

CHAPTER I

INTRODUCTION

In this chapter presents the background of study, formulation of research question, purpose of the study, significance of the study, scope and limitation, formulation of the study, definition of the key term and organization of the study.

A. Background of the Study

Language is the use by humans of a system of a sounds and words to communicate. Language is a sound symbol system which is arbitrary use by society group members to cooperate, communicate, and self identification. (Chaer, 2007:32) states English language is divided in to four skills. Writing itself is one of four skills which is used to communication indirectly, without face to face interaction. There are so many teaching learning methods that can be used by the teacher but in here, the teacher has to give the teaching learning process which is effective to the students especially in writing course. The conventional method which is felt not effective will make the teaching learning process be useless because the teachers just speech in the front of the class and the students just listen it.

In Indonesia, English to be a foreign language because it is learn only in the academic school, like in kindergarten until university and not used for communication in their daily lives. For most Indonesians, English tends to be very difficult because the Indonesian language has no tenses that are similiar

to the tenses of English (Setiyadi, 2006:24) So, the students have to improve their language in the classroom because by mastering those four skills they able to use it as a meant of communication in spoken or written language.

Teaching is described as the process of interaction between teacher and students, where the teachers hope that their students can mastery the knowledge and it has to be relevant with the goal of learning from the course that is given and matched with cognitive stucture which is had by the students (Herman, 2001:91) Because of that, the learning activity in the school has to be accompanied with the using of appropriate learning model. The model of learning can be defined as the planning or model which is used on the arranging curriculum, arranging materials, give the direction for the teacher in the class to set the learning (Asep, 2009:25)

At school, the teachers have the function to communicate information to their students (Hamalik, 2006:207) The teachers have to create comfortable learning atmosphere and understand the characteristics of their students. The material and the various technique or teaching should give the benefit for the students and can improve the students' creative thinking and make them competent to get the information and analyze the information through discover the information by them self not just remember it.

Inquiry Learning Method is a component of Contextual Teaching and Learning Method. In Inquiry learning method, the students learn how to make writing descriptive text well and correctly by self-learning. The teachers can use Inquiry learning method to the teaching writing especially in descriptive

text. Meanwhile, Descriptive text is the text which has purpose to describe someone, something, place, animal, etc. Inquiry is a learning method which has the meaning question, identification, observation in English. Inquiry is the general process which is done by human to find and understand the information (Trianto, 2007:135)

Meanwhile, the capable of writing is very important to know about the student's ability in constructing their idea, furthermore they can present their idea in the written text form. And next, they can present their idea in writing for the audiences or their classmates in the front of the class. Of course the uncapability in writing harms the students because they can not solve their problems above.

Based on the above-mentioned statements, the writer try to use the model of *Inquiry Learning Method* in teaching writing Descriptive text *Inquiry Lerning Method* approach is developed in order that the learning is more productive and meaningful. The writer's reason use this method is by discovering information, the students are expected can study through "finding" not just "memorizing". Teachers use Inquiry Learning Method in Junior High School, especially in SMPN 01 Ngantru using the model of Inquiry Learning Method. The writer choose this school, because the writer know that SMPN 1 Ngantru use this method but not in English class. For that, the writer try to use this method. Students in SMPN 01 Ngantru have given about the writing descriptive text material but they still feel difficult to understand how to make the cohesion and coherent of the text. Because the

way or method of convey the information or explaining about topic is not effective. Therefore, “*The Effectiveness of Inquiry Learning Method (ILM) Toward The Students’ Writing Descriptive Text Achievement at the first grade of SMPN 01 Ngantru*” is selected as the title the current study.

B. Formulation of Research Question

Based on the background of study explained above, the statement of the problem can be formulated as follows:

“Is there any significant difference of students’ achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method ?”

C. Objectives of The Study

In accordance with above-mentioned problem, this study is intended to find out whether there is any significant different of students’ achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method at the first year student of SMPN 01 NGANTRU.

D. Significance of The Study

The result of the study will give contribution to :

a. English Students

It can help students to get the references about the writing, descriptive text, Inquiry Learning Method and also teaching writing descriptive text using inquiry method.

b. The teacher

It can be the consideration material of learning strategy which will be used in the teaching learning activity , so the teacher can select what the learning model which is the best or appropriate to be used and also this result of research can be used as the input in the teaching learning activity in the school.

c. The researcher

The study can help researcher enrich and broaden the knowledge of the better method, she should apply to teach her students if she becomes a teacher then.

E. Scope and Limitation of The Study

The scope this study conduct at SMPN 01 Ngantru Tulungagung, focused on the result of teaching and learning writing descriptive text using Inquiry Learning Method.

The limitation of this research is research will be done by using the strategy about teaching writing descriptive text and describe someone or something.

F. Formulation of The Study

Null Hypothesis : There is no significant different of students' achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method.

Alternative Hypothesis : There is a significant different of students' achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method.

G. Definition of Key Terms

To give clear information and to avoid some misunderstanding of the terms and contents of this paper, it is necessary to clarify the following key terms. The definitions of the key terms of this study are follows:

- a. The effectiveness is the power which is had by somethings (person or things) that follow to form the characteristic, faith, or behavior of someone.
- b. Inquiry is the teaching learning metod which has the meaning question, identification, observation in English. Inquiry is the general process which is done by human to find and understand the information.
- c. Learning is the effort of arrangement the environment which give nuance, in order that the study program grows optimally.
- d. Method is the way one collects and analyzes data were develpoed for aquiring knowledge by reliable and trustworthy procedures.

- e. Writing is an activity that produces something from mind become meaningful a text or sentence.
- f. Achievement is the change of students behavior because of study. This change is efforted in the teaching learning process to achieve the objective of education. It is related to achieving in getting ability appropriate with specific objective which is planned. So, the teacher's principle duty in the learning activity is planning the instrument which can collect the data about the student's success achieve the learning objective.
- g. Descriptive text is the text that describe about someone, something, someplace, and an animal.

H. Organization of the Study

This study is divided into five chapters:

1. Chapter I: Introduction. It consist of background of the study, formulation of research question, purpose of the study, significance of the study, scope and limitation, formulation of the study, definition of the key term and organization of the study.
2. Chapter II: Review of Related Literature. It consists of the discussions about: Strategy of Learning, Definition of Inquiry Learning Method, Process of Inquiry Leraning Method, Implementation of Inquiry Learning Method, Definition of Teaching Writing, Writing Problem, Writing Process, Good Writing, Types of writing in Junior High School, The Role Teacher in Teaching Writing, Genre of Text, Definition of Writing Descriptive Text,

Principle of Teaching Writing, Some Steps in Teaching Writing, Review of previous studies.

3. Chapter III: Research Methodology. It consist of research design, setting of the study, subject of the study, population, sample and sampling, variable, data and data source, data collecting method and instrument, technique data analysis.
4. Chapter IV: Research Findings. It consists of instructional material, data presentation, data analysis, and discussion.
5. Chapter V: Conclusion and Suggestion. It consists of conclusion and suggestion of this study.