

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In Indonesia, English is taught in junior high school, senior high school, and elementary school even in kindergarten. Although English is not the new thing for junior high school students, in fact they still have many difficulties in studying English. As we know that English is not the Indonesian native language. It is difficult for the students to remember all the words in English and to understand when someone is speaking. Because to be good in English the students is not only master in speaking skill but also must be master in writing, reading and listening skill.

Communication can be done not only in speaking but also in writing. Richard & Renandya (2002) in Fauziati (2010:45) state that

writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text.

It is hard to teach students how to write because the main focus of writing activity “to catch grammar, spelling, and punctuations errors” Leki (1996:173) in Fauziati (2010:46).

In the teaching and learning process of writing, the teachers have an important role. John (1997: 12) states that

teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and

information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics).

There are many kinds of long functional text such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. And there are also any kind of short functional text such as, memo, announcement, advertisement (including brochure and poster), memo, invitation, post card, and notice. The teacher must be able to facilitate achieve the instructional goals of teaching-learning process and they can also be interesting for the students.

To facilitate the students learning, the teacher needs to manage learning process that can make students interested, active, creative, and enjoy. As we know that the teacher is the only one as the facilitator in teaching-learning. Teachers should be able to understand the students, provide encouragement and support to enable the students to take responsibility for what and how they learn. One thing, before the teachers taught, teachers have to arrange the stage of their teaching-learning way through a lesson plan. Lesson plan/course design in Indonesian widely known as *Rencana Pelaksanaan Pembelajaran (RPP)* is an instructional plan describing learning objectives, teaching-learning materials, teaching-learning methods and techniques, teaching-learning media, learning sources, and some means of assessments. Brown (1994: 396-398) in Fauziati (79) proposes the essential elements of a lesson plan such as

goals, objectives, materials and equipments, procedures, evaluation, and extra-class work. Goal is an overall purpose to be accomplished by the end of the class period. Objective is the explicit statement of what the learners can gain from the lesson. It includes the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities that will be used. A well-developed lesson plan reflects the interests and needs of students.

*Permendiknas No.41 Tahun 2007*, about the Process Standard states that every teacher should design Lesson Plans to foster the teaching and learning process to be interactive, inspiring, joyful, challenging, and motivating the students to participate actively, and giving enough opportunities to them to be innovative, creative, and self-reliant according to their talents, motivations, and physical as well as psychological development. This activity is conducted systematically through observing, questioning, collecting information or experimenting, associating or information processing, and communicating. By considering the nature of this teaching-learning process, that is called Inquiry-based Learning teaching method. It is expected that the student can increase creativity, independence, and problem solving skills, and improve the student achievement through this learning.

The process of inquiring begins with gathering information and data through applying the human senses; seeing, hearing, touching, tasting, and smelling. Especially in writing skill, that skill has some aspects that

have to be mastered such as, structure, vocabulary, punctuation, and spelling. Actually, Inquiry-based Learning is a complex learning process that have to be attracted the students attention in learning process especially in writing skill.

Inquiry-based Learning has been implemented by SMP Negeri 5 Boyolali for many years ago. With this teaching-learning process, the English teacher implemented the process standard of teaching-learning such as, observing, questioning, collecting information or experimenting, associating or information processing, and communicating. But the English teacher is not so suitable with that process standard especially teach in writing skill. And in this junior high school, the writer found many students who are still less interested in, creative, and active for writing especially at the seventh grade students.

Therefore, the researcher is interested in carrying out a study on *The Implementation of Inquiry-based Learning in Teaching Writing to the Seventh Grade of SMP Negeri5 Boyolali.*

## **B. Limitation of Study**

In this research the writer limits the research on the implementing Inquiry-based Learning in teaching writing and the problem faced by the teacher on Inquiry-based Learning in *The Implementation of Inquiry-based Learning in Teaching Writing to the Seventh Grade Student of SMP*

*Negeri 5 Boyolali in 2013/2014 Academic Year.* This is designed to get the best result of the research with effective time and energy.

### **C. Research Problem**

Based on the previous explanation, the writer formulates the problems as follows:

1. How is the implementation of teaching writing through the Inquiry-based Learning to the seventh grade students of SMP Negeri 5 Boyolali ? Based the research problem the writer wrote some research questions, as follows
  - a. What are the objectives of teaching writing using the Inquiry-based Learning ?
  - b. What are the materials for teaching writing using Inquiry-based Learning ?
  - c. How is the procedure of the Inquiry-based Learning ?
2. What are the problems faced by the teacher in teaching writing using the Inquiry-based Learning to the seventh grade students of SMP Negeri 5 Boyolali ?

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

The research is conducted to :

1. Describe the implementation of teaching writing through the Inquiry-based Learning to the seventh grade students of SMP Negeri 5 Boyolali including:
  - a. the objectives in implementation of teaching writing using the Inquiry-based Learning.
  - b. the materials for teaching writing using Inquiry-based Learning.
  - c. the procedure of Inquiry-based Learning.
2. Identify the problems faced by the teacher in teaching writing using the Inquiry-based Learning to the seventh grade students of SMP Negeri 5 Boyolali.

#### **E. Significance of the Study**

This research will have theoretical and practical significance.

##### **1. Theoretical Significance**

For the readers, the result of research can give knowledge and experience for the writer, and also give the references for other next researcher that will observe about Inquiry-based Learning in teaching writing.

## **2. Practical Significance**

The writer hopes that the result of this research can be the correction and references for reader or teacher, so that the technique of learning process can be fixed especially in teaching writing used Inquiry-based Learning.

- a. The result of this study can provide the correction and learning for the teacher, so they can be good facilitator that can make students more interested, and active in learning process.
- b. It will be useful for the teacher to develop the students' skill by the implementation the Inquiry-based Learning.
- c. The writer can increase larger knowledge about the learning process especially in Inquiry-based Learning.

## **F. Research Paper Organization**

The organization of this research is as follows:

Chapter I is introduction. This chapter presents background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is underlying theory. This chapter presents previous study and review of related literature that such as general concept of writing, notion of Inquiry-based Learning, characteristic of Inquiry-based Learning, procedure in teaching writing using Inquiry-based Learning, principles of Inquiry-based Learning, and teaching technique.

Chapter III is research method. This chapter presents type of the research, setting, data and data source, subject and object of the study, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. The research finding is elaborated into describing the implementation of Inquiry-based Learning in teaching writing to the seventh grade student of SMPN 5 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.