

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

As stated in junior high school curriculum, teaching English covers four language skills, namely: listening, speaking, reading and writing. As one of the language skills, writing is the most difficult subject. Everyone needs to learn writing, to make communication for occupation or academic purpose and especially for the students they need to learn writing skills to communicate with other and to prepare themselves for final academic assignment and their requirement for the future.

Leki (1996) in Fauziati (2005: 148) states that the main purpose of learners writing activity is to catch grammar, spelling, and punctuation errors. The learners just write what they want to write based on their idea without any good thought and their writing mostly was full of errors. And they couldn't correct the errors because they didn't master grammar.

In the learning process, the activities of teaching writing, the students are supposed to make the draft of the text 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 final product is measured against a list of criteria which include content, organization, vocabulary used, and mechanical consideration (Fauziati, 2010: 58).

Murray (1978) in Gebhardt (1989: 28) distinguished the stages in writing, namely generating ideas (*pre writing*), drafting, and revising. Generating reflects the need you have to explore, to find information, to clarify, and generally to make a start on a writing project. Drafting is developing a preliminary version (*a draft*) of their work. Different writers may begin drafting with different intentions, or motives, for their writing. And then, revising along with editing or making surface changes become an intention later with deadline pressure building, turn to a draft you have “completed” in order to improve its organization.

There are many aspects that must be mastered by the writer to write well, namely grammar, vocabulary, and idea. Grammar and vocabulary are used to convey ideas. If they do not have an idea about the story, they will not be able to write about them well, no matter how much vocabulary and grammar they know (Gebhardt, 1989: 13).

One of the requirements to help teacher teach the student is motivating the students to study harder and more diligent. As we know that writing need more skill to arrange the composition. The teacher must make the students easier in learning writing, especially for the students of Junior High School in which the students are teenagers. So the students feel confident and comfortable in the teaching learning process.

The ministers of national education in Indonesia attempt to increase education level in Indonesia by suggesting using inquiry-based learning. In inquiry-based learning process the teaching learning is divided into three steps, there are; exploration, elaboration and confirmation.

The first, exploration is theory of instructional design with the basic argument that the lesson should be organized from a simple material into complex with the hope of developing an understanding on a more meaningful context to develop into an integrate ideas. Exploration covers some activities in teaching learning process such as; a teacher engages the students to find more information about the topic of subject; teacher uses any approach, learning media and other source of learning; teacher facilitates the interaction students and the others students, students and teachers, environment, and the others source material; teacher engages the students to active in teaching learning process.

The second, the step is elaboration. It is an initial effort to build knowledge to understand a phenomenon. It is divided into some processes, namely; forming the habit of students to reading and writing through their assignment; to facilitate the students through discussion and do the exercise to get new idea from them; to facilitate the students in cooperative and collaborative learning; to facilitate the students to present individual and teamwork exercise in teaching learning process.

And the last step is confirmation. It is the last process to evaluate the lesson. In this activity, the teacher gives feedback about the material in classroom activity, gives confirmation about the result of exploration and elaboration of students though any sources, give motivation to the students who are less active in classroom activity.

Actually, the school has gotten training and knowledge about how to implementation of inquiry-based learning from the government. It is also already

implemented in this school based on the government suggest in education. The inquiry-based learning try implementing in this school but the result is unknown because the teacher unusual with the term in teaching learning process.

The inquiry-based learning that is implemented in the learning process is a significant effort so that the student can enjoy in learning English especiaaly in the writing skill. Hopefully, their composition are better and correct their study become interesting when the process of their study naturally and writing skill development of good habit.

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 a complex process in order to convert the information and data into useful knowledge. Inquiring makes the students involved into sequence of process in which the learners of the student are able to apply the method to various field of the study.

Based on the phenomenon above the writer decides to carry out a research entitled *The Implementation of Inquiry-Based Learning in Teaching Writing at Second Year of SMPN 1 Nogosari Boyolali*.

## **B. Limitation of the Study**

In this research the writer only focuses the implementation of inquiry-based learning in teaching writing at the second year of *SMPN 1 Nogosari Boyolali*.

### **C. Research Problem**

In this research the writer formulates the problems of the study as follows:

1. How is the implementation of Inquiry-based Learning in teaching writing at second year of *SMPN 1 Nogosari Boyolali*?
2. What are the problems faced by the teacher in implementing Inquiry-based Learning in teaching writing at second year of *SMPN 1 Nogosari Boyolali*?

### **D. Objective of the Study**

Based on the problem mention above, these are the objectives in this research:

1. Describing the implementation of inquiry based-learning in teaching writing.
2. Clarifying the problems faced by the teacher implementing inquiry-based learning in teaching writing at second year of *SMPN 1 Nogosari Boyolali*.

### **E. Benefit of the Study**

This research gives advantages on education aspect especially in teaching learning process. The writer hopes some benefits from this study:

1. Theoretical Benefits
  - a. The result of research can be used as input in English learning process.
  - b. The result of research can be useful for the students writing well in implementation of inquiry based learning.
  - c. The English teachers know and understand the importance of writing using inquiry based learning.

- d. For other researcher the results of the study provide information to lead studies about inquiry based learning.

## 2. Practical Benefits

- a. The result of the research becomes one of the references in improving the students' writing skill.
- b. The result will help the English teachers understanding of implementing in inquiry in teaching language.
- c. The result will help the students to increase their writing skill.

## **F. Research Paper Organization**

In order to make the readers are able to catch the thesis easily, the writer arranges the thesis into five chapters. There are chapter I is introduction which consists of the background of the study, problem of the study, objectives of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory, dealing with previous study, notion of writing and teaching writing, kind of writing skill, the principles of writing, and notion of inquiry-based learning, characteristic of inquiry-based learning, and procedure in teaching writing using inquiry-based learning

Chapter III is research method presenting type of research, type of research, place and time of the research, data and data source, method of collecting data and method for analyzing the data.

Chapter VI discusses research finding and discussion. The research finding is elaborated into describing the implementation of Inquiry-based Learning in teaching writing at the second year of *SMPN 1 Nogosari Boyolali* and clarifying the problem faced by the teacher implementing Inquiry-based Learning in teaching writing.

Chapter V is conclusion and suggestion. After chapter V, the writer presents, bibliography, virtual reference and appendix.