CHAPTER I

INTRODUCTION

This chapter includes the background of the study, the problem statement, the study's purpose, the study's scope and limitations, and the operational definition.

1.1 Background of the Study

Writing is one of the skills to communicate indirectly. By writing, someone can convey their thoughts or ideas accurately to other people. Other people can understand ideas or writings expressed through sources such as books, journals, social media, etc. Writing is a linguistic skill. Tarigan (2005:21) states that writing is the process of writing or describing graphic symbols that show language that someone can understand so that other people can read and understand these symbols. In writing, things such as the aims and objectives of the author, reader or audience, as well as time or opportunity must be considered.

Writing is a language skill that is used for indirect communication. Writing is not an instant skill but must be practiced continuously and become a habit. Building the habit of writing can organize thoughts,

improve written language skills, and help channel emotions. According to (Hedge 2022), the benefits of writing are as follows. Increase one's intelligence, 2) Develop initiative and creativity, 3) Foster courage, and 4) encourage the willingness and ability to gather information. The importance of writing skills is also a concern of the curriculum. (Herman dojo 2014:178) compares the focal point of the English subject curriculum. She said that in junior high school, English subjects have six aspects of general competence, one of which is writing skills. Four aspects of language skills, namely listening, reading, writing, and speaking are already included in the curriculum.

The curriculum is to build language skills, including writing. Students' writing skills have not been maximized characterized by 1) the frequency of writing activities carried out by students is quite low, 2) the quality of student's written work is quite low, 3) low enthusiasm in participating in English learning in general and writing learning in particular, and 4) low student learning creativity during writing learning activities. In addition, learning activities are less interesting and tend to be monotonous. This may be noticed when the teacher makes an impression at the start of the lesson; students tend to pay less attention, and some students are not prepared to participate. These settings motivate researchers to uncover solutions using various

methods, including the inquiry method. Gulo (2020: 85) defines the inquiry method as a set of learning activities that highlight the process of thinking critically and analytically in order to search and find solutions to a topic. According to Sanjaya (2007: 193), the first step in learning through inquiry is orientation. Develop questions and theories. They collect data, test hypotheses, and draw conclusions. contribute to understanding and insight (Joyce, 2013). According to this viewpoint, the inquiry method is ideal since it encourages students to think critically and assess; the questions and hypotheses generated by the inquiry method will be addressed during procedural activities.

Based to the statement above, the goal of this study is to characterize the improvement. of procedure text writing skills of Class VII Students of MTs 1 YPM Wonoayu in the 2023/2024 Academic Year using the inquiry method. The hypothesis of action that is built is that with the applicationof the inquiry method to students of class VII MTs 1 YPM Wonoayu in 2023/2024.

1.2 Statement of Problem

The following research questions can be developed based on the description of the problem's background described above.

1.2.1 How does an English teacher implement the inquiry method in teaching writing procedure text to VIIth grade students at MTs 1 YPM Wonoayu?

1.2.2 How are the students' perceptions of the use of inquiry method in Teaching writing Procedure text to grade VIIth of MTs 1 YPM Wonoayu?

1.3. Research Objectives

The objectives of this study are as follows:

1.3.1   To describe how an English teacher implements the inquiry method in teaching writing procedure text to the VIIth grade students at Mts 1 YPM Wonoayu.

1.3.1   To describe the student perceptions of the use of inquiry method in teaching writing procedure text to the VIIth grade students at Mts 1 YPM Wonoayu.

1.4. Significance of Study

The findings of this study are intended to be helpful conceptually and practically. Theoretically, the findings of this study should assist provide an overview of the usefulness of the Inquiry teaching approach in studying procedural texts to class VII students at MTs 1 YPM Wonoayu. This research is intended to be valuable in the following ways.

1.4.1 For Students

This study is aimed to improve students' knowledge of creating procedural documents correctly.

1.4.2. For Teachers

this study can be used as direction and feedback to establish a classroom teaching and learning benchmark.

1.4.3. For other researchers

This research can increase the author's knowledge, which can then be used to plan for the future.

1.5 Scope and limitation

The scope of this study focuses on the use of inquiry technique learning to make students more active and responsible. the limitation is focused on the inquiry technique learning of difficulties in writing procedure text.

1.6. Operational definition

To clarify the main terms utilized in this work, several definitions are proposed.

1.6.1 Inquiry method

The inquiry method is a focused Student technique in which the teacher guides students through questions, methodologies, and data interpretation. (Sumantri, 2019:164). The inquiry method is a style of presenting lessons that allows students to find information on themselves or with the teacher's support.

1.6.2. Teaching Writing

teaching writing is the teaching of pouring ideas and feelings into the written language, so that other people who read will understand the contents of the writing.

1.6.3. Procedure text

Procedure text is a type of writing that informs readers about how to do something.

1.6.4 perceptions

perceptions is the experiences and feelings of each individual. Perception is a response that each individual has through the process of sensing (Fieldman :1999)