**CHAPTER I**

**INTRODUCTION**

This chapter presents the background of study, problems of the study, purpose of the study, significance of the study, scope and limitation, definition of the key term and organization of the study.

1. **The Background of the study**

Language is a system of communication in speech and writing use by people of a particular country. Language is the use by humans of a system of a sounds and words to communicate. It is the way of expressing idea and feelings using movements, symbols, and sounds. (Oxford, 2003:240). So, language is a sound symbol system which is arbitrary use by society group members to cooperate, communicate, and self identification. (Chaer, 2007:32)

In Indonesia, English to be a foreign language because just learn in the academic school, like in kindergarten until university and not used for communication in their daily lives. For most Indonesians, English tends to be very difficult because the Indonesian language has no tenses that are similiar to the tenses of English. (Setiyadi, 2006:24)

Meanwhile, English language devides in to four skills that are speaking, listening, reading and writing. (Allison, 1999:147). But, in Indonesia there are still many graduate English students who are still can not communicate and use their English language well. So, the students have to improve their language in the classroom because by mastering those four skills they able to use it as a meant of communication in spoken or written language.

Writing its self is one of four skills which is used to communication indirectly, without face to face interaction. There are so many teaching learning methods that can be used by the teacher but in here, the teacher has to give the teaching learning process which is effective to the students especially in writing course.The convensional method which is felt not effective will make the teaching learning process be useless because the teachers just speech in the front of the class and the students just listen it.

Furthermore, the teaching learning process is an integral activity between the students whose are studying and the teacher whose is teaching. Study is the activity process and it is fundamental factor to organize every kind of education level.(Muhibbin, 2003:63). Study is the active process to get a new experience or new knowledge, so effect the change of behavior. (Herman, 2001:92) Meanwhile, teaching is described as the process of interaction between teacher and students, where the teachers hope that their students can mastery the knowledge and it has to be relevant with the goal of learning from the course that is given and matched with cognitive stucture which is had by the students.(Herman, 2001:91)

Because of that, The learning activity in the school has to be accompanied with the using of appropriate learning model. The model of learning can be defined as the planning or model which is used on the arranging curriculum, arranging materials, give the direction for the teacher in the class to set the learning.(Asep, 2009:25)

In school the teachers have the function to communicate information to their students.(Oemar, 2006:207) Because of that, the teachers have to create the comfortable studying atmosphere, can understand the characteristics of their students. The material and the various technique or teaching should give the benefit for the students and can make the students be creative thinking and be competent to get the information and analyze the information through discover the information by them self not just remember it.

So, the teachers can use Inquiry learning method to the teaching writing especially in descriptive text. Inquiry is the teaching learning metod which has the meaning question, identification, observation in English. Inquiry is the general process which is done by human to find and understand the information.(Trianto, 2007:135)

In Senior High School in Indonesia now, the students meet many problems in writing course. The students are afraid and they feel shy with their capable in writing because their capable in writing is very weak. For example in the student’s of Senior High School or MTs level, they have given about the writing describtive text material , but they still feel difficult to understand how to make a good writing, how to make the cohesion and coherent of the text, etc. Because the way or method of convey the information or explaining about this topic is not effective. Consequently, the students can not make a good writing especially in a descriptive text. They do not have a self confidence to writing because their uncapable its self.

Meanwhile, the capable of writing is very important to know about the student’s ability in constructing their idea, furthemore they can present their idea in the written text form. And next, they can present their idea in writing for the audiences or their classmates in the front of the class. Of course the uncapability in writing harms the students because they can not solve their probblems above.

The same conditon is also experienced by the students of MTsN Tunggangri. One of alternative to increase the education quality and also to add the students’ activeness is using the *Inquiry Lerning Method*, so the writer try to use the model of *Inquiry Learning Method*. *Inquiry Lerning Method* approach is developed in order that the lerning is more productive and meant. By discover the information, the student is expected can study through “finding” not just “memorizing”.

As the step to grow the study environment like that, so the writer conducts thw research which has the title *“ The Effectiveness of Using Inquiry Learning Method to Teach Writing Desciptive Text to the First Year Students of MTsN Tunggangri Kalidawir”*

1. **Problems of the Study**

Based on the background that has been discussed, the writer of this thesis formulated the problems as follows:

1. How is students’ achievement in writing descriptive text before being taught by using Inquiry Learning Method?
2. How is students’ achievement in writing descriptive text after being taught by using Inquiry Learning Method?
3. Is there any significant effectiveness of students’ achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method ?
4. **Purpose of the Study**

This study intended to get solution and description of the problem through analysis and study that have been previously mentioned in the research problems, they are:

1. To investigate the students’ achievement in writing descriptive text before being taught by using Inquiry Learning Method

2. To investigate the students’ achievement in writing descriptive text after being taught by using Inquiry Learning Method

3. To investigate wheter is any significant effectiveness of students’ achievement in writing descriptive text before being taught by using Inquiry Learning Method and after being taught by using Inquiry Learning Method

**D. Significance of the study**

The researcher hopes that the result of the study will give contribution to

a. The Students of English Department

It can grows motivation to the study more diligently by the appropriate learning model. This research is also expected to help the students more understand the materials by doing discovery the material in writing descriptive text by their self,so the students be more active in the teaching learning process.

b. The Teacher

It can be the consideration material of learning strategy which will be used in the teaching learning activity , so the teacher can select what the learning model which is the best or appropriate to be used and also this result of research can be used as the input in the teaching learning activity in the school.

**E. Scope and Limitation**

The scope this study conduct at MTsN Tunggangri Kalidawir Tulungagung, focused on the process teaching and learning writing descriptive text using Inquiry Learning Method.

This limitation of this research is research will be done of Class VII MTsN Tunggangri Kalidawir Tulungagung. And next because the Head Master only allows the C class of Class VII MTsN Tunggangri Kalidawir Tulungagung to be subject of the research, so limitation of this research is or the research will be done in C class of Class VII MTsN Tunggangri Kalidawir Tulungagung.

**F. The Hypothesis**

The hypothesis of this research are:

1. Null Hypothesis (Ho)

There is no significant effectiveness of teaching writing descriptive text before using and after using Inquiry Learning Method.

1. Alternative Hypothesis (Ha)

There is significant effectiveness of teaching writing descriptive text before using and after using Inquiry Learning Method.

**G. Definition of key terms**

To avoid misunderstanding, the writer will give the key terms of this thesis as below :

1. Conceptual Definition

a. The effectiveness is the power which is had by somethings ( person or sthings ) that follow to form the characteristic, faith, or behavior of someone (Pendidikan Nasional, 2002:849).

b. Inquiry is the teaching learning metod which has the meaning question, identification, observation in English. Inquiry is the general process which is done by human to find and understand the information.(Trianto, 2007:135)

c. Learning is the effort of arrangement the environment which give nuance, in order that the study program grows optimally (Suherman, 2006;7)

d. Method is the way one collects and analyzes data were develpoed for aquiring knowledge by reliable and trustworthy procedures.(Hadeli, 2006:2).

e. Writing is an activity that produces something from mind become meaningful a text or sentence. ( Byrne, 1979: 1)

f. Achievement is the change of students behavior because of study. This change is efforted in the teaching learning process to achieve the objective of education. It is related to achieving in getting ability appropriate with specific objective which is planned. So, the teacher’s principle duty in the learning activity is planning the instrument which can collect the data about the student’s success achieve the learning objective.(Djamarah, 1994:21)

g. Descriptive text is the text that describe about someone, something, someplace, and an animal. (Djuhari 2007:24)

2. Operational Definition

a. The learning of writing descriptive text etusing Inquiry Learning Method is the learning of writing descriptive text which has the steps below: formulate the problem, collect the data by observation, analyze and present the result in the writing form or report etc, communicate the result of work for the readers, classmates, or other audiences.

b. Writing is an activity arranges the words to be sentences, next arranges sentences to be paragraph which is coherent and cohesive. In this reaearch focuses on writing descriptive text.

c. Method is the way to convey information. In here, using Inquiry Learning Method to teaching writing descriptive text.

d. The result of study (achievement) in this research is the result of study which is got by test which is given to students after applying Inquiry Learning Method for writing descriptive text finish to be conducted. The test to get the result of study in score form is essay about the material which has been learned, that is writing descriptive text.

e. The Effectiveness of using Inquiry Learning Methodon the students’ achievement in writing desciptive text of first year students at MTsN Tunggangri Kalidawir Tulungagung, in this research is the assessment of study result of first year students at MTsN Tunggangri Kalidawir Tulungagungwhich are using Inquiry Learning Method for writing descriptive text and next to be seen wheter is the effectiveness of using Inquiry Learning Methodon the students’ achievement in writing desciptive text of first year students at MTsN Tunggangri Kalidawir Tulungagung.

**H. Organization of the Study**

This study is divided into five chapters:

1. Chapter I: Introduction. It consist of background of the study, formulation of the problem, purpose of the study, significance of the study, scope and limitation, the hypothesis, definition of key terms, and the organization of the study.
2. Chapter II: Review of Related Literature. It consists of the discussions about: Strategy of Learning, Definition of Inquiry Learning Method, Process of Inquiry Leraning Method, Implementation of Inquiry Learning Method, Suchman’s Inquiry Learning Method, Learning Social Structure, The Role of Teacher, Syntax of Inquiry Learning Method, Definition of Writing, Writing Problem, Writing Process, Good Writing, The Role Teacher in Teaching Writing, Genre of Text, Definition of Writing Descriptive, Principle of Teaching Writing, Some Steps in Teaching Writing
3. Chapter III: Research Methodology. It consist of research design, setting of the study, subject of the study, population, sample and sampling, variable, data and data source, data collecting method and instrument, technique data analysis.
4. Chapter IV: Research Findings. It consists of instructional material, data presentation, data analysis, and discussion.
5. Chapter V: Conclusion and Suggestion. It consists of conclusion and suggestion of this study.