

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Human beings use language as medium of communication in order to establish social relation because through language people can express feelings, attitudes, ideas, wishes and desires by using the system of sounds and words. Fulwiler (2002 : 26) states that language is used all the time for many reasons. People use it to meet, greet, and persuade people; to ask and answer questions; to pose and solve problems; to argue, explain, explore, and discover; to assert, proclaim, profess, and defend; to express anger, frustration, doubt, and uncertainty; and to find friendship and declare love. In other words, language is used to conduct much of the business and pleasure of daily life.

English is one of the languages that is used internationally and it is a medium 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 the globalization era, English has the stronger position because it is used in every aspect of life such as in science, technology, education, communication, politic, economic, arts and so on. Almost all nations use English as their means of communication, including Indonesia. In Indonesia, English as an international language has been taught from the kindergarten level up to university level. It is realized that studying English is not easy for Indonesian students because English and Indonesian language are different in terms of spelling, sound and pronunciation, vocabulary and grammar.

English has become a part of the Indonesian curriculum which is called Education Unit Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). Based on 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. Harmer (2004 : 31) states that writing as one of the four skills has always formed part of the syllabus in the teaching of English, where mastering the ability to write effectively is seen as a key objective for learners.

Writing is one of the four language skills that should be mastered because it is one of the forms of communication, and also as the representation of language in a textual medium through the use of a set signs or symbols thus the others can response and give the feedback. Sharples (1999 : 3) states that writing is a peculiar activity, both easy and difficult. The more it is considered about how it done, the more difficult it becomes. Nevertheless, many students state that mastering writing skill is not easy, it is frequently presumed as the most difficult skill to master among the four language skills. It has become a common thing among students, where students are less enthusiastic in mastering this skill.

There are many kinds of texts that should be learned by the students of Senior High School in learning the writing skill. In grade eleven of Senior 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 report text, narrative text, spoof, analytical and hortatory exposition.

Based on the explanation above, report text is one of genre that must be mastered by students in learning English. Theoretically, report text is a kind of text which has social function to describe the way things are, with the reference to a range of natural, man made, and social phenomena in our environment. In order to encourage students to write report text clearly, students need to be able to write the ideas of a text, vocabulary, word choice, and grammatical pattern.

Based on the experiences of some preliminary researchers, 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 concluded that there are about 70% students of Senior High School that still has problems in writing especially in writing report text.

Based on the observation in grade eleven of SMA Swasta Bintang Timur 1 Balige, the writer found the data of writing test from the first and the second semesters in academic year 2012/2013 through interviewing the English teacher Riana Saragih, S.Pd. She said that many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) 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 <sup>st</sup> Semester 2012/2013	<75	21	55%
	≥75	19	45%
2 <sup>nd</sup> Semester 2012/2013	<75	24	60%
	≥75	16	40%

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

Based on the writer's experience and observation in Integrated Teaching Practice Program (PPLT) in 2013 in Senior High School, the writer found that students were struggling in writing report text. Although, the theory of report text was explained in several times, some of the them were really hard to understand the content and they showed uninteresting feeling in teaching and learning process. When the writer observed the eleventh grade of Senior High School, He found that there were about 70% students got problems in writing skill.

The writer concludes that there are several factors that make students have many problems in writing skill. The students are lack of vocabulary, structure, technique, literature, and ideas, even some of them have some ideas on their mind but they did not know how to express them in writing. Then, students seldom practice to write, even in their native language. And then the students are still confusing to start writing, how to write sistematically and how to organize their ideas. Moreover, the method that the teacher used to teach writing is not motivate and encourage them and most of the teacher taught the writing theory focus on grammar.

Responding to these problems and by considering the importance of writing skill for students at Senior High School, it is necessary to find the approach or method that will be the solution of this situation. When the writer read some theories about the teaching method, the writer found a teaching method which is

able to overcome the difficulty of students' writing achievement, it is named Somatic Auditory Visual Intellectual (SAVI) Method.

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 can not be separated one each other, 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.

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 report text. Therefore, this study is designed and conducted to identify the effect of applying SAVI method on students' achievement in writing report text.

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

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

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

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

In line with this problem, the objective of the study is to identify the effect of applying SAVI method on students’ achievement in writing report text.

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

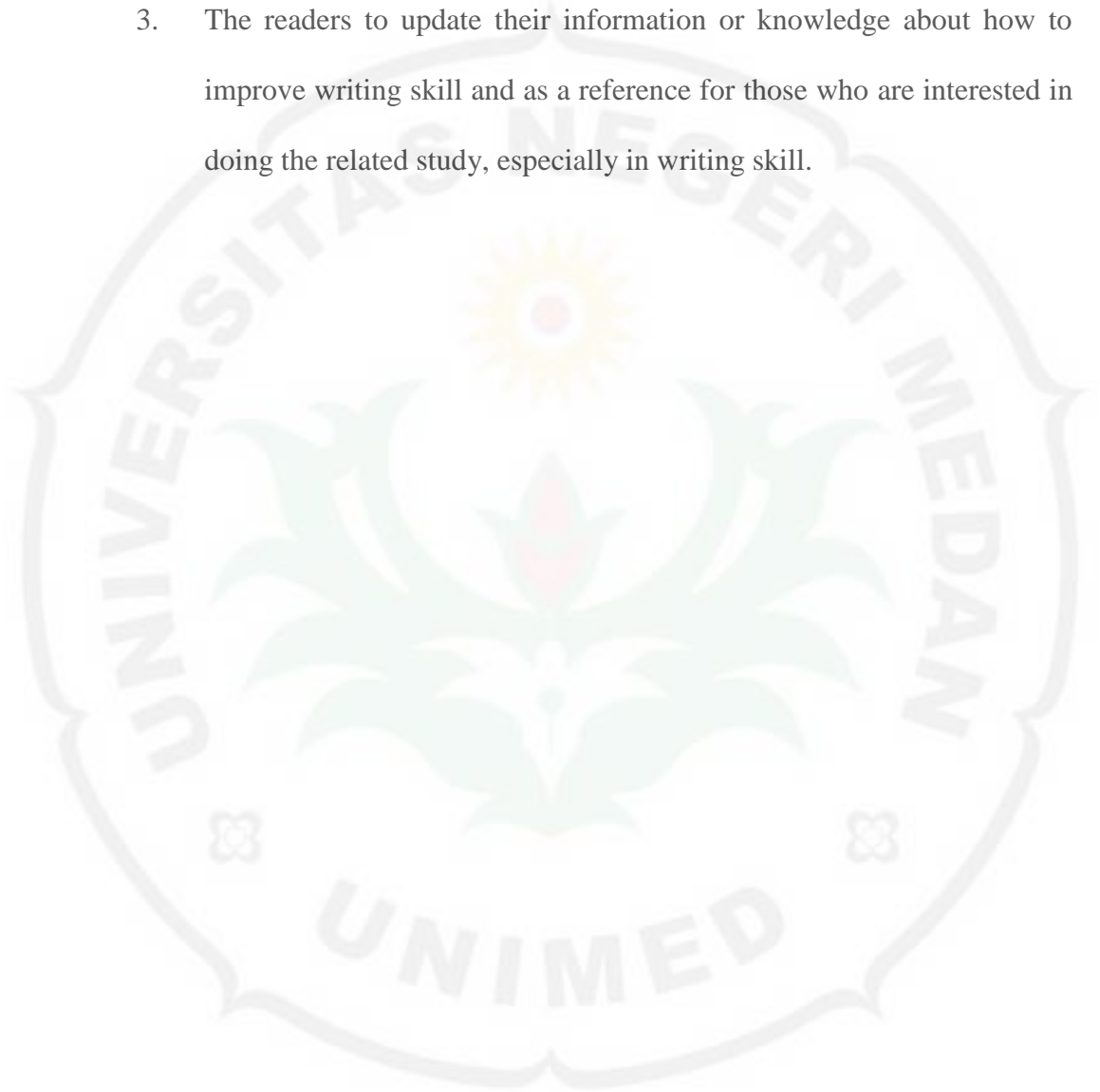
There are many genres of writing. They are, narrative, descriptive, recount, persuasive, procedure, anecdote, expository, and many types other. This study is basically limited to writing report text. This study focuses on identifying the effect of applying SAVI method on students’ achievement in writing report text.

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

The Findings of the study are expected to be useful for :

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

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.



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