

CHAPTER I

INTRODUCTION

A. The Background of the Study

One of the impacts of globalization is that the existence of English as the international language which affects people all over the world learn and use it as a means of communication to make them easier to do their business, cooperation, and many other necessities of life. English has been the language used in countries throughout the world, including Indonesia.

In order to compete with other countries in the globalization era, Indonesian people have to master English. Introduction to English language has been the first foreign language obliged to be taught at both Junior High School and Senior High School as determined by the central government policy. English is prioritised over other foreign languages such as French, Arabic, Chinese, and other languages taught in Indonesia.

Regarding that English is so important, students are taught of four basic skills in English as other languages also require. Two of them are the receptive skills (reading and listening skill) in which students have skills in receiving the information and the others are speaking and writing skill called as productive skills in which students have skills in producing information.

Basically, all English skills: listening, reading, speaking, and writing need to be mastered equally as it is a lingua franca to get involved in the global development. However in practice, Suherman (2012) observes that writing skill got less portion in the syllabus from the other skills. It is due to in *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, English has tendency called Text-based Learning Curriculum so that the teachers assume that writing is less important and students should get more portion on the other skills.

However, learning how to write in English is so important for students as language learners. Writing will help them mastering the other skills and of course mastering the language completely. Unfortunately, there are many problems found by students regarding the writing process. The problems can be seen from the academic achievement students got.

Based on the observation on SMAN 17 Medan, the researcher found that the ability of writing students have is very low. From the writing test conducted by the teacher, just few of students could pass the Minimum Completeness Criteria (KKM) which is described as follows:

Table 1.1

Students' Score of Writing Test

Class	Total Students	Minimum Completeness Criteria (KKM)	Criteria	Score	Percentage
X-3	40 students	75	Pass	>75	25 %
			Fail	<75	75 %

The result of writing test students got shows that they face many problems in writing skill in English subject. Some students said the problems occur from the lack of vocabulary, lack of knowledge about writing, and the teaching method itself. They stated that the learning process forced them to memorize the information without knowing what to do with the information. The learning process in classroom tends to the ability of students memorizing the knowledge. Students are forced to remember and fill their brains with all informations without demanded to comprehend all the information they remember to relate to their daily life (Sanjaya, 2011).

In order to face such problems that students got, teacher may use many solutions including using the attractive media, using the most appropriate materials, and also applying the most appropriate teaching method. There are many teaching methods that most teachers use to facilitate their students in the learning process. As the alternative methods, teacher may use the methods most teachers use such as Problem-Based Learning, Project-Based Learning, Discovery Learning, Case-Based Teaching, and also Inquiry-Based Learning.

Inquiry-Based Learning, as one of the methods most teacher use, has meant a general position toward students-centred learning, and has referred to building most facets of education around the natural inquiry of students (Bruce, 1971). Learning through this method can create the situation in which students act as scientist so that they will really study. Students must observe and question about a phenomenon then they try to explain the phenomenon and make the summary.

Sanjaya (2011) states that Inquiry-based learning method is the most recommended method because it has many strengths, such as: (1) it is the method requires the development of students' skills in cognitive, affective, and psychomotor so that the learning process will be much more meaningful; (2) this method gives them chance to express themselves through their own learning style; (3) this method is considered appropriate to the development of modern learning psychology which assumes learning is the process of changing the attitude through experiences; (4) this method can serve the students' need who have the ability above average.

The beneficial aspects of the Inquiry-Based Learning Method have been found by a number of researchers. Lee (2014) conducted a research and found that inquiry-based learning effectively enhanced student's classroom engagement and fostered an effective and meaningful experience. A questionnaire was administered to assess students' feedback on the effectiveness and preference of this method. Students expressed enthusiasm on inquiry-based learning and indicated that this method reinforced their learning.

Furthermore, Friesen (2010) found that engaging students in disciplinary-based inquiry had a significant positive impact on students achievement on standardized provincial examinations. Designed and implemented by 26 elementary and secondary schools with 12,800 students in a school district in Alberta, he specifically found that the aggregate achievement scores of students in school designated as *high inquiry schools* significantly exceeded provincial achievement tests.

Realizing the problems on the failure of most teachers using appropriate method and knowing such effectiveness of applying the Inquiry-Based Learning Method in writing narrative, the writer decides to conduct a research in that way.

B. The Problem of the Study

Based on the background of the study, the problem of the study was formulated as follows:

“Is there any significant effect of applying Inquiry-Based Learning Method on students’ achievement in writing narrative text?”

C. The Objective of the Study

In relation to the problem, the objective of this study was to investigate the effect of applying inquiry based learning method on students’ achievement in writing narrative text.

D. The Scope of the Study

This study spesifically focused on the effectiveness of Inquiry-Based Learning Method as the method in improving the students’ ability in writing narrative text.

E. The Significance of the Study

As this study concerned the use of inquiry based learning method to affect the students' achievement in writing, the findings of this study were expected to be useful as :

1. Theoretically, the finding of this research was expected to be useful to enlarge the theory and knowledge of English learning process, especially in writing. In addition, the findings could be the reference for future research.
2. Practically, the finding of this research was expected to be useful for students who have problems in writing so that they can use the method in improving their writing ability and give contribution to the English teachers in teaching writing, because they can motivate their students in solving the problems of writing by applying this method.