

CHAPTER I

INTRODUCTION

A. The Background of The Study

As the international language English is one of the media of interaction and communication among people from different parts of the world. It is very important to be learned in order to improve social relation and knowledge. In Indonesia, English is a foreign language. In learning a foreign language it is not easy, because for Indonesian students English and Indonesian language are different in terms of spellings, sounds and pronunciations, vocabulary and grammar.

In Kurikulum Tingkat Satuan Pendidikan (KTSP) and also in previous curricula English is one of the objects of the study, which should be learned in formal school. In this curriculum learning English is emphasized on four language skills, they are listening, speaking, reading, and writing. In learning process, the students are expected to master these four language skills because these skills are very necessary to build students' achievement in English.

There are many kinds of texts that should be learned by the students of junior high school in learning the writing skill. In grade seven of junior high school, the basic competence that should be achieved in learning writing skill is that students are expected to be able to express the meaning of a short functional text and essay in the form of narrative text, descriptive text, and procedure text. Based on the explanation above, descriptive text is one of genre that must be mastered by the students in learning English.

However, based on the experiences of some preliminary researcher, the students faced some difficulties in writing and their achievement in writing skill is quite low such as writing sentence, paragraph, report text, narrative text, spoof, descriptive text, recount text, and so on. It can be said that there are about 70% students of junior high school that still have problems in writing especially in writing descriptive text.

Based on the observation in grade eleven of SMP Negeri 1 Bintang Bayu, the writer also found the data of writing test from the first and the second semesters in academic year of 2014/2015 through interviewing the English teacher. She said that many students could not pass the passing grade namely 75 which is applied in the school for English subject. The data can be seen as follows:

Table. 1.1 The Students' Writing Score

Semester	Score	Students	Percentage
1 st Semester	<75	22	73,3%
	≥75	8	26,6%
2 nd Semester	<75	20	66,6%
	≥75	10	33,3%

From the data above, it can be concluded that the students' achievement in writing is still low.

Besides, based on the writer's experience and observation during the Integrated Teaching Practice Program (PPLT) in 2014 in junior high school, it was found the students were struggling in writing descriptive text. Although the

theory of descriptive text was explained several times, some of them found it hard to understand the content and they showed unenthusiastic in teaching and learning process. When the writer observed the seventh grade of junior high school, he found that there were about 70% students got problems in writing skill.

Responding to these problems and by considering the importance of writing skill for students at junior high school, it is necessary to find the approach or method that will be the solution to this situation. The writer found a teaching method named Somatic Auditory Visual Intellectual (SAVI) Method. This method can be the solution to those problems above.

Sapti and Suparwati (2011: 358) state that in order to increase motivation, attention, comprehension, and student achievement, teachers can use SAVI method. The element of this learning involves the whole activity. Somatic movement related to activity or act. This means learning to move and act. Auditory related to activities of speaking and listening. Visual activity related to observing and describing. Intellectual activities related to the thinking that is by solving problems and thinking. Learning English writing skill can be optimal if the four elements of SAVI are in one event, it means that the elements cannot be separated from one to another, because these elements are complementary. In SAVI method, students can express their ideas and their opinion that can enhance their creativity, because this method emphasizes the benefits that learning must exert all senses owned by learners and also it contains modern cognitive science which states that the best learning is to involve the emotions, the whole body, and all the senses. So the students can participate more actively in growing their

knowledge in learning process. There are many researcher had applied SAVI method in different field of their researches. They proved the application of SAVI method has good effect in learning process especially in teaching writing. Rahmawati (2014: 387) applied SAVI method in her research in developing learning tools based guide discovery in ninth grade of junior high school academic year 2014/2015. She found that teaching and learning activity with SAVI method is more effective used in order to increase the students' achievement in learning mathematic especially in probability material than used other method which usual teacher used in class.

Pratiwi (2014: 5-9) applied SAVI approach in her research to developing of teaching material base SAVI approach in subject of respiratory system class XI High School to increase motivation and learning outcomes. His research The result of research shows that validation result by expert validator is valid with the average 87,98 percent and test of small group is gotten that reading skill of student book shows valid criteria by all complement. It means that the students can understand the book easily. The result shows that the average of each complement from 79,78 to 100 so it is very valid. The student book use based on SAVI approach can improve study output and student motivation it can be seen from the average score between pretest and post test then starting motivation of the student before using the student book and ending motivation of the student after using the student book that there is increase.

Based on the explanation above, it is essential to use a suitable and effective method to help the students to solve the difficulty of the students' writing achievement especially in writing descriptive text. Therefore, this study is

designed and conducted to identify the effect of applying SAVI method on students' achievement in writing descriptive text.

B. The Problem of the Study

Based on the background of the study, the problem of the study was formulated as the following:

“Does the application of Somatic Auditory Visual Intellectual (SAVI) method significantly affect the students' achievement in writing Descriptive text?”

C. The Objective of the Study

In line with this problem, the objective of the study was to identify the effect of applying SAVI method on students' achievement in writing descriptive text.

D. The Scope of the Study

There are many genres of writing, they are, narrative, descriptive, recount, persuasive, procedure, anecdote, expository, etc. This study was basically limited to writing descriptive text. This study focused on identifying the effect of applying SAVI method on students' achievement in writing descriptive text.

E. The Significance of the Study

The Findings of the study are expected to be useful both theoretically and practically for

Theoretically:

1. The teachers to improve their theoretical knowledge on teaching writing.
2. Other researchers to conduct for the research on SAVI method.
3. The readers to update their information or knowledge about how to improve writing skill and as a reference for those who are interested in doing the related study, especially in writing skill.

Practically:

1. The students to improve their writing achievement especially in writing descriptive text.
2. The teachers improve their ability to conduct a better and interesting method in teaching writing, especially in teaching writing descriptive text, in order to decrease the problem of the study in the class.