

**THE APPLICATION OF INQUIRY BASED LEARNING (IBL) STRATEGY
IN TEACHING ENGLISH AT ISLAMIC JUNIOR HIGH SCHOOL**

**BY
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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**THE APPLICATION OF INQUIRY BASED LEARNING (IBL) STRATEGY IN
TEACHING ENGLISH AT ISLAMIC JUNIOR HIGH SCHOOL**

AN UNDERGRADUATE THESIS

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by

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STATEMENT OF AUTHENTICITY

I, the undersigned, Erfina Putranti, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Erfina Putranti. 2020. *The Application of Inquiry Based Learning (IBL) strategy in teaching English at Islamic Junior High School. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University.* Advisors: (I) Siti Muflichah, M.Ag., M.Ed., PhD (II) Fajrianor, S.Pd., M.Pd

Keywords: Application, Inquiry Based Learning, Teaching English

This research aims for described: (1) described the teacher using of IBL in teaching English at MTSN 4 Banjarmasin (2) described the students perceptions about the used of IBL strategy in learning English (3) To describe of the use IBL strategy in MTSN 4 Banjarmasin. The subjects of this research are the teachers and students for eighth grade class A and Class C.

This type of research is descriptive qualitative research. Collection the data in this study are interviews and documentation. The collected data were analyzed using qualitative descriptive analysis method.

The results show that (1) the teacher using IBL strategy in teaching English to the existing Lesson Plan and according with the steps IBL strategy. (2) the students' perceptions of used IBL strategy researchers found that most of the students expressed their liking to use the IBL strategy in learning English because the IBL strategy emphasizes students to think critically and logically to find and find their own answers to a problem being asked and a few student's stated that applicating the IBL strategy was difficult because they had not been able to use this strategy in learning because at first all the information conveyed by the teacher now has to find and find it on their own so it's a little difficult to understand and adjust. (3) IBL is successful because there is an increase in student performance in learning until it reaches very good criteria, indicating an increase in students' intellectual skills and scientific processes. This is likely due to learning using inquiry. By using inquiry each learning sequence has been associated with different intellectual skills and scientific processes.

ABSTRAK

Erfina Putranti.2020. *The Application of Inquiry Based Learning (IBL) strategy in teaching English at Islamic Junior High School*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Advisors: (I) Siti Muflichah,M.Ag.,M.Ed.,PhD
(II) Fajrianor,S.Pd., M.Pd

Kata kunci: Penerapan, Inquiry Based Learning, Mengajar Bahasa Inggris

Penelitian ini bertujuan untuk mendeskripsikan: (1) Mendeskripsikan penggunaan IBL oleh guru dalam pembelajaran Bahasa Inggris di kelas delapan MTSN 4 Banjarmasin (2) Mendeskripsikan persepsi siswa tentang penggunaan strategi IBL dalam pembelajaran Bahasa Inggris (3) Mendeskripsikan penggunaan dari strategi IBL. Subjek penelitian ini adalah para guru dan siswa di kelas delapan A dan kelas delapan C.

Jenis penelitian yang digunakan adalah penelitian kualitatif deskriptif. Pengumpulan data dalam penelitian ini adalah wawancara dan dokumentasi. Data yang terkumpul dianalisis dengan metode analisis deskriptif kualitatif.

Hasil penelitian menunjukkan bahwa (1) guru menggunakan strategi IBL dalam pengajaran bahasa Inggris sesuai dengan rencana pelaksanaan pembelajaran yang ada dan sesuai dengan langkah-langkah IBL. (2) Persepsi siswa terhadap strategi IBL yang digunakan Peneliti menemukan bahwa sebagian besar siswa menyatakan suka menggunakan strategi IBL dalam pembelajaran bahasa Inggris karena strategi IBL menekankan siswa untuk berpikir kritis dan logis untuk menemukan dan mencari jawaban sendiri atas suatu masalah dan sedikit siswa yang menyatakan bahwa menerapkan strategi IBL itu sulit karena mereka belum bisa menggunakan strategi ini dalam pembelajaran karena pada awalnya semua informasi yang disampaikan guru sekarang harus menemukan dan mencarinya sendiri jadi itu agak sulit untuk dipahami dan menyesuaikan. (3) IBL berhasil karena adanya peningkatan kinerja siswa pada pembelajaran hingga mencapai kriteria amat baik, menunjukkan adanya peningkatan keterampilan intelektual dan proses ilmiah siswa. Hal ini kemungkinan terjadi karena pembelajaran menggunakan inkuiri. Dengan menggunakan inkuiri setiap sekuen pembelajaran telah dikaitkan dengan keterampilan intelektual dan proses ilmiah yang berbeda

MO TTO

“ You can teach a student a lesson for a day but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives” (Clay P. Bedford)

“Its not always what you teach , but how you teach it”

(Meena Srinivasan)

“It does not matter how slowly you go,so long as you do not stop”

(Confucius)

“Success is the sum of small efforts, repeat day-in and day-out”

(Robert Collier)

DEDICATION

I dedicate this thesis for:

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Rabiul Awal, 4th 1442A.H
November, 19th, 2020 A.D

A handwritten signature in black ink, appearing to be 'ERFINA' with a stylized flourish at the end.

Erfina Putranti

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