

CHAPTER I

INTRODUCTION

1.1 Background of Study

The world is constantly changing from time to time. As the result of the current globalization era, English becomes the world's major means of communication. It is widely adopted for communication among two speakers whose native languages are different from each other where one or both speakers are using it as a 'second language'.

Nowadays, English is an international language in the communication and interaction. English is also as one of international languages, it is necessary to support knowledge. Most of people in many countries study about this language since elementary school until senior high school. They believe by learning English, they will be able to continue their study to other country. Anyone interested in attending a university in the US, for example, needs to speak it or be able to pass a test proving that he or she is fluent.

Teaching English has focused on communication for the learner in order to make them capable to understand and give back information, thought, feeling, developing science and technologies, social and culture. Many students said that teaching English is difficult because spelling, pronunciation and tenses are different from our language. Moreover, English is just taught in the school with the limited of time. In line with K-13, English is given 4 hours in a week. In this limited time, they cannot understand English well. Nowadays these problems

become worse because they are not supported by the main components of education such as curriculum, human resources quality education, facilities and infrastructure. Beside, the main problem facing in education today is how to improve teacher quality. Teacher quality is determined by their ability in teaching. The ability to teach is a professional job that requires education and training.

There are four English skills that the students should learn. They are speaking, writing, reading, and listening. Each point of them has different grade of difficulties.

In this research the writer will focus on writing descriptive text, because many students have problems in writing subject they are always confused how to begin write sentences or paragraphs. Writing is important subject to be taught in the school. In writing learning process, the student must understand what the content of text and they also have many vocabularies.

Teaching writing is focused on helping students to understand and make some kinds of text. The students' ability to understand the kinds of text is easier than to make it, so the students have many difficulties in making the writing text, because understanding the text is only receptive skill, meanwhile making the texts is productive skill.

MTs Muhammadiyah 2 Jenangan becomes the target of the researcher. The students' of MTs Muhammadiyah 2 Jenangan have difficulties in learning writing, especially in making the sentence or paragraph. These problems are caused by the lack of vocabularies and did not understand about structure of sentences. Besides, the students do not have strong motivation in learning.

Students fell bored and tired when they study English. Teacher as important component in learning should understand about how to conduct learning English well. They are responsible to stimulate and guide learners to have motivation in learning. In this situation the teacher should know the good strategy or method to solve these cases.

A good method, media, and strategy are needed in this school. A good method can be an effort to make the students' ability better. Media and strategy also make the class to be alive during the lesson. By developing good method, technique and media students are expected to be able to have an active learning. Active learning can make the students interested in the lesson that given to them, not only silent or passive in the teaching and learning process.

Based on the explanation above the writer wants to use Inquiring Mind Want to Know strategy as teaching strategy. This technique includes of active learning strategy. It is used for arousing students anxious in learning. The teacher makes a question that can arouse students anxious. The students can give them expression to answer the teacher's question. This technique is suitable in writing because the students can write their argument based on their mind.

Related to the statement above, the researcher decides to conduct a research entitled "*Developing Students' Writing Achievement by Using Inquiring Mind Want To Know Strategy at The Eighth Grade of MTs Muhammadiyah 2 Jenangan in the Academic Year of 2014/2015*".

1.2 Problem Statements

Based on the background of study above, problem statements are:

1. Does the inquiring mind want to know strategy improve the students' writing achievement at the eighth grade of MTs Muhammadiyah 2 Jenangan in the academic year of 2014/2015?
2. How does inquiring mind want to know strategy improve the students' writing achievement at the eighth grade of MTs Muhammadiyah 2 Jenangan in the academic year of 2014/2015?

1.3 Purpose's of Study

Based on the problem statements above, the purposes of study are:

1. To know whether inquiring minds want to know strategy improve the students' writing achievement at the eighth grade of MTs Muhammadiyah 2 Jenangan in the academic year of 2014/2015.
2. To describe the implementation of inquiring minds want to know strategy at the eighth grade of MTs Muhammadiyah 2 Jenangan in the academic year of 2014/2015.

1.4 Scope and Limitation

- 1 Scope : There are some methods in teaching writing such as prediction guide, true or false, guide note taking, etc but in this research the researcher used inquiring mind want to know strategy as a teaching strategy. This strategy include as one of active learning method.

- 2 Limitation : The researcher uses inquiring mind want to know strategy as a teaching technique in writing descriptive text. Observation start on Monday, October 13rd, 2014 until October 25th, 2014 in MTs Muhammadiyah 2 Jenangan.

1.5 Significance of Study

Practically, the significances of this study are;

1. For the students

- a. To give knowledge about English, especially simple past tense to the students.
- b. To help the passive students to be more active.
- c. To increase the student's learning motivation.

2. For the teacher

- a. To share experiences in improving the student's writing ability through inquiring mind what to know strategy.
- b. To stimulate and encourage teacher's colleagues in doing action research in improving their teaching as the professional practice.
- c. To stimulate the teachers to make English as a fun subject at school.
- d. One of the alternative choices to make the students love English.

3. For the School

- a. To know the next steps to take later to improve the school services.
- b. To be able to survive in the globalization era with exceptional feats.

4. For the researcher

- a. To give contribution for teaching and learning process, especially teaching writing ability through inquiring mind what to know strategy.
- b. To be more motivated to create an enjoyable and exciting teaching atmosphere and activity.

1.6 Definition of Key terms

The writer defines the key terms used in this thesis in order to avoid misunderstanding. The key terms are as follows:

Writing skill : Student need to know how to write letters, how to put written report together, how to reply to advertisement and increasingly, how to write using electronic media. (Harmer, 1998: 79)

Descriptive text : The texts which are used to describe about a particular place, person or thing. (Iswahyuni, 2009: 06)

Inquiry Mind : is a process of learning that is driven by questioning, thoughtful investigating, making sense of information, and developing new understandings. (Stripling, 2008: 01)