

CHAPTER I

INTRODUCTION

A. Background of Study

Language as “a tool” to communicate cannot be separated in our lives. It has been taught since we were children, moreover since we were a baby – language was all around us. What is a language? The meaning of language depends on where it occurs within a larger stretch of discourse. (Harmer, 2007, p.76). For many years, students from many places around the world learn English. Since it is considered as international language, learning English has become a necessity for everyone who wants to engage in international interaction. Mastering this language is not a simple thing to do.

Language is used to communicate in the society. English is used by the world society to communicate in both oral and written. The importance of English, Education Department in Indonesia determines English as one of subjects taught in Senior High School or Islamic Senior High School. The purpose of teaching English for this level is to develop communicative competence in spoken and written forms and to reach literacy levels that can be realized through four skills namely listening, speaking, reading and writing.

Writing is also considered as a way of communication. Students are asked to master this skill as it is a tool to assess their knowledge. Writing is one of productive skills which have to be taught to students in schools in Indonesia based on standard curriculum. The tasks which teacher usually gives for English subject are mostly in written form, for example making dialog, paragraphs, answering essay test, etc. Therefore writing ability is important Dorothy E (2005, p. iv).

By learning writing, the students can express their ideas, feeling, and experience in written form to others. Brookes & Grundy (2000, p. 7) defines writing as an activity that includes several processes, such as thinking what to write and ordering it into sentence and paragraph. Therefore, writing has some steps that need enough time do finish it. Referring to Gerson (2000, p. 10) the writing processes are: (1) Prewriting, the students determine the purpose of writing, gather data and consider audience. (2) Write, the students determine the purpose of writing, gather data and consider audience. (3) Rewrite, they need to make some revision. To write English well, the students should master the writing abilities. According to (Brown, 2001, p. 335), the criteria of good writing are content, organization, vocabulary, grammatical use and mechanics such as spelling and punctuation. Based on the observation and questionnaire, the students regarded that English was difficult and they got problems in writing. Their main problems were implementing grammar and punctuation.

The other problems were developing ideas, organizing paragraph, and limited vocabulary.

Brown (2001, p.336) defines writing as a thinking process, in which writers produce final written products based on their thinking after the researchers go through the thinking process". In other words, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others.

The students also had low motivation in writing. They complained to the teacher when the teacher asked them to write a text. Some students did not have enthusiasm to write. It indicates that their writing is far from a good writing. In teaching writing, the teacher can try any technique with attractive activities and media to improve students' writing skill. The teacher is also strongly committed to invite students to participate effectively in writing situations. That, it needs to use appropriate strategy in teaching writing, in order to produce good writing which is related to the holy Qur'an verse An-Nahl :125.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

This holy verse provides a comprehensive order for all those responsible instructors, professors as well as religious scholars, which calls them to be well-equipped with the various methods to be successful when confronting

their different audiences, for one can not invite all those addressed with a single method. The above verse describes the methods that can be used for teaching. *Tafsir Al-Mishbah* mentions three methods of da'wah. The first is *Al-hikmah* ; that is the communicate to a person of truth which is in accordance with the reality of life. The second is *Al-Mau'idzah al-hasana*, which is giving advice and examples of the consequences of bad deeds and motivation to distance themselves from bad deeds. The last is *Jidal* which is doing a good debate logically and based on evidents. The methods of dakwah above can be transformed to the teaching learning and strategies in teaching by considering the students conditions.

In English learning process, the teacher should use technique to make students interested to learn English Especiallyly writing skill. The one technique is Inquiry Based Learning. Sanjaya (2010, p. 196) says that Inquiry Based Learning is a series of learning activities based on critical and analytical thinking to look for and find the answer of issue. By using Inquiry Based Learning, students can understand the process of writing. They can learn how to generate ideas and make a good organization by finding the answer of teacher or students question. It also can develop their critical thinking in writing.

Inquiry Based Learning gives content and conceptual understanding and development, the skills and the activities of doing discipline, and attitudes and habits of mind. Therefore, the students can develop their understanding about the grammar and mechanics concept. The students can discuss with their

friends to complete or find alternative idea. They also can make a good sentence and content, use correct spelling and punctuation by understanding the concept and doing discussion and revision their writing in-group. Kroll (1997, p. 14) states that writing is how to arrange, fit sentences and paragraphs into prescribed patterns. In addition, Brookes and Grundy (2000, p. 7) defines writing as an activity that includes several processes, such as thinking what to write and ordering it into sentence and paragraph. Berlin in Kroll (1997, p. 25) says that writing is an ability to show the self discovered and expressed creative act which need a process to discover the product by the writer.

Based on these theories, it can be concluded that writing is an activity to express idea in written form which need process such as thinking to discover and clarify idea, facts, and experience, arranging it into sentences and paragraph, revising it and editing it into developed paragraph. In writing, the students not only write based on the topic but also should pay attention the criteria of good writing. According to Brown (2001,p. 335), the criteria of good writing are content, organization, vocabulary, grammatical use and mechanics such as spelling and punctuation. Sanjaya (2010, p. 196) defines that Inquiry Based Learning is a series of learning activities based on critical and analytical thinking to look for and find the answer of issue. In addition, Trianto (2011,p. 166) states that Inquiry strategy is a series of teaching and learning process which involves all students' ability to search and investigate systematically, critically, logically and analytically. It means Inquiry-Based Learning is a

student centered technique that permits students to discover something and use their own questions to guide their learning.

The inquiry process is started by one's own curiosity, interest, or passion to understand an observation or solve a problem. Schneider (2012) says that the cycles of inquiry are (1) Ask, this step focuses on a problem or a question that students begin to define. It begins with students' curiosity about the topic, ideally with their own questions. Open-ended questions allow the students to explore the topic, (2) Investigate, the students or groups of students collect information, study, collect and exploit resources, experiment, look, interview, draw, (3) Create, the students start making links the information. They write them down in some kind of report, (4) Discuss, the students share their ideas with each other, and ask others about their own experiences and investigations, (5) Reflect, This step consists in taking time to look back. Think again about the initial question, the path taken, and the actual conclusions.

According to Joyce and Weil (1996, p.200), during inquiry process, the teacher's role is to select the problem situation, to help the students in inquiry procedures, to respond to students' idea with the necessary information, to help beginning inquirers establish a focus in their investigation, and to facilitate discussion of the problem situation among the students.

Writing is important for a senior school especially tenth grade. They need to learn writing not only for academic purpose, but also for occupational purpose. Nevertheless, writing is usually considered as the most frustrating to master for the students who are learning English. It can be caused of the lack

of vocabulary or they are confused how to combine words to words, phrases to phrases, and sentences to sentences. Thus, some strategy are needed in teaching-learning process, especially in teaching writing. Technique as superordinate term to refer to various activities that either teacher or listener performs in the classroom. Teacher can vary their teaching by using various strategy that are able to attract, motivate, and help students in the writing activity.

The basic problem for students when learning english is boredom as it happened in MAN 3 Banjar when the reseacher observed the tenth graders, Only about 50% of students in class respond well in english lesson and some of them stated that they dislike english class. The reason why the students are bored because English for them is difficult to understand, difficult to pronounce and they do not see the urgency of learning English.

In syllabus for tenth graders, there are some materials that focus on writing skills such as narrative text, and recount text. However, the students commonly have difficulties and get bored in writing activity as they must spend many times to express their ideas into writing product.

Since the book become the only source and material for learning, the lesson felt boring and not developed. The students expected the teacher to be move persuasive and creative in teaching by using the media and various material. Successful learning is when students receive learning well and understand the material presented. The lesson plan should be made by a teacher before the class to achievethe desired learning objectives. The lesson plan

content such as time, materials, media, methods or techniques should be all designed in accordance with the circumstances of students.

Now every school is expected to implement the curriculum 2013 for the implementation of learning. To make students more active and critical in learning process, curriculum 2013 suggested inquiry learning to be used as one of strategies. Therefore the researcher would like to know the effectiveness of the strategy in learning English writing skill especially narrative and recount text. Based on the phenomena above the researcher choose the title **“Effectiveness of Inquiry Based Learning to Increase the Writing Skills of the Tenth Graders at MAN 3 Banjar”**.

B. Statements of Problem

Based on background of the study, the researcher make the formulation of the problem as the following: How is the effectiveness of Inquiry Based Learning to increase the english writting skills of the tenth graders at MAN 3 Banjar?

C. Reasons for Choosing the Title

There are certain reasons for choosing the title, they are:

1. English is an international language that has become the main tool of communication. Since it functions as a medium of communication among nations, a lot of sciences are written in English.
2. Some students think that English is one of the most difficult to learn especially write using english languages.

3. The researcher wants to know students writing skill by using Inquiry Based Learning.
4. The researcher is motivated to know about Inquiry Based Learning in the English learning practice at MAN 3 Banjar.

D. Objective of Study

Based on the problems above, the purpose is to know the effectiveness of Inquiry Based Learning the tenth graders at MAN 3 Banjar.

E. Hypothesis

There are two hypotheses in this research:

1. Null Hypothesis (Ho)

There is no significant influence in the treatment of Inquiry Based Learning to increase the writing skill of the tenth graders of MAN 3 Banjar.

2. Alternative Hypothesis (Ha)

There is significant influence the treatment of Inquiry Based Learning to increase the writing skill of the tenth graders of MAN 3 Banjar.

F. Significance of Study

The results which are going to be achieved in this research are expected to contribute to:

1. Theoretical benefits of this research which can be useful as an information development of teaching process in English learning, especially on the strategy used based on the 2013 curriculum and it can enrich the scientific

treasury in research Effectiveness of *Inquiry Based Learning* to Increase Students' *Writing Skills*.

2. Practical benefits, such as:
 - a. To provide information about the students' writing skill by using Inquiry Based Learning.
 - b. Through this thesis, the researcher can learn more about English learning and teaching English skills especially by using Inquiry Based Learning. It also enlarges and enriches the researcher's knowledge of English education as a candidate of English teacher.
 - c. To enlarge the information for anyone who wants to do a research about such problem which is closely related to the object of this research.

G. Definition of Key Terms

1. Inquiry Based Learning is inviting students to think critically, logically, and systematically. Sanjaya (2010, p. 196) defines that Inquiry Based Learning is a series of learning activities based on critical and analytical thinking to look for and find the answer of issue. This research is mainly focused on how to make students active and more creative using this strategies.
2. Writing is an activity of how to express idea in written form which need process such as thinking to discover and clarify idea, facts, and experience, arranging it into sentences and paragraph, revising it and editing it into developed paragraph. Writing skills which are about to be discussed in this research is mainly focused to narrative text and recount text. Narratives are stories about person or a group of people overcoming problems (Joyce &

Feez, 2000, p. 24) and Recount text recount is a piece of text that retells past events, usually in the order in which they happened.

H. Organization of Writing

This research consists of five chapters. They are systematically arranged as follows:

1. The first chapter contains the introduction that covers rationale, formulation of the problems, reasons for choosing the title, purposes of the research, significance of research, explanation of key terms, hypothesis and organization of writing.
2. The second chapter contains the theoretical review on related subject, consisting of inquiry as an English language strategies (definition of Inquiry, its importance, stages, characteristic and the principles of inquiry) and writing skill.
3. The third chapter contains the method of research consisting research design, research setting, research variables, Population and sample, data and sources of data, instruments of data collecting, data analysis, and design of measurement.
4. The fourth chapter contains the report of research result, which consists of description of the research location, data presentation and data analysis.
5. The fifth chapter consists of the closure, which contains the conclusion and suggestions.