

# CHAPTER I

## INRODUCTION

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

Education is the most important thing which should be got 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 some 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. 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.

Nowadays, the government applies Curriculum 2013 or “K-13” as the new curriculum. However, there are six curriculums which has ever 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 based on Genre-Based Instruction. KTSP is outdated, because Genre-Based Instruction has problem on the burden of learning. 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 method is Inquiry-Based Learning. This becomes the main characteristic of the 2013 curriculum.

The English teachers of SMP N 4 BOYOLALI 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 SMP N 4 BOYOLALI use Curriculum 2013 in teaching and learning process. The English teachers also apply Curriculum 2013 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. SMP N 4 BOYOLALI also has different way to apply Inquiry-Based Learning for teaching English. Thus, the researcher wants to conduct a research to know more about Inquiry Based Learning in ELT at SMP N 4 Boyolali

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

In this study, it will be necessary to limit the scope of study only on the implementation of Inquiry-Based Learning for the teaching of English at SMP N 4 BOYOLALI in 2019/2020 Academic Year. In conducting the research, the researcher will limit the problems as follows:

### 1. Object

The object of the study will be focused on the implementation of Inquiry-Based Learning for the teaching of English at SMP N 4 BOYOLALI in 2019/2020 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 subject of the study will be limited for English teachers and eighth grade students of SMP N 4 BOYOLALI 2019/2020 academic year.

### **C. Problem Statement**

Based on the background of the study, the researcher formulates the problem statement as follow: “How is Inquiry Based Learning in ELT at SMP N 4 Boyolali in 2019/2020 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 classroom procedures used by the teachers in teaching English at SMP N 4 BOYOLALI?
2. What are the teaching techniques used by the teachers in teaching English at SMP N 4 BOYOLALI?
3. What are the advantages and disadvantages of inquiry method on teaching reading of eight grade at SMP N 4 Boyolali?

### **D. Objectives of the Study**

Based on the problem statement above, the study aims to describe the implementation of Inquiry-Based Learning for teaching English at SMP N 4 BOYOLALI in 2019/2020 academic year. This objective of the study is specified into several subsidiary objectives. Those are to describe:

1. The learning objectives of teaching English at SMP N 4 BOYOLALI.
2. The classroom techniques used by the teachers in teaching English at SMP N 4 BOYOLALI.
3. The advantages and disadvantages of inquiry method on teaching reading of eight grade at SMP N 4 Boyolali

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

This study is expected giving some theoretical and practical study 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 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 SMP N 4 BOYOLALI in 2019/2020 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. Previous Studies

There are many researchers who examined the implementation of Inquiry-Based Learning for the teaching English. To prove the validity of this study, the researcher presents some previous studies especially related to implementation of Inquiry-Based Learning (IBL). The researcher takes four studies to be discussed which carried out by Yuniati (2012), Sangadah (2014), Sever and Guven (2014), Fattahi and Haghverdi (2015), Eighth, Duran and Dökme's (2016), Ermawati, Yunus, Pammu (2017).

Yuniati's (2012) work conducted a study which entitled *Improving Students' Ability in Writing through Inquiry-Based Learning: A Classroom Action Research at the Tenth Grade of SMA N 3 Sukoharjo in 2011/2012 academic year*. The purpose of this study was to identify whether the implementation of Inquiry-Based Learning improves students' writing ability or not and to identify the strengths and weakness of Inquiry-Based Learning implementation. The action

research was conducted in two cycles. Every cycle consisted of four steps, namely planning, action, observing, and reflecting. The participant of the research was 39 students of X-3 at SMA N 3 Sukoharjo. The researcher used qualitative (observation, questionnaire, and interview) and quantitative method (pre-test and post-test). The result of the study showed that the implementation of Inquiry-Based Learning could improve the students' writing ability including content, organization, vocabulary, grammar, and mechanics. Besides that, this technique also had some weaknesses. Inquiry-Based Learning is not appropriate technique for unmotivated students, not easy to do in limited time, and difficult to implement if the students were familiar with conventional method.

Sangadah's (2014) work has conducted a research which entitled *The Implementation of Inquiry Based Learning in Teaching English at SMA N 1 Boyolali in 2013/2014 academic year*. This study aimed to find out the implementation of Inquiry-Based Learning and the principles of Inquiry in teaching English at second grade students of SMA N 1 Boyolali. The researcher used descriptive qualitative research. The data were collected through observation, interview, and documentation. The result of the study showed that teaching techniques used in teaching English are discussion and problem-solving. There were three activities in teaching learning process, namely exploration, elaboration, and confirmation. There were four principles of implementation of Inquiry-Based Learning, such as learning activities are focus on using information skill, the students put at the center of an active learning process, the teacher becomes a facilitator of the learning process, and assessment is ongoing.

Fattahi and Haghverdi's (2015) work entitled *Does Inquiry-Based Learning Enhance Students' Critical Thinking: A Case Study of Iranian EFL Learners*. The research aimed to investigate the relationship between inquiry-based learning and critical thinking. The study used quantitative approach. The participant of the study were 40 advanced Iranian EFL learners who were randomly selected from different universities in Isfahan. The data were collected through questionnaires and tests. Firstly, the participants were asked to fill out two questionnaires (to see the extent to which they think critically) in the first phase of the study. In the next

phase, the participants were divided into two groups as control and experimental group. Inquiry-based learning was taught to the experimental group, whereas traditional method was employed for the control group. The results of this quantitative investigation showed a significant relationship between inquiry-based learning and critical thinking. Among the implications of the study, which could be used by teachers and practitioners, could be that one possible way of having critical thinkers could be exposing them to inquiry-based instruction. The results of this quantitative investigation showed that there was a significant relationship between inquiry-based learning and critical thinking.

Based on the previous studies above, the researcher wants to conduct the similar research about the implementation of Inquiry-Based Learning. There are similarities and differences between this study and the previous studies. Firstly, the similarity lays on the focus of the study, namely implementation of Inquiry-Based Learning. Second, it lays on the type of the study, that is qualitative research.

The differences between this study and previous study lay on the objective of the study, subject of the study, object of the study, setting of the study and method of collecting data. The subject of the study is 50 eighth grade students of SMP N 4 BOYOLALI. The setting of the study is at SMP N 4 BOYOLALI. The data is collected through observation, interview, and document analysis.

Therefore, the researcher decides to carry out a research entitled **Inquiry Based Learning in ELT at SMP N 4 Boyolali In 2019/2020 ACADEMIC YEAR.**