

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Language highly plays an important role in the process of social interaction. It is proved by using language, we can deliver our ideas, thoughts, feelings and messages to other people. In other words, language has function as means of communication.

English as an international language are used by most countries in the world. Richards and Rodger (2001:3) state that five hundreds years ago, Latin was the dominant language of education, commerce, religion and government in the most of countries in the world, however, today English is the world's most widely studied foreign language. In addition, English becomes important since it has been the key to the international currencies of technology and commerce.

Recently Indonesian government has given the free-visa policy for several countries in the world. It aims at interesting tourists from abroad to come in to Indonesia. It means that many foreigners will come easily and do cooperation with Indonesian. In line with this, we need to increase our competences especially in mastering English so we can communicate with people from other countries. Furthermore, communicating clearly in English has become essential due to the expansion of global trade and bussiness.

In Indonesia, English becomes a foreign language and in curriculum, English also has been one of compulsory subjects. There are four skills in English; they are listening, reading, speaking and writing. Listening and reading are receptive skills. Speaking and writing are productive skills. According to Swick

(2009), writing in any language is a difficult skill to acquire. Moreover, Fauziati (2011:45), cited in Sunarni (2012) writing is the most difficult skill to master for foreign language learner. Students have difficulty in writing their ideas from their native language (Indonesian) into the target language (English). Dirgayasa (2012) also states that most of people agree that writing well is really difficult to do, especially for the low level students' language proficiency.

Writing is very important in academic and everyday life. At school, students might write to answer a test question, take notes and even produce a reseach report. At home, many people send a letter or an e-mail, fill the aplication or order form and make shopping lists. National Commission on Writing (2003:47) states that if students are to learn, they must write. Meanwhile, Gallagher (2009:170) observed a school that teaching children the curriculum without concurrently teaching them how to write well is a school that has failed. Therefore, every students must be able to state their ideas into written form

Based on curriculum 2006-*Kurikulum Tingkat Satuan Pendidikan* (KTSP) in basic competence 8.1, student in senior high school grade X should have competence in writing descriptive text. As stated by Pardiono (2007), descriptive text is a type of written text, which has the speech function to give description about an object (human non-human). Descriptive text is often used in everyday life. People need description form to describe about the place they visit or admire, their closefriend or even their loosing pets. Moreover, people use descriptions all time in the business and academic writing ( Winkler and Metherell:2003)

Based on the researcher's experience when she had an internship at SMA Katolik Kabanjahe, many students had low ability to write their ideas especially to write descriptive text. When the writer asked them to describe something, they

were panic because they had difficulties in writing like starting to compose, expressing the ideas, organizing ideas and developing good paragraphs. Moreover, some of them have no ideas to write. They also had neither interest nor motivation in writing what in their mind are. It occurred due to their difficulties in putting their ideas based on the generic structure of descriptive text and the teaching method which is so ineffective that tended make them passive while they were learning.

An old adage states: "Tell me and I forget, show me and I remember, involve me and I understand" (Confucius, 450 BC). The last part of this statement describes the core of inquiry-based learning. It means that students who involve in learning process will influence their understanding about materials. Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely, and then build new understandings, meanings and knowledge (Ginting: 2013). Further, inquiry based learning is a student centered approach that encourages participants to draw on prior knowledge and experience in exploring their inquiries (Kahn and O'Rourke : 2004). This is the learning method which can stimulate students to think scientifically like, developing creativity in solving the problem.

The process of inquiring includes gathering information and data through applying the human senses; seeing, hearing, touching, tasting and smelling. Inquiry is also a process to answer questions and try to solve it in a logical way or the facts and using research. Because of all the reasons above, the researcher had decided to conduct a research by using Inquiry based learning method on students' achievement in writing descriptive text.

## **B. The Problem of the Study**

The Problem of the study is formulated as the following :

“Is there any significant effect of inquiry method on the students’ achievement in writing descriptive text?”

## **C. The Objective of the Study**

The objective of the study is to find out the effect of inquiry method on students’ achievement in writing descriptive text.

## **D. The Scope of the Study**

This study focuses on the effect of inquiry method on students’ achievement in writing descriptive text.

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

The findings of the study are expected to be useful for :

1. Theoretically
  - a. The teachers as source of learning to teach students in writing; not only for descriptive text material but also the other materials
  - b. The other researchers as reference to conduct research related to this study
  
2. Practically
  - a. The teachers who want to teach descriptive writing through inquiry method.
  - b. The researchers who want to develop their knowledge and for those who have interest in doing research related to this study.
  - c. The students in developing their writing achievement, especially in writing descriptive text.