

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Writing is a part of language skills. As one of the four skills of language, writing has always formed part of the syllabus in teaching of English. Writing is taught as a compulsory subject in Junior High School. The National Content Standard mentions that the teaching and learning English should be able to lead students to develop communicative competence in the written forms in order to reach the ability to use the language in daily needs.

In Indonesia, English is taught as a compulsory subject at school. In Junior High School, for example, the teaching and learning English should be able to lead students to achieve three abilities. As have been mentioned in the National Content Standard (BSNP: *Badan Standar Nasional Pendidikan*, 2006), one of the abilities is to develop communicative competence both orally and written forms in order to reach the ability to use the language in daily needs.

Moreover, the Education Unit Level Curriculum (KTSP: *Kurikulum Tingkat Satuan Pendidikan*) mentions that in Junior High School recommends the introduction of five different types of text, in which one of them is descriptive text. The gradation of teaching material involves some elements that are vocabulary, generic structure and language features of descriptive text.

In relation to its implementation, teaching descriptive text refers to a description of something or object between teachers and students where teacher explains explicitly the elements of descriptive text.

Based on the observation in Grade VII of SMP Negeri 1 Perbaungan (the first and the second semesters in 2011/2012) the writer found the data of writing task through interviewing. The data showed that the students' achievement in learning English especially writing task was low. It was known that the students' low score are mostly caused by their difficulties in writing.

Almost all students could not write well in English. They assumed writing was difficult task because they could not transfer their idea, thoughts and feelings in writing form by using English. In addition, the teaching method that teacher applied in teaching descriptive writing was not effective. The teaching method that teacher frequently used was teacher directed teaching. The teacher only taught the writing theories and focused on grammar. As a result, students tended to be passive learners while they were learning in class.

In order to solve the problems above, Somatic Auditory Visual Intellectual method would give a special contribution on helping students' ability in descriptive writing. SAVI method emphasized that learning shall exploit all appliances senses owned by the students. SAVI method includes these elements; Somatic is learning by doing and moving; Auditory is learning by talking and hearing; Visual is learning by observing and picturing; Intellectual is learning by problem solving and reflecting. Those four elements must exist in the learning process so the process of learning will be optimal and have a big influence in

learning. Meier says that all these four learning modes have to be present for optimal learning to occur. Since these elements are all integrated, the best kind of learning occurs when they are all used simultaneously.

Therefore, SAVI method is effective in teaching descriptive text. By applying SAVI method, students also can write through practice. The more students practice, the more they will get the good result of writing. In addition, students try to get writing in a number of common everyday styles includes writing descriptive. Additionally, students become active learners and are interested in following teaching learning process by applying those elements of SAVI method. Then, can increase and encourage students' interest and motivation in descriptive writing text.

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

In relation to the background of the study, the research problem is formulated as follows:

*Does the application of Somatic Auditory Visual Intellectual Method significantly improve the students' achievement in descriptive writing in class VII of SMP Negeri 1 Perbaungan?*

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

The objective of this study is to find out whether the application of Somatic Auditory Visual Intellectual Method significantly improved students' achievement in descriptive writing in class VII of SMP Negeri 1 Perbaungan.

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

There are many genres of writing texts, which are learnt at Junior High School such as procedure, descriptive, recount, narrative and report. But this study focuses on the application of Somatic Auditory Visual Intellectual method in descriptive writing in class VII of SMP Negeri 1 Perbaungan.

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

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

- a. Students or English learners who want to improve their writing skill especially in descriptive writing by using Somatic Auditory Visual Intellectual Method.
- b. English teachers who teach writing particularly those who want to improve their students' achievement in descriptive writing through Somatic Auditory Visual Intellectual Method.