

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the most important languages in the world. It can be said that English has been the single most important language. It is because English is the only language that truly links the whole world together. It can be used as a language in any part of the world. This is because at least a few people in each locality would know the language. Based on Depdiknas (2006, p.227), —English as foreign language has been taught from elementary school up to university. In senior high school, it is aimed to reach functional level.

In School-based Curriculum (KTSP), writing is essential for the students to develop their English in written media conveying their idea. There are several genres taught in Senior High School, namely: recount, report, narration, description, explanation, exposition, procedure, news, etc. One of the genres that are descriptive text is a kind of text that tells the description of something. According Muth'im (2009, p.245), Writing is one of the skills that must be learned and carried out by students of any level of education. There is no single student who never learns and carries out writing activity during his or her school days. In Quran and Sunah, writing is one of important things in life. As this surah below:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (Al-Qalam:1)

From the surah above, it is explained that writing is an important skill. Writing is a skill that must be mastered from a small age. Because the writing of science will be bound and stored longer. If we forget, we can see the writing again.

فَيَدُّوا الْعِلْمَ بِالْكِتَابِ (HR. at-Thabarani)

From the Hadits above, it is explained that writing is an important skill. Writing is a skill that must be mastered from a small age. Because the writing of science will be bound and stored longer. If we forget, we can see the writing again. Writing is a connecting medium for gluing knowledge, so the writer do not forget quickly.

In teaching English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. According Baraoui (2007, pp.35-48), the importance of learning and teaching them in different ways.

EFL (English as a foreign language) writing has not attracted much attention until the 1960s; but nowadays it has been getting more attention. According to Harmer (1998, p.79), writing skill has been recognized as one of the fundamental skills for language learning. Based on Faraj (2015, p.132), Writing approach in 1970s started gaining broad writing classroom practice and it changed the traditional practice to new methodology. As we know in traditional method practice focused on the finished work, while in new methodology learners are given the experience of going through the processes of writing as writers. So, instead of analysis and correction of the final written product (usually) given by the teacher, there comes the process of writing in a

number of activities, processes or stage include prewriting, drafting, revising, editing and publishing.

Although is essential skill, many students at high school are not interested it. According Robert Todd Carroll (1990), many students were never required to learn proper spelling or grammar. These poor students come to think that —English and —writing are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc. They are even not aware of the importance of writing skill in their learning. They often get low marks when doing the tests on writing skill and it affect their learning's result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization Huy (2015, p.54). Besides that, learning writing at high school have many problems at the present such as lack of experienced writing skill teacher and lack of time to study, the time for teaching writing skill is not enough for students to improve their ability. In addition, students do not know principles of writing.

Based on Cumming (2008, pp.184-197) investigated the four aspects of writing (language use, discourse organization, gist, and procedure for writing) the students attended to in the writing process. Five types of problem-solving behaviors including heuristic searches with and without resolution, problem resolution, problem identification, and knowledge telling were also focused on.

In developing writing as a communicative skill, students should constantly be made aware that particular topics in writing fit particular situations and conform to particular conventions. Conventionally, legal writings use long sentences, formal language and precise definitions to avoid ambiguity and misinterpretations. In the context of physical sciences, Msanjila (2005,

p.17) writing is characterized by short sentences and short forms or symbolic signs. The role of the language teacher, therefore, is to teach his students to master not only the language skills but also to master the standard language which is free from grammatical errors. We use the terms standard to mean the language which is standardized and accepted for use in formal communication.

The Problem of Writing Dana adas and Ayda Bakir (2013, p. 255):

1. According Al-Khsawneh, indicated that the students identified that the teaching method and the environment are the main causes of their weaknesses in English. Their Weak qualification in English is either related to the lack of student motivation, or the teacher's interest. Many learners use their mother tongue because of the isolated culture. Yet, methods of teaching English included the medium of instructions, using Arabic in English classes, writing done in Arabic, teachers' low proficiency in English, and lack of writing practice in educational institutions.
2. English language learners have limited vocabulary. Therefore, students end up repeating the same words; this hinders creativity. Students couldn't give voice to their thoughts because lack the adequate stock of vocabulary.
3. English language learners don't use invented spelling and their written texts are restricted to words which they know. The present tense is the only tense used in their writing.
4. The students 'writing is difficult to understand because of the ill structured sentences in composition.
5. Students are unwilling to share their work with other students and they don't get the suitable feedback.

6. When the learners Read their writing aloud, they couldn't distinguish whether what they read or write is right or wrong.

Based on observation and interview all of the English teacher at SMP N 2 Sumber Barito the phenomenon of the eighth grade students in English achievement, especially in their writing skill are not satisfying. In learning writing, the students 'still have many difficulties. There are include: limited vocabulary, the use of simple present tense, structure sentence.

For this reason, the English teacher at SMPN 2 Sumber Barito solves that problem by using the Somatic Auditory Visual Intellectual (SAVI) method. The SAVI method has positive benefits for teacher and the students that make easier on the learning, it will able: a). To ignite the creative imagination. b). to get learners totally involved. c). to create healthier learning environments. d). to speed and enhance learning. e). to improve retention and job performance. f) to speed the design process. g). to build effective learning communities. h). to greatly improve technology driven learning some benefits of SAVI.

Based on theory and result research eureka pendidikan, there are advantage of Somatic Auditory Visual Intellectual (SAVI): arouse student's fully integrated intelligence through the incorporation of physical movement with intellectual activity; bring a better learning atmosphere, interesting and effective; capable of generating creativity and improve psychomotor abilities of students; maximizing sharpness concentration of students through learning in a visual, auditory and intellectual.

The phenomenon above makes the writer want to know how the teacher implementing of Somatic Auditory Visual Intellectual (SAVI) method in teaching writing descriptive text at the eighth grade of SMP N 2 Sumber Barito. So, the writer having the title: The implementation of somatic auditory visual

intellectual (savi) method in teaching descriptive text at SMPN 2 Sumber Barito.

B. Research Questions

How is the implementation Somatic Auditory Visual Intellectual (SAVI) methods applied by English teacher in teaching writing descriptive text at SMP N 2 Sumber Barito?

C. Objectives of Study

To describe the implementation of Somatic Auditory Visual Intellectual (SAVI) method applied by English teacher in teaching writing descriptive text at SMP N 2 Sumber Barito.

D. Significance of Study

Research significance discusses the contribution of the benefit of the research to the development of science and technology, and the educational stakeholders.

1. Teacher

This research is a contribution in writing teaching learning process, by giving the information method can use in teaching speaking skill.

2. Students

The researcher will be able to expect the method in improving students' interesting to knowing about writing.

3. Other researcher

The researcher hopes that this research gives the contribution or any benefit to other researcher in conducting the further research of the similar topic.

E. Definition of Key Terms

Definition of key term, which is necessary to clarify briefly in order to avoid misunderstanding, can be mentioned as follow:

1. Implementation

Implementation is tool or instrument, often one that is quite simple and that is used in classroom.

2. SAVI Method

SAVI method is one of the learning method that says learning have to use the students 'senses and the best learning occurs when all parts of the brain-mind-body connection are used simultaneously.

3. Writing

Writing is essential for the students to develop their English in written media conveying their idea.

4. Descriptive text

Description text aims to figure or giving figures to something with one clear, so pretend readers get to see, hear, read or feels that thing described.