

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



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

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APPROVAL

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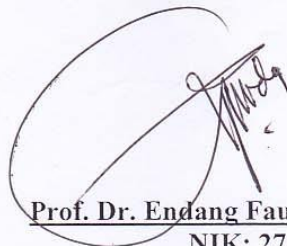
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2018

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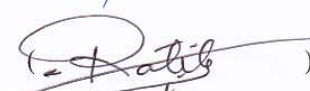
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THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING OF ENGLISH AT SMK MUHAMMADIYAH 2 SURAKARTA IN 2017/2018 ACADEMIC YEAR

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.*

1. INTRODUCTION

In teaching learning process, a teacher should try to find an appropriate method. There are several methods in learning language. One of them is Inquiry-based Learning. It is one of the methods in Scientific Approach which can be implemented in 2013 Curriculum. The teaching learning process is initiated by students' question. The teacher does not dominate the classroom activities. However, students should collaborate each other in order to find the solution. So, in this learning process, the teacher only gives a clue rather than giving the answer directly.

Actually the Inquiry-based Learning in 2013 Curriculum is not totally implemented in SMK Muhammadiyah 2 Surakarta. It was proven by the fact that this method was only implemented in the tenth grade. Therefore, the researcher wanted to conduct reserach about the implementation of Inquiry-based Learning to identify the problems implemented in the school.

Fauziati (2014:158) states that "Inquiry is not merely searching for the right answer, but finding appropriate resolution for question and issues. Therefore, students should find the problem solver in finishing the problem. For the teacher, Inquiry-based Learning gives pressing on the improvement of inquiry abilities and nurture inquiring attitudes or routine which enable individual to continue the mission for knowledge throughout life (Fauziati, 2014). In Inquiry-based Learning, there are several parts which have to be done by the students. Bruce and Davidson in Fauziati (2014) demonstrate a cycle of inquiry like asking, investigating, creating, discussing, and reflecting as mean to find the resolutions. Fauziati (2014) also defines classroom as an application that happens in the teaching learning process. That whole process above is to make students more active in learning process. Through that process, they will try to find an idea to solve the problem. Richards and Lockhart (1994) declare that the teacher chooses the following role in finishing the teaching learning process: planner, manager, inquiry controller, group organizer, facilitator, motivator, and empowere. In addition, according to Johnson and Paulsion in Richard and Rogers (1985: 22), learners are seen as stimulus-responsive mechanism. The

students play roles as follows: 1) The learners are the planner of their program of learning and admit the opportunities of what students do. 2) The learners are monitor and evaluator of their own progress. 3) The learners are member of a group and learn by interacting with others. 4) The learners are the tutor of others learners. 5) The learners learn from other teacher, other students and other teaching sources. The theory used in this research corresponds to the theory stated by Bruce and Davidson (1996), Fauziati (2014), Richards and Lockhart (1994), Johnson and Paulsion (1967), and Rogers (1985: 22).

There were several previous findings related with the Inquiry-based Learning. First, Nurafani (2016) finding showed that the study entitled the implementation of Inquiry-based Learning in SMP Muhammadiyah 4 Surakarta corresponded with the curriculum of KTSP. While Ermawati, Yunus, Pammu (2017) work showed that the IBL was able to increase reading comprehension of EFL students. The study presented high difference between and experimental group post-test scores of control. Dewi's findings (2017) showed that there were some findings as follows: 1) there were six roles of teacher, namely: planner, manager, controller, facilitator, motivator, and explainer; 2) there were five role of students such as students as subject of learning, students as object of learning, the learner as monitor and evaluator of his or her own progress, the learner learned from the teacher, fom the other students and other teaching sources, the learner was tutor of the other learners, the learner was a member of a group and learn by interacting with others; 3) classroom procedure showed as follows: observing, questioning, gathering information, associating, and communicating (5M) and; 4) classroom technique was divided into some aspects namely identifying keywords, oral repetition, reading aloud, reading comprehension, discussion, question-answer, discussion group, and role playing. Based on the result of the study, it was presented that the implementation of Inquiry-based Learning for the teaching of English was appropriated with the 2013 curriculum. Ningsih's (2017) finding showed that classroom technique was important in the implementation of teaching learning process to develop students' English skill. Based on several findings above, the research questions of this study is less than

eight. Therefore the researcher conducted this study by adding the research questions into eight points. This research is in line with Dewi's findings. It was proven by several findings such as in teacher's role, students' role, and classroom technique were correspond.

Based on the confusion toward the implementation of Inquiry-based Learning under the 2013 Curriculum, the researcher conducted this research which aimed to find out the implementation of Inquiry-based Learning in SMK Muhammadiyah 2 Surakarta. Specifically, the study was conducted to identify the classroom techniques implemented by the teacher, and the roles of the teacher and the students.

2. METHOD

The type of this study was a descriptive qualitative. This study was conducted at SMK Muhammadiyah 2 Surakarta. The subjects of this study were the tenth grade students of SMK Muhammadiyah 2 Surakarta consisting of 4 male and 16 female students. The object of the research was the implementation of Inquiry-based Learning for tenth grade students of SMK Muhammadiyah 2 Surakarta. This class consisted of twenty students, four male and the rest were female students. The data were field notes, interview script, and document. They were taken from three sources, namely: event, informant, and document. In the process of investigation, the researcher used three methods to collect the data, namely: observation, interview, and document. To analyze the data, the researcher took the three procedures, namely: data reduction, data discussion, and data conclusion and verification. In this study, the researcher used data triangulation to maintain the credibility of the data.

3. FINDINGS AND DISCUSSION

In this research, finding was gained from several methods of collecting data, namely: observation, interview, and document. This research analyzed three things, namely: classroom techniques, teacher roles, and students roles.

3.1 Classroom Techniques

Classroom techniques used by the English teacher were identifying keywords, oral repetition, reading aloud, reading comprehension, discussion, question-

answer, and role playing. Classroom techniques used in each stage were observing, questioning, gathering information, associating, and communicating showed below:

3.1.1 Classroom Technique Used in Observing

The researcher found that the classroom techniques were used by the teacher in observing stage was oral repetition.

3.1.1.1. Oral Repetition

Oral repetition was an activity in the form of students imitation and repetition what the teacher guided or said. Oral repetition was seen when the teacher as facilitator guided the students to pronounce the word or sentence well if the students read material or text inappropriately. It was showed in the illustration below in teaching learning process.

Transcript of first teaching learning process

Student: Good evening, sir. How is your life?

Student: Marvelous (Less smoothly).

Teacher: Marvelous (guide)

Student: How is your effort to get success, you should be failed first.

Student: Why?

Student: Your failure (less smoothly)

Teacher: Failure (guide) (Observation on January 19th, 2018)

So, the function of the teacher played as facilitator that was proven by the oral repetition activities. The teacher guided students to pronounce words or sentences.

3.1.2 Classroom Technique in Questioning

In these classroom techniques in questioning, the teacher used reading aloud and reading comprehension as techniques to teach.

3.1.2.1 Reading Aloud

In this section, the teacher asked the students to read a conversation one by one. When one of the students red aloud, the other students listened to him/her carefully. It could be seen from the following script.

Teacher: Baca lagi, siapa? Tia baca...

Student: Dear Amanda and Grace. With great joy and pride, ...(Reading text)

(Observation on May 4th, 2018)

The script proved that the students had an active role in Inquiry-based Learning. It illustrated that the students read aloud the material.

3.1.2.2 Reading Comprehension

In reading comprehension, the students were asked by the teacher to read a text in reading aloud section. The reading section was done one by one of the students. After reading a text, the students translated the text and answered several questions. The illustration could be seen below.

Teacher: Udah ya. Dear Amanda and grace, ya. With great joy. With great joy, apa with great joy? Dengan? Dengan apa? With great joy?

Students: Dengan...

Teacher: Dengan seang hati. And pride. And pride apa and pride? Bangga. Dengan senang hati dan bangga.

Students: Ya bangga... (Reading text until finished) (Observation on May 4th, 2018)

In reading comprehension, the students red a text one by one, and then they translated together under the teacher's guidance.

3.1.3 Classroom Technique in Gathering Information

In this stage, the teacher used discussion technique. In the discussion, the students could explore widely their knowledge. They could obtain their knowledge from many resources, such as internet, magazine, book, dictionary and many more.

3.1.3.1 Discussion

In the teaching learning process, the students discussed the meaning of the difficult words or sentences. It was discussed with the teacher. The teacher also guided them to solve their difficulties. Then, there was question-answer between the teacher and the students in this process of discussion. The representation was illustrated below:

Teacher: Sabtu...eighteen ke...18 juni 2016, jam 8 sampai jam 9 apa...pm, ya. At Palm Restaurant?

Students: Di Palm Restoran. (Translated)

Teacher: ya, di Restoran Palm. Jalan Sungai Hill, 209, Middletown. Terus, coba nomer 19. From the text we can conclude, conclude apa conclude?

Teacher: Browsing...conclude ki kok ngak tau pie?

Students: Mengakhiri?

Teacher: Bukan...men...?

Students: Menandatangani?Menyimpulkan? (Looking for dictionary)

Teacher: Lha itu menyimpulkan. (Observation on May 4th, 2018)

In classroom technique used in gathering information, the teacher used class discussion as the activity. The teacher and students discussed the material together.

3.1.3.2 Question-Answer

In this section, the teacher and students passed question-answer each other. The students asked about the material that was difficult to understand, while the teacher asked the students to see their understanding. The illustration could be seen below:

Teacher: Terus, ya nomer...

Students: Tujuh belas.

Teacher: Seventeen. How many years did Tiara study in a University? Di universitas berapa lamanya?

Students: C...b....

Teacher: Ya, four years.

Students: Yeee.. (Observation on May 4th, 2018)

The classroom technique that used in gathering information stage, students got new information or knowledge from the teacher. Students got knowledge through answer-question section in the form of new vocabulary.

3.1.4 Classroom Technique in Associating

The classroom technique used in association stage was group discussion. So, the students were divided into several groups and done what the teacher was instructed.

3.1.4.1 Discussion Group

The teacher instructed the students to do assignment in group. The students' assignment in group happen when the teacher asked the students to work in group, then teacher explained the rules. It could be seen as follows:

Teacher: Ya sudah, sekarang, coba berikutnya, untuk berikutnya ini pertanyaan.

Perhatikan, perhatikan, perhatikan dulu, semua nya di perhatikan. In terlalu panjang, bacaannya terlalu panjang. Perhatikan! Kemudian untuk menjawab pertanyaan ini dikerjakan per kelompok ya, jadi 1, 2, 3, nanti yang tanya misalkan A yang jawab B, kemudian yang B bertanya pada C gitu dan seterusnya, jadi yang A, B, C, sini tanya sini, kemudian yang B tanya C, yang C tanya A. Kemudian nanti kalau memang benar, dijawab mungkin "oke" atau bagaimana, kalau salah mungkin di beri saran atau dibenarkan. Coba kamu pelajari dulu, saya beri waktu 10 menit.

Students: (Crowded)

Teacher: Ayo dikerjakan dulu, bawahnya. Bawahnya dan sebaliknya. Ayo dikerjakan, nanti kamu cari alasannya, boleh di cari alasannya yang mendukung itu gimana, kalimat yang mana gitu. (Observation on January 19th, 2018)

It could be concluded in the teaching learning process that there were two kinds of discussion, namely, group discussion and class discussion. The illustration above was a group discussion where the students were divided into several parts of group.

3.1.5 Classroom Technique in Communicating

In this section, the teacher used storytelling technique. So, after students finished their writing about the experience of successful people, they were asked to present it in a class.

3.1.5.1 Story Telling

Story telling was a technique where the students presented their assignment in front of the class. The assignment for the students was given by asking the students to write about their experience of successful people. After writing in a

book, each student could present it to the teacher and their friends. Classroom technique used in communicating could be seen below.

Teacher: Dah coba kamu artikan dulu. (rest a moment). Ya sudah, saya artikan, tapi nanti kamu menceritakan ulang tentang pengalaman keberhasilan seseorang. (Observation on January 19th, 2018)

The teacher used story telling technique in communication stage. It could increase the students' speaking ability.

In addition, most of sources of instructional material above were obtained from the book. It was relevant with the result of interview with the English teacher.

3.2 Teacher's Role

After conducting an interview with the English teachers, the researcher found some roles of the teacher, namely: as a planner, manager, facilitator, explainer, controller, and motivator.

3.2.1 Teacher as Planner

The teacher had a role as a planner in the teaching learning. The teacher prepared several things before he taught the students in the classroom. The teacher had to prepare everything related with the material because it was an important thing to do. So it could create better situation of learning process.

In conducting research, the researcher found that the teacher designed several lesson plans to prepare the teaching learning process. The lesson plan could be seen in the appendix.

3.2.2 Teacher as Manager

The teacher as manager meant that the teacher managed the classroom activities. As a manager, the teacher stimulated the students' learning and their critical thinking. One of the examples was presented in a part of the conversation as follows.

Teacher: Kamu buka on page six, interview with Bob Sadino. Kamu, baca itu percakapannya! (Observation on January 19th, 2018)

The role of the teacher as a manager was showed where the teacher asked the students to read the conversation related with the material. After that, the students read the conversation one by one. Following is the illustration.

Teacher: ayo, kamu, percakapan singkat. Ayo 27. (Observation on May 4th, 2018)

From both of the illustrations, it was concluded that the teacher did the role as a manager of teaching learning process.

3.2.3 Teacher as a Facilitator

One example of the teacher as a facilitator was showed in the observation section where the teacher taught the students through an interview text. The students read and found the meaning of difficult words after discussing with the teacher. Then, the teacher guided the students to solve difficulty found by the students, so that the students could understand the material easily. The illustration of question-answer was showed as follows.

Student: Clothes apa pak?

Teacher: Clothes itu baju. Kalo enterpreneur apa? Bob Sadino dan sebagainya itu lho apa? Entrepreneur?!

Student: Yang bisnis itu lho pak

Teacher: Pengusaha, bingung to, enterpreneur itu pengusaha.....

(Observation on January 19th, 2018)

Based on the illustration above, the teacher as facilitator gave material to the students and also invited question-answer to solve the difficulties faced by students. So, the students could be easy to comprehend the material and got meaningful knowledge.

3.2.4 Teacher as Explainer

The teacher as an explainer was found in the conversation of classroom activities. It was proven when the teacher gave information about pronoun. A part of explanation of teacher could be seen below.

Teacher: Tadi sudah tanya kok. (Rest a minute) Ya itu berarti berkecimpung. Dalam bidang apa dia itu bekerja gitu sama dengan. (Rest a minute) Di perhatikan, untuk nama orang itu kan sudah disebutkan sekali,

untuk berikutnya itu menggunakan pronoun nya atau kata ganti nya, kata ganti itu ada subject, ada object, ada possessive adjective, ada possessive pronoun. Jadi ada subject, kalau subject apa? Subject itu she, he, they, we, dan sebagainya. Kalau object, him, them, us, us boleh ya, us kemudian dan lain sebagainya. His, their, our, itu namanya kata ganti. Berarti menggunakan kata ganti boleh, karena ini sudah disebutkan kata gantinya.(Rest a minute) Sudah ya, waktunya sudah habis. (Observation on January 19th, 2018)

It could be concluded that the teacher did their role as facilitator, specifically as a source of information and knowledge.

3.2.5 Teacher as Controller

The teacher had to control classroom situation by asking the students to keep silent in order to make the class quiet when the teacher explained or said something. The role of the teacher as a controller could be seen from the part of the conversation below.

Teacher: Iki ngopo, kene kene (request a thing which make student not concentration). Dah terus. (Observation on May 4th, 2018)

The conversation above described when the teacher discussed the material with the students, but some students made the class condition noisy by playing something used small ball from sheet of paper. Then, the teacher came to them and requested that ball. What the teacher did was a solution so that the students did not repeat that thing. It was a real proven of teacher as a controller.

3.2.6 Teacher as Motivator

The researcher found the role of the teacher as a motivator. When teaching learning process almost finished, teacher gave a message which aimed to motivate the students. The point of the message was “a success could not be gained instantly”. A part of the teacher’s dialogue was as follows.

Teacher: Keberhasilan itu, dijalani dengan beberapa langkah. Nah nanti kamu bisa menceritakan, mengambil judul yang lain, misalkan tentang kakak kamu gimana langkah-langkahnya mendapatkan keberhasilan itu, tidak semua orang berhasil secara instan, dengan langkah-

langkah atau dengan kegagalan-kegagalan. Dah dulu ya, ucapkan Alhamdulillah. (Observation on January 19th, 2018)

It was illustration that the teacher gave motivation to the students in classroom activities.

In addition, the researcher concluded that several findings in teacher roles were in line with the regulation of 2013 curriculum. The regulation told that the function of the teacher was as facilitator. Facilitator meant facilitated students difficulties.

3.3 Students' Role

The roles of the students were as subject of learning, object of learning, monitor and evaluator, learning from the teacher, learning from other students, learning from other teaching sources, a tutor of their friends. The learners were divided into some groups and they learned each other.

3.3.1 Students as Subject of Learning

It meant that the roles of the students were not only sitting and listening explanation from teacher, but also they had to explore material, stated their opinion, and also actively asked about the material explained by the teacher that was difficult to understand. In investigating this topic, an illustration was showed as follows.

Teacher: kamu buka on page six, interview with Bob Sadino. Kamu, baca itu percakapannya

Student: Interview with Bob Sadino. In 2010, there was a TV talk show that interview famous success entrepreneur at that time. Below is a script of interview with Bob Sadino. Host: Hello(Reading text)

(Observation on January 19th, 2018)

At that section, the students played an active role after being stimulated by the teacher. The teacher instructed the students to open at page six. After the students found that page, the teacher asked the students to read the conversation one by one.

3.3.2 Students as Object of Learning

Students as object of learning meant that students had to listen to the teacher's explanation and instruction to know what material which would be taught and to know what students should be done. The researcher found a part of conversation in teaching learning process which described about the students as the object of learning as follows.

Teacher: Ya sudah, sekarang, coba berikutnya, untuk berikutnya ini pertanyaan. Perhatikan, perhatikan, perhatikan dulu, semua nya di perhatikan. In terlalu panjang, bacaannya terlalu panjang. Perhatikan! Kemudian untuk menjawab pertanyaan ini dikerjakan per kelompok ya, jadi 1, 2, 3, nanti yang tanya misalkan A yang jawab B, kemudian.....(Observation on January 19th, 2018)

Illustration above described that the students had to keep silent and listened carefully in order to know about what the assignment and also the regulation about that assignment.

3.3.3 The Learner a Monitor and Evaluator

Learner was a monitor and evaluator. It meant that learner could supervised and evaluated toward activities of learning process. The researcher found in one of the parts of conversation between the teacher and the students in teaching learning process. It was showed when teacher and students discussed questions. First, the students red the question of multiple choice, after that, the teacher stimulated the students' answer. The representation could be seen as follows.

Student: What does the function of that curriculum vitae above?

Teacher: What does the function of that....

Student: B.....

Teacher: Yang mana ini?

Students: B....

Teacher: B ke opo B?

Students: (Crowded to say the answer)

Teacher: Rame wae. Biodata itu apa to biodata itu? Ayo fungsinya untuk apa?

Student: Mengetahui data.

Teacher: Ayo sehingga yang mana?

Students: B....d...

C pak, showing someone abilities.

Teacher: Ya, pinter kamu.

Student: Yeeee (Observation on May 4th, 2018)

Based on the illustration above, indirectly the students were trained to deliver their opinion in order to accustom in giving opinion in other section. Beside that, the teacher gave stimulation to students to make answer the question correctly.

3.3.4 The Learner Learns from the Teacher, from Other Students and Other Teaching Sources

In classroom, the students could get several sources of knowledge such as from teacher, from their friend, and from media or material. In teaching learning process, the researcher found that the students got knowledge from the teacher in discussing the meaning of words.

Student: Kalau effort itu apa effort pak?

Teacher: Effort apa effort? effort itu usaha.

(Observation on January 19th, 2018)

In that section, there was conversation between the teacher and the students. At that time, indirectly the teacher transformed knowledge to the students through some information about the meaning of words. So, indirectly the students got knowledge from the teacher.

In addition, it was found by the researcher when the teacher asked the students about the meaning of several words. It was described as follows.

Teacher: Bagus. Terus convert, convert apa convert?

Student: Tulisannya gimna pak?

Teacher: Convert. Meng?

Student: Pemberitahuan?

Teacher: Bukan.

Student: Persetujuan?

Teacher: Mengubah.

Student: Mengubah. (Observation on May 4th, 2018)

The two illustrations above were a real prove that students got knowledge from teacher. It was obtained from the researcher when investigate the teaching learning process.

3.3.5 Learner is a Tutor of their Friends

There were several sources of knowledge. In classroom, the knowledge could be gained from the teacher, book, even from their friends or other students. When the students found difficulty in understanding the material, they could ask about it to the teacher. However, before asking to the teacher, they could discuss the difficulty with their friends. As seen in the classroom, the researcher found that there were students who asked to other students about material.

3.3.6 Learners were Divided in a Some Groups and They Learn each other

In teaching learning process, the teacher delivered an instruction about group assignment that had to be done by students. In the students' book there were several questions and they were done in group. After that, the teacher explained about what they had to do. It was showed as follows:

Teacher: Ya sudah, sekarang, coba berikutnya, untuk berikutnya ini pertanyaan. Perhatikan, perhatikan, perhatikan dulu, semua nya di perhatikan. In terlalu panjang, bacaannya terlalu panjang. Perhatikan! Kemudian untuk menjawab pertanyaan ini dikerjakan per kelompok ya, jadi 1, 2, 3, nanti yang tanya misalkan A yang jawab B, kemudian yang B bertanya pada C gitu dan seterusnya, jadi yang A, B, C, sini tanya sini, kemudian yang B tanya C, yang C tanya A. Kemudian nanti kalau memang benar, dijawab mungkin "oke" atau bagaimana, kalau salah mungkin di beri saran atau dibenarkan. Coba kamu pelajari dulu, saya beri waktu 10 menit. (Observation on January 19th, 2018)

The script above showed that discussion section is a phase where the students learned from the other member of their group through active interaction. So, in that section, the students could share their knowledge to their friends or vice versa.

Several findings related students role above were relevant with the interview between the researcher and the teacher. The teacher said that role of the students were active than the teacher. The illustration above represented the active role of the students.

3.4 Discussion

In discussion, the researcher discussed three components namely, classroom technique, teacher's role, and students' role.

3.4.1 Classroom Techniques

Each classroom techniques were different implemented in each learning process. The aimed of classroom technique was to make students understand about material which was delivered by teacher. So, the teacher had to conclude the best one technique in learning process. Classroom technique which was used in the classroom were various, such as oral repetition, reading aloud, reading comprehension, classroom discussion, question-answer, and story telling.

Fauziati (2010- 8-9) states that the classroom activities of listening skill can do by the students by following actions: oral repetition, indentifying keyword, answering question, simultaneous listening and reading aloud. According to Cameroon (2001) speaking skill is a skill to articulate a meaning which aims to make a sense of them. There are several techniques of speaking classroom, such as role playing, games, problem-solving, and discussion.

This finding similar with the prevoius findings by Dewi (2017). She used indentifying keywords, oral repetition, reading aloud, reading comprehension, discussion, question-answer, discussion group, and role playing. So, the current findings and previous findings there were similarities and differences.

3.4.2 Teacher's Role

Teacher was one of components of teaching learning process which should be existed. The function of teacher in curriculum 2013 was as facilitator. Based on the research, teacher had some functions or roles as follows; teacher as planner, teacher as controller, teacher as manager, teacher as motivator, teacher as explainer, and teacher as facilitator.

In previous findings from Dewi (2017) was showed teacher role in classroom activities, like teacher as planner, controller, manager, motivator, explainer, and as facilitator. In line with this study, research findings in this study presented that the roles of teacher were teacher as planner, teacher controller, teacher as manager, teacher as motivator, teacher as explainer, and teacher as facilitator.

This finding was corresponded with the theory of Richard and Lockhart (1994: 105). He stated that teacher might choose the roles as planner, manager, inquiry controller, group organizer, facilitator, motivator, and empowered. So it was suitable with the result which was found by researcher in classroom.

The previous findings and current findings had similarities in the function or roles of teacher.

3.5 Students' Role

Students were one of component in teaching learning process. They got knowledge from teacher through learning process in classroom activities. Based on the research findings, found that the roles of the students were students as subject of learning, students as object of learning,, the learner as monitor and evaluator, learner learn from teacher, other students, and other resources, the learner is a tutor of others learner, learner is a member of a group.

In previous findings by Dewi (2017) there were five parts namely, (1) Students as subject of learning, (2) Students as object learning, (3) The learner as monitor and evaluator of his or her own progress, (4) The learner learned from the teacher, from the other students, and other teaching resources, (5) The learner was a member of a group and learned by interacting with others.

Meanwhile, In this study, researcher presented a findings such as (1) Students as subject of learning, (2) Students as object of learning, (3) The learner was a monitor and evaluator, (4) The learner learned from the teacher, from other students, other teaching sources, (5) learner was a tutor of their friends, and (6) learner was divided in a some groups and they were learn each other.

Based on the theory of Richard and Rodgers (1985: 22) there are several components as follows; (1) The learner is the planner of his or her own learning

program and thus ultimately assumes responsibility of what he or she does in the classroom, (2) The learner as monitor and evaluator of his or her own progress, (3) The learner is a member of a group and learn by interacting with others, (4) The learner is tutor of the other learners, (5) The learner learn from the teacher, from the other students and other teaching sources.

The theory from Richard and Rodgers were corresponding with the findings of this study. While, the previous findings from Dewi also corresponded with this findings.

4 CONCLUSION

Based on the finding and discussion, the researcher made conclusion as follows.

Classroom that was observed included the method of Inquiry-based Learning. It was covered five aspects namely, observing, questioning, collecting information or experimenting, associating, and communicating. In each stage of the implementation of Inquiry-based Learning, the teacher applied different techniques such as in classroom techniques used in observing the teacher used oral repetition. In questioning stage, the classroom techniques were reading aloud and reading comprehension. While in gathering information, techniques are used in the form of discussion and question-answer. The teacher used discussion groups in associating stage. Last in communicating stage, the teacher used storytelling to implement in the classroom activities.

The teacher played roles as follows: teacher as planner, teacher as manager, teacher as facilitator, teacher as explainer, teacher as controller, teacher as motivator.

The students played several roles as follows: 1) student as subject of learning; 2) student as object of learning; 3) the learner was a monitor and evaluator; 4) the learner learned from the teacher, from other students, and other teaching sources; and 5) learner was a tutor of their friends, and learner was divided in some groups and they were learned each other.

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