek dari pembelajaran, pengamat dan penilai. tutor dari siswa lain, serta bagian dari anggota kelompok, siswa belajar dari guru, teman sebaya, dan sumber lainnya,

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.*