CHAPTER 1

INTRODUCTION

This chapter discusses an introduction which consists of background of the study, problem statement, research questions, 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 crucial thing in this era. One of the important knowledges is English. English is considered as an important course in all level of education. English is taught in elementary school, junior high school, senior high school, and also in university level. Moreover some non-formal institutions also provide English course to help the students in their formal education. The students can prepare the English skill when they learn in the classroom with the teacher as a facilitator and source of the knowledge.

In this era, teaching English as a foreign language is important because the position of English as an international language which forces people to master it. There are several language skills namely, listening skill, reading skill, writing skill, and speaking skill which should be mastered by the students in order to achieve the goals of learning. Therefore, the teacher as a source of knowledge should to prepare an appropriate approach, method and technique in teaching-learning process so that the students can easily to understand the material.

Generally, approach is a theory which is used in language learning. There are several approaches which can be used by the teacher. While, method is derived from Greek language “methodos” which means a way of achieving something. Commonly method is a procedure which is used by the teacher to achieve the goals of teaching learning process. Technique is a step which is used by the teacher to deliver the materials.
Anthony in Fauziati (2014: 11) defines approach as a set of relational assumption dealing with the basis of language teaching and learning. An approach is an axiomatic. Then, he also proposes the term of method. He defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas the method is procedural”. Next, he defines technique as implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance which is used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well” (Anthony, 1963: 96).

In addition, a good teacher should be able to understand the classroom situation, so the teacher can find the appropriate classroom technique. Then, the teacher also should make the class active so that the students have good interaction with the teacher. Thus, the teaching learning process can be achieved. According to Sinclair & Brazil (1982), the teachers do three aspects such as telling something to the learners, knowing that the students can do and say something, evaluating that the learners can do and say something. Those three things have to be done by the teacher well so that the purpose of teaching learning process can be achieved.

Inquiry-based learning is one of methods in scientific approach. This method is also implemented in curriculum 2013. Teaching learning process is developed by the students’ questions. In this learning process, the teacher does not dominate the classroom activities, but the students should collaborate each other in order to find or solve the problem. The teacher only gives a clue, without giving an answer of the problem. according to Neil Postman, several attitudes which was obtained from learning process using inquiry-based learning are confident toward the ability, high motivation in attempt to solve the problem, believe with self-assessment not other assessment, not afraid when do a mistake, not hesitant in answering, the flexibility of view, respect to the fact and able to
differentiate between the fact and opinion, feel comfort when do know an answer from difficult question than received a simple answer.

SMK Muhammadiyah 2 Surakarta is located in the central of Surakarta city. Commonly, this school has mission and vision like other schools. Mission of this school is achieving SMK Muhammadiyah 2 Surakarta as an education institution which is superior and competitive in achievement, dedication and religion in order to achieve human resources which are intelligent, skillful, and characterized. While, the missions are conducting an education based on the Islamic, effective, creative, efficient to grow akhlaqul karimah and global spirit around the school; increasing the quality of organization and management of the school to grow superiority competitive and spirit; developing quality and competence of the teachers to achieve the optimal service in every side; empowering the optimally tool and infrastructure of education to support knowledge about technology mastery; achieving graduations which have an achievement, dedication, superior skill and have strong character. This school is also one of the schools which applies the school based-computer, in which each classroom provides a computer. The teachers mostly use computer and LCD projector as supporting toll to display the material in the computer. This school has three focus departments, such as Accounting, Office Administration, and Marketing. Besides that, most of the students are female, but there are some male students. This school implements 2013 curriculum or K-13 and 2006 curriculum or KTSP. The K-13 is a new curriculum which is proposed by previous minister of education and has been applied until now. Specifically, the tenth grade students use used K-13 as a reference to achieve the goals of teaching learning process, while the eleventh and twelfth grade students use KTSP. Therefore, the researcher was interested to observe the implementation of inquiry-based learning for the teaching English of tenth grade students. The researcher chose inquiry-based learning because it was appropriated with the elements of K-13.
In the daily activities, the implementation of inquiry-based learning for the teaching English at SMK Muhammadiyah 2 Surakarta had been running. Actually, the implementation of inquiry-based learning under 2013 curriculum at SMK Muhammadiyah 2 Surakarta still caused confusion. It was proven that only tenth grade students who used inquiry-based learning under the 2013 curriculum. Therefore, the researcher wanted to conduct a research about the implementation of inquiry-based learning to know that problem deeper than before.

Based on the phenomena, the researcher wanted to investigate about the implementation of inquiry-based learning for tenth grade SMK Muhammadiyah 2 Surakarta. Therefore, the researcher conducted a research entitled **THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING OF ENGLISH AT SMK MUHAMMADIYAH 2 SURAKARTA IN 2017 / 2018 ACADEMIC YEAR.**

B. Limitation of the Study

This study was limited only on the implementation of the inquiry-based learning which happened in tenth grade of SMK Muhammadiyah 2 Surakarta in 2017/2018 academic year. Then, the researcher limited the problem as follows:

1. **Subject Limitation**

   The subjects of the study were limited for the tenth grade students of SMK Muhammadiyah 2 Surakarta.

2. **Object Limitation**

   The object of the study was focused on the implementation of inquiry-based learning for the teaching English at SMK Muhammadiyah 2 Surakarta in 2017 / 2018 academic year. The implementation consisted of some teaching components, such as learning objective, teacher roles, students’ roles, classroom procedure, classroom technique, roles of instructional material, and types of assessment.
C. Problem Statement

Based on the background of the study above, this study focused on investigating the implementation of inquiry-based learning in SMK Muhammadiyah 2 Surakarta. Then, the general question is “How is the implementation of inquiry-based learning at SMK Muhammadiyah 2 Surakarta in 2017/2018 academic year.” Then, the research questions are formulated as follows:

1. What are the learning objectives?
2. What are the teacher roles?
3. What are the students’ roles?
4. What are the classroom procedures?
5. What are the classroom techniques?
6. What are the roles of instructional material?
7. What are the types of assessment?

D. Objectives of the Study

Based on the problem statement above, this study aimed to describe the implementation of inquiry-based learning. Then, the researcher stated the following objectives, such as:

1. to describe the learning objective,
2. to describe the teacher’s role,
3. to describe the students’ role,
4. to describe the classroom procedure,
5. to describe the classroom techniques,
6. to describe the roles of instructional material, and

7. to describe the types of assessment.

**E. Significance of the Study**

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

1. Theoretical Significance

a. This research could be used as a reference for another researcher to conduct new study.

b. This research could be useful to the English teacher to teaching English.

2. Practical Significance

a. The writer would enrich the experience about teaching English using inquiry-based learning method.

b. This researcher gave the teacher knowledge and experience toward the teaching technique in teaching English using inquiry-based learning.

**F. Paper Organization**

This study consisted of some chapters, namely chapter one until chapter five. The research paper organizations are as follows:

Chapter I is divided into background of the study, limitation of the study, problem statement, objectives of the study, significance of the study, and research paper organization.

Chapter II consists of previous studies and underlying theories, previous studies which has content about the previous research from some method but there are different some aspects such as participant, place to conduct research and others. Then, the underlying theory consisted of some theories which were used as a basic to explain relating methods.
Chapter III is divided into 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 Technique for Checking Credibility of Data.

Chapter IV presents the findings and discussion, and then this chapter also revealed the process of implementation of inquiry-based learning.

Chapter V is about conclusions. Conclusion is explaining related the research questions. This chapter also gave a suggestion to the other research which would be conducted as the new research on the future.