

CHAPTER I

INTRODUCTION

A. Background of the research

The implementation of the 2006 curriculum or what is called KTSP. Kurikulum Tingkat Satuan Pendidikan, the institutional level curriculum begins step by step. There were significant changes from the 1994 curriculum. The objective of teaching English, based on the Institutional level curriculum is to develop the student competence in communication. The student should be able to communicate in spoken and written English acceptably and accurately in the interactional and short monolog especially on procedure, description, report, news item, narrative, recount/spoof, exposition, discussion, explanation and review text. These texts are known as text type or genre which is really something new for the student and teachers.

The texts which are prepared to the learners are well-designed text so that they are acceptably and meet to the learners' needs. The text is effective for the learning if they are carefully designed. Richard (2001: 262) states that it is important to understand the nature of materials development and the process that are typically involved if quality materials are to be created.

Mark and Kathy (2003: 1-3) states that there are two kinds of text types. They state that there are two main categories of texts – literary and factual. Within these are various text types. Each text type has common way of using language. Further, they explain that literary text deals with narrative, poetry, and

drama. While factual text includes advertisements, announcement, internet web sites, current affairs shows debates, recipes, report, and instructions. They present information or ideas and aims to show, tell or persuade the audience. The main text types in their category are recount, response, explanation, discussion, information report, exposition and procedure.

To make the student have communicative competence there should be effort done by the learner and the teacher. The student has to obtain not only knowledge of English language but also the ability to use it. The ability in communication will be achieved if the learners have the knowledge of communication strategies.

The communicative competence according the Brown (2001: 166) is all the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) that are involved in human interaction. All aspects must work together for successful communication to take place.

In her model, Celce-Murcia et al, (1995), explains that there are socio cultural competence, linguistic competence and actional competence that are involved in it. The components of discourse competence are cohesion, deixis, coherence, genre/generic structure and conversational structure. The sociolinguistic competence deals with the syntax, morphology, lexicon, phonology and orthography. The actional competence consists of knowledge of language functions. They include interpersonal exchange, information, opinions, feelings, suasion, problems and future scenarios. (Rhetorical competence). The

sociocultural competence talks about socio contextual factors, stylistics appropriateness' factors, cultural factors and non-verbal communicative factors.

Those are all stated above the sociolinguistic competence, the actional competence and the sociocultural competence will work in harmonize in the strategic competence. The components of the strategic competence are avoidance or reductions strategies, achievement or compensatory strategies, stalling on time gaining strategies, and interactional strategies. For this, Brown (2001: 166) he stated about strategies investment; interaction requires the use of strategic language competence both to make certain decision on how to say or write or interpret language and to make repair when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.

It is stated in the institutional level curriculum for senior high school that the teaching of exposition should be given to the grade XI students. The teaching of English is based on bicycle, spoken and written language. For the written language cycle, the basic competency of the teaching exposition is expressing meaning ion the form of short functional text (for instance, banner, poster or pamphlet, etc) formal and informal by using the written language accurately, fluently, and acceptably in the daily life.

In the learning process, the activities of teaching writing, the students are purposed to make the draft of the text (for instance, banner, poster, pamphlet, etc) by doing chain writing, to do the correction (revising) between the students

to meet the improvement of the draft, to do the editing based on the friends' correction in order to become good composition.

The indicators of teaching writing based on the institution level curriculum are to use grammar, vocabulary, punctuation, spelling accurately, to write the main idea, to make draft, to revise and edit the draft, and to compose the banner, poster or pamphlets.

Writing may be the one of the most difficult tasks for English language learners because of the variety of coordinated efforts that are needed to produce writing Way (2006: 111) which was quoted by Teresa and Fougler, Margarita, Jimenez-Silva (2007). She stated that complex tasks sometimes cause frustration as students must pay attention to topic organization, grammatical correctness, vocabulary and word choice, genre principle, and sentence variety, all at the same time.

Peter Elbow (1973: 14-16) in Brown (2001:336) He expressed that this concept eloquently in his essay of the decades ago (he was person well before his time) the common sense conventional understanding of writing is as follows writing is a two-step process. First, you figure out your meaning, and then you put it into language. Brown (2001: 337) He stated that writing must of course be seen in the perspective of a balance between process and product. The product is after all, the ultimate goal. It is the reason that we go through the process of pre-writing, drafting, revising, and editing without that final product firmly in view we could quite simply drown ourselves in a sea of revision., Process is not the end : It is the means to the end. From this statement the writer could underline

that in writing the composition, the learners must pay attention the process, pre-writing, drafting, revising, and editing in order to get good composition.

From discussion stated above, it could be extracted that writing is the productive skill in the written mode. it is more complicated than it seems at first and often seems to be the hardest of the skills in language acquisition , event for nature speaker , because it involves not just a graphic representation of speech , but the development and presentation of thought in a structured way . In this case, Brown (2001: 336) stated “As your first draft goes through perhaps several steps of revision, your thesis and developing ideas more and more resemble something that you would consider a final product.” This to master the writing skill, the learners have to follow the strategy of writing. Although the learners get good mark on grammar or vocabulary, they can not be said to be good writer. The focus is not only for mastering the aspect of language but also the content organization of the text and those must follow the process correctly in order to get good product or composition.

The fact that is found in the class, the student got many problems when they have to write a composition. The problems that are faced by the students so that they cannot write good composition are; first, most of the students don't know the process of writing; second, they faced problems on handling content, organizing, and the most crucial one is about the discourse especially for grammar aspect; third, When they write their composition, they directly translate their language, e.g. Indonesia or Javanese into English without making draft first.

They wrote their composition without planning. Event they felt frustrated as they don't know how to start. In fact, the role of the teacher is very important because the teacher in this case is a responder to the student in writing their composition. Brown (2001: 340) He stated "This facilitative role of the writing teacher has inspired research on the role of the writing teacher as responder to student's writing. The failure of the students in writing composition becomes big question to the writer because they have been learning English for about four years if they started learning English from Junior High School. Event they have been studying English for about 6 years if they started their learning from the fourth grade of elementary school.

The writer tries to find the learner's problems by carrying out a kind of written test. It is a writing assessment. The aims of holding a written test are to know the student' skill in creating a certain kind of text. The writer tests the students' ability in writing exposition text. The aspects that are scored are content, organization, discourse, vocabulary and mechanics of their compositions.

Based on the writing assessment held by the writer for the pre test, it is reported that the students show some weakness event errors in delivering the content, organization, grammar, vocabulary, and mechanic in their writing work. They used incorrect sentence patterns or in general they are lack of knowledge about the grammar for the first and then followed by the organization of the text and finally the content of the text.

The data showed that 74% of the students did not reach the maximum standard proficiency. The maximum standard proficiency of English in which the writer teaches is 65. From the results of writing assessment, it is stated that they are lack of on the writing skill. The problems in their writing work are content, organization, grammar, vocabulary, and the mechanic. The most crucial problem faced by the students is the grammar. The average mark for this is 57 and it is the lowest of all. The students especially fail to master the grammar. And the second one is the content, the organization and the fourth one vocabulary and the last is mechanic. The students often don't know how to make correct sentences. They don't understand many sentence patterns. In writing they often have to stop writing as they are lack of knowledge dealing with the grammar, content, organization, vocabulary, and mechanic. Students sometimes cannot arrange their minds as they don't know how to organize their information they have correctly. It means really that the eleventh graders of SMA kebakkramat State School in the academic year of 2009-2010 got problems in their writing work although they have already learned English for about 6 years.

The writer tries to give the students questionnaires, in order to get the other data. And the result of the questionnaire from the students is found that the students still don't know about the knowledge of writing. The problems arouse when they wrote are discourse competence, organization of the text, content, syntax, and finally vocabulary. In a brief, it can be stated that they don't know about the steps of correct writing process. It can be seen from the questionnaires that it is hard for the student to develop the main topic into paragraph. It is hard

for them to complete the main idea with the supporting idea coherently. Dealing with this, the writer interviewed one of the students' XI A₃, his name Abdul Rohmat. The question in Indonesian language "Mengapa paragraf yang kau tulis tidak berkembang?" (*why couldn't you develop your paragraph?*). He answered in Bahasa Indonesia, "Sulit pak, untuk membuat kalimat penjelas. Saya tidak tahu tata bahasanya" (*It's difficult to write supporting sentences, and I don't know their correct grammar*). From the questionnaires that are given to the students' parents, it can be seen that their parents do not send their children to the English Courses. It means that the students only find English when they are at school. So it is very little chances for them to develop their writing skill.

As the learners are lack of chance to develop their English skill in writing, so they sometimes feel afraid to make mistakes or even they feel frustrated when they get assignment or face some difficulties in writing their composition from the teacher.

The interview is also given to the other teachers who taught them when they studied in the tenth grade. The writer asked (ES), "Have you ever applied inquiry-based teaching when you taught them in the tenth grade?" He answered, "No, I just gave them assignment by giving them an example of the text, then I instructed them to write the narrative text as the text-type model I gave to them." From here, it shows that teacher did not teach the students by applying the inquiry-based methods. This condition causes the students have no chance to develop their ideas when they should write their own composition.

Based on the fact above, the writer plans a classroom action research to enhance the student's writing skill through inquiry-based methods. Joe Exline, (on/5/11/2009 3:25 AM) states that inquiry "is defined as" a seeking for truth, information, or knowledge ...seeking information by questioning. In this case, he explained that the process of inquiring begins with gathering information and data through applying the human senses. Seeing, hearing, touching, tasting and smelling.

Graham and Perin (2007: 19) In their recommendations, 11 key elements of effective adolescent writing instruction as identified by Meta – analysis, they stated that inquiry means engaging students in activities that help them develop ideas and content for a particular writing task by analyzing immediate, concrete data (comparing and contrasting cases or collecting and evaluating evidence). Further, they explained that involving inquiry skills in writing work improves the quality of their writing.

The problem in learning writing in the class is very complicated. The objectives of teaching writing English have not been achieved if the students face many problems in producing their composition. If this problem is not solved quickly, the objective of teaching writing English fails. The writer tries to overcome by offering inquiry-based teaching as solution. By finding the solution, the quality of teaching writing English skills is reached and the students' skill in writing improve hopefully. By carrying out the classroom action research the writer tries to bring the students into the activities of learning process in which they can develop their capability naturally.

As the students have been familiar with the inquiry – based teaching, they maximize their activities in writing. The inquiry-based teaching that is implemented in the learning process is significant effort that has potential impact to the students so that they go through this method and feel enjoy in learning English especially in the writing skill. Their compositions are better and correct and their study becomes interesting when the process of their study goes naturally and stresses skill development and nurtures the development of good habits of mind.

The inquiry leads the learner to gather information and data through applying the human senses, seeing, hearing, touching, tasting, and smelling. The students become more prone to ask question as they more forward to achieve the equitation of their knowledge. Inquiring is more than just asking question. It is a complex process in order to convert the information and data into useful knowledge. Inquiring makes the students involved into sequence of processes in which the learners of the students are able to apply the method to various field of the study.

By applying the inquiry-based teaching hopefully there are some improvements in the teaching-learning process. Firstly, the students enjoy their learning process. Secondly, the students' English writing competence is improved. Thirdly, the students are encouraged in producing their own compositions. Finally, the target of teaching learning English of 75 % is achieved.

B. Problem statement.

Based on the background of the problem, the writer wants to know whether the use of “Inquiry – Based Teaching” can enhance the writing competence. The problems can be formulated as follows:

1. Can inquiry-based teaching enhance the writing skill of the eleventh graders of science program of SMA Kebakkramat State School Academic Year 2009-2010?
2. What effects can be obtained if inquiry-based teaching is used to enhance the writing skill of the eleventh graders of science program of SMA Kebakkramat State School Academic Year 2009-2010?
3. What strengths and weaknesses if inquiry – based teaching is applied in enhancing the writing competence of the eleventh graders of science program of SMA Kebakkramat State School Academic Year 2009-2010?

C. Objectives of the research.

By carrying out the research, the writer wants to achieve some objectives;

1. General objective.

The writer wants to describe inquiry - based teaching which is applied in the teaching and learning process.

2. The specific objective

- a. To explain that inquiry-based teaching can enhance the writing competence of the eleventh graders of the science program of SMA Kebakkramat State School in the academic year of 2009-2010. And if it can, how far is the improvement.
- b. To clarify the effects of the implementation of inquiry-based teaching in enhancing the writing competence of the eleventh graders of science program of SMA Kebakkramat State School in the Academic year 2009-2010.
- c. To find the strengths and the weaknesses of inquiry based teaching when it is used to enhance writing competence of the eleventh graders of the science program of SMS Kebakkramat State School in the Academic year of 2009-2010.

D. Benefit of the Research

1. Theoretical Benefit

The benefit of this study is as a reference or comparison for the future research. Inquiry deals with the students' capability in making the habit of their mind that can last a lifetime and guide learning and creative thinking. It is a new research. Inquiry is commonly used in the scientific subject rather than the language subject.

2. Practical Benefit

- a. It can enhance the students' writing competence.

Students who actively make observations, collect, analyze, and synthesize information, and make conclusion autonomously; they will be more skillful especially in writing.

- b. It can improve the teacher's understanding of implementing inquiry in teaching language.
- c. It can add the teacher's technique in teaching writing skill. This research helps the teacher find the excellent solution for the students in developing their writing skill and for their future.