**CHAPTER I**

**INTRODUCTION**

This chapter consists of background, problem statement, objective, significance, and scope of the research.

1. **Background**

One of the skills in English which needs special and complex attention is writing. Byrne (1979) stated that writing generates new ideas by helping us to make connection and see relationship. It shows how important that writing skill to be mastered. Almost everyone requires writing for some kinds of typical assignment like essay test, writing terms paper, complete laboratory reports or do case history to complete program of study.

Many students seem to be very confused when they have to start writing. Heaton (1975) proposed that writing skill is more complex and difficult to be taught because it requires not only grammatical and rhetorical devices but also conceptual and judgments. Moreover, someone who wants to write must be able to organize ideas, construct sentences, use punctuation and spell well. These difficulties are also undergone by the second year students of SMPN 1 Suli. After doing the observation on 5th January 2013, the researcher found that the students have difficulties to express their ideas choose the right dictions, and use the structure on a piece of paper. The possible factors of this problem are the lack of vocabulary, interesting topic findings, grammar mastery, interest in learning writing, or the appropriate technique.

These problems should be solved immediately because students have to improve their writing skills and the teacher should find the alternative way to improve the students’ writing skill. On the other hand, having a good writing skill will express students’ ideas easily and they will compose good grammar of written texts.

There are many researchers who research on writing and give some alternative ways in order to improve students’ ability in writing. Jafar (2000) found that the failure of writing skill development was caused by students’ lack of vocabulary and it could not be helped by the magazine pictures that were provided by the researcher. The researcher suggested the next researcher to find out other different media that can help the students to find some words related to the topic that will be developed. Syahruddin (2011) who conducted a research in writing descriptive composition found some problems faced by students of senior high school. Students still have low skill to write descriptive paragraph. Some technique and approaches have been employed in writing. Nevertheless, it is still not enough to give interest in teaching writing. In fact, students’ problems are found in language teaching process. Hence, the writing is still considered as an important issue to be researched on.

Because of the reasons above, the researcher is attempting to propose a learning model in order to improve the students’ ability to write descriptive paragraph by using inquiry-based learning (IBL) through pictorial riddle. Sholeh (2008) found that using IBL can improve students’ ability in writing but this research didn’t explain the components of writing that were improved, so in this case the researcher is trying to apply IBL to improve students’ ability, especially on the components of content, grammar, organization, vocabulary, and mechanics. It is a new method applied in teaching writing of the second year students of SMPN 1 Suli. It is expected to motivate students, so that they can understand the lesson easily.

Referring on the researcher observation above, the researcher is intended to conduct a research entitle “*Applying Inquiry-Based Learning (IBL) through Pictorial Riddle to Improve Students Ability to Write Descriptive Paragraph* “

1. **Problem Statement**

Based on the background stated above, the problem statement was that the students still have many difficulties in writing. They got difficulties to express their ideas and they cannot organize them. So, they cannot write effectively, and it indicated that students’ ability in writing was still low particularly in the components of content, organization, vocabulary, grammar, and mechanics.

The research question that will be answered in this research is then formulated as follows:

Can Inquiry-Based Learning through Pictorial Riddle improve the students’ ability:

1. on content;
2. on organization;
3. on vocabulary;
4. on grammar, and
5. on mechanics?
6. **The Objective of the Research**

Related to the problem statement above, the researcher decided the objective of the research was:

To find out whether Inquiry-Based Learning through Pictorial Riddle can improve the students’ ability:

1. on content;
2. on organization;
3. on vocabulary;
4. on grammar; and
5. on mechanics.
6. **Significance of the Research**

The results of the research are expected to be valuable input in learning teaching process of English both theoretically and practically:

* + 1. Practical Significance

The results of the research were expected to give a practical significance for teachers and students of SMPN 1 Suli. The teachers will implement this method in their teaching, while the students can be more effectively motivated to practice their writing ability.

Furthermore, for the readers, the results of this research can be helpful information, especially for the students and teachers of English. Hence, they can improve their writing ability using inquiry-based learning through pictorial riddle in teaching and learning process.

* + 1. Theoretical Significance

The results of this research were expected to give meaningful contribution for the developing of applied language teaching discipline, especially for the enrichment of the teachers teaching method in helping the students to improve their ability in writing descriptive paragraph.

1. **Scope of the Research**

This research limited its scope from three aspects, they are:

1. By discipline

This research was categorized under discipline of Language Learning (Applied linguistics which concerns on language skills namely writing).

1. By content

In this research, the researcher focused on improving the students’ writing ability on descriptive paragraph using pictorial riddle at SMPN 1 Suli Makassar (based on syllabus used).

1. By activity

The researcher taught the students to write descriptive paragraph by using inquiry-based learning through pictorial riddle in the form of pictures or posters that are used as a basis for discussion.