IMPLEMENTATION OF INQUIRY-BASED LEARNING IN ENGLISH LEARNING AT MA DARUL ULUM WARU SIDOARJO

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd) in
Teaching English

By

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SURABAYA

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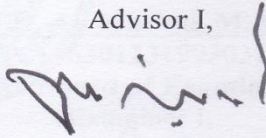
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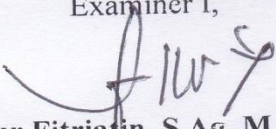
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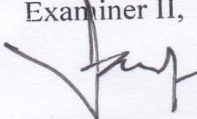NIP. 196301231993031002

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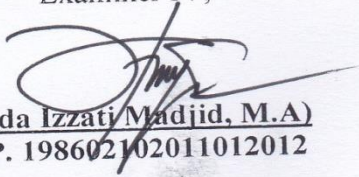(Drs. Muhtarom, M.Ed, Grad, Dip. Tesol)
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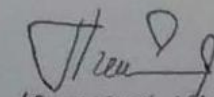The Implementation of Inquiry Based Learning at MA Darul Ulum Waru Sidoarjo.

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ABSTRACT

Ni'mah, Islahun. (2018). *"Implementation of Inquiry based Learning in English Learning at MA Darul Ulum Waru Sidoarjo"* An Undergraduate Thesis. English Education Department.Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya.

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Keywords   : Inquiry based learning, Challenge, Teaching English

Inquiry based learning (IBL) is a learning approach that makes students actively involved throughout their learning lives, increases using skills and improves their critical thinking skills through discussion and activity. Teacher who used this method would help students to analyzing something and looking for the reason. Here, the researcher will specified the research about how to conduct inquiry based learning in the classroom by conducting each phase because not all teachers can do inquiry models nicely. This research discussed two research questions; how does the teacher apply inquiry based learning approach to the students at MA Darul Ulum Waru Sidoarjo? and What are the teacher challenges in implementing inquiry based learning approach in the classroom?. This research used descriptive qualitative study approach. To collect the data this research used observation and interview to the English teacher. Based on the result teacher has been conduct the five phases; planning, retrieving, processing, creating, sharing, and evaluating but the teacher less maximally to implement the phase. Then, the teacher also faced some challenges in four phases that is management to an effective classroom, management of extended activity, student's social anxiety, and students various background knowledge.

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ABSTRAK

Ni'mah, Islahun. (2018). *"Implementation of Inquiry based Learning in English Learning at MA Darul Ulum Waru Sidoarjo"* An Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya.

Pembimbing: **Dr. phil. Khoirun Niam and Dra. Irma Soraya, M.Pd**

Kata Kunci: Pembelajaran berdasarkan penyelidikan, tantangan, mengajar bahasa inggris

Inquiry based learning (IBL) adalah suatu pendekatan pembelajaran yang dapat membuat siswa terlibat secara aktif melalui kehidupan belajar mereka, dapat meningkatkan keterampilan skill berfikir kritis melalui kegiatan diskusi dan kegiatan. Guru yang menggunakan metode ini akan membantu siswa dalam menganalisis sesuatu dan mencari sebabnya. Disini, peneliti akan melakukan penelitian tentang bagaimana cara melakukan pembelajaran berbasis inquiry dikelas dengan melakukan setiap fase karena tidak semua guru dapat melaksanakan model inquiry dengan baik. Peneliti akan menentukan dua rumusan masalah; bagaimana cara guru menerapkan pendekatan pembelajaran berbasis inquiry kepada siswa di MA Darul Ulum Waru Sidoarjo? dan apa tantangan guru dalam menerapkan pendekatan pembelajaran berbasis inquiry dikelas? Penelitian ini akan menggunakan pendekatan penelitian kualitatif deskriptif. Untuk mengumpulkan data penelitian ini menggunakan metode observasi dan wawancara kepada guru bahasa Inggris. Berdasarkan hasil penelitian, guru telah menggunakan enam fase diantaranya; planning, retrieving, processing, creating, sharing and evaluating. Namun guru kurang maksimal dalam melaksanakan fase tersebut karena beberapa hal. Kemudian guru juga menghadapi beberapa tantangan dalam yang dialami dalam beberapa fase diantaranya manajemen kelas yang efektif, pengelolaan kegiatan yang diperpanjang, kecemasan sosial siswa, dan siswa dari berbagai macam latar belakang pengetahuan.

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CHAPTER 1

INTRODUCTION

This chapter presents an introduction of the study that explains the issues related to the research. Besides, it contains the research questions that come up in some cases, the objectives of the study that explain the aims of conducting this research, significances of the study. Furthermore, the scope and limitation of the study are also presented in this chapter. The last, definition of key terms defining the variables used in this research is also provided in this chapter.

A. Background of Study

Commonly, teaching called as a job of being a teacher. According to H.C. Morrison in Pradeep Kumar's book *Advanced Methods of Teaching,* teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the later.[1] An expert also argued that education must be experienced based, centering on ideals such as open-mindedness and discipline in aim-based activity.[2] Whereas Gage stated in *Advanced Methods of Teaching book*, teaching is a form of interpersonal influence aimed at changing the behavior potential of another person.[3] So, it can be concluded that teaching is a relation between two or more persons who engage in an activity to create learning. The activity here can be a kind of discussions, doing tasks, conducting observations and others.

In general explanation, teaching can be regarded as the relationship between educators and learners. The educators should fulfill the learners need to make the learning occurs. The appropriate methods and approaches used by educators are able to support the learner needs and how to teach it. It also helps to develop in the process of learning. Before going further about

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[1] Pradeep Kumar. *Advanced Methods of Teaching* (Himalaya Publishing 1st Edition, 2012), 1.

[2] Alison Wells, "An Investigation of Inquiry-Based Learning in The Inclusive Classroom". University of Manitoba. Spring 2017, 3

[3] Pradeep Kumar, *Advanced Methods … p.*2.

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method and approach, the learning process has its own purpose that is achieving the learning objectives.[4] Objectives here mean mastering competencies that have been taught by the teacher. Therefore an effective learning is a right answer to achieve that goal. An effective learning is the activity of monitoring and review of whether approaches and strategies are proving effective for the particular goals and learning contexts.[5] Indeed, an effective learning strongly needed to achieve the goal by using the model and appropriate learning strategy. Furthermore, the use of appropriate learning strategies often results in improved proficiency or achievement overall or in specific skill areas.[6]

Nowadays, in curriculum 2013, the process of teaching and learning English focuses on students centered learning by offering an approach namely scientific approach.[7] This approaches places students in the center of a learning process.[8] In which, students have to be active in learning, independently, and cooperative in a group discussion. This way of learning is to make students build their own understanding and knowledge of the world around them by recognizing objects around that reflects their experiences.[9] In this learning process, students are expected to be subject of learning.[10] Students find their own knowledge, skills.and attitudes according to the expected

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[4]Mas Sugeng., "Tujuan Pembelajaran dalam Kurikulum". Paper presented at Seminar Lokakarya Pendidikan Kurikulum Indonesia, Bandung, 2016), 2.

[5]Chris Watkins et.al, "Effective Learning".NSIN Research Matters. Institute of Education University of London . No. 17, Summer 2017, 157

[6]Supriyadi.*Strategi Belajar Mengajar* (Surabaya: Cakrawla Ilmu, 2011), 175

[7]Yeli Gusnita., "The Implementation of Inquiry Based Learning Approach used by English Teacher in English Learning Process at SMAN 1 Solok Selatan" STKIP PGRI West Sumatra: English Department, 1.

[8] Ibid.,

[9]Indrawati – Wanwan Setiawan, *Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan* (Pusat Pengembangan dan Pemberdayaan Publik dan Tenaga Kependidikan Ilmu Pengetahuan Alam [PPPPTK IPA], 2009), 9.

[10]Rifky Hindian Prabandaru. (2015). *Keefektifan Model Inquiry Based Learning terhadap Penguasaan Kompetensi Pengoperasian Peralatan Pengendali Daya Tegangan Rendah Kelas XI di SMKN 1 SEDAYU.*A Thesis. Electrical Engineering Education, Teknik State University of Yogyakarta.

competence of skills. In that process, students are expected to solve problems faced actively and independently so that they tend to be more understood than the system of receiving knowledge given directly by the teacher.[11]There are many ways for teachers to make their students active. One of them, teachers should be innovative, because innovative teaching is necessary for the present and future of education to help students reach their full potential. An innovative teaching can be started with selecting of approaches used by the teacher.

The implementation of K13 has many approaches to build students think ability such as inquiry-based learning, project-based learning, scientific approach, traditional approach, and more.[12] Those kinds of approaches surely are to make students as productive as possible.Yet, the approach has the comparison itself. For example, by using traditional-teacher-centered teaching, students seems like be a passive receiver of information than the area of interest just focus on what to teach. [13] This approach might be replaced with the good one that is inquiry. However, this research will investigate about inquiry based learning approach because this instructional model like inquiry will support the work of teacher and student and surely can be used in a variety of ways. In addition, the area of inquiry not just focuses on what to teach but also on how to teach. Whereas, in the past, the learning still applied a conventional learning style like teacher talks in front of the class and be the center. This thing makes students depend on what the teachers do. So, this type of learning should be changed with inquiry models because it makes students become independent. They will realize the source of information not only obtained from

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[11] Ibid.,

[12] Heru Kusmaryono-RokhisSetiawati., "Penerapan Inquiry based Learning untukMengetahuiResponBelajarSiswapadaMateriKonsepdanPengelolaanKoperasi ". Jurnal Pendidikan Ekonomi Dinamika Pendidikan. Vol. VIII, No. 20 Desember 2013, pg. 134

[13] Meltem Duran – Ilbilge Dokme,"The Effect of Inquiry based learning Approach on Student's Critical Thinking Skills". Eurasia Journal of Mathematics, Science & Technology Education.Vol. 12. No. 12, July 2016, pg.2889

the teacher but anywhere. They should look for and use information from a variety of sources that have been provided. Select, take relevant information, and then processed it into new ideas or knowledge. So that is why by using inquiry is better to make them independent than the other.Here, the teachers must encourage students to ask questions and support them through the investigation process, understanding when to begin and how to structure an inquiry activity.[14]A brief review of current literature regarding inquiry-based learning (IBL) was conducted and showed that there are no standard definitions for IBL or agreement about what it should be called.[15]

The inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world.[16]Inquiry based learning is a way to gain knowledge through inquiry. Thus, Inquiry Based Learning approach can be defined as a learning approach making students actively involved throughout their learning lives, increasing their scientific approach using skills, and improving their critical-thinking skills through discussion and activities. Inquiry methods are useful in teaching causal relationships and correcting misconceptions. An excellent analysis of inquiry methods is provided by Collins and Stevanus, who analyzed inquiry teachers dialogues with students to identify goals and strategies they use to foster students reasoning.[17] Teachers who used this method would help students analyze something and looking for the reason. Teacher intentionally asking questions, selecting examples, and use a trap strategies to elicit misconceptions in students thinking so it can be corrected.[18]However, there are many overviews of the various

[14] Marcus Guido. "All About Inquiry-based learning: Definitions, Benefits, and Strategies" Prodigy Game, www.prodigygame.com, retrieved on July,1, 2018)
[15] Alison Wells, "An Investigation …" p.3
[16] Alberta Learning, Learning and Teaching Resources Branch., *Focus on Inquiry: A Teacher's guide to Implementing Inquiry-Based Learning*. Canada: Alberta, 2004
[17] J. Kurfiss,*Critical Thinking: Theory, Research, Practice, and Possibilities*. (ASHE-ERIC Higher Education Report No. 2, 1988) Pg. 52
[18]Ibid.,

definitions, descriptions, and terms that will be found clearly in the next chapter.

Every approach has a step or process to do. Here, the researcher will specify the research about how to conduct inquiry based learning in the classroom by conducting each phase because not all teachers can do inquiry models nicely. May some of teachers consider that he/she has been used a kind strategy or approach but they do not know what does it means or they just do not how to do that. Hence, the teacher should know about the inquiry process to make their teaching and learning processes aware, more focused and get the point.

Further, every approach also has its own difficulties or challenges when implemented. The difficulties might come from the students, classroom environment, facilitation, management, situation, or condition. It can be occur based on what approach that will be used. However, the teacher should care forsome tools that might be improved the quantity and quality of the models. Hence, whatever the teacher's challenges in implementing his approach in the classroom there will always be a separate way of dealing with and developing that method to get a better future.This case also applies to inquiry based learning. There are many challenges to the successful implementation of inquiry based-learning. Shauble in Daniel's journal stated that researcher has documented that children have difficulties conducting systematic scientific investigations.[19]Furthermore, in teacher side, Flick and Ledermane in Cassie Quigley's article stated that research indicates that teacher understanding of inquiry, including its many pedagogical and curricular nuances is still problematic.[20]Surely, inquiry models in this study have a challenge itself to do by the teacher that the researcher wants to know. Therefore, this research will emphasize how to conduct

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[19]Daniel C. Edelson et al., "Addressing the Challenges of Inquiry-based learning through technology and Curriculum Design. Institute for The Learning Sciences and School of Education and Social Policy. Noerthwestern University. 2

[20] Quigley Cassie et al., "Challenges to Inquiry Teaching and Suggestions for How to Meet Them". *Science Educator*.Vol. 20. No. 1, Spring 2011, pg. 55

inquiry based learning and what challenges that faced by the teacher.

This research is conducted to the English teacher at MA Darul Ulum Waru Sidoarjo. Take specifically at MA Darul Ulum Waru as a locus of the research because this school has students with a different background from others. Some of the students at this school are part-time workers. So they should go work after they go home. They have a limited time to study at home. Sometimes, they just study and learn in the school. This condition is hard for the teacher. Fortunately, this teacher has been used Inquiry models, so it will help the researcher to do the research especially how is he conducting inquiry models in the class. It can be proved by the teacher's lesson plan. (See appendix 12) Then, based on preliminary research that has been conducted by the researcher at August, 21 2017 on teaching internship observation result in MA Darul Ulum Waru Sidoarjo, show that sometimes teacher feels doubt how to measure the quality of inquiry as implemented in the classroom. The teacher feels there still has something do not work. This shows that there are challenges for teachers in implementing inquiry in the classroom that should be coping to make better next.

There are five researchers on the field regardingimplement inquiry based learning approach. Three of them deal with phases of implementing inquiry based learning. The research conducted by Helen M. Madil and the partner was indicated that by using inquiry based learning approach is worthy for further study in occupational therapy education. Next research conducted by Margus Pedaste and the partner has been identifying 5 distinct general inquiry phases that is orientation, conceptualization, investigation, conclusion, and discussion. Then, research done by M.I.S Putra and the partner indicates that the development of guided inquiry science learning materials can improve literacy skills. The researcher also conducted five phases of the guided inquiry that is planning, retrieving, processing, creating, sharing, and evaluating. Furthermore, two of five researches are dealing with teachers' challenges in implementing inquiry based learning. The

research was done by Daniel C., Douglas N., and Roy D.formulated that, there are 5 possible challenges to an inquiry; Motivation, accessibility of investigation techniques, Background knowledge, and management of extended activities. Next research conducted by RamyaKreshna Enugu, he found there are challenges in implementing 5E inquiry models. They found two kinds of challenges, that is general and specifics challenges. All those previous studies examined that using Inquiry Based Learning has phases and challenges to conduct it. However, this research has the different focus from those previous researches. This research would focus on the phase the teacher implement Inquiry Based Learning and the challenges.

Knowing the limited research on the learning strategy of inquiry based learning that has various kinds of phases. So, the main purpose of the research is to know what phases and how does the teacher conducting inquiry during the class. Since this research examines about implementing inquiry based learning, the researcher thinks that it also needs to know about what challenges faced by the teacher when it is implemented. It is important because to improve the quality of the inquiry models. Because of the problem above, the researcher conducts this research at MA Darul Ulum Waru Sidoarjo because this school has been used this learning strategy of inquiry-based learning.

B. Research Question

Based on the background of the study above, the researcher formulates some questions as the purpose of this research. The research questions state as follow:

1. How does the teacher apply inquiry based learning approach to the students at 11th grade of MA Darul Ulum Waru Sidoarjo?
2. What are the teacher challenges in implementing Inquiry based Learning approach in the classroom?

C. Objectiveof Study

Based on the research question, the objectives of the research are:

1. To describethe phases of the teacher used inquiry based learning approach in the class
2. To identifyteacher's challenge in implementing Inquiry based Learning in the class

D. The Significance of the Study

This study was expected to give a big contribution tothe teacher and educational practitioners and the researchers.

1. For the teachers:
   The result of this research can be used as a reference in teaching English in senior high school. Any unveiled strategies would help solve the problem of the teachers when facing the challenge in teaching English
2. For the educational practitioners and researchers:
   Hopefully, this research can be a reference foranother researcher which focuses on the similar topicof Inquiry-based learning and the teacher challenges with a different perspective especially in addressing the challenges of inquiry-basedlearning.

E. Scope and Limitation of the Study

The researcher determines the scope of study more on how the phase of a teacher applying Inquiry based Learning in the class. The researcher used a theory adapted from Alberta Learning about A Teacher's guide to implementing Inquiry based Learning. This study will take a theory about all phases of Inquiry model-[21] Planning, retrieving, processing, creating, sharing, and evaluating. Furthermore, the focus of this study is also on the teacher challenges in implementing Inquiry based Learning in the classroom. Here, the researcher will use a theory adapted from, "Challenges to Inquiry Teaching and Suggestions for How to meet them," by Cassie and the partner. They constitute of the challenges that teachers face when

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[21]Alberta Learning, Learning … p.10

incorporating Inquiry Based Learning. There are 4 possible challenges that might be faced by the teacher:[22]The quality of inquiry, the use of discourse and discussion by the teacher, teachers thinking about the aspect of inquiry, and teacher's management to an effective inquiry classroom. The limit of the study is on the teacher's teaching only and does not evaluate anymore about the process.

F. Definition of Key Terms

The researcher explains the term used in this study as follow:

1. Implementation

Implementation is the learning application used in teaching process to educations purpose. [23] In this research, implementation is the application of approach that used by the teacher in English learning in the classroom.

2. Inquiry Based Learning

According to Parim, Inquiry Based Learning (IBL) is a way of asking questions, seeking information, and finding new ideas related to an event.[24] That is, in IBL, students learn by using cause and effect, relational and critical thinking, and combining both scientific knowledge and operations.[25]Therefore, IBL engages students' critical thinking skills. Therefore, Inquiry based learning in this study means how the teacher applied Inquiry based learning in the classroom includes phases to conducts IBL models. The goal is students aroused by the task, actively seek and examine the solving problem itself, looking for the source itself in the group.

3. Challenge

[22]Quigley Cassie, et.al., "Challenges to Inquiry Teaching and Suggestions for How to Meet Them". *Science Educator.*Vol. 20. No. 1, Spring 2011, pg. 55

[23]Theresia Niung P., Pengajaran EGL (English as a Global Language) and method CTL (Contextual Teaching Learning , 2008) Journal.

[24]Meltem Duran &IlbilgeDokme,"The Effect of The Inquiry-Based Learning Approach on Student's Critical-Thinking Skills". Eurasia Journal of Mathematics, Science, & Technology Education.Vol 12. No. 12, July 2016, 2888

[25]Ibid., 288

Challenge according to Toynbee is something difficult which requires difficult effort and determination, something that tests strength, skill, or ability.[26] In this research, challenges are teacher difficulties in teaching English by using Inquiry based Learning approach which needs problem-solving.

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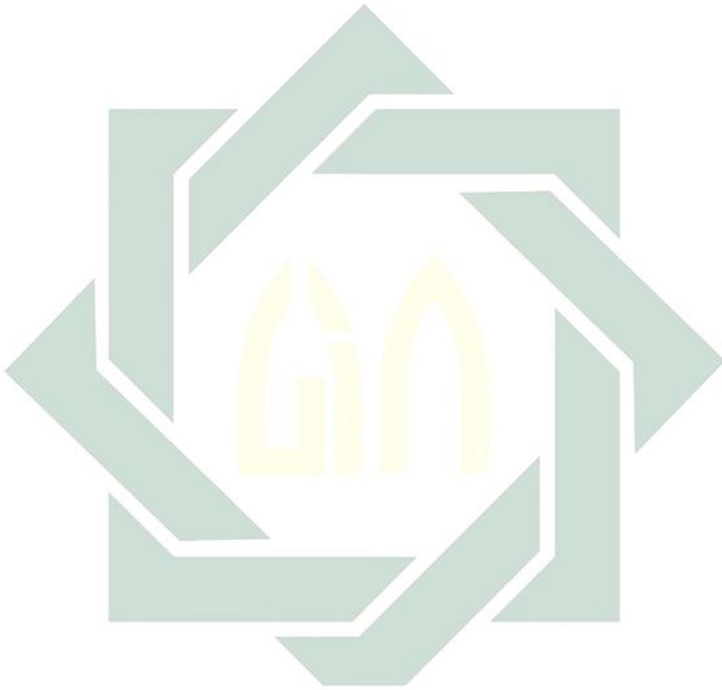
[26]Toynbee, J. Arnold, " A Study of History " (London: Oxford University Press, 1987), 125.

CHAPTER II

REVIEW RELATED LITERATURE

This chapter focuses on review of related theories and literature of the teacher's phase to conduct Inquiry based learning and its challenge followed by definitions, phases and challenge of inquiry based learning. In the last, the researcher also gives the previous study related to the research. Each of those will be discussed more in this following section:

A. LiteratureReview
1. Teaching English

Everyone knows that 'English' is described as the most important of all school subjects. It is a consistently controversial and debated subject. It might be argued that English is the subject that many interested parties would most like to control.[1] Actually, all subjects have their debates, but English is the most. English are very often unusually public and attract plenty of media attention.[2] Further, subject English has a purpose to teach the language as an entitlement to all pupils whether or not it is their first or second language.[3] There have been a lot of efforts and financially investment to support the English teaching programs all over the country. So that is why the government always changes the methods of teaching English in order to get a better result. Teaching involves a continuous analysis of one's one work, the experiences of other teachers and the search for new means to improve teaching.[4] According to Robert Lado in Elene's journal Concept on the Methodology of Teaching English emphasized, when teaching English one should be aware

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[1] Andrew Goodwyn – Jane Bronson, *Teaching English* (New York: Routledge Taylor and Francis Group, 2005). 1.

[2] Ibid.,

[3] Ibid.,

[4] Elene Taralunga, "Concept on the methodology of Teaching English". The Economic Journal of Takasaki City University of Economics. Vol. 48, No. 3, 2006, 169

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of the following principles[5]: Speech before writing, the development of habits by means of pattern practice, and the cultural principles.

2. **Learning English**
   a. Definitions of learning

   As Brown stated that, learning is an acquiring or getting of knowledge of a subject or a skill by the study, experience, or instruction[6]. Based on Brown, there are many concepts of learning:

   1. Learning is retention of information or skill
   2. Learning is acquisition or getting
   3. Retention implies storage systems, memory, and cognitive organization
   4. Learning is relatively permanent
   5. Learning is a change behavior
   6. Learning involves some from practice, perhaps reinforces practice
   7. Learning involves active conscious focus on and acting upon events outside or inside the organism

   These concepts above, also give way to the number of subfields within a discipline of psychology.

   David defines learning, as the process whereby an organism change it is behavior as a result of experience. [7] Experiences can be gained from learning because students can get knowledge and skill that are very important for students' life.

   Based on the explanation above, the writer sums up that learning is the acquisition of a new behavior that occurs as a result of relatively permanent changes and the organisms' experience or practice.

   b. Theories of Learning

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[5] Elene Taralunga, "Concept on the methodology … " p.170
[6] Brown, Principles of Language Learning and Teaching, 7.
[7] Harry Smith, Psychology in Teaching, (USA: Prentice Hill. 1962). 260

Learning is one of the most important activities in which humans engage in their life. Learning are occur not only in the class but also outside of the class. Various theories of learning have been suggested, and these theories differ for a variety of reasons. Generally, theories based on scientific evidence are considered more valid than theories based on opinion or personal experience.

Learning theories can develop by the teacher itself. Through of study of learning theories and their historical development, teacher should gain insights into the harmonies and conflicts that prevail in present educational theory. [8] From this insight, teacher should more toward developing adequate theories of their own.

J.B. Watson making Pavlov's research as based for to his learning theory. Watson believes that Learning is a process from conditioning reflects or response passes through a chance from stimulus to another.

c. English

International language it means a language that has been spoken in the whole of the world as an effect of globalization era. People should have to master the international language in this case, is English, in order to make easier in socializing, business, interact, job, study, and etc.

Furthermore, Brumfit stated that English as an international language in that it is the most widespread medium of internal communication both because of the number and the geographical spread of its speaker, and because of the large or number of native speaker who

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[8]Rooissatur Rosidah, Undergraduate Thesis: "Students' motivation in Learning English at Rumah Belajar Pandawa Ngagel" (Surabaya: State Islamic University of SunanAmpel, 2017), 34

use it for part at least of their international context[9]. Based on Moody, English is a language, it means that English language is developed technique of communication, to promote understanding between languages, to enable useful, appropriate and efficient action to take place[10]. Based on those definitions above, the researcher concludes that English is an international language, which uses as a tool for interaction with society.

So, the researcher concludes that learning English is the acquisition of a new behavior that occurs as a result of relatively permanent changes in a specific English subject as a tool of interaction.

3. **Approaches in learning English**

The way in which the target language is delivered essentially affect's the pupil's attitude to learning it and without a doubt the result and the success or failure of the learning process. Therefore, a great number of methods and approaches have been developed so far, as well as wealth of techniques and procedures, along with language theories and theories of learning, to improve the language teaching. However, in order to understand the nature of approaches and methods, it is important to clarify the relationship between approach, method, and technique.

American applied linguist Edward Anthony identified three levels of organization of the language teaching in 1963. He termed those concept approach, method, and technique, and arranged them hierarchically.[11]

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[9]C.J. Brumfit, *English for International Communication* (Oxford: Perganon Institure of English, 1982),.1.

[10] H. L. B. Moody, Varieties of English, (Singapore: Longman House Group, 1970). 1

[11]Michaela, Liskova. Diploma Thesis: "*Methods and approaches in teaching English at a Lower-Secondary School Level*". (Hradec Kralove: University of Hradec Kralove, 2017), 18.

"The organizational key is that techniques carry out a method which is consistent with an approach… An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught…

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach… within one approach, there can be many approach…

A technique is implementation – that which actually takes place in a classroom. it is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with a approach as well"

So, it can be concluded that an approach is an overall attitude in the process of teaching and learning. Method is an instrument of teaching within an approach. The method includes processes happening in the classroom, selection of the content of teaching, teacher's roles, learner's roles, the role of instructional materials and types of tasks and activities employed in the classroom. [12] Whereas, Techniques are a practical realization of the method that includes different practices and activities of all possible sorts, serving the purposes of the method implied. [13]

4. **Inquiry based learning**

Hence, as described earlier that approach is an overall attitude that occurs in the teaching and learning process. This study will conduct a research about one of approaches that can be used in the process of teaching and learning that is inquiry based learning approach. Inquiry

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[12] Michaela, Liskova. Diploma Thesis: "*Methods and Approaches …*" *p.*19.
[13] Ibid.,

based learning is a broad pedagogical approach which has enjoyed widespread support by educators and education systems over the past decade. [14]

a. Definition of Inquiry Based Learning

Inquiry has many definitions for every people in a different context. In science area, inquiry means an art or a knowledge talks about nature then answering the question. As a widely definition of Inquiry based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understanding, meanings, and knowledge.[15] That knowledge is a fresh for the students and might be used to answer a question, develop a solution or to support a position or point a view. It usually presented to others and may result in some kind of action.

Hayes notes that defining inquiry-based learning precisely is quite difficult and that historically, definitions of IBL have ranged from traditional hands-on learning to student research.[16]So that, here the researcher has chosen two definitions of IBL to give a broader description of IBL. Cited in Coombs and Elden, according to Wilke and Straits emphasize the importance of the students existing knowledge in IBL. They define IBL as learning occurs when the learner constructs an understanding of new information by associating it with prior knowledge in an organized and systematic way. Within this context, IBL is a student based exploration of real-life

[14] Australian Curriculum., *Approaches to Inquiry based Learning.* 2018, 1.

[15] Alberta Learning, Learning and Teaching Resources Branch., *Focus on Inquiry: A Teacher's guide to Implementing Inquiry-based learning.* Chapter I, pg. 11 Canada: Alberta, 2011

[16]Citriona Rooney, "How am I using Inquiry-based learning to improve my practice and to encourage higher order-thinking among my students of mathematics?".*Educational Journal of Living Theories*. Volume 5(2): 99-127, 2012

problems using the processes and the tools of inquiry.Other opinions also stated by Khan and O'Rourke that IBL is abroad umbrella term to describe approaches to learning that are driven by a process of inquiry.[17] In their definitions of IBL the tutor establishes the task and supports or facilities the process, but the students pursue their own life of inquiry, draw on their existing knowledge and take responsibility for analyzing and presenting their ideas appropriately.

Inquiry works through steps of observing and measuring, hypothesis, interpretation and setting theory.[18]According to Hebrank, Inquiry needs experimentation, reflection, and recognition of the lack and strength of the method used. Another resembles premise stated by Budnits that inquiry is feeling free to ask then answer by justification and verification. In inquiry learning teacher doesn't release the student just like that but the teacher should give instruction and guidance to the student. So, the students who think slowly or low intelligence able to follow students who have higher level intelligent.

IBL prefer to seek a suitable resolution to question and issues that rise rather than seeking the right answer. This approach focused on using and learning content as a means to develop how students process information and problem-solving skills. The model suggests that if students are more involved and are active participant in the classroom, they become more interested and engaged in subject-material- and the more engaged students are with material the easier it

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[17]Ibid.,

[18]Heru Kusmaryono – Rokhis Setiawati, "Penerapan Inquiry Based Learning untuk Mengetahui Respon Belajar Siswa pada Materi Konsep dan Pengelolaan Koperasi". Jurnal *Pendidikan Ekonomi Dinamika Pendidikan*. Vol. VIII, No. 2, December 2013, Pg. 133-145

According to Gulo, the role of teachers in Inquiry Based Learning teachers in creating an atmosphere of learning with inquiry approach has a variety of roles among them are: teachers as a provocateur; they find a creative ways to introduce students to ideas and to subject matter that is of interest to them and offers 'inquiry potential' or promise in terms of opportunities for students to engage in sustained inquiry of their own,[21] teacher as a facilitator,[22] showing some solution if there are any obstacles in the students thinking process. As a place to ask, to circulate the students from the mistakes they make and give themselves confidence. As an administrator who is responsible for activities in the classroom. As a director, who led the flow of student thinking activities to the expected goal. As a manager, who manages learning resources, time and class organizations.

Adapted from Alberta Learning book, this book proposes all phases of inquiry models- Planning, Retrieving, Processing, Creating, Sharing, and Evaluating.[23]

Picture 2.1: Picture of Inquiry phases

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[21]Student Achievement Division, Inquiry Based Learning., Ontorio Schools: Mei 2013

[22]M. Aqib bin Saqri – IsmaniabintiIshak – Nurun Dian BintiYhaya, "Inquiry Based Learning" (https://www.slideshare.net/guntong13/inquiry-based-learning-63222885 , retrieved on June 21, 2017)

[23]Alberta Learning, Learning… p.11
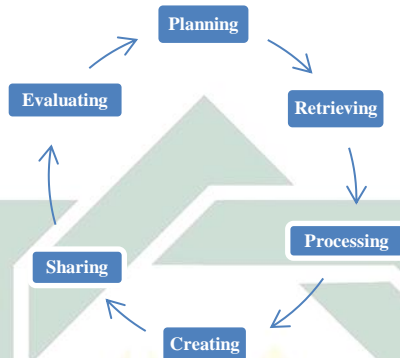
This is the following description of each phase:

Table 2.1: Table of Inquiry phases

Phase	Description	Teacher Activities
Planning	Identify possibleinformation sources	Teacher help students prepare for the Retrieving Phase by modeling and facilitating brainstorming of potential information sources. Once potential sources have been identified, teachers help students generate the search word that will help them acquire information they need.
Retrieving	Select relevant information	• Teacher creates a search strategy • Communicate with experts and beyond • Teacher explore a variety of print, non-

		print, electronic sources • Teacher record bibliographic information for print sources, including title, author, date, page numbers, publisher and place of publication • Teacher record bibliography for nonprint (multimedia) sources, including title, author, date, running time, and number of images, producer and/or distributor, location of producer/production company. • Teacher record bibliographic information for electronic sources, including title, author, date, URL, and date retrieved.
Processing	Choose pertinent information	• Teacher monitors the discussion activity. • Teachers evaluate internet sites for accuracy, objectivity, currency, authority and content, using a rubric, an evaluation checklist or other tool. • Teacher assess about their process of making meaning from information. • Teachers assess about which resources are

		most useful for a deeper understanding of their topic and why.
		• Teacher examines their information sources and the order in which they used them.
		• Teacher assesses about how they are creating new ideas by linking new knowledge to other knowledge or their own ideas.
Creating	Create a new knowledge product	Teacher makes a draft creation for their inquiry that incorporates information and highlights new understanding.
Sharing	Communicate with the audience	• Teacher provides students with opportunities to think about the needs of the audience.
		• Teacher provides students to practice using audiovisual or electronic materials appropriate to the sharing.
		• Teacher provides students to offer constructive

		suggestions to others as they prepare their sharing experience.
Evaluating	Evaluate the product	The teacher provides student to go back to the original brainstorming of ideas, questions, and issues to examine the development of a focus.

Harada and Yoshina stated that a considerable amount of research has indicated that inquiry-based learning (IBL) is a far more effective mode of learning than traditional rote learning.[24] Another academic's research also shows that IBL can improve student achievement. Another resembles premise stated by Koksal, and Blamchard that when compared with another the traditional teacher-centered method of teaching, the inquiry based learning method is seen as more effective in increasing overall achievement and improving scientific process skills by encouraging students to discover new information and fostering their critical thinking.[25]

5. **Challenges in teaching English**

Teaching English might seem mutual with any other teaching, yet it has its own unique challenges:

1. *Severe shortage of training.*Nunan stated in Aisyah's Journal that, in some countries, problems regarding a

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[24] Kai Wah Samuel Chu, "Inquiry Project Based Learning with A Partnership of Three Types of Teachers and The School Librarian". *Journal of The American Society for Information Science and Technology.* Vol. 60, Issue 8 2009, 1

[25] Meltem Duran & Illbilge Dokme,"The Effect of Inquiry Based Learning Approach…" pg. 2889

severe shortage English.[26] Teachers think that they are able to teaching English without some English training.

2. *Crowded class.* Emery stated that one of the most often mentioned problems encountered by English teacher is that "Overcrowded classes and the effect of such condition can have on teaching and learning." [27]

3. *Lack of vocabulary.* Hasan stated in Aisyah journal that one of the most challenging tasks that students encountered is mastering vocabulary.

4. *English exposure.* Teaching English as a foreign language is a challenging duty when it is taught in the places where English has inadequate exposure. Khan argued that the lack of English purposes demotivates students to practice and understand English due to students' insufficient background knowledge of English.[28]

5. *Mother tongue interference.* Fatiro stated in AM Songbatumis thesis that most of the problems arise is because of the first language interference. Both teachers and students "talk their own mother tongue fluently which unconsciously cause the incorrect English performance"

6. *Low teaching methods and techniques mastery.* Applying appropriate teaching methods and techniques is tough because the teachers do not merely think of how to transfer four skills, but also how to remains students motivation and enthusiasm in learning and practicing English.

There are the following challenges that might be faced by the teachers in teaching English.

6. Challenges related to Inquiry

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[26] Aisyah. Mumary, Challenges in Teaching English Faced by the English Teachers at MTsN Taliwangi". Yogyakarta: Universitas Muhammadiyah Yogyakarta

[27] Aisyah.Mumary, Challenges in Teaching … p. 10

[28] Ibid.,

There are four challenges that teachers incur when implementing scientific inquiry in classrooms. Five researchers conclude some efforts to address and overcome inquiry challenges in their research:[29]

Challenge 1: How can we measure the quality of inquiry as implemented in the classroom?

Challenge 2: How can teachers use discourse and discussion to encourage more effective inquiry-based learning?

Challenge 3: How can we get teachers to think of content and inquiry as not mutually exclusive, but rather aspects of the same goal?

Challenge 4: How can we help teachers learn to manage an effective inquiry classroom?

Here the following detailed about those 4 challenges:[30]

1. *The quality of inquiry*

   The quality tends to be student-centered. Here the teacher explains a phenomenon or concept and then directs the students in how to work with the concept through the classroom to provide a new mechanism to transform their instructional practice. This support is needed to help teacher transformation usually includes a combination of approaches.

   a. Order of Instruction

      The order of instruction indicator, within the instruction construct, challenges teachers to facilitate learning that provides opportunities for students to explore ideas before formal explanation occurs.

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[29]Quigley Cassie, et.al., "Challenges to Inquiry Teaching and Suggestions for How to Meet Them". *Science Educator.*Vol. 20. No. 1, Spring 2011, pg. 55
[30]Ibid., p.56

b. Complexity of questions

The discourse that is facilitated is critical for engagement and active learning. As such, the Complexity of Questions indicator provides guidance into the interactions that are facilitated in the classroom.

2. *The use of discourse and discussion by the teacher*

a. Providing Feedback

Teacher-questioning techniques are a central component to leading classroom discussions. For example, most teachers use a teacher technique called IRE (teacher initiation, student response, and teacher evaluation) sequences.Actually, this kind of technique makes students look passive. This kind of sequence technique should be changed to IRF (teacher initiation, student response, and feedback from the teacher). So it will create the environment more closely related to everyday conversation. By this everyday conversation, students will often to dialogue with each other. This student-to-student discussion in learning discourse often promotes inquiry learning as the dialogue and feedback is continuous and not predetermined by the teacher.

b. Providing follow-up information

After use IRF, teacher can move the feedback to provide follow-up information to extend students ideas, highlight the significance of students' contributions, and make connections to other experiences.

3. *Teacher's thinking about the aspect of inquiry*

a. Evidence-based explanation

One strategy teachers might use to help students develop an understanding of inquiry is to help students develop evidence-based explanation. Students

should conduct investigations that involve "the collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypotheses and explanations to make sense of the collected evidence.

b. Developing appropriate assessments

In order for students to show their understanding of inquiry, teacher needs to revisit the way they assess their students. Besides using traditional assessment like multiple choice, teacher can also used a performance assessment. By using this assessment, it allows student to engage in a research question or solve a problem. Plus, it provides teachers with opportunities to examine students in action and scaffold them in thinking critically. Performance assessment can be informal or formal and may include classroom discourse, student demonstrations, and the development of models.

4. *Teacher's management to an effective inquiry classroom*

Poor management can destroy any chance for meaningful learning-including inquiry. There are three essential keys to creating an appropriate affective classroom for inquiry learning and strategies for organizing the physical classroom for effective classroom. The three keys for creating an appropriate affective classroom include: building a solid presence, creating strong relationship in a respectful environment, and setting high expectations.

a. Building a solid presence

A commanding classroom presence carries a firmness, fairness, confidence, and "withitness" that allow the classroom to operate safely and respectfully- thus allowing and encouraging learning to take place.

Though these qualities tend to improve with time and experience, they can also be learned so that novice teacher can establish a commanding presence and quickly pass the "tests" that their students will inevitably send their way.

b. Creating strong relationship in a respectful environment.

The needs, abilities, and goals of the students are all unique. So the teacher career is a personal one that requires a professional rapport with an understanding of each student that we encounter. Thus, the task as teachers includes facilitating the development of a caring and respectful learning environment.

c. Setting high expectation

Expectations can be co-created with students. When students feel they have a voice and ownership in their learning, they are more likely to engage in learning and defend it when scoffed at by peers. One means of setting expectations is to have students set short and long-term goals. Long-term goals are about their performance in the overall course. Short-term goals may have to do with what they will try to achieve today. Goal setting has become particularly popular in middle school

settings and provides one strategy to narrow the achievement gap. Having students focus on clear goals each day helps them both to organize and prioritize, which are two very difficult things for many students. Encouraging students to set their own goals and meet those goals on a day-to-day basis provides an ongoing challenge for students and may minimize boredom.

A respectful classroom environment that provides both goal setting and goal meeting opportunities to support inquiry learning will provide multiple opportunities for student success.

These global management issues can help teachers transform their classroom and improve the quantity and quality of inquiry.

B. Previous Study

A research related the implementing inquiry based learning already done by Helen M. Madill, et al, entitled *Inquiry-Based Learning: An Instructional Alternative for Occupational Therapy Education.* The study was designed to evaluate the outcome of Inquiry-based learning by measuring students' subsequent performance in selected junior professional courses within the first year of study in an undergraduate occupational therapy program. Then, the results showed that students from IBL sections did at last as well as those from other sections where a different instructional approach was used sections in 1994/5 and 1996/7 each did significantly better on two of the

junior professional courses used as the outcome measure:[31] therapeutic occupation, assessment, and evaluation techniques. Students reported that the IBL experience stimulated them to learn more about the field, help them to develop problem-solving skills in relation to occupational therapy, and enabled them to learn more about career opportunities in occupational therapy.

Another research conducted by Margus Pedaste, et al, entitled *Phases of Inquiry-based Learning: Definitions and the Inquiry Cycle.* The study focuses on identifying and summarizing the core features of inquiry based learning by means of a systematic literature review and develops a synthesized inquiry cycle that combines the strengths of existing inquiry-based learning frameworks.[32] An analysis of the articles resulted in the identification of five distinct general inquiry phases: Orientation, Conceptualization, Investigation, Conclusion, and Discussion.[33]This research used a method of descriptive qualitative to analyze the data. The data analysis the researcher used is selected 60 articles consisted of three steps

Another past research also conducted by M.I.S Putra, W. Widodo, B. Jatmiko entitled, *the development of guided inquiry science learning materials to improve science literacy skill of prospective MI Teachers.* This study aimed to produce a valid, practical, and effective guided inquiry model science learning material to enhancing science literacy skill of prospective MI Teacher.[34] The design of the research is one-group pretest-posttest design. Then, the data collections were done using observation, testing, and questionnaire. Data were analyzed

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[31] Helen et al., "Inquiry- Based Learning : An Instructional Alternative for Occupational Therapy Education". Occupational Therapy International, 8(3), 198-209, 2001

[32] Margus et al., "Phases of inquiry based learning: Definitions and the inquiry cycle". Educational Research Review, 14 (2015) 47-61Abstract

[33]Margus et al., "Phases of inquiry based learning…" p.54

[34] M.I.S Putra et al., "The Development of Guided Inquiry learning Materials to Improve Science Literacy Skill of Perospective MI Teachers". Journal Pendidikan IPA Indonesia 5 (1) (2016) 83-93

using descriptive analysis of quantitative, qualitative, and non-parametric statistical tests.

Then, a research related to challenges in inquiry models has already conducted by Ramya Krisna Enugu, entitled *Challenges Pre-Service Science Teachers Face When Implementing A 5E Inquiry Model of Instruction.* This study examined those challenges and the Pre service teacher's perspective on how to overcome them. The data sample was 55 Pre-service science teacher enrolled into two sections of a science methods course in a private university in North Texas.[35] The data sources consisted of inquiry-based lesson, Pre-service science interview, peer teaching observational notes and field notes to investigate those challenges. The result of this study showed that pre-service teacher faced several challenges regarding the content and method. The content related challenges were difficulty with explain and elaborate phases of the 5e inquiry based learning. However, this previous study is talk about challenges in each phase of 5E inquiry based learning models include Engage, Explore, Explain, Elaborate, and Evaluate. Whereas this research talks about a general challenge faced by the teacher when implementing inquiry based learning approach in English learning.

The next researches about challenges of inquiry were conducted by Daniel C. Edelson, Douglas N. Gordin, and Roy D. Pea entitled, *addressing the challenges of Inquiry-based learning through technology and curriculum design.* This researcher has been exploring those challenges through program of research on the use of scientific visualization technologies to support inquiry-based learning in the geosciences.[36] In this paper, they describe five significant challenges to implementing

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[35]Ramya Kreshna Enugu., "Challenges Pre-service Science Teachers Face When Implementing A 5E Inquiry Model of Instruction" Thesis. Texas Christian University. Thesis: Abstrack

[36]Daniel C. Edelson et al., "Addressing the Challenges of Inquiry-based Learning through Technology and Curriculum Design.Institute for The learning Sciences and School of Education and Social Policy.Northwestern University. Abstrack.2

inquiry-based learning and present strategies for addressing them through the design of technology and curriculum.

Finally, the researcher concludes that those all previous studies considerably have differences and similarities with this study. Somehow, those literature encourage this study as the groundwork. In case of making this study different with those previous studies, the researcher reveals that the different focus of this study is on analyzing phase of inquiry based learning approach and its teacher's challenges at MA Darul Ulum Waru Sidoarjo.
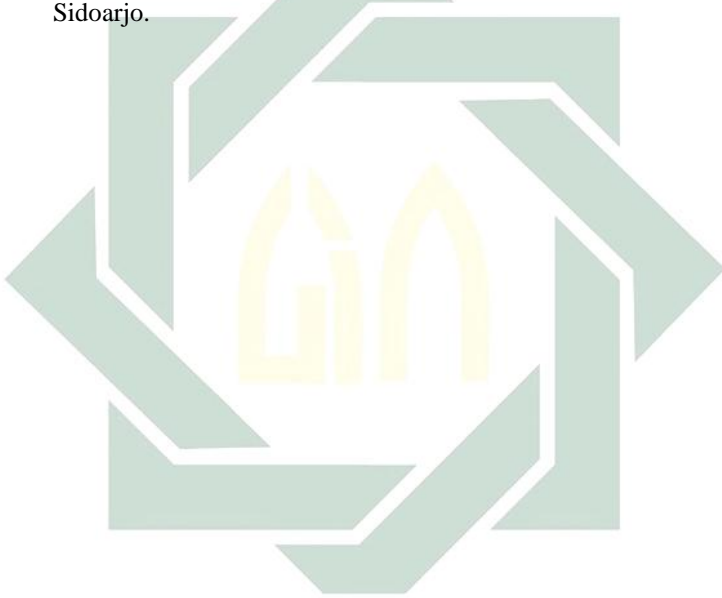
CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the features design of the fundamental research methods which were applied by the researcher. Inside it, there were any cases would be explained, they were research design, research subject and setting, the data and source of data, research instruments, data analysis technique, checking validity of findings, and research procedure.

A. Research Design

This research design is used to answer research question. A descriptive qualitative design is an appropriate design for this research. Qualitative method is referred to the method that used to get understanding and explanation of research question about social phenomenon and its context and it is involved of exploring complex issue and studying process that happened over time.[1] Qualitative research is concerned with qualitative phenomenon, such as phenomenon relating to or involving quality or kind.[2] So, this study is trying to observe and conclude the reality happened on teaching and learning process.

Hancock, Elizabeth Ockleford and Kate Windridge defined qualitative research is as a way in describing and interpreting and might lead to development of new concepts of theory and it leads to have natural setting as the data.[3] Additionally, qualitative research is research that contains attitude or opinion researcher based on the research, that the research uses depth interview to get the purpose of the research. On another reference, the term of qualitative research can be taken refer to research that is based on descriptive data that does not make

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[1]Ritchie and Lewis, *Qualitative research Practice: A guide for Social Science Students and Researchers*, 18.

[2]C.R Kothari, *Research methodology Methods and Techniques Second Revised Edition* (India: New Age International Publisher, 2004), 3

[3]Beverley Hancock – Elizabeth Ockleford – Kate Windridge, An Introduction to Qualitative Research.(The NIHR Research Design Service for the East Midlands, 2009), 6

33

(regular) use of statistical procedures. [4] Hence, it can be concluded that qualitative research is the research that uses descriptive for the explanation and describes the research.

B. Research Subject and Setting

In this research, the research subject is the English teacher of Islamic Senior High School/ MA DarulUlumWaruSidoarjo.

The research was conducted at MA DarulUlumWaruSidoarjo which was conducted in St. KolonelSugiono number 101-103, Kureksari, Waru, Sidoarjo. The research was focus on how the teacher implement inquiry based learning on 11th grade and its challenge during learning. The researcher chooses students at eleventh class because the eleventh class is on the formal operational phase, which is this phase students can think abstractly. Thinking abstractly means that they can do the logical think. They can solve the problem by using trial and error.[5]

C. Data and Source of Data

1. Data

Primary data was used by the researcher to answer the research problem: The data would explain in detail below:

The primary data taken by observation to the teacher towards the implementation of inquiry based learning in the class. It is used a form of observation checklist about phase of conducting inquiry based learning proposed by Alberta Learning books. Then, the researcher also does a personal interview to the teacher.

2. Source of Data

The sources of primary data were from teacher and students of MA DarulUlumWaruSidoarjo academic year 2017/2018.The primary data were obtained by observation and directly interview to the teacher.

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[4]C.R. Kothari, Research Methodology… p.3.
[5] John. W. Santrock, *Life-Span Development* (Perkembangan Masa Hidup), EdisiketigabelasJilid I, Jakarta: Erlangga , 2012, p. 423

D. Data Collection Technique

In this study, data were collected by techniques of conducting observation and interview. First, the researcher involved in classroom observation. Then, the researcher takes an interview to the teacher. In essence, the process of collecting data is specified in table below:

Table 2.2: Table of Data Collection Technique

Data Collection Technique			
Research Question	**Data Collection Technique**	**Instrument**	**Aims**
RQ 1	Observation	Field note. Observation checklist	To observe the teacher way of conducting Inquiry Based Learning in the classroom based on the theory researcher used.
RQ 2	Interview	Open-ended interviews.	To know about the teacher challenges of conducting Inquiry based Learning in during the class based on the theory researcher used.

1. To answer the first research question, how does the teacher apply inquiry based learning approach to students at 11th grade of MA Darul Ulum Sidoarjo?

   To answer the first research question, the researcher would take an observation to the teacher regarding the use of inquiry based learning.

2. To answer the second research question, what are the teacher challenges in using Inquiry based Learning approach in the classroom?

   To answer the second research question, the researcher conducts an interview to the teacher.

E. Research Instrument

In case of collecting data of the research, it needs an instrument. Thus, the researcher design the instruments for investigating research questions in three techniques includes observation, and interview.

1. Observation checklist.

   In this study, researcher used an observation checklist to collect the data of research. Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. [6] It can be concluded that observation is a process of gathering information from field notes and records. Here, the researcher will use a form of rubric assessment checklist. This observation checklist used to adjust the observation checklist data with the process in the real classroom. Additionally, researcher will act as a nonparticipant observation which the researcher as observer who observed the research without participating or taking any activities in the research, researcher may interact with subject of research to support the subject of research but not too involves in learning activities.

2. Interviews.

   The researcher also used an interview to the teacher about what challenges of teacher find during the learning. The

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[6]Ibid., 213

researcher will use a type of One-on-One Interviews. The One-on-One interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. [7]

F. Data Analysis Technique

Researcher collected the data and analyzed using data analysis techniques. To analyze the data, researcher also conducts the steps of data collection techniques. A data collection technique is a way the researcher collects the data empirically and objectively. [8] There are five steps in the process of analyzing and interpreting qualitative data based on John M. Cresswel[9] but researcher will make it briefly such as follows:

1. *Collecting and Organizing Data*
   The collected data involves document (observation) and audiovisual (recording) are organized. The data is arranged into different type depends on the source of information and the purpose of collecting data.
2. *Reading the Data*
   After the data is prepared, the researcher read all the data to gain information as much as possible. Then, give some notes if possible.
3. *Coding the Data*
   In this step, the researcher started to analyze the data by labeling the data or information. This stage also makes easier to sort out which the data need to be used or to be reduced. Then, by doing this stage, it automatically selects specific information that focuses on the study.
4. *Coding to build Description/Theme*

[7]Cressswell, John, M. *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 219
[8]Rahayu Devi, Thesis: "*The Implementation of Students Peer Assessment in Writing Descriptive Text at Tenth Grade of Trisila Senior High School of Surabaya*" (Surabaya: SunanAmpel States Islamic University, 2015).
[9]Cresswell, John, M. *Education Research: Planning... p.*261

Here, the researcher identified data based on the research question. The first research question used a theory of Alberta Learning book to conduct the phase of inquiry based learning Then, for second research question, the researcher used a theory adapted from Cassie Quigley and her partner about challenges to conduct inquiry teaching.

5. *Interpreting the Finding*.
The last step of analyzing data concludes the whole research.

G. Checking Validity of Findings

After researcher analyzing the data, the researcher needed to validate the finding of the study. Researcher plans to conduct the validity of data by triangulation. Creswell explained that triangulation is the process of justifying evidence from different individuals, type of data, or methods of data collection. [10]This research used triangulation methods of the data collection. On data triangulation, the researcher obtained the data not only from document but also interview and observation. The researcher confirms the data collection to the observed English teacher for checking the validity of findings. Hopefully, by doing this triangulation technique, this study will be more credible and accurate.

H. Research Procedure

To answer the first questions, will be done as these following stages:

Table 2.3: Table of research procedures

No.	Stages	Activities
1.	**Take a preliminary research**	The researcher does small observation to the classroom of 2nd grade of MA Darul Ulum Waru academic year 2016/2017. Here, the students still are a passive receiver of information. Then, the area of interests still focuses on what to teach.

[10]Ibid., p.259

2.	**Decide the research design**	The researcher wrote the title and research question first. Then, the researcher describes all the topic of the study that will be discussed. After that, researcher decided the research design of this research based on the outline.
3.	**Conduct the research**	
	a. Collecting Data	Data were obtained from teacher of eleventh class. The researcher collected teachers' directly observation by using observation checklist and interview.
	b. Analyzing the subject	After observations were collected, the researcher analyzes the data based on the theoretical framework in chapter II. To answer research question number 1, it will analyze with a theory about the phases to conduct Inquiry based learning approach adapted from Alberta Learning Book entitled, "Focus on Inquiry: A Teacher's Guide to Implementing Inquiry based Learning". Next step is analyzing using interview to the teacher then, analyze with the theory from Cassie Quigley. Then, those two data combine with the finding in this analysis section.
	c. Concluding the result of the research	After all the data, the result of analysis, and theory are combined, the researcher made a conclusion of the research based on the whole sections of this study that have been discussed.
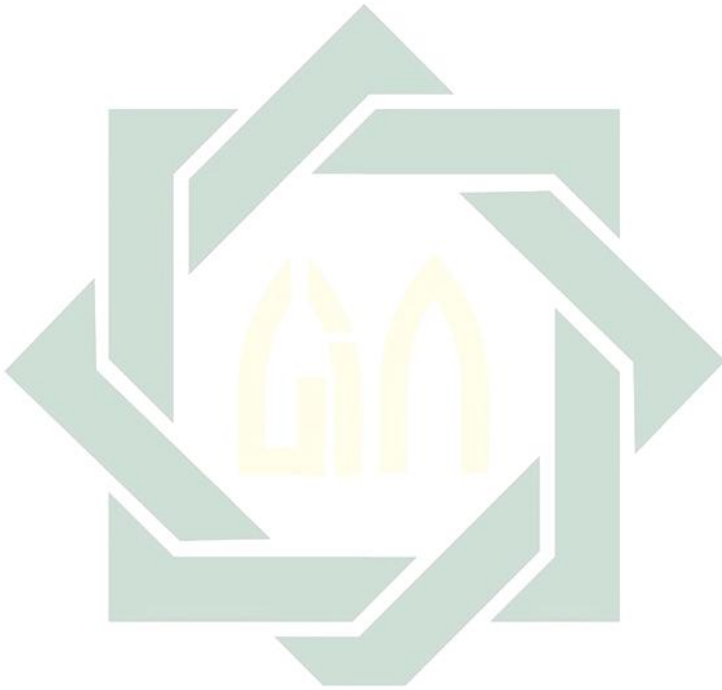
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents finding and discussion about the implementation of Inquiry based learning in English learning at MA Darul Ulum Waru Sidoarjo. In the finding, the researcher describesthe process of collecting data and finding. Then in the discussion, the researcher analyses the findings of the implementation and also the teacher challenges of inquiry based learning.

A. Research Findings

The researcher has conducted the research from April 17th – May 15th, 2018 through the techniques of collecting data which have been explained in the research method. The data collected were devoted to answer the research questions of how does the teacher apply inquiry based learning approach to students at 11th grade of Madrasah Aliyah Darul Ulum Waru Sidoarjo, and what the teacher's challenge in implementing inquiry based learning are. The finding of this study will be categorized based on the research questions.

1. Phases applying inquiry based learning approach by the teacher at Madrasah Aliyah Darul Ulum Waru Sidoarjo

In this study, the researcher investigatesthe phases of teachers'implementation of inquiry based learning approach during the class. To investigate the teacher's phase of inquiry based learning approach, the researcherhas done as a nonparticipant observer. Here the researcher usedobservation checklist. It takes once a meeting, in which it consisted of six phases: planning, retrieving, processing, creating, sharing, and evaluating. This observation was adapted from Alberta Learning book entitled, focus on inquiry: a teacher's guide to implementing inquiry based learning, Canada. In this finding there will be a description of each phase based on the theory then compare it with the realityof teacher's do in

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the class. The researcher analyzes the collected data and they are presented in the following description:

a. Planning
    In the first phase or planning phase, the teacher provided stimulation related to the material (Song). Here, the teacher started to brainstorm with some questions like,
    "What something makes you feel happy?"
    Students answer with various responses. Then, teacher justified all answers and pointed out to the students with the best answer with singing, or listening to the music. Next, the teacher continued with conveying the basic competencies and indicators to be achieved by the students on that day.(See appendix 4)

b. Retrieving
    In the second phase or retrieving phase, the teacher distributed print sources to the students. The teacher calls this activity as literacy. The teacher also connected it to the experts like introduced Ed Sheeran as a one of the musician in the world by asking to them. Next, teachers also introduced an old lyrics song and ask them to gain deeper information about that lyric and allow them to use internet or online sources. Here, the teacher walked around the class to make sure that students get a good and valid source/websites. (See Appendix 5)

c. Processing
    Third phase or processing phase, the teacher decided them to make a group. The class contains four groups, each group consisting of four to five students. Then, the teacher distributed some worksheet (see appendix 13) related to the material that students should be discussed with their group to answer the question together.The worksheet contains some question that

students have to analyze an old song specifically related to language features of that song. Here, the teacher allowed them using dictionary includes an online dictionary to translate the song first. (See Appendix 6) Then, each student started to gain information, then incorporating new ideas and connections, discuss together, then record information by taking notes.(See appendix 7) Meanwhile, teacher walked around the class to monitors the students' discussion. As he did so, he evaluated internet sites for accuracy, objectivity, currency, and content used by students.Then, teacherassessed the student's process of making meaning information in each group and students way to create new knowledge to other knowledge or their own ideas. By this monitoringactivity teacher also facilitates students to ask. (see appendix 8)

d. Creating

Fourth phase or creating phase, in this phase teacher asked students to presents their groupanalysis. The teacher pointed out students randomly, ask them to answerthe question based on their discussion result. Teacher gave a limited time to answer and discussed immediately, together with all group in the class. After it all, students collected it to the teacher. Then, teacher has an assessment itself to assess and correct the student's worksheet. (see appendix 9)

e. Sharing

Fifth phase or creating phase, teacher asked students to practice singing in front of the class. Each group should perform to sing. The teacher gave a limited time to show their best and allowed them to choose their favorite song, and then sing it in front of the class. Many of them are shy and do not want to go forward. Fortunately, there is a group want to perform.

be done by students itself but still under the teacher's command. The last one is by using the book. This book can be borrowed from the school library. [1]

2. Specific standardization in selecting contents.

As the teacher said that, before selecting content is always been specific standardization. Specific standardization can be seen from the basic competencies the teacher wants. So, if the material is suitable with the basic competencies, teacher takes it but if that's out of the basic competencies do not need to take it. [2]

3. Making expectations to set short and long-term goals.

Before the lesson starts, the teacher and students make an appointment orally which those appointments should be approved by both. However, the teacher does not use a punishment if someone breaks the rule because he (the teacher) will give a constructive option and profitable for students themselves.

4. Challenges during this phase

However, teacher confessed that he did not find any difficulties or challenges in conducting the first phase of inquiry based learning.

b. Retrieving

1. Selecting complete sources

Based on the interview, teacher stated that a kind of source print always needs more than one sites, because sometimes sites is incomplete to be a source of information for students. So, the teacher always takes a lot of sites to make the source print more complete. As a usual teacher looking for the

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[1] Interview with Mr. Achmad Ishom, May 15, 2018
[2] Interview with Mr. Achmad Ishom, May 15, 2018

reference from article or journal, then mix it. So, it will be helped students to get a much more information.[3]

2. Communicate with expert

Here the teacher conveyed that, everything should have a connection includes a lesson.[4] If the lesson took material about song, certainly need to communicate with the musician. However, communicate with the expert here does not always means speak up to the famous musician but describing them is includes communicating with the expert. Furthermore, communicate can be found locally or beyond. If only here there are extracurricular such as band, absolutely describing them is including communicate too.[5] So, communicate with the expert the teacher used is describing orally to the students.

3. Limitation on internet usage by using cell phone

There is no limitation on internet usage exactly by using cell phone for students.[6] The limitation of using cell phone only exists if teacher does not make that cell phone as a tool of learning. Otherwise, if the teacher makes the cell phone as a tool for learning like to search for something, to send a duty online or other, students can be used their cell phone. While the students used their cell phone, teacher should keep an eye on to what students do. Then, if the searching activity is done, teacher should make sure that student does not operate their cell phone anymore.

4. Evaluating student source

As the teacher said that, here teacher should have to walk around the class, getting closer with

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[3] Interview with Mr. Achmad Ishom, May 15, 2018
[4] Interview with Mr. Achmad Ishom, May 15, 2018
[5] Interview with Mr. Achmad Ishom, May 15, 2018
[6] Interview with Mr. Achmad Ishom, May 15, 2018

students.[7] Then, ask them about which resources or websites they used. Whether is it valid or not. Sometimes, teacher asks them to send that sources to the teacher's whatsApp, so the teacher can directly evaluate that source.

5. Challenges during this phase

The teacher confessed that the challenge might be is on some students that used the cell phone out of the teacher's see, and getting lost when they were searching something.

c. Processing

1. The way to make the students discussion more effective

Based on the teacher explanation, to make students discussion more effective teacher should active monitoring to each group. Make sure that all of them engaged in a discussion and discussed based on the topic. If only there is a passive student in a group, teacher should try to communicate and talk to them about the topic being discussed.[8]

2. Students assessment

According to the interview teacher stated that, teacher used a performance assessment to assess student activeness during the discussion. So, the teacher has been prepared a draft for each group and each student. The student assessment is a form of column which is teacher should give a check mark to the students that classified as an active student in the class or group. [9]

3. Challenges during this phase

As the teacher's interview result, the first challenges during the discussion are on the limits

[7] Interview with Mr. Achmad Ishom, May 15, 2018
[8] Interview with Mr. Achmad Ishom, May 15, 2018
[9] Interview with Mr. Achmad Ishom, May 15, 2018

time.[10] Students cannot discuss it until clear because the time is limit. Then, sometimes the class is not a conducive atmosphere because some students in the group should complete their other lesson work in the classroom. So this is strongly disturbing the discussion activity.

d. Creating
    1. Students Product
        The teacher conveyed that, by means of students product, exactly this material is a form of presenting their ideas based on the discussion result. However, sometimes teacher covering the product based on the material: it can be a form of presentation, role-play, or question and answer. In order to all member of the group get the scores, teacher decided to divide member into a work. So, if someone has been being a presenter another member should be answering the question from another group in a questioning session.
    2. Challenges during this phase
        As the interview result, teacher stated the challenge in this phase is when some students feel doubtful and shy to talk something in front of their friends.
    3. Using time and technology to create a creative product
        As the interview result, teacher just gives them a limited time for presentation because it is an oral presentation to highlights new ideas. So, the technology does not need. [11]

e. Sharing

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[10] Interview with Mr. Achmad Ishom, May 15, 2018
[11] Interview with Mr. Achmad Ishom, May 15, 2018

1. Facilitating students to an effective communication

   Based on interview, teacher did not have any specific criteria to help them learn about how to make the communication more effective because it is just a singing performance. So, the teacher just asks them preparing a song to be sung, and preparing their selves to show their best without any anxieties and nervous. [12]

2. Performance assessment

   As the teacher explained that he prefers to ask students to assess their friend's performance using a verbal and direct assessment not written. This verbal and direct assessment is a constructive suggestion and certainly, it will help students get a better future. [13]

3. Teachers challenges faced in this phase

   Here, the teacher stated that he faced a challenge of the heterogeneous class which is each students has different ability. Teacher found that students who like the English language in class just 2-3 students and only those who want to come forward and perform. Another student feels not confident. Everything based on the input.

f. Evaluating

   1. The way covering the wholelearning activity

      Based on interview result, teacher covers the whole learning activity by asking them (students) about the material that has been learned before. Then, teacher also re-explains briefly about the material. [14]

   2. The way to evaluates the inquiry process

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[12] Interview with Mr. Achmad Ishom, May 15, 2018
[13] Interview with Mr. Achmad Ishom, May 15, 2018
[14] Interview with Mr. Achmad Ishom, May 15, 2018

The teacher evaluates the inquiry process by controlling the whole activity. Here, the teacher collects the student's assessment/ performance assessment and the student's worksheet. If the student'sassessment gets a good score it means the inquiry process has been successful. Here the teacher also makes a reflection to know which activity has been successful which one is not.

In this phase, teacher has no challenges faced.

B. Research Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discusses those findings by reflecting on some theories related and the previous study for each following problems:

1. Phases in implementing inquiry based learning approach at Madrasah Aliyah Darul Ulum Waru Sidoarjo

a. Planning

In the finding, teacher provided stimulation related to the material. He starts to brainstorm by using a kind of question like "What something makes you happy?" Then, students answer it with various answer based on their daily activity. This kind of thing is useful to centralize to the topic materials. So, teacher stimulates them with questions and they can come up with a lot of answers. Then one of that answers will appear as a topic to be discussed.

As has been pointed out in the book of Alberta Learning entitled Focus on inquiry stated that students will be more successful in inquiry when teachers provide, in the context of classroom activities, opportunities for students to brainstorm

with possible questions, ideas and issues. [15] It also supported by previous study that has been done by M.I.S Putra, W. Widodo, and B. Jatmiko that in their research that in planning phase, teacher as an educator should present problems related to everyday life. Educators determine the procedure to solve the problem that will be done by students through experiment.[16]

Indeed, the teacher has been used a planning phase by brainstorm with a question related to the materials.

b. Retrieving

In the finding researcher found that, the teacher guiding students to communicate with an expert to make the topic more interesting by distributing a print source consist of musician. Here, the teacher uses a topic of song. He linking all the materials related to song. Then teacher also asks students to locate some information regarding the topic and collect resources to the internet or books to make them get more information about the topic. Next, teacher also introduced an old lyric and asks them to gain deeper information about that lyric and allow them to use internet or online sources. Furthermore, teacher also evaluates the websites/any source the students' get. Based on the lesson plan, teacher calls this activity as literacy which is an activity to think in the beginning of the lesson by reading.

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[15] Alberta Learning, Learning and Teaching Resources Branch., Focus on Inquiry: A Teacher's guide to Implementing Inquiry-based Learning. Chapter 6, Pg. 45 Canada: Alberta, 2004

[16] M.I.S Putra et al., "The Development of Guided Inquiry learning Materials to Improve Science Literacy Skill of Perospective MI Teachers". *Journal Pendidikan IPA Indonesia* 5 (1) (2016) 86

As has been summarized in the Alberta learning book that, in the retrieving phase: teacher provides students with opportunities to explore a variety of print, non print and electronic sources, communicate with experts, locally, beyond, then record bibliography for print, non-print and electronic resources. [17] Further, it also supported with the previous study that has been done by M.I.S Putra, W. Widodo, and B. Jatmiko. This study explained that learners find and collect the data about the problem proposed by educators from various source.[18]

By this activity, researcher concludes that teacher has applied retrieving phase by distributing a print source related to the materials. This activity means to get brief information exactly about language features of song like the meaning of word, rhymes, rhythm, imagery, figure of speech and etc.

c. Processing
In this finding, researcher found that teacher makes the learning activity into a discussion activity. He decided students into four groups. Each group consists of four to five students. Then, teacher distributed some worksheet that students should discussed with their group to answer the question together.[19] Then teacher asks them to analyze song and analyze the language features of that song gather with the group that has been formed before. The teacher asks them to know the meaning it first before analyzes, so he allowed students to use dictionary includes using online

[17]Alberta Learning, Learning … Pg. 54
[18] M.I.S Putra et al., "The Development of Guided Inquiry …" p.86
[19]Ibid.,

dictionary or google translate. From this activity, students can form a new knowledge and share their information with their friends. Besides that, teacher also does monitoring in each group to make sure that students discussed it. In inquiry-based learning the instructor is in a position to guide the exploration, to help shape the group's ideas of 'what they need to know'.[20]

As has been pointed out in Alberta Learning books that, in this phase students have to select and record information pertinent to their topic.[21] And the teacher should monitors, evaluates, and assesses students' activity. It also supported with the previous study by M.I.S Putra that in this phase learners test and prove the hypothesis by conducting experiments and analyzing his observations. [22]

In this study researcher sum up that by grouping it's a far more effective to make the students creating a new idea, select the pertinent information and then share with another friend's member. The discussion is one of the common lists of terms used to describe the process.[23] Discussion was always seen as a wider bidirectional process.[24] The teacher has been applying the processing phase by monitoring, evaluating, and assessing the students' discussion when the students were in discussion.

d.   Creating

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[20] Helen et al.,"Inquiry-Based Learning: An instructional Alternative for occupational Therapy Education". Occuational Therapy International,8 (3), p.201, 2001.
[21] Alberta Learning, Learning … p. 60
[22] M.I.S Putra et al., "The Development of Guided Inquiry… " p.86
[23]Margus et al., "Phases of inquiry based learning: Definitions and the inquiry cycle". Educational Research Review, 14 (2015) 54
[24] Ibid.,

In this finding researcher found that students create a product oral by using presentation. Particularly they have presented their discussion result gather with all groups in the class. Then, the teacher evaluated their result and students revise their work if detected any error based on teacher explanation with directly taking notes to their work. However, this topic material can be interest and looks unique if teacher facilitates the learning with something beyond or technology such as making a power point or something else to make the presentation wonderful but it cannot be implemented because this lesson has a limited time and technology.

This matter has been explained in the Alberta learning book that teacher should provide students to revise, rethink, and reorganize the creative product, synthesize a unique and personal way to produce a variety of creative products, produce a variety of creations, including reports, map, artistic renderings, speeches, and displays.[25] It also supported with the previous study done by M.I.S Putra, W. Widodo, and B. Jatmikothat learners make decisions and conclusions from his observations, then creating experiment reports.[26] So, it is better if the teacher facilitates the learning by technology beyond to make the presentation be a creative product. Because in this phase is conduct a creative new knowledge product.

e. Sharing

In the finding, researcher found that here the teacher provides student to practice singing in front of the class. The researcher describes that

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[25]Alberta Learning, Learning … P. 63
[26]M.I.S Putra et al., "The Development of Guided Inquiry…"p. 86

this activity looks like creating a new knowledge product like the previous phase, creating. Furthermore, in this phase define as a presenting a new understanding, not a product[27] whereas practice singing forward is not to present a new understanding. Additionally, previous research already done by M.IS Putra stated that in sharing phase learners present their observations and the educators comment in the discussion and provide reinforcement and straighten any mistakes. [28]

The researcher concludes that this activity of singing is categorized as one of creating phase because creating defined an activity to create a product. Whereas, in this sharing phase is defines as an activity to present new understanding while singing is not an activity contains presents new understanding.

f. Evaluating

In this phase, researcher found that the teacher evaluates the whole activity by asking the students about some of the topics that has been learned that day. If most of them can answer it clearly means that most of them receive the lesson well.

However, in Alberta learning books stated that evaluating here is a strategy to evaluate the product, process, and inquiry plan[29]. However, the teacher also made a reflection to know which one the activity does work or does not to evaluate the product, process and its plan. This is also reinforced by the previous study of M.I.S Putra stated that in evaluating phase, educators can give an award to each group who have made a

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[27]Alberta Learning, Learning … p. 67
[28]M.I.S Putra et al., "The Development of Guided Inquiry…" p.86
[29]Alberta Learning, Learning… p.71

presentation and then they provide authentic individual tasks regarding with the materials that have been learned. [30]

The researcher concludes that the teacher has been applying evaluating phase by bringing the students back to the original brainstorm. However, the teacher has been done to evaluate the product but not the inquiry process.It can be concluded that, actually between teacher and students has been done all the phases, but there were several something missing during the learning and teaching process.

2. **Teacher's Challenges in implementing inquiry based learning approach in the classroom**

The teacher has been conducting inquiry based learning approach in the class. However, every approach has its own challenges that must be faced by the teacher. So, here will be discussed about teacher's challenge in implementing inquiry based learning approach, then related it to the theories. As the researcher found that teacher has been used those six phases. However, not all phases the teacher faced challenges. There only several phases the teacher faced challenges or difficulties faced by the teacher that is; on retrieving, processing, creating, and sharing challenges. Whereas, in the phase of Planning and Evaluating teachers did not faced any challenges because this phase there is only teachers' intervention and it is easy to do.

The first challenge is on the retrieving phase. As the finding told that in retrieving phase, sometimes teacher missed out the students who surfing out of the topic or out the materials. It means that students have broken the rules. They should not apply their cell phone for other purposes. One of the greatest concerns for

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[30]M.I.S Putra et al., "The Development of Guided …" p.86

teachers in implementing inquiry is the fear of losing control. Losing control here is can be form of control of instruction, control of students, and control of the class.[31] Here, the researcher sum up that teacher is less in control of students. Classroom management is undoubtedly one of the most critical aspects associated with effective instruction and learning.[32] A poor management by the teacher can destroy any chance for meaningful learning including inquiry. As Cassie Quigley and the colleagues has also been formulated that, there are three essential keys creating an appropriate affective classroom for inquiry learning and strategies for organizing the physical classroom for effective instruction. The three keys for creating an appropriate affective classroom include: building a solid presence, creating strong relationships in a respectful environment, and setting high expectation.[33] So, those three keys can be used by the teacher to face the challenges of management to an effective classroom.

The second challenge is on the processing phase. As the finding told that in the processing phase teacher faced two challenges: the first one is on the limits of time during discussion and the second is not conducive atmosphere class. Sometimes, students should complete their other work in the classroom. However, these two challenges are categorized as a new finding which this finding is not found on the theory that has been formulated in the previous chapter. Nonetheless, Edelson and the partner formulated that to achieve the ultimate goal of open-ended inquiry, student must be able to

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[31]Cassie Quigley et al., "Challenges to Inquiry Teaching and Suggestions for How to Meet Them". Science Educator Vol. 20 No. 1, Spring 200, 59.
[32]Ibid.,
[33]Ibid.,

organize and manage complex, extended activities.[34] So, it requires planning and coordination between the teacher and students in order to students' realized their learning goals. However, students are not typically asked to manage extended complex processes as part of traditional education activities. If they are unable to organize time, work and manage an extended process, students cannot engage in inquiry or achieve the potential of inquiry-based learning.

The third challenge is on the creating phase. As the finding told that, challenge on this phase comes from the students which some students feel doubtful and shy to talk something in front of their friends. This case surely makes the presentation looks like a quiet presentation. Yet, this challenge is categorized as a new finding which this finding is not found on the theory that has been formulated in the review related literature. However, as Schlenker and Leary stated in GuzinSubasi's journal that social anxiety occurs when people feel doubtful about their particular impressions, real, or imaginary, on others.[35] Social anxiety, as denoted by its name, is a situation that arises in social settings as an outcome of interpersonal relationship.[36] What lies in the basis of social anxiety is the fear of being evaluated by other as inadequate. The literature survey demonstrates that studies conducted on social-evaluative anxiety, shyness, dating anxiety, communication apprehension, social-phobia, performance anxiety, and so many other are studied under the title of "social-anxiety"[37] However, Leary and Kowalski claim that

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[34]Daniel C. Edelson et al., "Addressing the Challenges of Inquiry-based Learning through Technology and Curriculum Design.Institute for The learning Sciences and School of Education and Social Policy.Northwestern University. Pg.7

[35]GuzinSubasi., "Social Anxiety in University Students" *International Journal of Educational Reform.*Vol. 14, No. 4. 2005. Pg.405

[36] Ibid.,

[37] Ibid.,

these are not different types of social anxiety: the individual anxiety experience arising in each of them is the same; what changes is not the type of anxiety but rather the medium of interpersonal relationships that gives rise to anxiety. [38] So, as the researcher conclude that students with doubtful and shyness is a part of social anxiety. This case happens to students in their class or school environment. They are afraid to be evaluated by others. Even though, this evaluation activity is needed to make the future be good.

The fourth challenge is in the sharing phase. As the finding teacher told that, challenge on this phase is a homogeneous class which is each student's has different ability. Students who like English language in class just 2-3 students and only those who want to speak or even come forward. As Edelson and the partner resume that challenge of inquiry is can be form of students with the background knowledge.[39] Further, to analyze and interpreting data, students require content of knowledge. Whereas, in designing inquiry-based learning, the challenge is providing opportunities for learners to both develop and apply the scientific understanding. So, if students lack this knowledge and the opportunity to develop it, they will be unable to complete meaningful investigations.Then, if in the class just some of the students active, surely just a few of them who unable to complete meaningful investigation.

Here, the researcher concludes that there are a few challenges in four phases in this inquiry-based learning approach: Teacher's management in effective classroom, management of extended activity, student's social anxiety and the student's background knowledge.

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[38] Ibid.,
[39] Daniel C. Edelson et al., "Addressing the Challenges of Inquiry…" p.7

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains of conclusion of the study and the recommendation for further studies. The first part of this chapter is aimed at giving concluding remark on the present study about implementing inquiry based learning approach. Due to the limitations and weaknesses of the present study, the second part of this chapter presents several recommendations for further studies.

A. Conclusion

This study was expected to gain the answer of two research question about phases to implement inquiry based learning approach and challenges faced by the teacher in implement this approach. Based on explanation presented in the previous chapter, the researcher concludes the answer of the research questions as the following:

1. The English teacher at MA Darul Ulum Waru has been implemented the inquiry based learning in six phases there are:Planning: teachers stimulating students by using a kind of question to acquire their topic to be discussed, Retrieving: the teachers guiding students to collect any resources, Processing: the teachers monitors and assess students discussion activity, Creating: teacher providing students product, Sharing: teachers asks students to practice the product, Evaluating: teacher brings students back to the original brainstorming idea.

2. The English teacher has also faced a few challenges in four phases in implementing inquiry based learning approach. The first one is teacher's management to an effective classroom, management of extended activity, students' social anxiety and the student's background knowledge.

B. Suggestion

Related to the result of the study, the researcher provides some suggestions as the following:

1. For English Teacher

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Every teacher has an approach used to teach in the classroom including inquiry based learning approach. Teacher should know and understand about the concept of inquiry and how to conduct each phase then evaluate it. Every approach also has its own difficulties or challenges when implemented. The difficulties might be come from the students, classroom environment, facilitation, management, situation, or condition. So, the teacher should face those challenges to make the learning effective.

2. For the further researcher

This research may have some mistakes and weakness, so for the further research is suggested for better result. Hopefully, this research can be a reference for another researcher which focuses on the similar topic of Inquiry-based learning and the teacher challenges with a different perspective especially in addressing the challenges of inquiry-based learning.
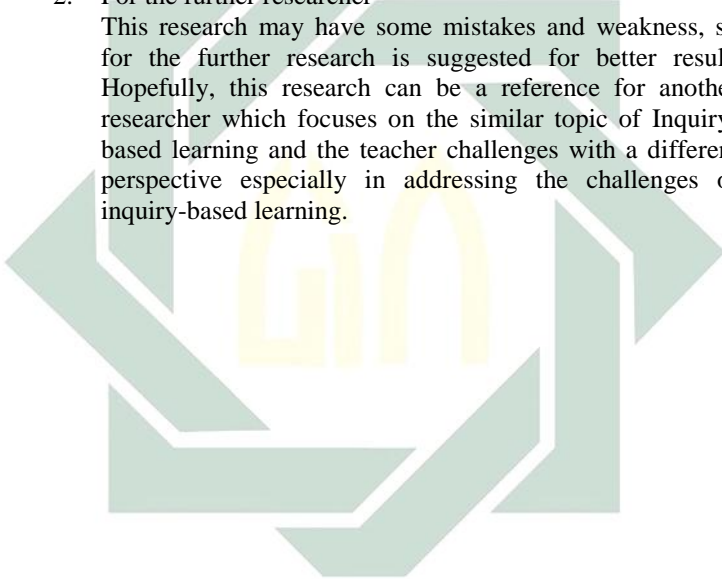
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