CHAPTER I
INTRODUCTION

This chapter introduces the background of the study, limitation of the study, problem statement, objective of the study, significant of the study and research paper organization which is important in the way of making an explanation about this study.

A. Background of the Study

Essentially, science and technology in the world have grown rapidly in any area of life. That development can be influenced in education scope. In education, students are required to have good skills and intelligence. In Indonesia, education is applied to children from play group, kindergarten, elementary school, junior high school, senior or vocational high school, and even university. In school, students always interact with the teachers, and the others. That interaction happens in the social setting. Social interaction is the fundamental vehicle for the dynamic transmission of cultural and historical knowledge. In order to carry out on interaction there takes at least two individuals (Garton 1992). They can transfer or share knowledge between one another. Students need language as a communication tool.

Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols (Lyons 1981: 4). Language or code is the system of human being communication. He said that when two or more people communicate with each other in speech, it means they use a code (Wardhaugh 1992: 1).

Nowadays, English becomes an international language. English is now the dominant or official language in over 60 countries and it is represent in every continent (Crystal 2013: 106). If we are going to travel around countries, most of people are using English as a delivery of language. Therefore, English is used as a lesson subject in many schools from easy word until complicated pattern of

words. English becomes one of the subject that requirement to pass a national final exam. The purpose of learning English is students can be English spoken. In the way of learning English, so there are many elements to support that goal.

The supporting elements in school namely teacher, students, and learning method. In the learning process between teacher and students, have to build a good relationship in order to make an interesting class. In English, there are four skills that taught by teacher. The four skills are as follow listening, speaking, reading, and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing are to produce skills while reading and listening are to receptive skills (Harmer, 2003). All of them have a goal to make student understand and be brave to show up themselves. The component of English skills are the goal of learning, teacher and students, the source of teaching, methods and strategy of teaching and learning, tools or media and evaluation (Sadiman, 2009:11).

Before the goal of learning process, teacher have to make a lesson plan. Lesson plan is used as an escort for teacher in order to transfer the material. Lesson plan contain few elements, one of it is learning method. Learning method is used to build an interesting atmosphere in classroom. For example, teacher wants to teach about asking and giving opinion. Teacher makes a lesson plan which has a goal. The goal is student can make a short dialogue about asking and giving opinion. Then they have to speak up in front of their friends, so it includes the speaking skill. Actually in the learning process, there are some students who does not interested. They say that English is difficult. They feel nervous in classroom. The students are not fluent in delivering speech. Students are not able in using correct grammatical. Students find difficulties in using correct pronunciation also students have poor vocabulary. They do not have a brave or they feel that teacher uses a boring method.

There are four methods of teaching English namely traditional method, designer method, communicative approach, and scientific approach. Most of the teacher uses traditional method. Traditional method is always happens by teachers giving, maybe teacher does not aware, if students understand or not before doing a

task. Teacher have to change students from being a knowledge receiver to be a knowledge inquirer. There are many kinds of learning method. One of them can be explained like this, there is an old proverb says "Tell me and I forget, show me and I remember, involve me and I understand". The last clause of that sentence represents an Inquiry Based Learning. Inquiry is considered as "A seeking for truth, information, or knowledge by questioning".

The process of Inquiry happens by gathering information by applying person senses as follow seeing, hearing, touching, tasting and smelling. Based on the process, students will conduct understanding of knowledges. Inquiry is not only about searching the right answer but also to find appropriate resolution for questions and issues. That is called Inquiry Based Learning. There are five stages also in Inquiry Based Learning namely observing, questioning, collecting information or experimenting, associating or information processing and communicating.

Nowadays, the education government in Indonesia used Curriculum 2013 as a foothold of education. Curriculum 2013 has purposes to make student become active, creative and innovative in each of learning problems, teacher becomes a facilitator, the characteristic of learning is more contextual, teacher creativity will be increase, the competence describes holistically attitude domain, creativity and knowledge, etc. One of the school which implementing Curriculum 2013 is SMP Muhammadiyah 2 Surakarta.

SMP Muhammadiyah 2 Surakarta is one of schools that already used Curriculum 2013. There are two program classes which controlled by a headmaster. There are regular and special program. Each of the class gets English language as a subject lesson with around three teachers. All of the teachers apply lesson plan based on Curriculum 2013. The development process of learning English is not a developmental process that is straight for students from beginner to resemble the level of native speaker. The learning phase can be done in many ways. Teacher have to concern about student need. Teacher have to understand student characteristics. Teacher have to understand the absorption of students in the learning process, and teacher have to know the English language learning

goals for students.

One of the English teachers in SMP Muhammadiyah 2 Surakarta used Inquiry Based Learning as teaching method in Curriculum 2013 to reach learning goals for students. Teacher operates the teaching method by observing students before start a learning class, then giving students some questions related with the topic that will be talking about, also asking students to collect information or doing an experiment, and separating the information which necessary or not, finally communicating the finding between students and teacher.

Based on the four English skills such as listening, speaking, reading and writing, English is required in the workplace. Unfortunately, in teaching learning process, there are still some students who do not know about English. Students do not how to use or how to deliver in English well. Especially, students do not interest in speaking class. Students have low ability in speaking according to the classroom situation. Maybe, there is a problem between teacher and students that make students still passive. In order to solve that, beside the learning process in the classroom, English teachers in school held an extracurricular namely Mudaska English Club as known as MEC on Saturday. MEC is a club aimed to increase the students' interest in speaking English. The form of speaking material is delivered by games approach. The application of the game can be teacher gives a situation then asks students to build a story, so it will make a dialogue or a discussion which is delivered in English.

From the reasons above, the researcher is interested conducts the research entitled **"THE IMPLEMENTATION OF INQUIRY BASED LEARNING ON TEACHING SPEAKING IN SMP MUHAMMADIYAH 2 SURAKARTA"**.

B. Limitation of the Study

Limitation of the study focus on the implementation of Inquiry Based Learning as a teaching method on teaching speaking for eight grade students in SMP Muhammadiyah 2 Surakarta.

C. Problem Statement

The questions are submitted for this research is as follows:

1. How does the teacher conduct speaking class based on inquiry based learning?
2. What are the problems that happen in speaking class based on inquiry based learning?
3. How does the teacher resolve the problems that happen in speaking class based on inquiry based learning?

D. Objective of the Study

Dealing with the problem statement above, the objectives of this research are:

1. To describe how the teacher conducts speaking class based on inquiry based learning.
2. To identify the problems of teaching speaking based on inquiry based learning.
3. To explain how the teacher resolves the problems of teaching speaking based on inquiry based learning.

E. Significance of the Study

This study is expected to give some theoretical and practical benefits are:

1. Theoretical Significance

    This study can give informations including the implementation of Inquiry Based Learning in teaching speaking, to explain about the problems and how to resolve that possibly happen between the teacher and students in speaking class based on inquiry based learning.

2. Practical Significance

    a. Teacher

      It can be a reference to the way they teach about speaking. The teacher will focus on the understanding and producing a good atmosphere of speaking class based on inquiry based learning.

    b. Student

The student will be interested to learn about English especially the speaking skill. They become aware, more comfortable, and more confident to speak English in front of their friends and in social life.

    c. Researcher

This research can be good source for a future researcher to apply this method in conducting thesis or journal. It is one of an important knowledge for researcher who wants to be a teacher soon.

F. Research Paper Organization

The research paper will comprise in five chapters. A brief summary of the content of each chapter is described as follows:

Chapter I is An Introduction. It consist 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 discusses about Theoritical Review which consist of previous study, positioning and underlying theory about Inquiry based learning , teaching speaking, curricullum, syllabus and lesson plan.

Chapter III explores Research Method. It consists of type of the research, object of the study, subject of the study, data and data source, technique for collecting data, technique for analysing data, and credibility of data.

Chapter IV is the analysis of Research Finding and Discussion about Inquiry Based Learning and Teaching Speaking.

Chapter V consists of Conclussion and Suggestion.