

**INQUIRY BASED LEARNING IN ELT AT SMP N 4
BOYOLALI**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
For Getting Bachelor Degree of Education
In English Education Department

Arranged by:

RIKKO BUDIWAN

A320140064

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

2021

TESTIMONY

I am as the researcher, signed on the statement below:

Name : Rikko Budiawan
NIM : A320140064
Study Program : Departement of English Education
Tittle : Inquiry Based Learning In ELT at Smp N 4 Boyolali

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university. Nor there is option or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 10 May 2021

The researcher,



Rikko Budiawan

A320140064

APPROVAL

INQUIRY BASED LEARNING IN ELT AT SMP N 4 BOYOLALI

RESEARCH PAPER

by:

RIKKO BUDIAWAN

A 320 140 064

**This research paper has been approved by the Consultant School of
Teacher Training and Education, Muhammadiyah University of Surakarta to
be held accountable in front of the examiner team**

Consultant,



Susiati, S.Pd., M.Ed

NIDN. 0612028501

ACCEPTANCE

INQUIRY BASED LEARNING IN TEACHING READING AT SMP N 4
BOYOLALI

by:

RIKKO BUDIAWAN

A 320 140 064

Accepted by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on May 2021

The Board of Examiners:

1. Susiati, S.Pd., M.Ed

(First Examiner)

()

2. Koesoemo Ratih, Ph.D

(Second Examiner)

()

3. Aryati Prasetyarini, M.Pd

(First Examiner)

()

Surakarta, May 10 2021

Muhammadiyah University

School of Teacher Training and Education

Dean,



Prof. Dr. Harun Joko Prayitno
NIP. 196504281993031001

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Writer

DEDICATION

The research paper is greatly dedicated to:

- 1. All od English Department lecturers**
- 2. My Beloved mother and father**
- 3. My Families**
- 4. All of my friends**

ABSTRAK

Penelitian ini adalah penelitian tentang inquiry reading yang diimplementasikan oleh guru Bahasa Inggris kelas 8 di SMP N 4 Boyolali. Tujuan dari penelitian adalah memahami serta memberi feedback terhadap keuntungan serta kerugian terhadap Teknik inquiry reading tersebut. Hasil dari penelitian ini menunjukkan bahwa terdapat beberapa poin utama, yaitu: 1) Guru mengaplikasikan Teknik inquiry reading di kelas berdasarkan tiga tahap: exploration, elaboration, dan confirmation. 2) Penggunaan Teknik inquiry reading oleh guru mengacu pada proses pemahaman analisis kosa-kata maupun informasi terhadap siswa. 3) Kekurangan maupun kerugian dari penggunaan Teknik ini terhadap skema pembelajaran yang diterapkan oleh guru terhadap siswa.

Kata kunci: inquiry, pengajaran

ABSTRACT

This research is a research on inquiry based learning in teaching reading implemented by an English teacher in grade 8 at SMP N 4 Boyolali. The purpose of the study was to investigate the implementation of IBL in teaching reading and provide feedback on its advantages and disadvantages.. The results of this study show that 1) the teacher applied the inquiry based learning in teaching reading based on three stages: exploration, elaboration, and confirmation. 2) the use of the IBL in teaching reading by the teacher refers to the process of understanding the analysis of vocabulary and information to students. 3) advantages and disadvantages of using this model for the learning scheme applied by teachers to students.

Keywords: inquiry-based learning, ELT, teaching reading.

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