IMPLEMENTATION OF INQUIRY BASED LEARNING IN ENGLISH TEACHING BASED ON CURRICULUM 2013 IN SMA NEGERI 2 KLATEN: A NATURALISTIC

Submitted as a Partial Fulfillment of the Requirement for Getting the Graduate Degree of Language Department at Universitas Muhammadiyah Surakarta

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Abstract

The purpose of this study were to explains: 1) classroom procedures, 2) classroom techniques, 3) teacher’s role, and 4) student’s role in SMA Negeri 2 Klaten. Technique data collecting in this research was done with interview, observation and record-keeping of document content. The data was analyzed by using technique of Interactive Model of Analysis. Result of this research showed that: 1) Classroom procedures are applied in SMA Negeri 2 Klaten divided into five step, they were; observing, questioning, exploring, associating and communicating. The teacher used two models; there was 5OQEAC (Observing, Questioning, Exploring, Associating, and Communicating) and 3OQE (Observing, Questioning, and Exploring). 2) Classroom techniques was applied in SMA Negeri 2 Klaten such as identifying keywords, oral repetition, reading aloud, reading comprehension, discussion, question-answer, discussion group, and role playing. 3) Teachers’ roles in SMA N 2 Klaten were teacher as planner, controller, manager, motivator, explainer, and facilitator. 4) Students’ role during teaching learning process at SMA Negeri 2 Klaten, they were: Student as subject learning; object learning; as monitor and evaluator of his or her own progress, the learner learn from the teacher, from the other student and other teaching sources; tutor of the other learners, and a member of a group and learn by interacting with others.

Keywords: teaching, curriculum, inquiry, English

Abstrak

Tujuan penelitian ini adalah untuk menjelaskan: 1) prosedur kelas, 2) teknik kelas, 3) peran guru, dan 4) peran siswa. Metode pengumpulan data menggunakan teknik wawancara, pengamatan, dan dokumentasi. Analisis data penelitian menggunakan model analisis interaktif. Hasil penelitian menunjukkan bahwa 1) Prosedur kelas yang diterapkan di SMA Negeri 2 Klaten dibagi menjadi lima tahap yaitu; mengamati, mempertanyakan, mengeksplorasi, mengasosiasi dan mengkomunikasikan. Guru menggunakan dua model yaitu 5OQEAC (mengamati, mempertanyakan, mengeksplorasi, mengasosiasi dan mengkomunikasikan) dan 3OQE (mengamati, mempertanyakan, dan mengeksplorasi). 2) Teknik kelas yang diterapkan di SMA Negeri 2 Klaten seperti mengidentifikasi kata kunci, pengulangan lisan, membaca dengan suara keras, pemahaman bacaan, diskusi, tanya jawab, diskusi kelompok, dan role playing. 3) Peran guru di SMA N 2 Klaten adalah guru sebagai perencana, pengendali, manajer, motivator, penjelas, dan fasilitator. 4) Peran siswa selama proses belajar mengajar di SMA Negeri 2 Klaten, yaitu: Siswa sebagai subjek belajar; objek belajar; pemantau dan evaluator kemajuaninya sendiri, siswa belajar dari guru, dari siswa lain dan sumber pengajaran lainnya; tutor dari siswa lainnya, dan anggota kelompok dan belajar berinteraksi dengan yang lain.

Kata Kunci: pembelajaran, kurikulum, inkuiri, Bahasa Inggris
1. INTRODUCTION

Among many elements of educational resources, the curriculum is one of the element that can make a significant contribution to realizing the development of learners quality. Curriculum is a fundamental part of educational program. Wiles (2009: 2) stated that the curriculum represents a set of desired goals or values that are activated through a development process and culminate in successful learning experiences for students. Curriculum 2013, a curriculum was developed to anticipate global changes and free market competitor, as well as the demands of advanced science and technology, particularly information technology is increasingly sophisticated.

Teaching learning process in Curriculum 2013 must use a scientific approach or a science based approach, including teaching English. The scientific approach can use several strategies like contextual learning. This approach is a form learning that has a name, characteristics, syntax, settings, and culture, for example: discovery learning, project based learning, problem based learning, and inquiry learning.

SMA Negeri 2 Klaten as the most famous school in Klaten has been implementing Curriculum 2013 since 2013. It has two programs, they are science program and social program. As a piloting school project in Curriculum 2013, the knowledge of English is required for all students of SMA Negeri 2 Klaten. Therefore, the teacher has the big role in implementing inquiry in English teaching learning process.

The writer has two objectives in doing this research, they are: (1) General objective: to describe inquiry based learning when is used in teaching learning process in academic year 2017/2018. (2) Specific objective: (a) To explain the type of classroom procedures are applied in SMA Negeri 2 Klaten, (b) To explain the type of classroom techniques are applied in SMA Negeri 2 Klaten, (c) To explain the teacher’s role in SMA Negeri 2 Klaten, and (d) To explain student’s role in SMA Negeri 2 Klaten.
2. METHOD

In this research is a naturalistic study about teaching of English at SMA Negeri 2 Klaten. The method of collecting data is this research are observation, interview, and documentation. The subject of this study are English teachers and students of SMA Negeri 2 Klaten. The object of the research is implementation inquiry based on Curriculum 2013 In SMA Negeri 2 Klaten.

Type of the data are primer and secunder. The primer data about implementation inquiry based learning in English teaching based on curriculum 2013 in SMA Negeri 2 Klaten. The secunder data as profil of the school. The data source by observation, indeept interview and the documentation.

In this study, the data are analyzed by using technique of Interactive Model of Analysis, that consist of reduction data, data display, and conclusion taking or verification (Miles dan Huberman, 2008: 16).

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Classroom Procedures in SMA Negeri 2 Klaten

3.1.1.1 Model 1

The teacher uses model 1 every day in his teaching learning process. Model 1 is 5OQEAC (Observing, Questioning, Exploring, Associating, and Communicating).

a. Observing

The researcher found that in beginning teaching learning process, the teacher greeted the students, checking the students’ attendance and condition. The teacher also reviewed materials discussed in the last meeting. The teacher asked the students to mention what they have learned and problem in the last meeting. The teacher also told the students about material that will discuss in that day.

b. Questioning

For example in class X IPS 1, the teacher instructed students open page on the textbook. Then, find the difficult words. After that, the teacher asked to students to find the meaning of words.
c. Exploring

The teacher gave explanation and example using media during teaching learning process. For example in class X IPS 1, the teacher explained about prepositional phrase. The teacher also gives an example and explaining the prepositional phrase. The students are enthusiast to learn the material, because the teacher played an interesting video.

d. Associating

For example in class X IPS 2, the teacher asked students to describe their class, library, teachers’s office and laboratory by using to be and to have to express of Descriptive Text based on the situation and results of the previous discussion.

e. Communicating

For example in class X IPS 1, teacher conducted Communicating step by asking students to present their result of discussion in front of class. During the presentation, T1 and other students may give suggestion and questions to the group that makes presentation.

3.1.1.2 Model 2

Model 2 used if the teaching learning activities not conducive. This is second semester so student in ten and eleven grade usually get holiday because the students in twelve grades must doing try out. Then, sometimes student after doing some activities in outside so the teacher do not give full time to lesson because the student tired. Then, the model 2 used by the teacher are 3OQE (Observing, Questioning, and Exploring).

a. Observing

In observing, this is stage to explore to think about phenomena around his. The teacher can provide students between the phenomena and the material. For example in class X IPS 1, the researcher found that the teacher played a video about tourist destination. After the teacher played, then ask some question related to the material.

b. Questioning

In questioning, the teacher can asked question for students about the material to check student’s knowledge. For example in class X IPS 1, teacher
conducted *Questioning* step by giving opportunity to the students to make questions related to the material. On that occasion, some students enthusiast on making question.

c. Exploring

For example in class X IPS 2, the teacher explained the material and gave some example. In this stage, students just sit on the chair and listen from the teacher during teaching learning activities.

### 3.1.2 Classroom Techniques in SMA Negeri 2 Klaten

Based on the observation in classroom and interviewed with the English teacher, the researcher found that the role of English teacher at the ten, eleven and twelve grade students of SMA Negeri 2 Klaten, are the researcher found that there are some techniques used by the teacher during teaching learning process. Classroom techniques used by the teacher are such as identifying keywords, oral repetition, reading aloud, reading comprehension, discussion, question-answer, discussion group, and role playing.

#### 3.1.2.1 Classroom Technique Used in Observing

In observing phase, the teacher engaged the students to find some information about the material to be studied and learnt from various sources. The researcher found that classroom technique used by the teacher in observing is identifying key words and oral repetition.

In identifying key words activity, the teacher asked to students to found some meaning of keywords during teaching learning process. So, students can be easy into translate in Indonesia. The researcher found that in class X IPS 1 the teacher played a video to the students. They talk about tourist destination. The teacher asked to students to identifying keywords of the story by the most important information that they got while watching the video. The students might take identifying keywords of video. The teacher asks to the student the meaning of word, if the students do not understand he can uses dictionary.

In oral repetition, the teacher showed to students about the material that is teacher delivered, during teaching learning process. The, student listen and repeated what are the teacher said. This activity aims to help student’s pronunciation and how the word should be spelled by hearing the teacher.
### 3.1.2.2 Classroom Technique Used in Questioning

In questioning phase, teacher had done by discussion activity in learning process. Question was step for students to find the understanding of materials from their knowledge. The researcher found that classroom technique used by the teacher in questioning is reading aloud and comprehension.

In reading aloud activity, students comprehend a text by reading aloud. The teacher invited some students to read aloud the text in front of the class. While the other students listen and observe attentively. Reading aloud help student to cultivate listening skill and sharpen ears to detect authentic dialog.

In comprehension activity, students comprehend some text by interpreting. The teacher asked students to read on the textbook. The teacher instruct to the students read and translated. By the teacher’s guide, students translated Indonesian text into English. After that the teacher asked to students to read in front of the class. While some students wrote his work in front of the class, the teacher gave correction to the mistakes in this translation; meanwhile the other students corrected their work by themselves.

### 3.1.2.3 Classroom Technique Used in Exploring

In exploring phase, the teacher enables the students to explore wide knowledge about the material one by one student or make a group. The teacher makes the student more active to know the student’s skill. The researcher found that classroom technique used by the teacher in exploring is discussion and question-answer.

In discussion activity, the teachers managed students together or make some group to discuss the problem based on the material. The goal of group discussion is to improve fluency and team-work and the goal of discus together with the teacher is to improve student’s skill. The theme is discussed about different manner in Indonesia and USA. The teacher discuss together with students by watching sitcom video.

In question-answer, this is phase to the teacher gives question and answer session about the material. The student does not understand and confused about the material can asked to the teacher. It make student should be active participant during teaching learning activities.
3.1.2.4 Classroom Technique Used in Associating

In associating phase, the teacher asked the students to solve problem individually or in group with the teacher’s guide. Teacher gave assignment for students, and then presented the result of discussion. Teacher gave interesting assignment for students. The researcher found that classroom technique used by the teacher in associating is discussion group.

In discussion group, student can do the team work with instructed by the teacher. Students do the assignment without help by the teacher. Students solve the problem with discuss with group. It make student can solve the problem and interact with other student.

3.1.2.5 Classroom Technique Used in Communicating

In communicating phase, the teacher gave to students to present about his work. Students can present individually or group, students can present as an oral presentation, poster presentation, speaking activity and etc. They listen, write and gave question-answer during his presenting. Then teacher gave feedback and evaluate to the result of material. The researcher found that classroom technique used by the teacher in communicating is role playing.

Role playing is creating a dramatic situation in a classroom. One of role plays used by teacher is drama. The teacher could make the situation class enjoyable by student’s performing drama. This activity helped students to improve their speaking ability. The teacher asked students to perform the drama about Independence Day of Indonesia. Students made preparation before performing drama in front of the class.

3.1.3 The Teacher’s Role in SMA Negeri 2 Klaten

3.1.3.1 Teacher as Planner

The researcher had found that the teacher made a lesson plan to be implemented in teaching learning activities. Based on the research’s observation. In class X IPS 2, the teacher prepared the teaching material that was about descriptive text on the day before he delivered the teaching material in the teaching learning activity.
3.1.3.2 Teacher as Facilitator

The researcher found that in exploring stage, the teacher gave some facilities during teaching learning process. For example in class X IPS 1, the teacher played the video on LCD. The video showed about tourist destination. From the example above, teacher as facilitator gave the material and made the student understand about the material by the teacher’s own ways. The teacher could increase the students’ ability in mastering the teaching material by using media.

3.1.3.3 Teacher as Manager

The researcher found that in associating stage, the teacher managed the time to the students do assignment. For example in the class X IPS 2, the teacher instructed the student to translate his assignment about holiday story a several minutes.

3.1.3.4 Teacher as Explainer

The researcher had found that in exploring stage, the teacher explained the material when the student did to understand about it. For example in the class X IPS 2, the teacher explained the preposition of place.

3.1.3.5 Teacher as Motivator

The researcher found that in exploring stage, the teacher motivate to student to more focus during teaching learning process. For example in the class X IPS 1, during teaching learning activities some student look tired and sleepy, so the teacher motivates them.

3.1.3.6 Teacher as controller

The researcher found that in communicating stage, when the student must perform drama in front of the class, the student make situation noisy. For example in the class X IPS 2, the teacher controls the classroom activities and gives warning in order to make them silent and listen by said “Attention, please!”.

3.1.4 The Student’s Role in SMA Negeri 2 Klaten

3.1.4.1 Students as Subject Learning

The researcher found that in questioning stage, the teacher instructs to write student’s assignment on the whiteboard. For example in the class X IPS 2,
the teacher instructs assignment about holiday story to student. Then, one of students writes on whiteboard, he writes his idea about holiday story. After that, the teacher correct and ask one by one sentence together with student. In order to student understand and can correct it is true or false. Finally, their assignment needs to correct.

3.1.4.2 Students as Object Learning

The researcher found that in observing stage, teacher help student to comprehend the material. For example in the class X IPS 1, the teacher explains the example of descriptive text on the slide of power point. Then, the teacher asks to pay attention about the descriptive text. The main point of the example is the student as the object of learning must pay attention and listen carefully what the teacher said.

3.1.4.3 The learner is a monitor and evaluator of his or her own progress

The researcher found that in questioning stage when the teacher taught about giving opinion, then the teacher asks to the student who is agree and disagree with their friend answer. For example in the class X IPS 2, the teacher discuss about the story of “Tangkuban Perahu”. Then, the teacher asks about student’s opinion one by one. After one of student give answer, the teacher asks to the other student who is agree or disagree. Finally, the other students disagree with their friend answer.

3.1.4.4 The learner learns from the teacher, from the other student and other teaching sources

The researcher found that in observing stage during teaching learning activities, the teacher uses media. For example in the class X IPS 2, when the teacher taught about preposition in time expression, the teacher took the material from interest.

3.1.4.5 The learner is a tutor of other learner

On October 2\textsuperscript{nd}, 2017 in class X IPS 2, the researcher found that in communicating stage, there are some student do not understand about the material then they ask to the other student. For example, the teacher gives simple past tense in that day to discuss. Some students who do not understand about the simple past tense can ask to the other student.
3.1.4.6 The learner is a member of a group and learns by interacting with other

The researcher found that in associating stage, the teacher instructed student to solve the problem with discussing with other student. For example in class X IPS 2, the teacher instructed student to make a group to perform drama. Every student have role to perform. The teacher permitted the student to discuss and prepared before perform in front of the class.

3.2 Discussion
3.2.1 Classroom Procedures in SMA Negeri 2 Klaten

The classroom procedure is how a class managed. The important in conducting a classroom procedure is plan. The teachers of SMA Negeri 2 Klaten always prepare the plan before they teach. As Wells, et al. (2015) state that teachers use of inquiry-based learning within their curricula, such as the content analysis of lesson plans. The plan contains of the opening, the main activity, closing. In the opening activities consists of: greeting, absence the students’ presents, build up apperception and give the goal of new material will give. In the main activity consist of: 1) observing, 2) questioning, 3) experimenting, 4) associating, 5) communicating. In closing activity consist of: conclude the material has explained, give reflexion, give self-task, and leave taking. The researcherc categorized those teaching order into two categories. The first are 5OQEAC (Observing, Questioning, Exploring, Associating, and Communicating), this class procedure is done by two teachers. They apply this method unconsciously in the whole classes in SMA Negeri 2 Klaten although they plan the teaching before. The reason is suitability between the material and procedure. The second classroom procedure is 3OQE (Observing, Questioning, and Exploring). This procedure is chosen because is the same reason with the first procedure that is the suitability with the material. In this method, teacher is a facilitator. He starts by stimulating the students brainstorming or showing the pictures to describe someone or places based on the material that the teacher given. He then uses the pictures as the stimulus to study the theme. And the last
session, he evaluate written or oral about the material. The two procedures are applied consistently by the teachers. The researcher’s observation finds that the two teachers teach in different classroom procedure for different class but the same grade.

Classroom procedure in teaching English at SMA Negeri 2 Klaten divided into five step, they are; observing, questioning, exploring, associating and communicating. In observing, the teacher used identifying keywords. In questioning, the teacher used reading text. In exploring used discussion. In associating used comprehension. The last, in communicating the teacher used role playing. The teacher gave scored and appreciates student’s work. Then, the teacher also gave positive feedback and motivation to students.

According to Fauziati (2010: 39) there are several types of Classroom activities which can be conducted in Direct Method: reading aloud, question and answer exercise, getting students to self-correct, conversation practice, dictation, and paragraph writing.

Based on the observation, the two teachers conducted similar procedures in applying Inquiry based learning, these being: Observing, Questioning, Experimenting, Associating, and Communicating. This is in accord with Sani (2015: 53) who stated that Inquiry based learning can be implemented in teaching learning process through the following steps: 1) observing; 2) questioning; 3) experimenting; 4) associating; and 5) communicating.

3.2.2 Classroom Techniques in SMA Negeri 2 Klaten

Based on the observation, the researcher found that the English teacher at SMA Negeri 2 Klaten used some classroom techniques in teaching learning process, such as identifying keywords, oral repetition, reading aloud, reading comprehension, discussion, question-answer, discussion group, and role playing. Classroom techniques to be used with situation language teaching as follows: (1) Observing. This includes activity such as watching pictures and watching video to describe people and places. (2) Questioning. Raising questions about the teachers’ information, the students do not understand from what is observed or requests for additional information about is observed, the teacher gets one student to ask
question and another to answer until most students in class have practiced asking and answering the question about describe people and places. (3) Exploring. This includes doing experiment by describing people and places, observing people and object, conducting interviews with resource person. (4) Associating or information processing. This covers processing information already gathered from the previous steps or activities such as exploring and observation. (5) Communicating. This covers some activities such as delivering the observation, presenting the conclusion verbally or in written form, or through other media. Students present their team work result to other groups.

The findings are in line with Ariyati’s study (2015) in which the teachers believed that Inquiry based learning is conducted through a sequence of steps: Observing, Questioning, Experimenting, Associating, and Communicating. This is supported by Shamsudin, et al. (2013) that teachers followed specific steps when carrying out the Inquiry Based Science Education (IBSE) pedagogy of their interest. With experiment, they tend to (i) explain the experimental procedures, (ii) explain safety rules, (iii) answer student’s question relating to ‘what if’ and misconception, (iv) recapitulate the experiment procedure, and (v) give specific directives to get students conduct the experiment in groups.

### 3.2.3 The Teacher’s Role in SMA Negeri 2 Klaten

The teacher has an important role during teaching learning activity. The teacher has many roles during teaching learning. There are some teachers’ roles at SMA N 2 Klaten: teacher as planner, teacher as controller, teacher as manager, teacher as motivator, teacher as explainer, and teacher as facilitator.

As claimed by Richardson (in Rosyida, 2015: 13), factors that influence teachers’ perceptions can be from personal experience, experience with schooling and instruction, experience with formal knowledge both school subjects and pedagogical knowledge that influence practices of teaching and learning, students’ ability and situation. Wells, et al. (2015) said that teachers use of inquiry-based learning within their curricula, such as the content analysis of lesson plans. Teachers believed that science integration and inquiry-based teaching were important to education as entity, however, also indicated limited use of inquiry-
based learning within classrooms. Perhaps this is tied to selected barriers regarding science integration. These barriers included insufficient planning time, lack of requisite materials, and insufficient funding.

3.2.4 The Student’s Role in SMA Negeri 2 Klaten

The student has an important role during teaching learning activity. In this, students are the participant in the class during teaching learning process. There are some roles of student during teaching learning process at SMA Negeri 2 Klaten, they are: (1) Student as subject learning: the teacher wants to build the students to explore their ideas in many cases. Some activities that can be used as discussion and picture or places describing. In this occasion, the teacher gives opportunities to the students to explore their ideas and there is no limiting to them, (2) Student as object learning: there is interaction between the students and the teacher. It happened on English class when the teacher explaining some material and giving instruction, then at the time when the students feel confused with the assignment, they can ask until they understand it, (3) the learner as monitor and evaluator of his or her own progress, the learner learn from the teacher, from the other student and other teaching sources. the students can monitor their learning progress from the result of their test. By seeing the result of the test, the students can see how far they understanding the material. If the students feel their result is bad, they can evaluate their learning program. They can change the learning style so that the result of their test will be better. The students have their own responsibility, (4) The learner is tutor of the other learners: tutor here means that the students facilitate by the teacher to learn with other students, so the students can share their knowledge to another. The teacher is always dividing the students into a group or pairs., (5) The learner is a member of a group and learn by interacting with others: the purpose of using this technique is to sharing all of the material with their group. So, if they do not understand with the teachers’ explanation, they can learn from their friends in their groups.

According to Lee (2014) the students more attentive when the teacher was engaging in inquiry teaching. It confirmed that the dynamics of question-answer process keeps students more concentrated and away from distractions. Inquiry teaching strategy did provide students with greater interactive opportunities and
encouraged them to actively join activities or discussions. In general, students’ responses indicated it was quite effective in initiating and sustaining teacher-student interaction. While Zerafa and Gatt (2014) states inquiry activities were received well by the students who were encouraged to carry out research and investigations to find answers to their questions, even if they needed practice and experience at inquiring.

4. CONCLUSION

Classroom procedures are applied in SMA Negeri 2 Klaten divided into five step, they are; observing, questioning, exploring, associating and communicating. The teacher used two models; there is 5OQEAC (Observing, Questioning, Exploring, Associating, and Communicating) and 3OQE (Observing, Questioning, and Exploring).

Classroom techniques are applied in SMA Negeri 2 Klaten such as identifying keywords, oral repetition, reading aloud, reading comprehension, discussion, question-answer, discussion group, and role playing.

Teachers’ roles in SMA N 2 Klaten are teacher as planner, teacher as controller, teacher as manager, teacher as motivator, teacher as explainer, and teacher as facilitator.

Students’ role during teaching learning process at SMA Negeri 2 Klaten, they are: student as subject learning; as object learning; as monitor and evaluator of his or her own progress, the learner learn from the teacher, from the other student and other teaching sources; tutor of the other learners, and a member of a group and learn by interacting with others.

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