

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Education is the most important things in this globalization era. It is important to learn English to communicate with other people in the world. English as an international language is important to be taught as a foreign language in Indonesia. However, some students in Indonesia find some difficulties when studying and applying English as a foreign language. It is because the different structure between Indonesia and English.

There are four important skills for English mastery, namely listening, speaking, reading, and writing. Goodwyn ang Branson stated that the subject “English’ is vitally important and described as the most important subject of all school, principally because the four skills are needed to a greater or lesser degree in every other school subject, and for adult life. Learning English in the middle school is directing to improve language ability, including listening, speaking, reading, and writing (Goodwyn & Branson, 2005).

Middle school is the primary school for learning english. Middle school prepares the students to the next level to senior high school. The students are given material about subject generally and be adapted in their daily activities. However, students found problems during English study. The first problem lies in the passivity of students to contribute further and become dominant in the process

of learning English. Some students still hold that English is a 'scary' subject. This then has a lot of impacts on the core activities of the "Lesson Plan" related to the realm of questioning. The second problem, not far from the first problem. Student passivity may also be caused by this problem, namely the mastery of English vocabulary or student vocabulary which is still limited.

To solve that problem, teachers used one of the strategies for teaching of English that matches the situation of students in accordance with 2013 curriculum. 2013 curriculum is one of curriculum in Indonesia Education System. Curriculum 2013 has four aspects of assessment, namely the aspect of knowledge, skill aspect, the aspect of attitudes and behavior. In the curriculum in 2013, especially in the learning materials are materials that downsized and materials are added. There are several English teaching strategies that can be used based on K-13, one of them is Inquiry-based Learning. MTSN 4 Banjarmasin especially eighth grade used K-13 during English teaching and learning. The teachers used this strategy so that students can learn deeply where students learn actively and understand the subject matter significantly.

Inquiry is not merely searching for the right answer, but finding appropriate resolution for question and issues (Fauziati, 2014). Inquiry is education refers to seeking explanation or information by asking questions (Harlen, 2013).

Inquiry-based Learning (IBL) is teaching learning activity by involving students in teaching learning process. The goverment in Indonesia has role to apply how

the Inquiry-based Learning in the classroom procedure. That is published under the rule of Education Ministry Regulation number 65, the year of 2013 about the Process Standard in education. It states that education process should be based on scientific principles and one of the strategies is Inquiry-based Learning. This becomes the main characteristic of the 2013 curriculum. The learning activities that are appropriate with the student's characteristic consist of observing, asking, gathering information, associating, and communication.

Islam views science as starting from human effort reading, observing, pondering, experimenting, interpreting, understanding revelation and the universe. According to Rahman in Anshori books Al-Qur'an provides guidance in fostering an attitude of scientific inquiry, including knowledge that exists in heaven and earth will be obtained only by using tools, as stated in Q.S. Ar Rahman verse 33 as follows:

يَمْعَشَرَ الْجِنِّ وَالْإِنْسِ إِنَّ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَوَاتِ وَالْأَرْضِ  
فَأَنْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَنِ ۖ

The verse shows that this is one of the motivations of scientists to study scientifically everything on earth (living things and creatures lifeless) and everything that is in the sky with use power (tools or technology) to gain

knowledge. Islam also advocates paying attention critical natural and social phenomena, as listed in the word of Allah Q.S Al-Fushilat verse 53:

سُنُرِيهِمْ ءَايَاتِنَا فِي الْآفَاقِ وَفِي أَنفُسِهِمْ حَتَّىٰ يَتَبَيَّنَ لَهُمْ أَنَّهُ الْحَقُّ ۗ أَوَلَمْ يَكْفِ بِرَبِّكَ  
 أَنَّهُ عَلَىٰ كُلِّ شَيْءٍ شَهِيدٌ ﴿٥٣﴾

The verse gives advice for pay attention, observe critically, logically, and objectively towards everything that is on earth and doing self-introspection, that all are signs the greatness of God Almighty that has been explained in Al-Qur'an. By conducting a critical and logical study, then it will add knowledge and faith the existence of a creator (Anshori, 1993).

The teacher's steps in using Inquiry Based Learning strategy in learning English are : orientation, formulate the problem, formulate hypotheses, collecting data, test the hypothesis, and formulating conclusions.

Based on the background of study the researcher is interested in carrying out a study on "THE APPLICATION OF INQUIRY BASED LEARNING (IBL) STRATEGY IN TEACHING ENGLISH AT ISLAMIC JUNIOR HIGH SCHOOL". It is hoped that this study can develop the student's creativity, curiosity, and the ability to formulate questions to develop critical thought necessary for intelligent living and life long learning.

## **B. Research Questions**

1. How do the teachers apply IBL strategy in teaching English at the eighth grade of MTSN 4 Banjarmasin?
2. What are the student's perceptions about the use of IBL strategy in learning English?
3. What is the description of the use of the IBL strategy in MTSN 4 Banjarmasin?

## **C. Objectives of Study**

1. To describe the teacher using of IBL in teaching English at the eighth grade of MTSN 4 Banjarmasin
2. To describe the student's perceptions about the use of IBL strategy in learning English
3. To describe of the use IBL strategy in MTSN 4 Banjarmasin

## **D. Significance of Study**

The significance of this research is to find out how an attractive IBL strategy is used for students in learning. This research is also useful as an illustration for teachers if they want to use IBL Strategy in learning English, so the teachers can consider their decision in using IBL strategy. This research is also useful for teachers who have used IBL strategy in learning English, how should IBL strategy be used to attract students to study. In addition, research is also

useful for prospective teachers as a reference when they teach later, how well IBL strategy is used in class.

### **E. Definition of Key Terms**

#### 1. Application

Application of learning is the process of applying in learning to implement a new idea, program or set of activities by expecting a change in the person being taught. The application here means that after the IBL strategy is applied in learning English, it is hoped that students who have been taught will experience a change for the better

#### 2. Inquiry Based Learning (IBL)

IBL is a process where students formulate, investigate questions, obtain factual information, and then build knowledge that ultimately reflects their answer to the original question. In this research, Inquiry based learning was strategy that used by the researcher to know its impact in learning English.

### 3. Teaching English

Teaching English is a complex activity carried out by the teacher in conveying knowledge to students, so that the learning process occurs