THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING SPEAKING AT MTS MA'ARIF NU 1 SUMBANG, BANYUMAS

AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S. Pd.)
Degree**

by

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Assalamu'alaikum Wr. Wb

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Wassalamu'alaikum Wr. Wb

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II

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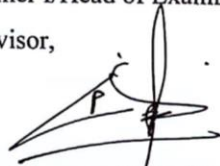Auliya Rahmah
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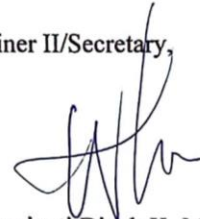
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IV

MOTTO

-I love my life, and I have no regrets at all because all the feelings I've ever felt, including the pain and joy, are experiences that shaped my life. That's what makes me who I am today-

-Doh Kyungsoo-

DEDICATIONS

All praise be to Allah, for all is due to the nobility of the glory and majesty of

Your power. This thesis is dedicated to:

My two beloved parents and my beloved family

My beloved best friends

All the people who always give support and prayers

My self who has fought so far

And all the readers of this thesis

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Finally, the researcher hopes that this research could provide advantages for readers. The researcher realized that this study is far from being perfect. Therefore,

the researcher openly accepts criticism and suggestions for better results from this research.

Purwokerto, January 3, 2024
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THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING SPEAKING AT MTs MA'ARIF NU 1 SUMBANG, BANYUMAS

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ABSTRACT

This study aims to describe how teacher implement Inquiry-Based Learning in teaching speaking at MTs Ma'arif NU 1 Sumbang, especially in 9th grade. The researcher examined this study to find out the teacher's strategy of delivering material in English using inquiry-based learning to encourage students to express opinions actively, especially in speaking. This research uses qualitative descriptive methods. The data is collected through observation, interviews, and documentation. The subjects in this study were English teachers and 9th-grade students at MTs Ma'arif NU 1 Sumbang. The research findings of the observation showed that the teacher implemented inquiry-based learning in speaking class as appropriate in accordance with the 2013 curriculum. The teacher's steps in this strategy are observation, questioning, investigating, conclusion, and communicating. The results show that the teacher has done all steps in inquiry-based learning in teaching speaking. Inquiry-based learning in the classroom is an appropriate teaching strategy because it can help students become more motivated, excited, more active, and more confident in speaking English than before.

Keywords: inquiry-based learning, teaching speaking, strategy

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

1. Observation Checklist
2. Interview Result with Students
3. Lesson plan
4. Pictures of students' activity and interview
5. Students Assessement Sheet
6. The Official Letter of School Research
7. The Official Letter to Reply the Research
8. Certificate of Passing the Subject
9. Certificate of Community Service Program
10. Certificate of Macro Teaching
11. Certificate of BTA PPI
12. Certificate of Arabic Language Development
13. The Official Letter of Thesis Proposal Seminar
14. The Letter of Comprehensive Examination
15. Curriculum Vitae

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, conceptual definition, research question, objectives and significances of the research, structure of the research.

A. Background of Study

Language is a way to connect with others and a crucial tool to use in communication. The most important aspect of languages is how individuals communicate with each other to obtain information, whether orally or in writing. Especially English is an international language. Therefore, English is used as a subject in schools taught as a foreign language. In learning English, many elements should be considered to support the goal. The supporting parts of the school are teachers, students, and learning methods.In English, it covers four language skills such as listening, speaking,reading, and writing. The student must master the skills to achieve the goalof mastery of English language proficiency.

Speaking has become difficult, especially for first-secondary school students in Indonesia. As a foreign language, English is often used outside the classroom. This condition resulted in Indonesian students being proficient in English. They do not participate in class even though they ask the teacher to participate. English is referred to as a second language here. However, it is considered a foreign language in Indonesia as it is only used in class to explain academic subjects and not for actual conversation (Nufus, 2018).

Speaking is an essential skill in language learning. It is a critical component that must be mastered. Speaking is a natural method of picking up a foreign language (Hussain, 2017). In other words, speaking is also seen as an interactive process of constructing meaning that involves producing and receiving information to get a particular end between speaker and listener (Wahono & Zahro, 2021). Students are expected to be able to speak orally in class, even in the simplest ways, such as greeting, submitting ideas, answering, and more. Students need help with speaking. Sometimes,

1

students will have moments when they must speak in public or give a presentation in front of the class, so students should have good English-speaking skills, fewer speech skills, and a smaller vocabulary. As a result, it is not easy to make speaking classes conducive with higher efforts in improving student learning, especially in speaking teaching. Students still experience difficulties, are uninterested, and are unsuccessful in speaking English.

Many learning models approach learning activities to increase students' interest in learning. Pre-teaching activities involve the teaching and learning process to give motivation contextually, to address questions to review previous material, to explain learning objectives and indicators, and to explicitly state the topic of lesson materials (Srihidayanti et al., 2015). Proper learning strategies will boost creativity and increase student interest in learning. Before achieving the goal of the learning activity, the teacher must make a lesson plan. Lesson plan is used as an accompaniment for teachers to transfer material. A learning plan contains several elements, one of which is a learning strategy. Learning strategies are used to build an exciting atmosphere in the classroom. The teacher's learning strategy is one of the decisive factors to choose when learning English. Teachers can use various teaching strategies to learn English, which consist of cooperative learning, project-based learning, inquiry-based learning, group projects, case studies, and more (An et al., 2020). That is, teachers must choose the right strategy for their students.

Inquiry-based learning, often abbreviated as IBL, is a learning process designed around basic skills and curiosity. Inquiry-based learning is an instructional practice in which students explore content by asking, investigating, and answering questions (Caswell & LaBrie, 2017). This learning strategy allows students to ask questions, search, and conduct experiments independently to get the necessary knowledge. The purpose of the survey is to teach students through various learning experiences to deal with questions and problems regarding various essential general skills

(Wahono & Zahro, 2021). In this strategy, students are directed to be able to discover their materials in learning by asking questions and self-research. Inquiry-based learning is also one of the effective strategies that can be used in class activities. This strategy is also a learning strategy that allows students to actively engage in the learning process through research, thereby training students to be creative and think critically to find knowledge capable of solving the problems they face.

In speaking teaching, some techniques can be applied to improve speaking. There are show-and-tell, presentations, drama, and question-answering techniques. The first is show and tell. Teachers need a pair of students, in turn, to show and talk about their task preparation. The second is presentation. Presentations relate to each student who is given a conversation about a particular topic or person. The third is drama. This Engineering activity refers to creating conversations between two or more students in the classroom. The last question is the answer. When teachers ask them to work in groups to discuss topics found in learning, this strategy is only used for speaking activities to solve problems that arise in the topics discussed.

Some previous studies match the research being studied. The research written by Suparwoto shows that the pre-test score is lower than the post-test score. The conclusion is that the inquiry-based learning can improve students' speaking ability. Additional research by Irham and Jayanti showed that implementing inquiry-based learning has successfully improved students' speaking ability. The last research by Giyaning Rahma shows that the implementation of inquiry-based learning in teaching speaking is an appropriate teaching method because it can help students be motivated and more confident. Still, with problems such as a lack of vocabulary mastery and a low understanding of grammar, then students do not pay attention to the lesson well. Students are expected to become more interested, active, and creative in seeing problems and solving problems in English class. Also, teachers are expected to be louder in delivering the

3

material so that students pay attention. Teachers are expected to pay more attention to teaching preparation that will be applied in the classroom.

Based on preliminary observations, the researcher interviewed an English teacher at MTs Maarif NU 1 Sumbang on May 6, 2023. The teacher explained that the school used the 2013 curriculum. Based on the curriculum, students were required to be more active in class. Most students at MTs Maarif NU 1 Sumbang still have problems with English. The problems are lack of vocabulary, low interest in learning English, lack of confidence in speaking English, and lack of practice in speaking English, so students have difficulty in pronunciation, thus making students passive in speaking. Therefore, the teacher applies inquiry-based learning implemented in grade 9 because students are starting to be more active in English compared to grades 7 and 8, whose interest in English is still low and still using the teacher centre.

Based on the explanation above, the title of this research is *"The Implementations of Inquiry-Based Learning Strategy in Teaching Speaking Skill at 9 Grade of MTs Ma'arif NU 1 Sumbang".* The researcher examined this study to find out the teacher's strategy of delivering material in English using the inquiry-based learning to encourage students to express opinions actively, especially in speaking, to increase student's speaking ability. Hence, the strategy is suitable for application in speaking classes. This research was conducted at that school because the interest in English was still low, and the teacher used this method to convey material, especially in speaking class. This research explains how the teacher uses an inquiry-based technique in a speaking lesson in grade 9th, carrying out this strategy by the 2013 curriculum. Students have the chance to work in groups so they can receive teacher input and confirm their work. Then, communication occurs as students present their work, listen to others, and discuss learning activities with the teacher and their peers. The communication exercise aims to enhance the pupils' capacity to talk in groups or alone.

B. Conceptual Definition

1. Inquiry-Based Learning

Inquiry-based learning, often abbreviated as IBL, is a learning process designed according to the student's early abilities and curiosity. Inquiry-based learning is an instructional practice where students explore content by posing, investigating, and answering questions (Caswell & LaBrie, 2017). Inquiry-based learning is question-based learning, where learning is designed according to students' questions or interests in the learning process. In this strategy, students carry out the process by forming their knowledge. Inquiry-based learning also gives the students a chance to ask or present the questions, do the experiment, or analyse by themselves. The students participate in an active role during the learning process to build the idea and create the students' understanding.

2. Speaking

Speaking is a part of the language used as a medium to communicate with others. This is one of the skills people need to communicate every day. Therefore, speaking is the ability to express feelings, opinions, or information in order to communicate with others in spoken language (Wahono & Zahro, 2021). Teaching speaking should give students the opportunity to produce something by giving them more practice in speaking in the target language. The language teacher is expected to provide such interactive activities to encourage the students to speak the target language actively.

3. Teaching Speaking

A teaching strategy is a broad plan for a lesson that includes structure, desired learner behaviour, an outline of methods needed to carry out the strategy, and an explanation of the aims of instruction. Teaching strategy is one of the techniques used by the teacher during the learning process. The teacher must select the teaching strategy which

5

is most suitable to the topic, material, grade level, class, and classroom resources discussed. The teacher assists the students in obtaining the learning objective, which is required to enhance their speaking ability performance. The teacher might use different teaching strategies to achieve all students with different learning styles and abilities.

C. Research Question

Based on the research background, the problem formulation problem is how the teacher implements inquiry-based learning in teaching speaking at MTs Ma'arif NU 1 Sumbang.

D. Objective and Significant Research

1. Objective of The Research

The objective of the research is to describe the implementation of Inquiry-Based Learning in teaching speaking at MTs Ma'arif NU 1 Sumbang.

2. Significances of The Research

a. Theoretical Significances

The study hopes that the readers and teachers analysing it will gain a new understanding and perception of using inquiry-based learning as a teaching strategy.

b. Practical Significances

1. For the students

Students can improve their speaking through the strategies given.

2. For the teacher

Teachers can apply the inquiry strategy as a strategy used to teach speaking skills.

3. For the other researchers

Other researchers can use this research as an example and the same reference and relevant research. Other researchers can analyse more deeply to find out the inquiry strategy.

E. Previous Study

There had been relevant preceding research to prove the originality of this study. Here, the researcher summarised a few previous studies, which can be the recommendations for the researcher.

1. A thesis by Giyaning Rahma (2019) entitled "The Implementation of Inquiry-Based Learning on Teaching Speaking in SMP Muhammadiyah 2 Surakarta". These studies aim to describe how the teacher conducts speaking class, the problem, and how the teacher resolves the problem based on Inquiry-Based Learning. This research is descriptive qualitative research. The methods of collecting data are observations, interviews, and documentation. The result of this research shows that the implementation of inquiry-based learning in teaching speaking can help students be motivated; students should out be afraid, and students should be more confident. The difference from the research is that the research sites are different, producing different results because the subjects are different. The similarity between the research and this study is that both explain the implementation of inquiry-based learning as a strategy of teaching speaking.

2. A journal by Suparwoto Sapto Wahono and Ira Nurul Zahro, "Using Inquiry-Based Learning to Improve Students Speaking Skill" inJLIC (Journal of Language Intelligence and Culture), Vol. 3, No. 2, Page 125-138, December 2021. The researcher aimed to find out if the use of the inquiry-based Learning strategy can improve the students' speaking skills in the tenth grade of vocational high school. This research used CAR (Classroom Action Research). The data collected for this research is tested. The result of this research is Inquiry-Based Learning improved speaking skills in the tenth grade of vocational high school. The difference from this research is that it is conducting experiments to improve speaking skills using inquiry-based learning and CAR, while this study explains how teachers implement inquiry-based learning strategy as teaching speaking. The similarities between these two studies

7

use inquiry-based speaking skills.

3. A journal by Rahmatika Kayyis entitled" Using Inquiry-Based Teaching (5E) in Teaching Vocabulary Viewed from Students' Locus of Control" in SMART Journal Volume 1 No. 2, August 2015, page 65-75 at STKIP Muhammadiyah Pringsewu. The researcher took only two classes as a sample. While determining the experimental and control groups, the researcher randomly selected the class. The data inthis research were the results of the vocabulary test and the questionnaire on students' locus control in learning vocabulary. The conclusion is the measurement effectiveness of the method is determined by the level of the students' locus control. The difference is that the research uses inquiry-based learning as vocabulary learning and experimental research. Meanwhile, this study uses inquiry-based learning and qualitative descriptive research to teach speaking. The equation uses an inquiry-based learning strategy.

4. A journal by Irham and Jayanti entitled "Inquiry-Based Learning for Student's Speaking Skill Improvement: Voices and Realities from the Ground" in JEASP (Journal of English for Academic and Specific Purposes), Volume 3, Number 2, December 2020, page 82-91 at English Literature Department Universitas Islam Negeri Maulana Malik Ibrahim Malang. This research aims to improve speaking and listening skills and to formulate the appropriate application of inquiry-based learning to enhance students' speaking skills. In this research, researchers conducted research at Intensive English (IE), one of the state universities in Malang, who still had problems with speaking English, such as not knowing what they were saying, frequently getting stuck, or having a high level of anxiety in speaking English. This research data was collected through oral presentation tests, questionnaires, field notes, and interviews. The design of this study belongs to Classroom Action Research (CAR). The results of this research were confirmed to be successful in improving students' speaking skills because they could

exceed the minimum score set in the success criteria. What this research has in common is that both use inquiry-based learning to improve speaking classes with almost the same problems. The difference is that the researcher used classroom action research in this study to collect data using tests and questionnaires. In contrast, this study uses inquiry-based learning as teaching speaking and uses qualitative descriptive analysis.

F. Structure of the Research

To conduct systematic research, it is necessary to classify the research structure. The structure of the research will be explained as follows:

Chapter I contains an introduction which consists of the background of the study, operational definition, research question, objectives, significance of the research, and structure of the research.

Chapter II contains the theoretical basis that consists of two parts; the first is theoretical about Inquiry-Based learning, speaking, teaching speaking, and teaching strategy. The second is the review of relevant studies.

Chapter III contains the research methods. This chapter deals with the research design, the setting of the research, the subject of the research, the object of the research, the technique of data collection, and the techniqueof data analysis.

Chapter IV contains the results of the research data analysis and explains the answer to the formulation of the problem.

Chapter V presents the conclusion and suggestions given regarding the researcher.

CHAPTER II
LITERATURE REVIEW

This chapter discusses the theoretical framework that is related to this research. It is started with the Teaching Speaking including speaking, strategy in teaching speaking. In the next sub-chapter contain Inquiry-Based Learning.

A. Teaching Speaking

The goal of teaching speaking should be to help students become more proficient communicators (Kuning, 2019). Only then will they be able to express themselves and understand what social and cultural norms are appropriate in various communication situations.

1. Speaking

a. Definition of Speaking

Speaking may be viewed as a process wherein meaning is produced, exchanged, and comprehended in a specific situation. There are a few definitions and views of talking proposed by some professionals. Speaking is the active use of language to express meanings so that different human beings can make sense of them (Cameron, 2001). Speaking and listening are fundamental skills. Learning through speaking is a natural way of learning a foreign language (Hussain, 2017). Each participant has a reason or intention that the speaker wants to achieve in the interaction.

Speaking is one of the primary language capabilities that need to be mastered by English foreign learners because of its excellence and its use for conversation. One of the main goals of foreign language teaching is for students to become proficient in the target language both spoken and written (Khasanah & As Sabiq, 2020). It is important to have the ability to speak English because this is the most common standard language globally, so it will be very beneficial for people who comprehend. It is only sometimes the most effective way to enhance their expertise and abilities, but additionally, it is less complicated for them to get a

task. They may discover speaking and interacting with people around the arena easier once they journey.

Speaking to learn can turn into speaking to communicate when the teacher taps into two of pupils' natural desires: to be sociable with friends through talk and games and to express themselves. When the class is broken down into pairs or groups of friends, one of the essential features of real-life use, interaction, is introduced. When situations in foreign countries are simulated, that students accept as likely or at least possible, a credible purpose is given to their exchanges. Speaking becomes closer to reality when it is accepted that students remain aware of their typical environment and want to express their views or talk about their own experiences (Tillitt & Bruder, 1999).

b. Type of Speaking Language

1. Monologue

In the monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption (Wahono & Zahro, 2021). The discourse structures of monologues vary greatly. Language learners must be proficient in the English language's sound, structure, vocabulary, and cultural system to do this. They also need to be able to produce the English sound by changing the positions of their lips, jaws, and tongue. In addition, the students should be conscious of the proper functional expression as well as the grammatical, lexical, and cultural elements required to express the idea. They should also be sensitive to the change in register or style required by the listener and the context of the conversation, and they should be able to alter the course of their thoughts based on the listener's responses.

2. Dialog

Dialogue involves two or more speakers and can be subdivided into interpersonal and transactional (Wahono & Zahro, 2021). Interpersonal is a conversation to communicate with other people for social relations, while transactional is a conversation aiming to convey information. Interpersonal communication is an exchangeof social relationships. When the interlocutor produces discussions with more assumptions, implications, and other hidden meanings along with the everyday language, the speakers can get to know one another. In contrast, if they are not speaking explicitly to ensure effective comprehension when they are new, it can result in misunderstanding.

c. Aspect of Speaking Skill

According to Brown, (2001) speaking is a complex skill because, at least, it is concerned with components of grammar, vocabulary, pronunciation, and fluency. The students must pay four components of speaking attention if they want to speak well:

1. Pronunciation

According to Richards & Schmidt (2010), pronunciation is how a particular sound is produced. From that, it follows that pronunciation is a technique for producing words clearly so that the listener or speaker can distinguish between distinctions in meaning based on rhythm, stress, and intonation. There are five pronunciation issues: pitch, intonation, individual, sounds, and spelling stress (Harmer, 2007). It deals with the phonological process that refers to the components of sounds that vary and pattern in a language. A speaker who constantly mispronounces a range of phonemes can be tough for a speaker from another language community to understand.

2. Vocabulary

Vocabulary is one of the essential parts of speaking because nothing can be said without vocabulary (Masroh et al., 2019). The other important component is vocabulary. Vocabulary means the appropriate diction that is used in communication. Without a sufficient vocabulary, one cannot communicate effectively or express their ideas orally and in writing. Dictionaries, whether in book form, CD-ROM, online or incorporated into electronic machines that students like to carry around, are probably the greatest resource for acquiring vocabulary (Harmer, 2007).

3. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. As students become more familiar with the foreign language, there will be more and more direct interaction with the teacher, who provides less direct interpretation and information until after several sessions, even months or years later, students achieve fluency in spoken language (Brown, 2001). These signs indicate that the speaker does not have to spend much time searching for the language items needed to express the message.

4. Grammar

Grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral and written forms. Therefore, grammar is needed for students to arrange a correct sentence in conversation. It's difficult to understand a conversation when students have multiple conversations with someone with grammatical errors, so help students speak more accurately and learn English grammar (Masroh et al., 2019).

2. Strategy in Teaching Speaking

a. Definition of Teaching Strategy

A teaching strategy is a generalised plan for a lesson that includes structure, desired learners' behaviour in terms of goals of instruction, and an outline of planned tactics necessary to implement the strategy (Gendis, 2020). Teaching strategies refer to the methods used to help students learn the interest course and develop achievable goals in the future. This strategy identifies the different available learning methods to enable them to develop the right to deal with the target group identified.

Designing effective methods will be one of the key ways to meet educational objectives in classrooms. Learning objectives and teaching methods are closely related. The description of the conduct and skills students must acquire both in and outside class to fulfil these objectives shows this (Mustika & Wardah, 2021). Teaching strategies are chosen in a specific learning environment to give students learning material. These strategies include the planning, diversity, and arrangement of activities to help students learn new abilities. Teaching strategies have a strong relation with learning purpose. It can be seen from the description of the behaviour and competencies that students must possess during and after class in the manner that must be taken to achieve these goals.

Teaching is helping everyone to learn by guiding and facilitating during the learning process. It enables the learners to learn how to do something, asking and giving instruction and providing the knowledge, causing them to know and understand Brown cited (Drachsler & Kirschner, 2012). In teaching speaking, the teacher assists the students in obtaining the learning objective required to enhance their speaking ability performance. Teaching speaking also focused producing good pronunciation, grammar and vocabulary. During the teaching and learning process, the

instructor could support the student's desire to develop their speaking abilities to assist them in achieving their goals.

Teaching is leading, helping to learn, enabling the learner to study, and setting the situation and condition for learning. It means teaching is an activity to help people learn about the environmental system. The environment system includes instructional purpose, the lesson delivered, and the facilitation of study, teacher, and students. One of the main goals of need analysis is to enhance the curriculum by identifying the necessary adjustments from the perspective of the teaching and learning process, namely from the perspectives of the students, lecturers, materials, and surroundings (Ma'rufah et al., 2021).

b. Kinds of Teaching Strategy

According to Johnson et al., (2014), the kinds of teaching strategies are:

1. Visualization

It delivers the educational principles to life with visible and practical learning reports, assisting the students in understanding how their education applies internationally.

2. Cooperative Learning

Cooperative learning is the instructional use of small groups so that students work together to maximise their and each other's learning (Johnson et al., 2014).

3. Inquiry-based

Pose thought-upsetting questions which encourage the students to think for themselves and become more independent learners. The inquiry method tries to instill curiosity among individuals about something (Shanmugavelu et al., 2020). Encouraging students to invite questions and investigate their very own ideas helps students enhance their problem-solving abilities and provides deeper information about educational

ideas.

4. Differentiation

      Differentiate the teaching by way of allocating assignments based on student's abilities to make certain no one gets left behind. Assigning classroom activities according to students' specific studying needs allows people with higher educational abilities to be stretched and those struggling to get appropriate support.

5. Technology in The Classroom

      Incorporating technology into the teaching is a great way to actively engage the students, especially as digital media surrounds young people in the 21st century. Technology allows students to be more independent in class (Kuning, 2019).

6. Behaviors Management

      Implementing an effective behaviour management strategy is crucial to gain the student's respect and ensuring students have an equal chance of reaching their full potential.

7. Professional Development

      Engaging in regular professional development programs is a great way to enhance teaching and learning in the classroom.

c. The Principles of Teaching Speaking

1. Give learners practice with both fluently and accuracy

      Accuracy is the proportion to which students' speech matches what people say when they use the target language. Fluency is the extent to which speakers use the language rapidly and confidently, with few hesitation or unnatural pauses; the question of how much the methods should be message-oriented rather than language-oriented is typically at the heart of the fluency problem (Brown, 2001)

2. Providing chances for learners to talk by using group work or

partner work and limiting teacher talk

       Partner work and group work activities can be used to improve the time the students get to talk in the selected language during the material. One further interesting point is when the teacher is moved from the conversation. The students take on various speaking roles that the teacher fills typically.

d. The Goals of Teaching Speaking

       The goal of teaching speaking is communicative efficiency. In the modern world, teaching speaking should aim to help students become more proficient communicators since only then will they be able to express themselves and learn how to adhere to social and cultural norms that are acceptable for each communication situation (Kuning, 2019). Students should be able to build themselves knowledge, using their contemporary capability to the fullest. They should attempt to avoid hesitation in the message due to defective pronunciation, grammar, or vocabulary to observe the social and cultural rules that apply in each communication situation.

      A specific approach or technique should be used while presenting the material to accomplish the objectives of the instructional activity. Considered a foreign language, and as a result, Indonesian students will be taught English. The following explains teaching speaking (Kuning, 2019):

1. Speaking is an essential component of teaching and learning a second language.

2. For many students learning English as a second or foreign language, mastering speaking abilities is crucial.

3. Our students frequently use their perceived improvement in spoken language ability as a measure of both their language learning achievement and the quality of their English course.

4. Today's EFL/ESL courses virtually never overlook oral

abilities.

e. Types of Classrooms Speaking Performance

There are five categories of speaking performance assessment tasks (Brown, 2003), they are:

1. Imitative

A variation involves prompting test-takers with a brief written stimulus to read aloud. It is the activity of reproducing or pronouncing something in a way that corresponds to the action described. Imitation is carried out for meaningful interaction in the classroom. Imitation of this type is done to focus on a specific linguistic element rather than to engage in meaningful conversation (Brown, 2001).

A limited time is allotted forspeech production activities in a classroom. Teachers pay attention to the limited elements of language forms like stress, intonation, etc. The students can imitate the way a teacher delivers the utterances. This method aims to focus on some elements of language form. This method of imitation can be practised through several drills inside the classroom. The teacher is a role model to the students.

2. Intensive

It produces short parts of oral language designed to demonstrate competence in a narrow grammatical, phrasal, lexical, and phonological relationship. That means the learners themselves can learn the language forms. Teachers may give possible situations to develop their speaking abilities. A teacher is the only resource person to correct the grammatical errors committed by the students. The outcome of this method is straightforward and intensive. The students are experts in meaningful utterances.

3. Responsive

Its tasks include interaction and test comprehension but at a somewhat limited level, consisting of a very short conversation, standard greeting, small talk, simple requests, and comments.

4. Interactive

This is similar to the previous category, which is representative. However, it is different in the length and complexity of the interaction, in which someone includes multiple exchanges or multiple participants.

5. Extensive

This task includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

B. Inquiry-Based Learning

The inquiry-based learning tries to instill curiosity among individuals about something. During the process, students learn to think criticallyas they discuss and analyse information and determine how to present their results.

1. Definition of Inquiry-Based Learning

Inquiry-based learning is an instructional practice where students explore content by posing, investigating, and answering questions (Caswell & LaBrie, 2017). Students are invited to think critically and analyse to find and seek answers to a problem. Students are required to solve these problems. The inquiry learning approach places a strong emphasis on the role of the active learner in the educational process (Shanmugavelu et al., 2020). This strategy provides opportunities for students to be actively involved in the learning process through investigation so that students are trainedto be creative and think critically to find knowledge. Inquiry-based learning is a process in which students engage in learning, formulating, questioning, extensive inquiry, and then constructing

new understanding, meaning, and knowledge (Alberta, 2004). The activities and assignments in an inquiry-based learning classroom can be designed such that students work individually or together to solve problems involving both classwork and fieldwork (Wahono & Zahro, 2021).

Students ask questions and find answers independently with the help of their teacher, technology, and classroom-level study group. An inquiry begins with an observation from which questions arise and then makes further observations to reach a conclusion (Irham & Jayanti, 2020). That information is new to students and can be used to reply to a question, to expand a solution, or to assist a role or factor of view. In inquiry-based teaching, the teacher facilitates students and guides them to ensure that each activity step finds concepts and principles. During inquiry learning, students learn concepts and principles and are engaged in an integrated learning process of self-management, responsibility and social interaction (Putri et al., 2022).

The students examine material through questioning and discovering information. Inquiry encourages learners to examine the complexity of their global and form concepts and generalisations rather than being told easy to greater complicated issues. Therefore, inquiry-based learning in teaching methods is expected to be experimented to prove its effectiveness in teaching speaking (Putri et al., 2022). The focal point in inquiry learning is their students and their studying way. In inquiry, studying additionally requires the teacher to engage students in effective (interactive) talk and stimulate their insightful (reflexive) observation. Based on the definition above, inquiry-based learning is a method wherein students are concerned about their learning, formulate questions, investigate widely, and build new understanding, meaning, and knowledge. Hence, students are required to assume this strategy.

2. Teacher Roles During Inquiry-Based Learning

Students have a great deal of responsibility for learning in an inquiry-based classroom, but the teacher remains an important facilitator in ensuring learning happens (Bauld, 2020). The teacher must provide an opportunity for scientific inquiry as the process of a scientific inquiry builds trust in the classroom and allows the students to take risks with their ideas and learnings. A synopsis of MacKenzie, (2016) four categories of student inquiry is shown below:

1. Structured Inquiry: students follow the teacher's lead as the class works on a single question.
2. Guided inquiry: the teacher selects the questions and topics, and students design the product or solution
3. Controlled inquiry: the teacher selects the topics and identifies the resources students will use to answer the questions
4. Free inquiry: students choose their topics independently of any predetermined outcome.

To improve students' English skills, teachers must be more than just planners, informers, and monitors. The teacher must be a planner, informer, monitor, controller, director, manager, facilitator, and resource. Both findings explained teachers' roles but were not gathered in every stage of inquiry-based learning. 10 In this research finding, the researcher found that the teacher roles as motivator and manager in the exploration stage, as inquiry controller and facilitator in the elaboration stage, and as explainer in the confirmation stage.

3. The Purpose of Teaching with Inquiry-Based Learning

Students are taught using inquiry-based learning approaches to help them understand scientific principles and be able to apply them in many contexts. This inquiry-based learning consists of 4 stages (Andalia et al., 2019);

1. Stimulate students with question and problem statements.

2. Students determine how to find and collect information or data needed to solve the questions, statements, and problems.

3. Appreciate the knowledge obtained with the inquiry just implemented.

4. Analyze inquiry methods and procedures used, which were found to be a general method that can be applied to other situations.

The purpose of using inquiry in learning is to develop the ability to think systematically, logically and critically or develop intellectual abilities as part of the mental process (Putri et al., 2022). Students are not only required to master the subject matter with the inquiry method, but how students can use their abilities optimally.

4. **The Benefit of Inquiry-Based Learning**

By using an inquiry-based learning approach, the researcher hopes students can be innovative, assured, and take advantage of new enjoy. According to Guido, (2017), the benefits of inquiry-based learning for students are as follows:

a. Helps make learning more fun.

b. It prepares the brain for learning.

c. Encourages deeper understanding of material.

d. Reinforces curriculum knowledge.

e. Build self-direction and initiative.

f. Works in almost every classroom.

g. Offers differentiated teaching.

The most important thing in teaching through inquiry is the ability to organize the learning environment to facilitate student activity and provide sufficient guidance to ensure that each step of the activity can discover concepts and principles.

5. **The Characteristics of Classroom Using Inquiry-Based Learning**

The inquiry capitalises on students' curiosity. Statistics and

22

facts are actively used, interpreted, refined,digested, and discussed. According to Alberta, (2004), classrooms that use inquiry-based learning can teach have the following features:

a. Teachers, students, and teacher-librarians collaborate.

b. The teacher uses the language of inquiry on an ongoingbasis.

c. The teacher allows the method of gathering and presentingthe statistics.

d. The teacher and students use technology to enhance the inquiry.

e. The teacher embraces inquiry as both content and pedagogy.

f. Teacher and students interact more regularly and actively than all through traditional teaching.

Inquiry-based learning concentrates on improving students' understanding and critical thinking skills. It increases effective communication among all inquirers in a school since it gives teachers and students the words to talk about the parts of the process.

6. The Essential Steps of Inquiry-Based Learning

The general steps of the implementation process by using inquiry-based learning. Inquiry-based learning is about arousing curiosity for answers (Bauld, 2020). Inquiry-based learning begins with orientation or observation, flows through conceptualisation or question to investigation, and usually ends with conclusions and discussions that connect all phases of inquiry-based learning (Pedaste et al., 2015):

1. Orientation/Observation

The teacher introduces a new topic or concept. Orientation or observation activities in learning by introducing topics or theories (Pedaste et al., 2015). Observation focuses on stimulating interest and curiosity with respect to the issue at hand. Students explore the topic through research, direct instruction, and hands-on activities. The observation step occurs

23

when the teacher gives students material, and they observe, listen to, and read the material (Putri et al., 2022). Observing activities to get information by using learning media.

2. Question/Conceptualize

Students develop questions related to the topic, make predictions, and hypothesise. Conceptualization or question is a process of understanding a concept related to the problem raised (Pedaste et al., 2015). The questioning activity aims to increase creativity and curiosity about the ability to think critically about learning (Rahma, 2019). For example, students ask about the keywords and the general structure of the description studied. For the question step, students are asked to think critically with pre-directed information.

3. Investigation

This is the lengthiest part of inquiry learning. Investigation is planning the implementation of exploration or experiments by collecting data and analysing data by experimental or exploratory design (Pedaste et al., 2015). With appropriate teacher support, students take the initiative to discover answers, find evidence to support or disprove hypotheses, and conduct research. Teachers guide and support at this stage to find answers and evidence that supports or refutes hypotheses and conduct research (Putri et al., 2022). The investigation stage occurs when students can explore and collect data; this cycle is an activity to make students understand a material.

4. Conclusion

Students develop conclusions and answers to their questions by collecting information and data. Conclusions are the process of drawing conclusions from data and comparing conclusions based on data, hypotheses, or research questions

(Pedaste et al., 2015). They determine if their ideas or hypotheses prove correct or have flaws. This may lead to more questions. Then, in the fourth step, the conclusion occurs when students evaluate the experiment and determine the next step (Putri et al., 2022). Students can do their work with the group, and the teacher provides feedback to check when students explain their work.

5. Discussion/Communication

All students can learn from each other at this point by presenting results. Presenting the results of a step inquiry or the entire inquiry cycle by describing and discussing, critiquing, and evaluating to others (Pedaste et al., 2015). The teacher should guide discussions, encouraging debate, questions, and reflection. Teachers provide opportunities for students to build confidence, increase activeness, and develop student creativity (Rahma, 2019).
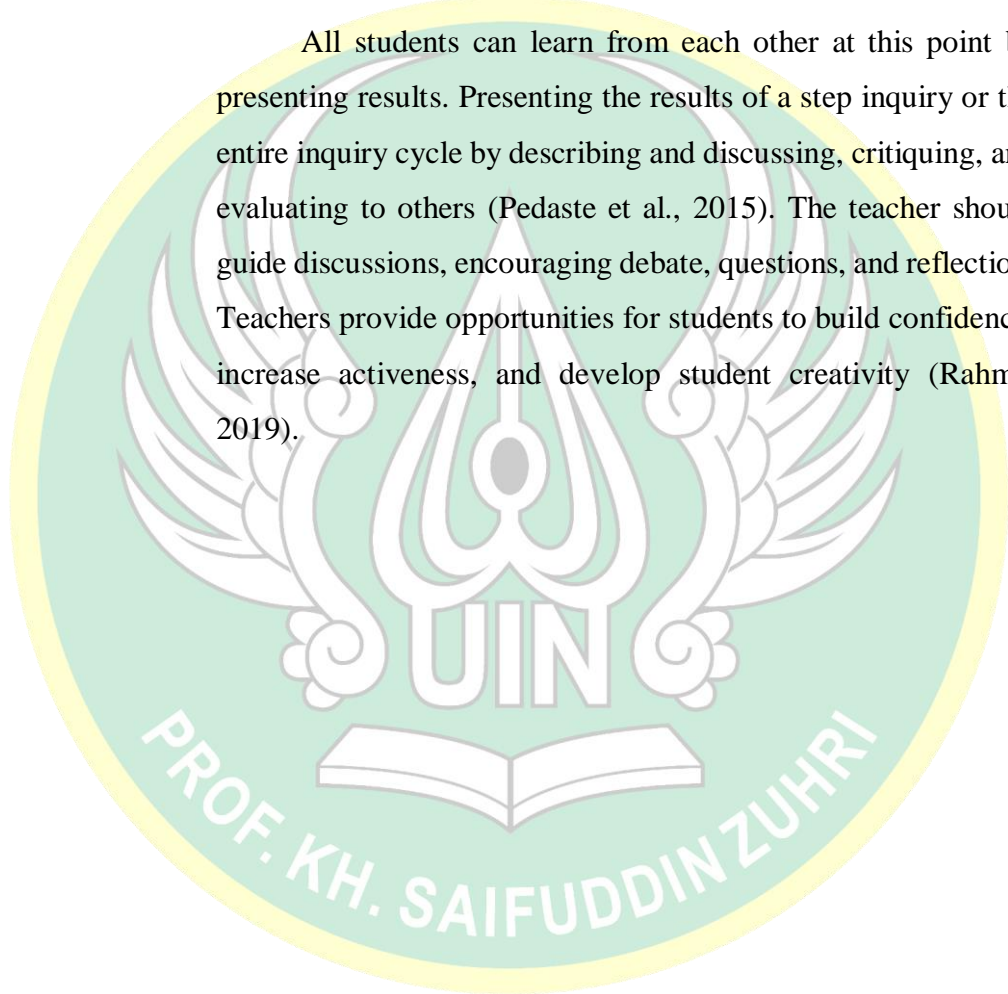
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about type of the research, location of the research, object of the research, subject of the research, technique of the data collection, technique of the data analysis, and data validation.

A. **Type of The Research**

This research is field research, which means collecting and processing data based on information and data obtained in the field directly by visiting research sites. This research will use a descriptive qualitative method to process problems in the field by analysing habits and phenomena that occur when applying inquiry-based learning in speaking classes at MTs Ma'arif NU 1 Sumbang. According to Creswell, (1991), qualitative research requires analysing and scoring the data for descriptions and themes, interpreting the meaning of the information using personal reflections and previous research, and writing an individual report with personal biases and a flexible structure by collecting detailed, in-depth data from a variety of sources such as observation, interviews, and documents.

B. **Location of The Research**

This research was conducted at MTs Ma'arif NU 1 Sumbang. The preliminary research on 6th May 2023. The data were taken from the 9th-grade students of MTs Ma'arif NU 1 Sumbang. This school was chosen because teachers at MTs Ma'arif NU 1 Sumbang school have already implemented learning based on Curriculum 13, which requires teaching more than the student centre than the teacher centre.

C. **Object of The Research**

The object of this research is the implementation of inquiry-based learning methods in teaching speaking skills for 9th-grade students at MTs Ma'arif NU 1 Sumbang. This learning model is suitable for student-focused learning, especially speaking skills, thus reducing the teacher's role as a supporter of students, who must be able to solve problems or identify problems given by the teacher. Students are more demanding and active in

teaching-learning.

D. Subject of The Research

The subject in this research are English teacher and the ninth-grade students of MTs Ma'arif NU 1 Sumbang. The study was conducted on the ninth grade and one of the English teachers because other classes, especially grades 7 and 8, have not used the method. In other words, the teacher in grades 7 and 8 still uses the teacher centre because the teacher must guide the learning process. However, teachers who use inquiry-based learning methods teach in grade 9. It has been implemented since Curriculum 13 was used in the school.

E. Technique of Data Collection

1. Observation

Observation in qualitative research is one of the oldest and most fundamental research methods approach. This approach involves collecting data using one's senses, especially looking and listening in a systematic and meaningful way (McKechnie, 2008). In this study, the instrument used during the teaching and learning process is an observation checklist.

The researcher observes the teaching process in the classroom. Observations were conducted five times on August 1 to October 16, 2023 by observing how teacher delivering materi used inquiry-based learning. Observation is needed in this study to obtain data-based inquiry learning in teaching speaking skills at MTs Ma'arif NU 1 Sumbang. The researcher will make field notes during observations about people's behaviour and activities at the research site (Creswell, 1991). In this activity, the researcher was involved in school activities to produce observations in accordance with the data.

2. Interview

The interviewer asks questions, and the interviewee answers these questions, thus forming two parties conducting an interview dialogue (Sidiq & Choiri, 2019). This research requires interviews as a data

collection technique to get deeper information about implementing inquiry-based learning. The research conducts face-to-face interviews with participants. The English teacher and some students become the respondents for interview in this research. The instrument used for the interview is semi-structured with open-ended questions. Semi-structured interviews are included in the in-depth interview category, where the implementation is freer than structured interviews.

3. Documentation

This research used documentation as a data collection technique. It aims to help display the process and result of observations and interview and serve as research evidence (Sidiq & Choiri, 2019). The documentation obtained by lesson plan, the result of students' score, and pictures of learning activity. Documentation was collected with lesson plans and materials used during the learning process in speaking class related to 5 materials in 5 lesson plans.

F. Technique of the Data Analysis

Qualitative data analysis has three main steps: data reduction, display data, and conclusion/verification (Miles, M. B., & Huberman, 1994). These are;

1. Data Reduction

Data reduction refers to selecting, focusing, simplifying, and summarising the result in written-up field notes and transcription. This research data was collected through observation, interview, and documentation. Afterwards, all the data was collected, selected, and analysed by referring to the research problems in this research.

2. Display Data

A display is an organised, compressed assembly of information that permits conclusion drawing and action. This research uses data display as a data collection technique to process data, compile information, and conclude descriptively. Data display is needed in qualitative data analysis to be able to present or display the data systematically, arranged

28

into specific.

3. Conclusion

Conclusions are verified as the analyst proceeds. Data verification by drawing conclusions based on observations, interviews, and documentation results. This study uses temporary conclusions and conclusions.

G. Data Validation

Qualitative research validity validates research findings using appropriate techniques (Creswell, 1991). Triangulation in the context of this credibility issue is generally defined as the collection of data from various sources over various times and methods. Three triangulations can be used to determine whether the data are reliable:

1. Triangulation of Source

The triangulation of sources is used to assess the credibility of the information by comparing the data obtained from several sources. In this research, the researcher tested the credibility of the data through several sources, for example, from the English teacher and the students relating to implementing Inquiry-based learning in teaching English at ninth grade of MTs Ma`arif NU 1 Sumbang.

2. Triangulation of Technique

The triangulation technique is used to assess the accuracy of the data by comparing the data from the same source using several techniques. In this research, the researcher examined the credibility of the data through three data collection techniques, including observation, interview, and documentation relating to the implementation of discovery learning in Teaching English at ninth grade of MTs Ma`arif NU 1 Sumbang.

3. Triangulation of Time

The credibility of the data is frequently influenced by time; data gathered through interview techniques in the morning, when the interviewers are still conscious and there have not been many concerns,

would produce more reliable data, making it more credible. In this research, the researcher tested the credibility of the data by interview, observation, and documentation with different. The time and situation were held from 01 August 2023 till 16 October 2023.

CHAPTER IV

FINDING AND DISCUSSION

The research findings and discussion of the implementation inquiry-based learning in teaching speaking at ninth grade of MTs Ma'arif NU 1 Sumbang were presented in this chapter. The goals of the research are to describe the implementation of inquiry-based learning in teaching speaking.

A. The Implementation of Inquiry-Based Learning in Teaching Speaking

Based on the observations, interviews, and documentation, the teacher used inquiry-based learning strategies when teaching English. The researcher presented the result of this result done in MTs Ma'arif NU 1 Sumbang in 9.5 class, where teachers apply inquiry-based learning in teaching English, especially in speaking classes.

1. Teacher Learning Activity

Based on observation, the teacher used inquiry-based learning strategies when teaching English. The activities and assignments in an inquiry-based learning classroom can be designed such that students work individually or together to solve problems involving both classwork and fieldwork (Wahono & Zahro, 2021). Observations were carried out from August 1 to October 16, 2023. Observation was conducted in class 9.5. The results of five observations in class 9.5 show that the teacher has carried out the learning process used the step of inquiry-based learning The teacher divided the teaching and learning process into three parts: introduction, main activity, and closing. Based on the lesson plan, the researcher conducted 5 observations with 5 materials in the speaking class: Congratulation and Hopes, Agreement and Disagreement and Its Responses, Medicine Labels, Food Label and Procedure text. During the learning process, the teacher implemented the Inquiry cycles in a scientific approach that is included in Curriculum 2013.

a. Introduction

Based on observation, before delivering material, the teacher greeted, checked condition the students, and praying before study with

a loud and clear intonation to attract attention and to make it easier for students to hear to the back seat.

> T: "Assalamu'alaikum Wr. Wb"
> S: "Wa'alaikumsalam Wr. Wb"
> T: "Good Morning students?"
> S: "Good Morning Ma'am"
> T: How are you today?"
> S: "I'm fine, thank you, and you?"
> T: "Great. Thanks. Before we start our lesson today, let us saying basmallah together"
> S: "Bismillahirrohmanirrohim."

The introduction is when the teacher opens the learning process by greeting or checking the attendance list (Rahma, 2019). Before getting into the material, the teacher discussed and asked students to review the previous material to recall the material that had been taught.

b. Main Activity

Based on interviews conducted by researchers to teachers. Mrs. Analiah Efiani, S. Pd, an English teacher clarified that:

> Teacher: "I started implementing this strategy about a year ago. The process of implementing inquiry-based learning in the classroom based on the 2013 curriculum lesson plan. There are 5 steps in it, observation, question, investigation, conclusion, and discussion or communicating. I apply this strategy based on the situation in the class."

In the 2013 curriculum students are required to be active. The inquiry learning approach places a strong emphasis on the role of the active learner in the educational process (Shanmugavelu et al., 2020). This strategy provides opportunities for students to be actively involved in the learning process through investigation so that students are trained to be creative and think critically to find knowledge. The teacher made the class activity of teaching speaking by using descriptive pictures and dialog, so the teacher applied the Inquiry in teaching speaking with several steps that had the same purpose as the 2013 Curriculum. Students have a great deal of responsibility for learning in an inquiry-

based classroom, but the teacher remains an important facilitator in ensuring learning happens (Bauld, 2020). The role of the teacher in this activity is more likely to be a facilitator and guider.

According to Pedaste et al., (2015) explained that the implementation of inquiry-based learning there are 5 steps. These steps are observation/orientation, question/conceptualize, investigation, conclusion, discussion/communication. Based on observation, the teacher has conducted the steps of inquiry-based learning during the learning process in the speaking class. Teachers used guided inquiry in the learning process. Guided inquiry when the teacher selects the questions and topics, and students design the product or solution (MacKenzie, 2016). The teacher does not present the material objectives at the beginning of the lesson, but instead presents keywords or clues through questions to attract students' attention.

Table of Observation Checklist. The Steps of IBL

No.	The Steps of Inquiry-Based Learning	Yes	No
1.	Observation/Orientation	√	
2.	Question/Conceptualize	√	
3.	Investigation	√	
4.	Conclusion	√	
5.	Discussion/Communication	√	

The explanation of five steps of inquiry-based learning is as follows:
1. Observation/Orientation

Based on the first step, observation/orientation, the teacher introduces a new topic and students do hands-on activities. The teacher explains in a clear and loud voice. Observation focuses on stimulating interest and curiosity with respect to the issue at hand. Orientation or observation activities in learning by introducing topics or theories (Pedaste et al., 2015). The teacher as a facilitator made student interaction between students and teachers as well as

33

students with students with learning resources by using the senses through seeing, hearing, and reading the subject matter. According to MacKenzie, (2016) this step is guided inquiry, that the teacher selects the questions and topics, and students design the product or solution.

The observation step occurs when the teacher gives students material, and they observe, listen to, and read the material (Putri et al., 2022). Observing activities to get information by using learning media. The teacher starts the inquiry process by introducing topics that encourage people to ask questions and giving examples of what curiosity looks like (Bauld, 2020). Based on the first observation, students listen to material read by other students. This helps students be more active and confident in speaking, although they still have difficulty pronouncing each word of the vocabulary. Teachers attract students to new topics with pictures, dialogs, and other media facilitated by the school. The first step or observation step, is carried out with students being asked to observe sample images or dialog in the textbook or the other media.

This is supported by the statement of Mrs. Analiah Efiani, S.Pd, in the researcher's interview with the teacher:

> Teacher: "Tools used for lesson plans and LKS books. The school has not implemented other devices or media in the classroom such as LCD, audio, etc, due to limited madrasah facilities. Picture media and dialog is sometimes used depending on the material based on the lesson plan."

The teaching and learning process at school still uses limited facilities. This makes the teaching and learning process limited in exploration. Depend on the teacher's textbooks, student`s textbooks, and some media that are sometimes brought by the teacher and students. Teachers often use pictures and dialog media. Dialogue involves two or more speakers and can be subdivided into

interpersonal and transactional (Wahono & Zahro, 2021). The teacher gives and asks some unknown vocabulary and pronunciation. In this step, the teacher attracts students to the new topic, new vocabulary, and pronunciation. Students in 9.5 class followed this step well.

2. Question/Conceptualization

In the next step, in the questioning section, students are asked to ask questions related to the material that has been explained. The teacher invites students to ask questions about the topic as they could. Conceptualization or question is a process of understanding a concept related to the problem raised (Pedaste et al., 2015). For example, students ask about the keywords and the general structure of the description studied. For the question step, students are asked to think critically with pre-directed information.

The questioning activity aims to increase creativity and curiosity about the ability to think critically about learning (Rahma, 2019). In this step, the teacher facilitates students to be active and think critically with attract student. According Guido, (2017), the benefits of inquiry-based learning for students build self-direction and initiative. This step still difficult for students to express opinions or questions. The result of the question/conceptualization step is a research question or hypothesis to be investigated (Pedaste et al., 2015). Based on the second observation, students were given a dialogue and asked to think about sentences stating and responding to the use of the words. The goal of the questioning activity is to stimulate learners' creativity, curiosity, and ability to think critically about what they have learned (Rahma, 2019). Teacher is only the facilitator or sometimes gives a clue or guiding informations to students.

3. Investigation

In the third step the teacher gives assignments to students. Students must complete their assignments. And the teacher is only a facilitator or director for students. This step is an extended part of the learning process. The teacher directs students to work together in pairs to identify related the material. Investigation is planning the implementation of exploration or experiments by collecting data and analysing data by experimental or exploratory design (Pedaste et al., 2015). The investigation or gathering information section occurs when students are allowed to search and collect data to be identified. This cycle is an activity to make students understand a material. Identifying new sentences and vocabulary in this step is essential in learning English, including speaking. Based on observation, students still have difficulty in mastering vocabulary and correct pronunciation. This is also evidenced by the teacher's statement during the interview, that this is one of the obstacles in implementing the strategy:

> Teacher: "The obstacle is the students. Since the pandemic, students' interest in learning, especially English, has decreased. They have limited vocabulary and do not know how to read properly."

Vocabulary is one of the essential parts of speaking because nothing can be said without vocabulary (Masroh et al., 2019). Vocabulary means the appropriate diction used in communication. People cannot communicate effectively or express their ideas orally and in writing without an appropriate vocabulary. At this step, the teacher supports and guides students to find answers, evidence or hypotheses (Putri et al., 2022). However, with appropriate teacher support, students take the initiative to find answers, find evidence to support or disprove hypotheses, and conduct research. Students determine how to find and collect information or data needed to solve the questions, statements, and problems (Andalia et al., 2019).

36

The end result of the Investigation stage is an interpretation of the data that allows returning to the research question or initial hypothesis and drawing conclusions regarding what was asked or hypothesized (Pedaste et al., 2015). Teacher expects that students will bring new vocabulary which can be seen in dictionary. By opening dictionary, students can learn new vocabulary.

4. Conclusion

Based on observations, in the fourth step or conclusion step. Students have collected information and data that will be developed for their answers. Students are asked to write it down and find answers to the questions obtained. Then students write it on the student worksheet. Students can do their work with the group, and the teacher provides feedback to check when students explain their work. Conclusions are the process of drawing conclusions from data and comparing conclusions made based on data and hypotheses or research questions (Pedaste et al., 2015). At this stage, in class 9.5 it is proven that many students could followed this step, by answering and discussing well with each group. This showed that this strategy could increase students' engagement, especially in speaking class. Students prepared vocabulary and correct pronunciation according to their hypothesis on the problem they had investigated.

This statement is also supported by the teacher interview statement that:

> Teacher: "In my opinion, this method is helpful and influences students to be more active in speaking. Although there are still many of them who have difficulty with pronunciation and remembering a lot of vocabulary. This strategy supports students' speaking skills. Although, implementing this method still has many obstacles and students still have difficulties, but at least there are changes every time."

37

The activities and assignment in an inquiry-based learning classroom can be designed such that students work individually or together to solve problems involving both in class work and fieldwork (Wahono & Zahro, 2021). Then, in the fourth step, the conclusion occurs when students evaluate the experiment and determine the next step (Putri et al., 2022). The teacher guides the students to answer and organize the problem and answer according to the work of each group. The results of the conclusion step are the final conclusions about the findings of the inquiry-based learning, responding to the research question or hypothesis (Pedaste et al., 2015).

5. Discussion/Communication

In the fifth step, all students learn from each group's results. Presenting the results of a step inquiry or the entire inquiry cycle by describing and discussing, critiquing, and evaluating to others (Pedaste et al., 2015). At this step the teacher becomes a discussion guide and provides feedback to students, especially in speaking, such as correcting grammar, correcting pronunciation, and vocabulary. The teacher guides students between small group discussions and whole class discussions (Bauld, 2020).

Teachers provide opportunities for students to build confidence, increase activeness, and develop student creativity (Rahma, 2019). Communicating aims to improve students' ability to speak English based on the presentation of their results. The errors that occur during the presentation, such as grammar mistakes or vocabulary pronunciation, the teacher will give feedback or correct them properly. Speaking fluency is also assessed in the presentation. Fluency can be defined as the ability to speak smoothly and accurately (Harmer, 2007). Students are expected to show all their abilities. If there are mistakes, the teacher will give feedback.

All steps are carried out in the learning process. Students could ask, answer, and present results. Regarding aspects of speaking, such as vocabulary is still limited, pronunciation is not correct, grammar is not correct, and fluency is still not fluent. Although there are still many mistakes in pronunciation, the teacher helps correct the reading and helps add new vocabulary in English. But they are getting more confident to read and speak in English. The teacher also gave feedback and corrected the wrong grammar and pronunciation. Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency (Brown, 2001).

In the interview, the teacher mentioned that the advantages and disadvantages of this strategy were:

> Teacher: "For the disadvantages of any method, because this is a foreign language, students must be really guided, students still have difficulty remembering, and pronouncing well. The advantages of this method are that it makes it easier for teachers to learn and makes students more active and trains students' speaking skills."

For many students learning English as a second or foreign language, mastering speaking abilities is crucial. Considered a foreign language, and as a result, Indonesian students will be taught English. The following explains teaching speaking (Kuning, 2019). Speaking becomes closer to reality when it is accepted that students remain aware of their typical environment and want to express their views or talk about their own experiences (Tillitt & Bruder, 1999). The most important thing in teaching through inquiry is the ability to organize the learning environment to facilitate student activity and provide sufficient guidance to ensure that each step of the activity can discover concepts and principles.

c. Closing

In observation, the teacher closes the students with a loud voice and clear intonation to attract their attention and make it easier for them to

39

hear it from the front to the back. Before closing this activity, students are expected to review what they have learned. Next, the teacher closed the class by greeting the students and ordering them to pray. The teacher closes the class.

> T: "Let's review what we've learned today. What sentences are included in congratulation and hopes?"
> S: (Some students mention some of the sentences they have learned).
> T: "Okay, that is enough for this meeting. What we have learned today, we will learn again at home. Let us end by saying Hamdallah together. Alhamdulillahirobbil'alamin. Wassalamu alaikum warahmatullahi wabarakatuh.
> S: "wa'alaikumsalam warahmatullahi wabarakatuh. Thank you, ma'am."

During the meeting, the teacher reinforces the material by providing conclusions. Closing occurs when the instructor asks the students if they have understood the subject or uses closing remarks to wrap up the teaching and learning process (Rahma, 2019). In observation, the teacher closes the students with a loud voice and clear intonation to attract their attention and make it easier for them to hear it from the front to the back.

Besides, to make strengthen the observation result, in addition to interviews with teachers, the researcher had an interviewed with some of students of 9th grade. The interview result is as follow:

> Students: "Proses pembelajaran yang sekarang saya ikuti menyenangkan. Terkadang saya paham dengan materi, tapi kadang ada yang sulit dipahami. Saya merasa lebih aktif daripada sebelumnya. Selama pembelajaran selalu ada kosa kata baru yang saya dapatkan. Tapi terkadang masih kesulitan dalam cara pengucapan yang benar sehingga membuat saya tidak percaya diri Ketika berbicara bahasa Inggris."

Based on the interview above, it is proven that implementing inquiry-based learning could make students more active in class, especially in speaking English. Although sometimes there are still difficulties in

pronunciation, but the teacher can make corrections in the speech class. The question of how much our methods should be message-oriented rather than language-oriented is typically at the heart of the fluency problem (Brown, 2001). In a speaking class, students can understand and convey the material well, it is a good achievement, even though language fluency has not been obtained by students.

The teacher took scores based on the ability of vocabulary mastery, ability in pronunciation, and fluency in speaking. For speaking class assessment, the teacher takes three assessments from several materials. The assessment taken by the teacher includes vocabulary, pronunciation, and fluency scores. According to the teacher, these three aspects are sufficient to assess students' speaking ability with the existing conditions in the school and class, most of which still have difficulty speaking English and low interest in English. Aspects of speaking based on the components of grammar, vocabulary, pronunciation, fluency and understanding (Brown, 2001).

Based on observations, interviews, and documentation the implementation of learning using Inquiry-Based Learning method in speaking class. Although all the steps are done by the teacher, many students still need to learn a lot of practice in speaking English. Therefore, teachers need to do more preparation before learning by modifying the subject and object to be done so that students' interest in learning English especially in speaking would increase. Although students still have difficulties, but students' abilities gradually increase. Students who were previously afraid to speak English, are now more confident. Previously still had difficulty in pronouncing words, now they know how to pronounce them. Previously only mastered a little vocabulary, now the vocabulary has increased.

CHAPTER V
CONCLUSION AND SUGGESTION

Conclusion and suggestion in this study are presented by the researcher in accordance with the research findings and discussion that have been shown in the previous chapter. This conclusion is based on the results of the description of the implementation of inquiry-based learning in teaching English, especially speaking in 9th grade MTs Ma'arif NU 1 Sumbang.

A. Conclusion

In this chapter, the researcher provides a conclusion that this study succeeded in obtaining answers to questions that aimed to investigate how the teacher's teaching strategy. The results showed that the Inquiry-Based Learning steps were used in learning English in the classroom especially speaking. Data for descriptive qualitative research was obtained through observation, interview, and documentation analysis. The implementation of Inquiry-Based Learning in the teaching of speaking in grade ninth students of MTs Ma'arif NU 1 Sumbang was appropriate because it used the science approach included in the 20013 Curriculum. Teachers implemented classroom speaking teaching activities with the Inquiry steps of Observation, Questioning, Investigation, Conclusion, and Discussion.

B. Suggestion

1. For the School

   The success of the learning process is also inseparable from the institution, namely the school. Schools must improve the infrastructure to support student learning and add references and learning resources to help students complete their assignments.

2. For the English Teacher

   In the results of this study, teachers must support learning and choose strategy and develop learning media that can attract students' attention, to make students feel happier in participating in English lessons. Teachers can guide and direct learning activities to make students fully

involved in following the steps planned by the teacher.

3. For the Other Researcher

For other researchers, to carry out research, everything must be well planned. Planning must be improved through proper preparation. It must be better in discussing the topic to be researched.

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APPENDICES

1st Appendix: Observation Checklist

1st Observation

Observation Checklist

Observation Schedule :

Time : Monday , 1st August , 2023 . 07.20 – 08.20 am

Topic : Congratulation and Hopes

Class : 9.5

Teacher : Mrs. Analiah Efiani, S. Pd

No.	Statements	Checklist
1.	Teacher opens the class, greets the students, and check their attendance list.	✓
2.	Teacher reviews the previous material, and talks about the aims of the lesson.	✓
3.	Teacher stimulates or attracts students' responses with the dialog.	✓
4.	Teacher introduces a new topic or concept.	✓
5.	Students ask the teacher and make prediction related the topics.	✓
6.	Teacher creates the activity that involve the students to identify the problems.	✓
7.	Teacher encourages the students to solve the problems.	✓
8.	Teacher encourages the students to present their findings.	✓
9.	Teacher guides discussions, guides debates, and other questions.	✓
10.	Teacher gives feedback to their findings.	✓
11.	Teacher compares their findings with the prior knowledge.	✓
12.	Teacher generates and concludes the lesson.	✓
13.	Teacher closes the class by praying.	✓

2nd Observation

Observation Checklist

Observation Schedule : Tuesday , August 15th , 2023

Time : 11.05 - 12.05 am

Topic : Agreement and Disagreement

Class : 9.5

Teacher : Mrs. Analiah Efiani, S. Pd

No.	Statements	Checklist
1.	Teacher opens the class, greets the students, and check their attendance list.	✓
2.	Teacher reviews the previous material, and talks about the aims of the lesson.	✓
3.	Teacher stimulates or attracts students' responses with the dialog.	✓
4.	Teacher introduces a new topic or concept.	✓
5.	Students ask the teacher and make prediction related the topics.	✓
6.	Teacher creates the activity that involve the students to identify the problems.	✓
7.	Teacher encourages the students to solve the problems.	✓
8.	Teacher encourages the students to present their findings.	✓
9.	Teacher guides discussions, guides debates, and other questions.	✓
10.	Teacher gives feedback to their findings.	✓
11.	Teacher compares their findings with the prior knowledge.	✓
12.	Teacher generates and concludes the lesson.	✓
13.	Teacher closes the class by praying.	✓

3rd Observation

Observation Checklist

Observation Schedule : Tuesday, September 19", 2023

Time   : 11.05 – 12.05 am

Topic   : Medicine label

Class   : 9.5

Teacher   : Mrs. Analiah Efiani, S. Pd

No.	Statements	Checklist
1.	Teacher opens the class, greets the students, and check their attendance list.	✓
2.	Teacher reviews the previous material, and talks about the aims of the lesson.	✓
3.	Teacher stimulates or attracts students' responses with the dialog.	✓
4.	Teacher introduces a new topic or concept.	✓
5.	Students ask the teacher and make prediction related the topics.	✓
6.	Teacher creates the activity that involve the students to identify the problems.	✓
7.	Teacher encourages the students to solve the problems.	✓
8.	Teacher encourages the students to present their findings.	✓
9.	Teacher guides discussions, guides debates, and other questions.	✓
10.	Teacher gives feedback to their findings.	✓
11.	Teacher compares their findings with the prior knowledge.	✓
12.	Teacher generates and concludes the lesson.	✓
13.	Teacher closes the class by praying.	✓

4th Observsation

Observation Checklist

Observation Schedule : Tuesday, October 3, 2023

Time : 11.05 - 12.05 am

Topic : Food label

Class : 9.5

Teacher : Mrs. Analiah Efiani, S. Pd

No.	Statements	Checklist
1.	Teacher opens the class, greets the students, and check their attendance list.	✓
2.	Teacher reviews the previous material, and talks about the aims of the lesson.	✓
3.	Teacher stimulates or attracts students' responses with the dialog.	✓
4.	Teacher introduces a new topic or concept.	✓
5.	Students ask the teacher and make prediction related the topics.	✓
6.	Teacher creates the activity that involve the students to identify the problems.	✓
7.	Teacher encourages the students to solve the problems.	✓
8.	Teacher encourages the students to present their findings.	✓
9.	Teacher guides discussions, guides debates, and other questions.	✓
10.	Teacher gives feedback to their findings.	✓
11.	Teacher compares their findings with the prior knowledge.	✓
12.	Teacher generates and concludes the lesson.	✓
13.	Teacher closes the class by praying.	✓

5th Observation

Observation Checklist

Observation Schedule : *Monday, October 16, 2023*

Time : *07.20–08.20 am*

Topic : *Procedure Text*

Class : 9.5

Teacher : Mrs. Analiah Efiani, S. Pd

No.	Statements	Checklist
1.	Teacher opens the class, greets the students, and check their attendance list.	✓
2.	Teacher reviews the previous material, and talks about the aims of the lesson.	✓
3.	Teacher stimulates or attracts students' responses with the dialog.	✓
4.	Teacher introduces a new topic or concept.	✓
5.	Students ask the teacher and make prediction related the topics.	✓
6.	Teacher creates the activity that involve the students to identify the problems.	✓
7.	Teacher encourages the students to solve the problems.	✓
8.	Teacher encourages the students to present their findings.	✓
9.	Teacher guides discussions, guides debates, and other questions.	✓
10.	Teacher gives feedback to their findings.	✓
11.	Teacher compares their findings with the prior knowledge.	✓
12.	Teacher generates and concludes the lesson.	✓
13.	Teacher closes the class by praying.	✓

2ⁿᵈ Appendix:

Interview with the teacher:

1. When did the teacher apply the inquiry-based learning?

   Teacher: "When students lost interest in learning English and only focused on the teacher, I started implementing this method slowly about a year ago. The process of implementing inquiry-based learning in the classroom based on the 2013 curriculum lesson plan."

2. How is the inquiry-based learning model implemented?

   Teacher: "There are 5 steps in it, namely observation, question, investigation, conclusion, and discussion or communicating. I apply this method slowly according to the situation in the class."

3. What tools are used when teaching using the inquiry-based learning method?

   Teacher: "Tools used for lesson plans and LKS books. The school has not implemented other devices or media in the classroom such as LCD, audio, etc, due to limited madrasah facilities. Picture media is sometimes used depending on the teaching theme."

4. In the inquiry step, what are often the obstacles when implementing it?

   Teacher: "The big obstacle is the students. Since the pandemic, students' interest in learning, especially English, has decreased. They have limited vocabulary and do not know how to read properly."

5. Does the inquiry method really influence students' speaking abilities?

   Teacher: "In my opinion, this strategy is helpful and influences students to be more active in speaking. Although there are still many of them who have difficulty with pronunciation and remembering a lot of vocabulary."

6. What are the advantages and disadvantages of using the Inquiry Based Learning method?

   Teacher: "For the shortcomings of any method, because this is a foreign language, students must be really guided slowly, students still have difficulty remembering, and pronouncing well. The advantages of this

method are that it eases the teacher in learning and makes students more active and trains students' speaking skills."

7. Is there any difference when using this method with the previous method?
Teacher:" The difference between this method and the previous method made the students more active in speaking and asking questions than the teacher-centered method, students only listened and did not hone their speaking skills."

8. Is this method effective for use in speaking classes?
Teacher: "I think this method is effective, students are more critical and active than before. This supports students' speaking skills. Although, implementing this method still has many obstacles and students still have difficulties, but at least there are changes every time."
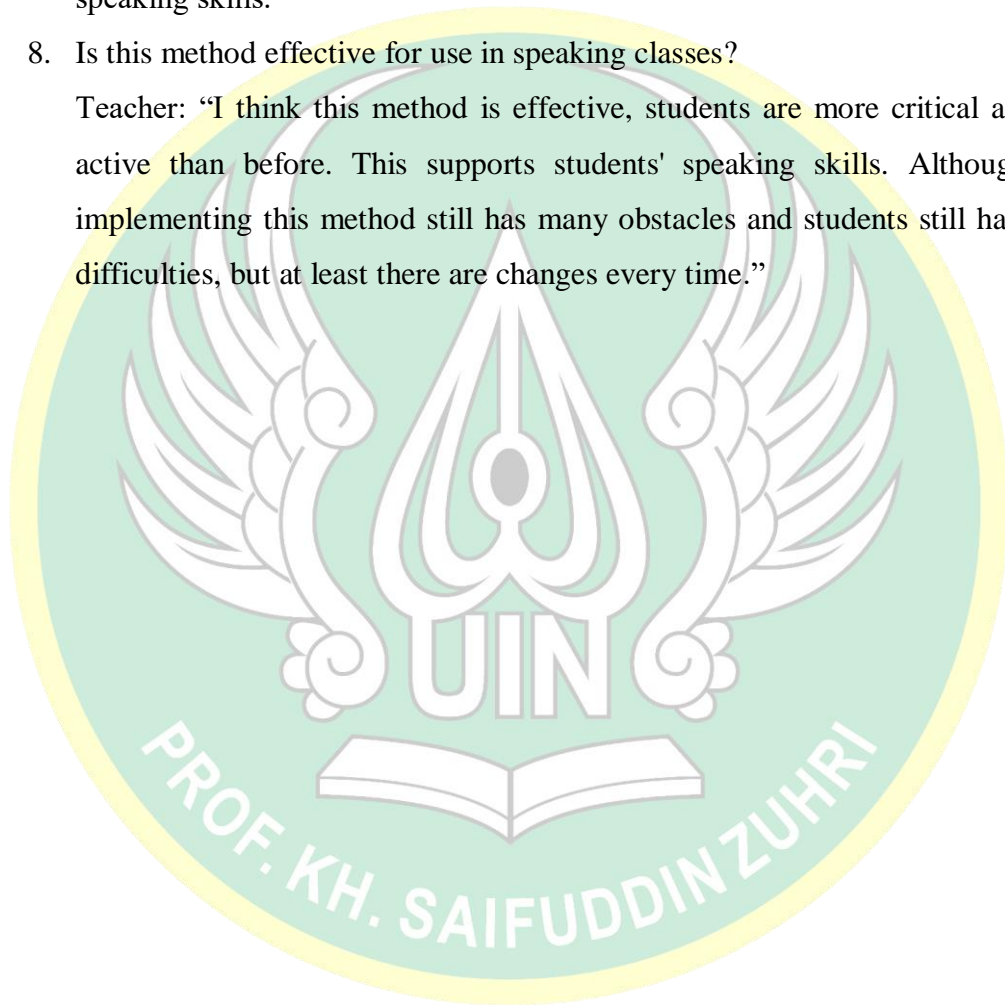
Interview with some students of ninth grade

a) Interview with Student 1

    Date   : Wednesday, October 4th, 2023

    Class   : 9.1

    Interviewee   : Wahyu Dwi A

    Researcher   : Apa pendapatmu mengenai proses pembelajaran yang saat ini kalian ikuti?

    Student   : Lumayan seru, karena saya kurang suka dengan pelajaran Bahasa inggris. Tapi di kelas 9 ini saya bisa lebih fokus dalam mengikuti pembelajaran.

    Researcher   : Apakah ada perbedaan mengenai proses pembelajaran sekarang dengan proses pembelajaran yang dulu?

    Student   : Kalau dulu kita hanya mendengarkan penjelasan dari guru. Tapi sekarang kita disuruh lebih aktif lagi untuk menjawab.

    Researcher   : Apakah siswa dapat memahami materi dengan baik untuk pembelajaran saat ini?

    Student   : Kadang kita bisa memahami materi, kadang tidak paham. Tergantung materinya susah atau tidak.kalau disuruh berbiacara bahasa Inggris, saya masih takut salah dalam pengucapannya.

    Researcher   : Apakah proses pembelajaran membuat kalian lebih aktif?

    Student   : Iya. Kita disuruh lebih aktif lagi dalam menjawab dan bertanya kepada guru.

    Researcher   : Apa hal yang menarik dalam proses pembelajaran saat ini?

    Student   : Kadang guru memberi permainan disela proses pembelajaran. Terus sering berdiskusi kelompok sehingga tidak bosan selama proses pembelajaran.

    Researcher   : Apakah guru memandu proses kegiatan diskusi, presentasi, dll?

    Student   : Iya. Bu Efi memandu kegiatan dari awal sampai akhir pembelajaran.

b) Interview with Student 2

Date : Wednesday, October 4th, 2023

Class : 9.2

Interviewee : Jafar Al Fatah

Researcher : Apa pendapatmu mengenai proses pembelajaran yang saat ini kalian ikuti?

Student : Seru. Saya bisa lebih fokus dan lebih santai dalam mengikuti pembelajaran. Saya juga mendapatkan kosa kata baru yang harus dipelajari cara pengucapannya. Kadang sulit tapia da juga yang mudah.

Researcher : Apakah ada perbedaan mengenai proses pembelajaran sekarang dengan proses pembelajaran yang dulu?

Student : Sekarang kita lebih banyak berinteraksi kepada teman dan guru.

Researcher : Apakah siswa dapat memahami materi dengan baik untuk pembelajaran saat ini?

Student : Kadang kita bisa memahami materi, kadang tidak paham. Tergantung materinya susah atau tidak.

Researcher : Apakah proses pembelajaran membuat kalian lebih aktif?

Student : Saya dan beberapa teman lain merasa lebih aktif lagi dalam menjawab dan bertanya kepada guru.

Researcher : Apa hal yang menarik dalam proses pembelajaran saat ini?

Student : Karena saya suka speaking, saya lebih senang dengan pembelajaran saat ini. Sering berdiskusi kelompok sehingga tidak bosan selama proses pembelajaran.

Researcher : Apakah guru memandu proses kegiatan diskusi, presentasi, dll?

Student : Iya. Bu Efi memandu diskusi.

c) Interview with Student 3

Date   : Wednesday, October 4th, 2023

Date : Wednesday, October 4th, 2023

Class : 9.3

Interviewee : Olif Tri Astuti

Researcher : Apa pendapatmu mengenai proses pembelajaran yang saat ini kalian ikuti?

Student : Mudah dipahami karena menurut saya Bahasa inggris itu menyenangkan, tapi kadang ada yang sulit.

Researcher : Apakah ada perbedaan mengenai proses pembelajaran sekarang dengan proses pembelajaran yang dulu?

Student : Sekarang kita banyak berbicara dan berlatih mengucapkan kata Bahasa inggris. Kalau dulu lebih banyak mendengarkan.

Researcher : Apakah siswa dapat memahami materi dengan baik untuk pembelajaran saat ini?

Student : Ada beberapa Pelajaran yang langsung paham, ada yang sulit. Saya kadang paham dengan bahasa Inggris, tapi masih belum bisa berbicara bahasa Inggris.

Researcher : Apakah proses pembelajaran membuat kalian lebih aktif?

Student : Kita disuruh lebih aktif lagi dalam menjawab dan bertanya kepada guru. Tapi masih belum percaya diri berbicara menggunakan bahasa Inggris.

Researcher : Apa hal yang menarik dalam proses pembelajaran saat ini?

Student : Sekarang lebih sering berkelompok dan presentasi.

Researcher : Apakah guru memandu proses kegiatan diskusi, presentasi, dll?

Student : Iya. Guru memandu kegiatan Pelajaran dari awal sampai akhir pembelajaran

d) Interview with Student 4

Date   : Wednesday, October 4th, 2023

Class   : 9.4

Interviewee   : Jajang Dwitama

Researcher   : Apa pendapatmu mengenai proses pembelajaran yang saat ini kalian ikuti?

Student   : Menyenangkan, saya sendiri suka dengan bahsa inggris. Apalagi speaking, terasa menyenangkan berbicara Bahasa inggris.

Researcher   : Apakah ada perbedaan mengenai proses pembelajaran sekarang dengan proses pembelajaran yang dulu?

Student   : Iya ada. Dulu karena pembelajaran dilakukan di rumah melalui grup whatsapp, jadi kita acuh. Sedangkan sekarang kita disuruh lebih aktif dalam pembelajaran.

Researcher   : Apakah siswa dapat memahami materi dengan baik untuk pembelajaran saat ini?

Student   : Kalau materinya mudah saya mudah memahami. Yang masih sulit kemungkinan ketika mengucapkan kata Bahasa inggris yang belum tau cara pengucapannya.

Researcher   : Apakah proses pembelajaran membuat kalian lebih aktif?

Student   : Iya, kadang kita disuruh baca atau berbicara bahasa inggris satu-satu semua.

Researcher   : Apa hal yang menarik dalam proses pembelajaran saat ini?

Student   : Kadang guru memberi permainan disela proses pembelajaran. Terus sering berdiskusi kelompok sehingga tidak bosan selama proses pembelajaran. Dan selalu mendapatkan kosa kata baru bahasa Inggris walaupaun besoknya lupa lagi.

Researcher   : Apakah guru memandu proses kegiatan diskusi, presentasi, dll?

Student   : Iya. Bu Efi memandu dari awal sampai akhir pembelajaran

e) Interview with Student 5

Date : Wednesday, October 4th, 2023

Class : 9.5

Interviewee : Dwi Maryanti

Researcher : Apa pendapatmu mengenai proses pembelajaran yang saat ini kalian ikuti?

Student : Kebetulan saya suka Pelajaran Bahasa inggris, jadi menurut saya seru dan mudah dipahami.

Researcher : Apakah ada perbedaan mengenai proses pembelajaran sekarang dengan proses pembelajaran yang dulu?

Student : Kalau dulu guru hanya menjelaskan dan siswa mendengarkan. Sekarang bu guru memandu untuk siswa lebih aktif.

Researcher : Apakah siswa dapat memahami materi dengan baik untuk pembelajaran saat ini?

Student : Mudah dipahami. Penjelasan dari guru juga mudah dipahami.

Researcher : Apakah proses pembelajaran membuat kalian lebih aktif?

Student : Kalau saya sendiri meras lebih aktif daripada sebelumnya. Dan merasa lebih percaya diri berbicara bahasa inggris walaupun kadang masih banyak salah.

Researcher : Apa hal yang menarik dalam proses pembelajaran saat ini?

Student : Presentasi di depan kelas menggunakan Bahasa Inggris. Walaupun masih membaca hasil diskusi di buku.

Researcher : Apakah guru memandu proses kegiatan diskusi, presentasi, dll?

Student : Iya. Bu Efi memandu kegiatan dari awal sampai akhir pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs MA'ARIF NU 1 SUMBANG Mata Pelajaran : BAHASA INGGRIS		Kelas/Semester : IX / 1 Alokasi Waktu : 2 x 40 menit	KD : 3.1 dan 4.1 Pertemuan ke : 4
Materi	**:**	**Congratulations and Hopes**	

A. TUJUAN PEMBELAJARAN

- Melafalkan beberapa ekspresi tentang ucapan harapan atau doa serta menanggapinya, sesuai dengan konteks penggunaannya
- Mengidentifikasi dan mengklasifikasikan beberapa ekspresi tentang ucapan harapan atau doa serta menanggapinya, sesuai dengan konteks penggunaannya
- Menggunakan struktur teks yang tepat untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa, serta responnya, sesuai dengan konteks penggunaannya
- Menulis ucapan harapan atau doa suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat
- Melakukan dialog sederhana yang mengungkapkan harapan atau doa kebahagiaan serta responnya dengan struktur teks dan unsur kebahasaan yang tepat ke depan kelas secara berpasangan

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Peserta didik memberi salam, berdoa, menyanyikan lagu nasional **(PPK)**
- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti

Langkah 1. Mengamati (Observing)

- Guru membagi peserta didik menjadi berpasangan
- Guru meminta peserta didik untuk menyimak beberapa film dialog singkat tentang "harapan dan doa serta responnya"
- Guru meminta peserta didik untuk mengamati beberapa contoh dialog dalam slide power point tentang "harapan dan doa serta responnya"
- Guru meminta peserta didik untuk mengamati beberapa contoh dialog dalam bentuk flash card tentang "harapan dan doa serta responnya"

Langkah 2. Menanya (Questioning)

+ Guru meminta peserta didik secara berpasangan untuk menanyakan antara lain tentang cara menyatakan dan memberi "ungkapan harapan dan doa serta responnya" sesuai dengan video singkat, slide ppt dan flash card yang sudah mereka amati.

Langkah 3. Data Collection (Mengumpulkan Informasi)

+ Guru meminta peserta didik untuk menirukan contoh-contoh yang sudah diberikan kepada mereka tentang " ungkapan harapan dan doa serta responnya" melalui tayangan video, slide ppt, flash card dan buku.

+ Guru mengarahkan peserta didik untuk bekerjasama secara berpasangan untuk mengisi teks dialog yang belum lengkap tentang "ungkapan harapan dan doa serta responnya" sesuai informasi yang telah mereka temukan sendiri dari buku atau pun sumber belajar yang lain.

+ Guru meminta siswa untuk mengidentifikasi ciri-ciri kebahasaan dan struktur teks tentang " ungkapan harapan dan doa serta responnya" berdasarkan tayangan video, slide ppt, flash card dan buku yang mereka amati.

+ Guru meminta siswa untuk melengkapi dialog yang belum lengkap tentang " ungkapan harapan dan doa serta responnya" dengan menggunakan beberapa macam ungkapan selamat atas suatu kebahagiaan dan prestasi serta responnya

+ Siswa mencatat informasi – informasi yang relevan dengan pertanyaan – pertanyaan tentang "ungkapan harapan dan doa serta responnya" yang di dapat dari tayangan video, slide ppt, flash card dan buku yang mereka amati

Langkah 4. Menalar/ mengasosiasi

+ Guru Meminta siswa untuk mencari jawaban atas pertanyaan - pertanyaan yang didapat oleh masing- masing pasangan kelompoknya masing-masing berdasarkan informasi yang terdapat dalam tayangan video, slide ppt, flash card dan buku yang mereka amati

+ Siswa menuliskan jawaban atas pertanyaannya tersebut dalam lembar kerja mereka.

Langkah 5. Mengomunikasikan (Networking)

+ Guru meminta siswa untuk mempresentasikan hasil kerja secara berpasangan ke depan kelas tentang "ungkapan harapan dan doa serta responnya" berdasarkan tayangan video, slide ppt, flash card, soal dialog dan buku yang mereka amati

+ Guru Meminta siswa membandingkan ungkapan yang menyatakan dan memberikan ungkapan harapan dan doa serta responnya berdasarkan tayangan video, slide ppt, flash card, soal dialog dan buku yang mereka amati

Penutup

- Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan penilaian lisan secara acak dan singkat
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

- Sikap : Lembar pengamatan,   - Pengetahuan : LK peserta didik,   - Ketrampilan: Kinerja & observasi diskusi

Mengetahui,   **Sumbang , 10 Juli 2023**
Kepala Sekolah   Guru Mata Pelajaran

TAUFIK NURHIDAYAT, S.Pd.I   **ANALIAH EFIANI, S.Pd**
NIP. –   **NIP. –**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs MA'ARIF NU 1 SUMBANG Mata Pelajaran : BAHASA INGGRIS	Kelas/Semester : IX / 1 Alokasi Waktu : 2 x 40 menit	KD : 3.2 dan 4.2 Pertemuan ke : 3
Materi	**:**	**Agreement and disagreement and its responses**

A. TUJUAN PEMBELAJARAN

- Menentukan unsur kebahasaaan to, in order to dan so that dalam ungkapan agreement dan disagreement beserta responnya sesuai dengan konteks dengan benar.
- Menggunakan unsur kebahasaan yang tepat untuk melaksanakan fungsi sosial dari kata to, in order to dan so that dalam ungkapan agreement dan disagreement beserta responnya sesuai dengan konteks penggunaannya.
- Menulis kata to, in order to dan so that dalam ungkapan agreement dan disagreement beserta responnya dengan struktur teks dan unsur kebahasaan yang tepat.
- Melakukan dialog sederhana dengan menggunakan kata to, in order to , dan so that dalam ungkapan peryataan agreement dan disagreement beserta responnya dengan struktur teks dan unsur kebahasaan yang tepat.

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK)
- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti

Langkah 1. Mengamati (Observing)

- Guru meminta peserta didik untuk mengamati beberapa contoh dialog dalam slide power point tentang penggunaan kata "to, in order to dan so that" dalam dialog singkat ungkapan agreement dan disagreement beserta responnya.

Langkah 2. Menanya (Questioning)

- Guru meminta peserta didik secara berpasangan untuk menanyakan antara lain tentang cara menyatakan dan merespon tentang penggunaan kata "to, in order to dan so that" dalam dialog singkat ungkapan agreement dan disagreement berdasarkan slide ppt dan flash card yang sudah mereka amati.

Langkah 3. Data Collection (Mengumpulkan Informasi)

- Guru meminta peserta didik untuk menirukan contoh-contoh yang sudah diberikan kepada mereka tentang penggunaan kata "to, in order to dan so that" dalam dialog singkat ungkapan agreement dan disagreement beserta responnya melalui slide ppt, flash card dan buku.
- Guru mengarahkan peserta didik untuk bekerjasama secara berpasangan untuk mengisi teks dialog yang belum lengkap tentang penggunaan kata "to, in order to dan so that" dalam dialog singkat ungkapan agreement dan disagreement beserta responnya sesuai informasi yang telah mereka temukan sendiri dari buku atau pun sumber belajar yang lain.
- Guru meminta siswa untuk melengkapi dialog yang belum lengkap tentang penggunaan kata "to, in order to dan so that" dalam dialog singkat ungkapan agreement dan disagreement beserta responnya.

- Siswa mencatat informasi – informasi yang relevan dengan pertanyaan – pertanyaan tentang penggunaan kata "to, in order to dan so that" dalam dialog singkat ungkapan agreement dan disagreement beserta responnya yang di dapat dari tayangan video, slide ppt, flash card dan buku yang mereka amati

Langkah 4. Menalar/ mengasosiasi

- Guru Meminta siswa untuk mencari jawaban atas pertanyaan - pertanyaan yang didapat oleh masing- masing pasangan kelompoknya masing-masing berdasarkan informasi yang terdapat dalam tayangan video, slide ppt, flash card dan buku yang mereka amati
- Siswa menuliskan jawaban atas pertanyaannya tersebut dalam lembar kerja mereka.

Langkah 5. Mengomunikasikan (Networking)

- Guru meminta siswa untuk mempresentasikan hasil kerja secara berpasangan ke depan kelas tentang penggunaan kata "to, in order to dan so that" dalam dialog singkat ungkapan agreement dan disagreement beserta responnya berdasarkan tayangan video, slide ppt, flash card, soal dialog dan buku yang mereka amati
- Guru Meminta siswa membandingkan tentang penggunaan kata "to, in order to dan so that" dalam dialog singkat ungkapan agreement dan disagreement beserta responnya berdasarkan slide ppt, flash card, soal dialog dan buku yang mereka amati

Penutup

- Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan penilaian lisan secara acak dan singkat
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

Sikap : Lembar pengamatan,   - Pengetahuan : LK peserta didik,   - Ketrampilan: Kinerja & observasi diskusi

Mengetahui,   **Sumbang , 10 Juli 2023**
Kepala Sekolah   Guru Mata Pelajaran

TAUFIK NURHIDAYAT, S.Pd.I   **ANALIAH EFIANI, S.Pd**
NIP. -   **NIP. -**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs MA'ARIF NU 1 SUMBANG Mata Pelajaran : BAHASA INGGRIS	Kelas/Semester : IX / 1 Alokasi Waktu : 2 x 40 menit	KD : 3.3 dan 4.3 Pertemuan ke : 2
Materi :	**Medicine/foods/drinks Label**	

A. TUJUAN PEMBELAJARAN

- Melafalkan beberapa kosa kata yang berhubungan tentang teks khusus dalam bentuk label obat sesuai dengan konteks penggunaannya
- Mengidentifikasi informasi yang ada dalam label obat tetang fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Peserta didik memberi salam, berdoa, menyanyikan lagu nasional **(PPK)**
- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti

Langkah 1. Mengamati (Observing)

- Guru membagi peserta didik menjadi berpasangan
- Guru meminta peserta didik untuk menyimak video tentang komponen dari label obat (medicine label facts)
- Guru meminta peserta didik untuk mengamati beberapa contoh label obat dalam slide power point
- Guru meminta peserta didik untuk mengamati beberapa contoh gambar label dalam bentuk kemasan obat yang siswa bawa dari rumah

Langkah 2. Menanya (Questioning)

- Guru meminta peserta didik secara berpasangan untuk menanyakan antara lain tentang informasi yang terdapat dalam kemasan obat melalui vidio dan slide power point yang mereka amati serta kemasan obat yang siswa persiapkan dari rumah

Seperti :

- Nama obat
- Diskripsi
- Isi / volume obat
- Kegunaan
- Penggunaan dan doses
- Cara menyimpan
- Tanggal kadaluwarsa

Langkah 3. Data Collection (Mengumpulkan Informasi)

↓ Guru meminta peserta didik untuk menirukan tentang cara mengucapkan kosa kata yang ada dalam kemasan obat dengan benar
↓ Guru mengarahkan peserta didik untuk bekerjasama secara berpasangan untuk mengisi kolom tentang komponen (label facts) dalam kemasan obat dengan benar
↓ Guru meminta siswa untuk mengidentifikasi ciri-ciri kebahasaan dan struktur teks khusus tentang kemasan obat melalui vidio dan slide power point yang mereka amati serta kemasan obat yang siswa persiapkan dari rumah
↓ Siswa mencatat informasi – informasi yang relevan dengan pertanyaan – pertanyaan yang di dapat dari tayangan video, slide ppt, kemasan obat tentang medicine label
Langkah 4. Menalar/ mengasosiasi
↓ Guru Meminta siswa untuk mencari jawaban atas pertanyaan – pertanyaan yang didapat oleh masing – masing pasangan kelompoknya berdasarkan informasi yang terdapat dalam tayangan video, slide ppt, dan kemasan obat dalam pertemuan sebelumnya
↓ Siswa menuliskan jawaban atas pertanyaannya tersebut dalam lembar kerja mereka.
Langkah 5. Mengomunikasikan (Networking)
↓ Guru meminta siswa untuk mempresentasikan hasil kerja secara berpasangan ke depan kelas tentang kemasan obat melalui vidio dan slide power point yang mereka amati serta kemasan obat yang siswa persiapkan dari rumah
↓ Guru Meminta siswa membandingkan hasil kerja antar pasangan kelompok kemasan obat melalui vidio dan slide power point yang mereka amati serta kemasan obat yang siswa persiapkan dari rumah
↓ Guru Memberi umpan balik (*feedback*) pada siswa tentang unsur kebahasaan dan struktur teks khusus tentang kemasan obat melalui vidio dan slide power point yang mereka amati serta kemasan obat yang siswa persiapkan dari rumah
Penutup
• Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
• Guru memberikan penilaian lisan secara acak dan singkat
• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

Sikap : Lembar pengamatan,   - Pengetahuan : LK peserta didik,   - Ketrampilan: Kinerja & observasi diskusi

Mengetahui,   **Sumbang , 10 Juli 2023**
Kepala Sekolah   Guru Mata Pelajaran

TAUFIK NURHIDAYAT, S.Pd.I   **ANALIAH EFIANI, S.Pd**
NIP. -   **NIP. -**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : **MTs MA'ARIF NU 1 SUMBANG** Mata Pelajaran : **BAHASA INGGRIS**	Kelas/Semester : **IX / 1** Alokasi Waktu : **2 x 40 menit**	**KD** **: 3.3 dan 4.3** **Pertemuan** **ke : 3**
Materi	**:**	**Medicine/foods/drinks Label**

A. TUJUAN PEMBELAJARAN

- Melafalkan beberapa kosa kata yang berhubungan tentang teks khusus dalam bentuk label makanan sesuai dengan konteks penggunaannya
- Mengidentifikasi informasi yang ada dalam label makanan tetang fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Peserta didik memberi salam, berdoa, menyanyikan lagu nasional **(PPK)**
- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti

Langkah 1. Mengamati (Observing)

- Guru membagi peserta didik menjadi berpasangan
- Guru meminta peserta didik untuk menyimak video tentang komponen dari label makanan (foods label facts)
- Guru meminta peserta didik untuk mengamati beberapa contoh label makanan dalam slide power point
- Guru meminta peserta didik untuk mengamati beberapa contoh gambar label dalam bentuk kemasan makanan yang siswa bawa dari rumah

Langkah 2. Menanya (Questioning)

- Guru meminta peserta didik secara berpasangan untuk menanyakan antara lain tentang informasi yang terdapat dalam kemasan makanan melalui vidio dan slide power point yang mereka amati serta kemasan makanan yang siswa persiapkan dari rumah

  Seperti :
  - Nama makanan
  - Diskripsi
  - Isi / volume makanan
  - Komposisi
  - Tanggal kadaluwarsa

Langkah 3. Data Collection (Mengumpulkan Informasi)

- Guru meminta peserta didik untuk menirukan tentang cara mengucapkan kosa kata yang ada dalam kemasan makanan dengan benar

♣ Guru mengarahkan peserta didik untuk bekerjasama secara berpasangan untuk mengisi kolom tentang komponen (label facts) dalam kemasan makanan dengan benar
♣ Guru meminta siswa untuk mengidentifikasi ciri-ciri kebahasaan dan struktur teks khusus tentang kemasan makanan melalui vidio dan slide power point yang mereka amati serta kemasan makanan yang siswa persiapkan dari rumah
♣ Siswa mencatat informasi – informasi yang relevan dengan pertanyaan – pertanyaan yang di dapat dari tayangan video, slide ppt, kemasan makanan tentang foods label
Langkah 4. Menalar/ mengasosiasi
♣ Guru Meminta siswa untuk mencari jawaban atas pertanyaan – pertanyaan yang didapat oleh masing – masing pasangan kelompoknya berdasarkan informasi yang terdapat dalam tayangan video, slide ppt, dan kemasan makanan dalam pertemuan sebelumnya
♣ Siswa menuliskan jawaban atas pertanyaannya tersebut dalam lembar kerja mereka.
Langkah 5. Mengomunikasikan (Networking)
♣ Guru meminta siswa untuk mempresentasikan hasil kerja secara berpasangan ke depan kelas tentang kemasan makanan melalui vidio dan slide power point yang mereka amati serta kemasan makanan yang siswa persiapkan dari rumah
♣ Guru Meminta siswa membandingkan hasil kerja antar pasangan kelompok kemasan makanan melalui vidio dan slide power point yang mereka amati serta kemasan makanan yang siswa persiapkan dari rumah
♣ Guru Memberi umpan balik (*feedback*) pada siswa tentang unsur kebahasaan dan struktur teks khusus tentang kemasan makanan melalui vidio dan slide power point yang mereka amati serta kemasan makanan yang siswa persiapkan dari rumah
Penutup
• Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
• Guru memberikan penilaian lisan secara acak dan singkat
• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

Sikap : Lembar pengamatan,   - Pengetahuan : LK peserta didik,   - Ketrampilan: Kinerja & observasi diskusi

Mengetahui,   **Sumbang , 10 Juli 2023**
Kepala Sekolah   **Guru Mata Pelajaran**

TAUFIK NURHIDAYAT, S.Pd.I   **ANALIAH EFIANI, S.Pd**
NIP. -   **NIP. -**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs MA'ARIF NU 1 SUMBANG Mata Pelajaran : BAHASA INGGRIS	Kelas/Semester : IX / 1 Alokasi Waktu : 2 x 40 menit	KD : 3.4 dan 4.4 Pertemuan ke : 2
Materi	:	Teks prosedural berbentuk resep makanan, pendek dan sederhana

A. TUJUAN PEMBELAJARAN

- Mengidentifikasikan fungsi sosial, struktur teks dan unsur kebahasaan dari suatu teks prosedur dalam bentuk resep makanan dengan benar.
- Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari dua teks prosedur dalam bentuk resep makanan dan menentukan gambaran umum, informasi rinci, informasi *explicit/ implicit,* dan makna kata dari suatu teks prosedur dengan baik dan benar.

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK)
- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti

Langkah 1. Mengamati (Observing)

- Guru meminta peserta didik untuk membaca teks "Novel Apple Puding" (buku siswa hal. 81)
- Peserta didik menirukan pelafalan kosakata yang diucapkan oleh guru.
- Guru meminta peserta didik mengamati urutan teks prosedur

Langkah 2. Menanya (Questioning)

- Guru mengarahkan peserta didik untuk menanyakan beberapa kosakata yang belum diketahui.
- Peserta didik menanyakan bagaimana melafalkan beberapa kosakata.
- Peserta didik menanyakan bagaimana struktur teks prosedur dalam bentuk resep makanan.

Langkah 3. Data Collection (Mengumpulkan Data/Informasi)

- Guru meminta peserta didik mendiskusikan fungsi sosial, struktur teks dan unsur kebahasaan dalam suatu teks prosedur secara berkelompok.
- Peserta didik secara berkelompok menemukan kosakata kata benda terkait dengan resep makanan yang digunakan dalam teks
- Peserta didik memasangkan kata kerja *action verb* sesuai dengan gambar.
- Guru mengarahkan peserta didik untuk mengklasifikasikan bahan-bahan makanan yang ada di resep berdasarkan tabel analisis (buku siswa hal. 84)

Langkah 4. Menalar/Mengasosiasi

- Guru mengarahkan peserta didik untuk membuat kesimpulan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari suatu teks prosedur dalam bentuk resep makanan.
- Peserta didik mengkonfirmasi dan mengklarifikasi hasil diskusi kelompok.

Langkah 5. Mengomunikasikan (Communicating)

- Peserta didik menyampaikan hasil diskusi terhadap teks prosedur dalam bentuk resep makanan.
- Peserta didik membuat kesimpulan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari suatu teks prosedur dalam bentuk resep makanan.
- Guru meminta peserta didik membandingkan hasil diskusi dengan pernyataan atau pertanyaan tentang resep makanan sesuai masing-masing kelompok
- Guru memberi umpan balik (feedback) pada peserta didik tentang unsur kebahasaan dan struktur teks yang digunakan tentang teks prosedur

Penutup

- Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan penilaian lisan secara acak dan singkat
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

Sikap : Lembar pengamatan,   - Pengetahuan : LK peserta didik,   - Ketrampilan: Kinerja & observasi diskusi

Mengetahui,   **Sumbang , 10 Juli 2023**
Kepala Sekolah   Guru Mata Pelajaran

TAUFIK NURHIDAYAT, S.Pd.I   **ANALIAH EFIANI, S.Pd**
NIP. -   **NIP. -**

4th Appendix: Pictures of Observation and Pictures Interview

Observation (Students activity)

Interview with the English teacher

Interview with some student of 9th grade

5th Appendix: The Result of Students' Score

LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS
MTs MA'ARIF NU I SUMBANG
Alamat : Jl. Raya Banteran Sumbang Banyumas, Kode Pos 53183, Telp (0281) 6445675
email . mtsmaarifsumbang@yahoo.com website . mtsmaarifsumbang.blogspot.com

DAFTAR NILAI KETRAMPILAN
TAHUN PELAJARAN 2023 / 2024

KELAS : IX.5
SEMESTER SATU(GASAL)

MATA PELAJARAN : BAHASA INGGRIS
GURU PENGAMPU : ANALIAH EFIANI

NO	NIS	NAMA	1 TGL: 1/8/2023 NO KD: 4.1 P	F	V	TOTAL NILAI	2 TGL: 4/9/2023 NO KD: 4.2 P	F	V	TOTAL NILAI	3 TGL: 10/10/23 NO KD: 4.4 P	F	V	TOTAL NILAI	4 TGL: NO KD: P	F	V	TOTAL NILAI	KET
1	2398	AFAN	40	20	23	85	35	25	20	80	35	29	20	84					
2	2399	ALFIYAH PRATAMA	38	25	19	82	56	23	22	81	35	29	21	85					
3	2405	ANGGA DWI PRADI	46	20	20	86	39	26	20	85	38	25	24	87					
4	2416	ATFAN MUSYAFFA	36	22	24	82	32	22	30	84	35	27	22	85					
5	2426	DAFI SAPUTA	37	20	26	83	33	20	29	82	36	27	20	83					
6	2428	DEDI SULEMAN	35	22	26	83	35	23	22	80	35	25	20	80					
7	2431	DEVI PUSPITARINI	38	22	20	80	37	24	22	83	35	26	24	85					
8	2434	DWI MARYANTI	44	21	20	85	38	25	23	86	38	29	20	87					
9	2436	DWIANA SHANTI	44	22	20	86	38	27	21	86	38	29	21	88					
10	2437	DZAKIYA ANUGRAH	28	33	21	82	32	26	25	83	37	26	23	86					
11	2438	ELI FIDIAH AMANDA	30	30	24	84	40	21	24	85	38	30	20	88					
12	2441	FAISAL SAPUTRA	32	28	22	82	33	22	25	80	35	25	24	84					
13	2449	FARIS ADIYATMA	34	27	24	85	37	23	23	83	35	27	23	85					
14	2463	IMAM WAHID SAPU	35	25	20	80	32	20	30	82	35	26	22	83					
15	2471	JESSYCA NUR AAQ	52	24	18	84	34	24	25	83	38	26	24	88					
16	2475	KAIZUL FARADIS	40	28	15	83	47	22	26	85	37	28	22	87					
17	2479	LEDI LINA NURBIYA	32	23	25	80	33	21	28	82	35	24	25	84					
18	2480	LELA WIDI ASTUTI	33	22	29	84	36	23	24	85	36	27	22	85					
19	2483	LUTFIANA SALSABI	36	20	24	80	34	24	24	82	35	26	23	84					
20	2503	PUNGKI SEPTIANA	37	21	22	80	38	25	19	82	36	26	23	85					
21	2504	PUTRI AULIA	36	21	26	83	32	26	25	83	35	27	21	83					
22	2510	RIFAL ARDIANSYAH	33	20	30	83	31	22	27	80	36	28	23	87					
23	2511	RINI NUR HIDAYATI	32	20	33	85	33	23	29	85	35	27	23	85					
24	2519	SILVIANA AZZAHRA	34	22	27	83	30	24	32	86	36	26	21	83					
25	2526	WINA NUR AENI	40	21	23	84	33	20	29	82	35	27	22	84					
26	2527	YUDHISTIRA PANJI	58	22	23	83	36	25	22	83	34	25	24	83					
27	2530	YUSUF MANSYUR	57	21	25	83	37	21	26	84	35	25	22	82					
28	2532	ZAHZAN AIMAN MA	35	23	24	82	35	22	26	83	36	24	23	83					
		RATA-RATA																	
		NILAI TERTINGGI																	
		NILAI TERENDAH																	

Sumbang,
Guru Mata Pelajaran

ANALIAH EFIANI
NIP.

XXV

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor	: B.m.1712/Un.19/D.FTIK/PP.05.3/05/2023	05 Mei 2023
Lamp.	: -	
Hal	: **Permohonan Ijin Observasi Pendahuluan**	

Kepada
Yth. Kepala MTs Maarif NU 1 Sumbang
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Auliya Rahmah
2. NIM : 1817404054
3. Semester : 10 (Sepuluh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2022/2023

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek : kelas 9
2. Tempat / Lokasi : MTs Maarif NU 1 Sumbang, Kec. Sumbang, Kab. Banyumas
3. Tanggal Observasi : 06-05-2023 s.d 20-05-2023

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

xxvi

LEMBAGA PENDIDIKAN MA'ARIF NU KAB. BANYUMAS

MTs. MA'ARIF NU I SUMBANG

Alamat: Jl. Raya Banteran Kec. Sumbang Kab. Banyumas, Kode Pos 53183
Telp. (0281) 6445675 email : mtsmaarifsumbang@yahoo.com

SURAT KETERANGAN
Nomor : 107/LPM33.27/MTs.36/G/X/2023

Yang bertanda tang di bawah ini Kepala MTs. Ma'arif NU 1 Sumbang Kabupaten Banyumas menyatakan bahwa :

1. Nama   : **Auliya Rahmah**
2. NIM   : **1817404054**
3. Semester   : **11 (Sebelas)**
4. Jurusan/Pridi : **Tadris Bahasa Inggris**
5. Judul Skripsi : **The Implementation Of Inquiry Based Learning In Teaching Speaking at MTs. Ma'arif NU 1 Sumbang**

Telah melaksanakan selesai Penelitian Individual di MTs. Ma'arif NU 1 Sumbang dalam rangka menyelesaikan Skripsi/Tugas Akhir.

Demikian Surat Keterangan ini untuk dapat digunakan sebagaimana mestinya, dan atas kerja sama yang baik kami sampaikan terimakasih.

Wassalamu'alaikum wr.wb

Sumbang , 16 Oktober 2023

Kepala,

TAUFIK NURHIDAYAT, S.Pd.I

xxvii

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT PERNYATAAN
LULUS SEMUA MATA KULIAH
PRASYARAT MENDAFTAR UJIAN MUNAQOSYAH

Yang bertandatangan di bawah ini,
Nama   : Auliya Rahmah
NIM   : 1817404054
Jurusan / Prodi : FTIK/TBI

Dengan ini menyatakan dengan sebenar-benarnya bahwa saya
1. Telah lulus semua mata kuliah yang dipersyaratkan untuk mendaftar Ujian Munaqasyah.
2. Telah mendapatkan minimal nilai C untuk semua mata kuliah yang berbobot sks dan dinyatakan lulus untuk mata kuliah yang tidak berbobot sks (0 sks).
3. Telah mendapatkan sertifikat lulus ujian komprehensif.

Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi berupa:

1. Dibatalkan hasil kelulusan ujian munaqasyah;
2. Mengulang mata kuliah yang belum lulus secara reguler;
3. Memenuhi semua kewajiban admnistratif sebagai mahasiswa aktif; dan
4. Mengikuti ujian munaqasyah ulang setelah semua nilai mata kuliah dinyatakan lulus sebagaimana dibuktikan dalam transkip nilai.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun.

Purwokerto, 3 Januari 2023
Yang Menyatakan

Auliya Rahmah

SERTIFIKAT

Nomor: 1118/K.LPPM/KKN.48/08/2021

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

Nama   : **AULIYA RAHMAH**
NIM   : **1817404054**
Fakultas/Prodi : **FTIK / TBI**

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-48 Tahun 2021
dan dinyatakan **LULUS** dengan Nilai **90 (A)**.

Purwokerto, 29 Oktober 2021
Ketua LPPM,

Dr. H. Ansori, M.Ag.
NIP. 19650407 199203 1 004

xxix

KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281), 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2022

Diberikan Kepada :

AULIYA RAHMAH
181404054

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
Praktik Pengalaman Lapangan (PPL) II Semester Genap Tahun Akademik 2021/2022
pada tanggal 24 Januari sampai dengan 5 Maret 2022

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

Purwokerto, 21 Maret 2022
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
NIP. 19711024 200604 1 002

XXX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT
Nomor: In.17/UPT.MAJ/11991/05/2019

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA	:	**AULIYA RAHMAH**
NIM	:	**1817404054**

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	72
# Tartil	:	70
# Imla`	:	70
# Praktek	:	70
# Nilai Tahfidz	:	70

Purwokerto, 05 Jul 2019

ValidationCode

الرقم: ان.١٧/   UPT.Bhs/   PP.٠٠٩/   ٢٠١٩/١٠٨٦٤

منحت الى

الاسم	:	أولياء رحمة
المولودة	:	ببانيوماس، ٢٦ فبراير ٢٠٠٠

الذي حصل على

فهم المسموع	:	٥٤
فهم العبارات والتراكيب	:	٤٣
فهم المقروء	:	٥٢

النتيجة	:	٤٩٧

في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ٤ مايو ٢٠١٩

بورووكرتو، ٢٥ أبريل ٢٠١٩
رئيس الوحدة لتنمية اللغة،

الدكتور صبور، الماجستير.
رقم التوظيف: ٠٠٥ ١ ١٩٩٣٠٣ ١٩٦٧٠٣٠٧

ValidationCode

EPTIP CERTIFICATE

(English Proficiency Test of IAIN Purwokerto)

Number: In.17/UPT.Bhs/PP.009/10864/2019

This is to certify that

Name	:	**AULIYA RAHMAH**
Date of Birth	:	**BANYUMAS, February 26th, 2000**

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on April 22nd, 2019, with obtained result as follows:

1. Listening Comprehension : 57
2. Structure and Written Expression : 50
3. Reading Comprehension : 55

Obtained Score **: 538**

The English Proficiency Test was held in IAIN Purwokerto.

Purwokerto, April 29th, 2019
Head of Language Development Unit,

ValidationCode

Dr. Subur, M.Ag.
NIP: 19670307 199303 1 005

SIUB v.1.0 UPT BAHASA IAIN PURWOKERTO - page1/1

xxxiii

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B.1770.Un.17/FTIK.JTBI/PP.00.9/06/2023

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Implementation of Inquiry Based Learning in Teaching Speaking at MTs Ma'arif NU 1 Sumbang"

Sebagaimana disusun oleh :

Nama	:	Auliya Rahmah
NIM	:	1817404054
Semester	:	X
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 19 Juni 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 26 Juni 2023
Kordinator Prodi Tadris Bahasa Inggris

Desi Wijayanti Ma'rufah, M.Pd.
NIP.199212152018012003

SURAT KETERANGAN
No. B-2050Un.19/WD1.FTIK/PP.05.3/07/2023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a   : Auliya Rahmah
NIM   : 1817404054
Prodi   : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan *LULUS* pada :

Hari/Tanggal   : Jum'at, 21Juli 2023
Nilai   : B

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 24 Juli 2023
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

CURRICULUM VITAE

Personal Data

Name	: Auliya Rahmah
Students Number	: 1817404054
Date of Birth	: Banyumas, February 26th, 2000
Address	: Tambaksogra RT 04/01, Sumbang, Banyumas
Phone	: 08816766408
E-mail	: auliyarahmah263@gmail.com

Education

Formal Education:

1. TK Pertiwi Tambaksogra
2. SDN 1 Tambaksogra
3. MTs Ma`arif NU 1 Sumbang
4. MAN 1 Banyumas

Informal Education:

1. Pondok Pesantren Modern El-Fira 1