

## CHAPTER I INTRODUCTION

On this chapter, the researcher elaborates several important points covering (1) background of the study, (2) research questions, (3) objectives of the study, (4) significance of the study, (5) scope and limitation, and (6) definitions of the key terms.

### A. Background of the Study

The learning of English is a lesson that has been arranged so that students can master English well. Learning and teaching will require careful planning, which determines the elements objectives, teaching materials, teaching and learning activities, methods and teaching aids as well as the assessment or evaluation.

The learning strategies and appropriate learning methods will enhance students' creativity in learning. According to Cristine Smith, Chrissi Nerantzi and Andrew Middleton creativity could offer an invigorating, albeit challenging, experience for both the learners as well as for the teacher.<sup>1</sup> It is because creativity can affect in educational system. Therefore teacher has to use absolute strategy for transferring knowledge to their students. All that for continue creating the young generation who have life skills, so that they can survive and compete in the global community. The skills needed consist of the ability to think critically, the ability to communicate effectively and efficiently, and the ability to develop technology.

According to Sumiati teaching strategy emphasizes the learning process actively to acquire the capability of learning outcomes. Using appropriate teaching strategy is aimed to solve the problems that arise in the learning process.<sup>2</sup> Besides, the

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<sup>1</sup> Christine Smith, *Promoting Creativity in Learning and Teaching*, University Campus Suffolk, Manchester Metropolitan university, Sheffield Hallett University, UK, [http://www.iced2014.se/proceedings/1120\\_Smith](http://www.iced2014.se/proceedings/1120_Smith), accessed 11 April 2017.

<sup>2</sup> Andriani, Vera Septi, *The Effectiveness of Inquiry Learning Method to Enhance Students' Learning Outcome: A Theoretical and Empirical Review*, Journal of

Strategies are specific suggestions for gaining knowledge about practicing teaching skills and a variety of activities are included. Strategy usually identical with teaching and learning has been linked to learning experiences appropriate.<sup>3</sup>

The approach is very important in teaching process by teacher. The teacher using various approach and strategy in learning activities to improve students' ability and the teacher want to make students enjoy, active, and communicative in learning activities. The researcher needs to conduct such a research in order to know the implementation of inquiry based learning on teaching speaking.<sup>4</sup>

Speaking is a skill in which more than the ability to form grammatically correct sentences and pronounce them. Speaking is an interactive and requires the ability to cooperate in the management of speaking turns. Speaking is much complex because it involves both a command of certain skills and several types of knowledge.<sup>5</sup>

In practicing speaking needs much time to fulfill the requirements of the mastery of spoken English, either from school or the environment. Mastering speaking ability is not easy, since it has something to do with the mental factors of the students such as the mood, motivation, and readiness.<sup>6</sup>

Inquiry based Learning is a pedagogical approach that invites students to explore academic content by posing, investigating, and answering questions. Also known as problem-based teaching or simply as 'inquiry,' this approach puts students' questions at the center of the curriculum, and

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<sup>3</sup> Yun Ho Shinn, *Teaching strategies, their use and effectiveness as perceived by teachers of agriculture: A national study*, IOWA State University, digital repository 1997.

<sup>4</sup> *Inquiry-Based Learning: An Approach To Educating And Inspiring Kids*, 2016 Education Development Center, Inc, p. 1

<sup>5</sup> Scot Thonburry, *How to teach speaking Longman*. Published November 1<sup>st</sup>, 2005 by Pearson Longman, p. 1.

<sup>6</sup> M. Wilga River, *Teaching Foreign Language Skills*, (Chicago :University of Chicago Press,1999) p. 85.

places just as much value on the component skills of research as it does on knowledge and understanding of content.<sup>7</sup>

The purpose of the use of inquiry based learning is to develop the ability to think systematically, logically, critically, or develop intellectual abilities as part of the mental process. Therefore, the inquiry based learning students are not only demanded to master the learning material, but also students are demanded in using its potential.<sup>8</sup>

According to Sanjaya the main objective of inquiry learning is helping students to develop intellectually disciplined and thinking skills by providing questions and get answers on the basis of curiosity.<sup>9</sup> In addition, Inquiry Based learning projects are driven by students. It means that instructor's act more as coaches, guides, and facilitators who help learners arrive at their "true" questions the things they really care about. When students choose the questions, they are motivated to learn and they develop a sense of ownership about the project.<sup>10</sup> However, Inquiry-based learning projects are not unstructured; they are differently structured. If anything, they require even more planning, preparation, and responsiveness from the educator it's just that the educator's role is different.<sup>11</sup>

There are some previous studies that similar to this study. The first previous study is about Implementation of Inquiry Based learning for Teaching of English at SMA Negeri 2 Grobongan in 2014/2015 Academic year. This research aims to describe and to explain the implementation of inquiry based learning for teaching based on the reality and the fact on the field. The second previous study is about the Effectiveness and Accountability of the Inquiry Based methodology in Middle

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<sup>7</sup> Center for inspired teaching, *inspired issue brief: inquiry based teaching*, journal <http://inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching>, accessed of 20 des 2016, p. 1.

<sup>8</sup> Hamdayana, Jumanta, *Metodologi Pengajaran*, (Jakarta: Bumi Aksara, 2016) p. 133.

<sup>9</sup> Andriani, Vera Septi, *The Effectiveness of Inquiry Learning Method to Enhance Students' Learning Outcome: A Theoretical and Empirical Revi*AAAAAAazZSe, Journal of Education and Practice [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.3, 2016, Accessed of september 19, 2016.

<sup>10</sup> *Inquiry-Based Learning: An Approach To Educating And Inspiring Kids*, Education Development Center, Inc, 2016, p. 1.

<sup>11</sup> *Ibid*,,, p. 1.

School Science. The third previous study is the Effect of Inquiry Based Learning Method on Students' Academic Achievement in Science Course. The last previous study is An Investigation of Inquiry Based Learning in the Inclusive Classroom by Alison Wells.

The different objectives from the previous studies are the researcher will investigate the implementation of Inquiry Based Learning on teaching speaking at students of Islamic Senior High School. There are a lot of strategies in leaning process that use Inquiry based learning but the researcher wants to find out the implementation of inquiry based learning in which focus on teaching speaking in Islamic Senior High School.

The researcher chooses MA Al-Fathimiyah Paciran Lamongan because this school base on Tahfidzul Qur'an that have the language focus on the bilingual that is Arabic and English but this school has good ability in speaking English. According to Mrs. Lus, one of English teachers said that this school has program in English especially in speaking such as conversation class that holds on the certain days. Moreover, there is study excursion in the place that required all the students speaking in English.<sup>12</sup>

The researcher chooses students at the eleventh class because the eleventh students is on the formal operational phase in which this phase, adolescent can think abstractly. Thinking abstractly means that someone can solve the problem verbally. Besides, abstract thinking and idealistic in adolescent means that they can do the logical thinking. They can solve the problem by using trial and error.<sup>13</sup>

The researcher expected inquiry based learning can be useful strategy to enhance students' in speaking. Finally, this study focuses on "The implementation of Inquiry Based Learning on teaching of English speaking at students XI class in MA Al-Fathimiyah Paciran Lamongan.

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<sup>12</sup> Based on the interview with Mrs. Lus, As aresult of plenary study at MA Al-Fathimiyah Paciran Lamongan.

<sup>13</sup> John W. Santrock, *Life-Span Development (Perkembangan Masa-Hidup)*, Edisi Ketigabelas Jilid I, Jakarta: Erlangga, 2012, p. 423.

**B. Research Question**

1. How is the implementation of Inquiry Based Learning on teaching speaking at students XI class in MA Al-Fathimiyah Paciran Lamongan?
2. How do the students respond toward the implementation of Inquiry Based learning to increase teaching speaking at students XI class in MA Al-Fathimiyah Paciran Lamongan?

**C. Objective of the Study**

Related to the problem above, the research has formulated the major objective of this study. It is to describe the implementation of Inquiry based learning on teaching of English speaking at students XI class MA Al-Fathimiyah Paciran Lamongan.

1. To know how the implementation of Inquiry Based Learning in teaching of speaking at students XI class in MA Al-Fathimiyah Paciran Lamongan.
2. To know how the students respond toward the implementation of Inquiry Based Learning to increase teaching of speaking at students XI class in MA Al-Fathimiyah Paciran Lamongan.

**D. Significance of the Study**

Below are the advantages of conducting this study:

1. Theoretically, this study result hoped to develop teaching and learning process especially inquiry based learning on teaching speaking. In addition, whether or not, it is effective to be used.
2. Practically, this result of the study hoped to be contributed on:
  - a) The advantage for the students: the students gain experience in teaching the nature of this inquiry, because the students conduct an investigation or a study of a problem.
  - b) The advantage for the teachers or tutors: they will apply English learning by using Inquiry based Learning for students whose study for the specific purpose, so that teachers can build the learning activity based on institution's aim.

- c) The advantage for the reader: they will get information about application of inquiry based learning in language learning and its relevancy to increase students' capability in specific purpose.

### E. Scope and Limitation of the Study

Based on the problems stated above, this scope of this research is the implementation of Inquiry based Learning for students on teaching speaking. It covered the implementation process to use Inquiry Based Learning and the students respond in increasing teaching English. Then, the researcher limits the "teaching English" only on speaking skill. The limitation of the object of study focuses on XI B class of Senior High School at MA AL-Fathimiyah Paciran Lamongan.

### F. Definition of Key Term

In light of perspective of readers are different, the researcher tried to list some important terms in relation to this study as these details: **Implementation, Inquiry Based Learning, and Teaching of English Speaking**. In this early discussion, the researcher found out the term that should be recognized first by the readers, those are:

1. **Implementation:** Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.<sup>14</sup> Implementation is the learning application used in teaching process to educations purpose.<sup>15</sup> In this study, the implementation refers to the carrying out of inquiry based learning as a strategy in teaching and learning activity at MA AL-Fathimiyah Paciran Lamongan.
2. **Inquiry Based Learning:** Inquiry based learning is a research-based strategy that actively involves students in the

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<sup>14</sup> Definition of implementation, <http://searchcrm.techtarget.com/definition/implementation>, accessed 11 April 2017.

<sup>15</sup> TheresiaNiung P, *Pengajaran English as a Global Language and Method CTL (Contextual Teaching and Learning, 2008)*, p. 1.

exploration of the content, issues, and questions surrounding a curricular area or concept. The activities and assignments in an Inquiry Based Learning classroom can be designed such that students work individually or together to solve problems involving both in class work and fieldwork.<sup>16</sup>

In this study, the inquiry based learning is a strategy to touch English speaking that involves the use of questioning as the major vehicle to present the material and deliver instruction to make students active and creative in critical thinking.

3. **Teaching Speaking:** Teaching is sharing knowledge and experience.<sup>17</sup> Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts<sup>18</sup>. Teaching Speaking is the use of language both verbal and non-verbal as a means of sharing knowledge and experience in classroom contexts. Teaching speaking in this case is the use of English language both verbal and non-verbal uses inquiry based learning to share knowledge in the context of XI class in MA Al-Fathimiyah Paciran Lamongan.

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<sup>16</sup>Pannstatet, Inquiry Based Learning ,

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_InquiryBased](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased), accessed 12 February 2017. P. 1

<sup>17</sup> Amy Gratch, "The Culture of Teaching and Beginning Teacher Development", *Teacher Education Quarterly*, vol. 28, no. 4 (2001), p. 125, accessed 29 December 2016.

<sup>18</sup> Chaney,A.Lm and T.L, Burk, *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon.1998, p. 13.