CHAPTER I

INTRODUCTION

A. Background of the Study

English is the first foreign language taught at every school in Indonesia. The Indonesian government chooses English as the first foreign language to be taught in schools as a major subject for the students from elementary school to university student. Students realize how important English in their life, so the students intend to master it and they can use the language to communicate with other people in the world.

There are four skills in Learning English, namely: speaking, reading, listening, and writing. Writing has always occupied a place in most English language course. One of the reasons is more and more people need to learn to write in English for occupational or academic purposes. Thus, in terms of students’ need, writing occupies an equal role with the others language skills. But it is a difficult one as stated by Scott (1990:68) in Stella (1999:280). Writing is one of language skills in learning English. Tiwari (2005:120) states that writing is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete.

Actually, writing is a good way to develop English ability, but most of the students still say that it is difficult to express their idea in writing. Oshima and Hogue (1991:5) state that writing always has problems which put students into trouble as shown by errors made in both the organizing of the
composition and the language so that the students’ writing topic cannot be stated correctly. It is believed that developing writing skills is more complicated than developing other language skills. In order to be able to write well, the students need to be equipped with early and continued writing experiences. Thus, the teacher’s task to develop the students’ writing skill is more complicated than the other skills.

There are many causes why learning writing is difficult for students. Learning writing is a long process. The students have to improve their vocabulary, grammar, and choice of words. Many students find trouble in getting started. They do not know what they will write. Poverty of ideas causes it. On the other hand, every student has opportunity to master writing skills. The teachers are demanded to create some strategies or apply a method which can explore the students’ writing competence. One of the strategies that can be used is applying Inquiry-based Method in learning writing.

Inquiry learning is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learning to others. In classroom where teachers emphasize inquiry learning, students are actively involved in solving authentic (real life) problems within the context of the curriculum and community. These powerful learning experiences engage students deeply.

Inquiry learning is one of the methods of teaching with the teacher presenting an event to students and shows up some questions, and motivated students to look for solutions. Some schools have implemented this method
one of them is MTs Negeri Karangdowo Klaten. MTs Negeri Karangdowo Klaten is one of junior high school (Islamic school) in Klaten district. The address is on Gelaran village Rt. 15 Rw.5 Karangjoho Karangdowo Klaten. There are 17 teachers graduated from bachelor degree, and 1 teacher as English teacher and also 6 staff admission. MTs Negeri Karangdowo Klaten has 7 classrooms for learning activities, it consists of 2 classroom for first grade, 2 classroom for second grade, and 3 classroom for third grade.

According to the English teachers of MTs Negeri Karangdowo Klaten, the school has implemented the inquiry method for about a year and inquiry method is appropriate method to be applied in this school, because students are more active in learning activity inside the classroom. Before applying the inquiry method, this school uses the old method that teacher only delivered the subject material and students just listen without giving the opportunity to show up ideas about the material. The difficulty that students faced was related to their ability in writing, especially in generating ideas in order to write a good text. Getting many ideas to write was sometimes frustrating for students. They did not know how to collect rich ideas about a topic that were going to be written so that writing was hard.

From the explanation above, the researcher is interested in conducting THE IMPLEMENTATION OF TEACHING WRITING USING INQUIRY-BASED METHOD AT THE SECOND GRADE OF MTs NEGERI KARANGDOWO KLATEN IN 2014/2015 ACADEMIC YEAR. Hopefully,
the result of this research will improve knowledge of teaching strategies for
the teacher.

B. Scope of the Study

The researcher analyzed Inquiry-based Method applied by the English
teacher in teaching writing at the second grade students of MTs Negeri
Karangdowo Klaten.

C. Research Problem

The problems are formulated as follows:

1. How is the implementation of teaching writing using Inquiry-based
   Method to the second grade students of MTs Negeri Karangdowo Klaten
   in academic year 2014/2015? This question is specified into:
   a. What are the objectives of teaching writing in MTs Negeri
      Karangdowo Klaten?
   b. What are the materials used by the teacher in teaching writing in MTs
      Negeri Karangdowo Klaten?
   c. What are the teaching procedures used by the teacher in teaching
      writing using Inquiry-based Method to the second grade students of
      MTs Negeri Karangdowo Klaten?
   d. What are the teachers’ roles in teaching writing using Inquiry-based
      Method to the second grade students of MTs Negeri Karangdowo
      Klaten?
e. What are the students’ roles in teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten?

f. What are the classroom techniques used in teaching writing process using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten?

g. What are the roles of media in teaching writing process using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten?

2. What are the problems faced by the teacher in teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten in 2014/2015 academic year?

D. Objectives of the Study

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

1. Describing the implementation of teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten. The implementation is specified into:

a. Describing the objectives of teaching writing using inquiry based method to the second grade students of MTs Negeri Karangdowo Klaten.
b. Describing the materials used by the teacher in teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten.

c. Describing teaching procedures in teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten.

d. Describing the teachers’ roles in teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten.

e. Describing the students’ roles in teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten.

f. Describing the classroom techniques in teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten.

g. Describing the roles of media in teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten.

2. Clarifying the problems faced by the teacher in teaching writing using Inquiry-based Method to the second grade students of MTs Negeri Karangdowo Klaten.
E. Significance of the Study

1. Theoretical Significance
   a. The result of the research paper can be used as input in English teaching learning process especially in teaching learning writing skill.
   b. The result of the research paper can be used as the referent for those who want to conduct a research in teaching learning writing.

2. Practical Significance
   a. The Students
      It can improve the students in mastery writing subject and the students will be able to write better.
   b. The Teacher
      The result of this research can give input to the teacher in determining the effective method especially for eight grade students. By choosing an appropriate method in teaching writing, it is expected that the students can obtain better result in writing.
   c. School
      The result of this research can be used as resources in developing methods of teaching writing.
   d. Other researcher
      The result of this research may help them in finding references for further research.
F. Research Paper Organization

The organization of research paper is given in order to make the reader understand the content of the paper, as follows:

Chapter I is introduction. It consists of the background of the study, research problem, scope of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It contains review of previous study and theoretical review.

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 in teaching writing using Inquiry-based Method at the second grade students of MTs Negeri Karangdowo Klaten.

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