

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of the most important things in this globalization era. Education develops in every country in different ways. In Indonesia, the government gives more attention to education by making some regulations especially for basic and secondary education units. Education in Indonesia is held from Kindergarten up to University. Teaching language is one of the most important things in education because language is the most effective way to communicate.

English is the first foreign language in Indonesia which has to be taught in schools as a compulsory subject. Unlike Indonesian and Javanese, English is a new language for Indonesian students. Most of Indonesian students consider that it is a difficult and confusing lesson. It is caused by the difference between Indonesian structure and English structure.

There are four important skills if people want to master English, namely listening, writing, reading, and speaking skills. Writing skill is one of the most important skills in teaching learning English. Hamp-Lyons and Heasley (1987: 2-3) in Nunan (1998: 91) state that “writing is clearly a complex process and competent writing is frequently accepted as being the last language skill to be acquired....”

Based on the explanation above, the writer concludes that writing is not easy to do especially for the beginners. It takes long process to make a good writing. Generally, the writing process consists of four stages namely pre writing, drafting, revising, and editing. Writing skill is given to the students of Senior High School from the first to the third year. The students are expected to master the basic competences in writing. The basic competences for the first, second and third years are among the ability to make simple and sensible texts. One of the basic competences for the first year students is to write texts in the form of a narrative, descriptive and news item.

Nowadays, teacher has a role as a facilitator in teaching learning process. The students must practice actively in teaching learning process to get a good understanding. In other word, it changes from teacher-centered approach to student-centered approach. This learning is called *Inquiry-Based Learning*. Kuslan and Stone (1968: 138) state that “Inquiry teaching as that teaching by which teacher and children study scientific phenomena with the approach and the spirit of the scientist”. Using this learning, hope that the students become better problem solvers and critical thinkers and they engage in higher order thinking skill like a scientist.

Under the rules of Minister of National Education of Republic of Indonesia number 41 of 2007 which concerns with the standard process for elementary and secondary education units, the standard process for elementary and secondary education unit involves planning the learning process, implementation, assessment for learning outcomes and monitoring the

learning process. The learning process of Inquiry-based Learning consists of three stages, namely exploration, elaboration, and confirmation.

Other than increasing student motivation, one of the main reasons to think about using Inquiry-based Learning is because it provides a means to actively involve students in the learning process. Thus, giving students more opportunity to reflect on their own learning, gains a deeper understanding of the concept, and become better critical thinkers.

Inquiry-based Learning will help the students of *SMA Negeri 1 Gemolong, Sragen* in mastering the writing skill, especially in writing descriptive text. Using Inquiry-based Learning the students will get an experience about making a readable text by scientific processes such as observing, measuring, estimating, predicting, comparing, classifying, experimenting, communicating, inferring, and analyzing. The students are free in sharing their ideas. Besides that the teaching materials can be more understood.

Based on the consideration above, the researcher is interested in carrying out a study on *The Implementation of Inquiry-Based Learning in Teaching Writing at the First Year of SMA Negeri 1 Gemolong, Sragen*.

B. Limitation of the Study

The researcher is going to analyze Inquiry-based Learning applied by the English teacher in teaching writing at the first year students of *SMA Negeri 1 Gemolong, Sragen* to improve excellent students in writing descriptive text.

C. Problem Statement

The problems are formulated as follows.

1. How is the implementation of teaching writing using Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*?

This general question is specified into several subsidiary questions as follows.

- a. What are the objectives of teaching writing using Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*?
 - b. What are the materials of teaching writing using Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*?
 - c. What are the classroom activities of teaching writing using Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*?
2. What are the problems faced by the teacher of teaching writing using Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*.

D. Objective of the Study

Based on the research problems, the researcher has following objectives.

1. Describing the implementation of teaching writing using Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*. This objective of study is specified into several subsidiary objectives as follows.

- a. Describing the objectives of teaching writing using Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*.
 - b. Describing the materials of teaching Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*.
 - c. Describing the classroom activities Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*.
2. Clarifying the problems faced by the teacher of teaching writing using Inquiry-based Learning to the first year of *SMA Negeri 1 Gemolong, Sragen*.

E. Benefit of the Study

After analyzing the problems, the researcher would like to get practical and theoretical benefits as follows

1. Practical Benefit

- a. The finding of this research will be useful for teacher trainees who are interested in analyzing teaching writing using Inquiry-based Learning to the Senior High School.
- b. It will give an experience and clear understanding about the process of teaching writing using Inquiry-based Learning to the readers.
- c. It will give contribution to the English teacher and can be a reference to improve their ability and competence in teaching English especially in teaching writing using Inquiry-based Learning.

2. Theoretical Benefit

- a. For the other researchers, this result of this research can be used as a reference for those who want to conduct a research in teaching writing using Inquiry-based Learning analysis.
- b. For the writers, she can get the larger knowledge and experience about teaching writing, especially teaching writing using Inquiry-based learning.
- c. For the readers, they will get a large knowledge about teaching writing using Inquiry-based Learning.

F. Research Paper Organization

The organization of research is given in order to the readers understand the content of the paper.

Chapter 1 is introduction, which consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It deals with two concepts; the first is Inquiry-based Learning which is divided into three parts, notion of Inquiry-based Learning, characteristic of Inquiry-based Learning, and procedure of Inquiry-based Learning. Then the second is teaching writing divided into four parts, principle of teaching writing, notion of writing, process of writing, kind of writing genre, and writing descriptive text.

Chapter III is research method. It consists of type of research, subject and object of the research, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is result and discussion. In this chapter, the researcher describes the implementation and clarifying the problem faced by the teacher of teaching writing using Inquiry-based Learning at the first year of *SMA Negeri 1 Gemolong, Sragen*.

Chapter V is conclusion and suggestion. Besides the last part, the writer presents bibliography, virtual references, and appendix.