

## CHAPTER 1

### INTRODUCTION

This chapter consists six major points; background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### A. Background of the Study

Language is one of the most important thing in communication and it is a tool of communication among the nations all over the World. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level.

The goal of teaching English in Indonesia, especially at SMA/SMK/MA, as stated in the 2006 Standard of Content is directed to develop the four English skills –listening, speaking, reading, and writing – in order that the graduates are able to communicate and understand discourse in an informational literacy stage.<sup>1</sup> The graduates are expected to be able to access knowledge with their language ability. As one of four language skills, writing tends to play

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<sup>1</sup>Departemen Pendidikan Nasional. *Peraturan Menteri Pendidikan Nasional No. 22*. Jakarta: Direktorat Pendidikan Dasar dan Menengah. 2006

a very important role in the context of teaching English as a foreign language in Indonesia. In this context, it is mentioned in the 2006 Standard of Content, the English teaching of SMA/MA focuses on texts. It means that the students are expected to have capability in a discourse, that is, they should be able to understand and or produce the text such as in the form of written text.

The 2006 Standard of Content indicates that writing competence includes the competence in writing short functional texts, monolog texts or essays in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, description, review and public speaking. More specifically, it is described in the Standard of Competence. Among other things, the standard of competence for the second semester of the tenth-year students of SMA/MA in writing skill is the ability to express a meaningful idea in short functional written texts and simple essays in the form of narrative, descriptive, and news item in daily life contexts. This standard of competence is developed into several basic competences, one of which is to make a descriptive text.

As one of the productive skill that should be developed in instructional activities, writing is considered to be the most complicated problem for students. The teaching of writing in senior high schools is still hampered by a number of problems. According to

Byrne, writing is difficult for students because they are required to write on their writing, struggling by themselves to refine their writings without any interaction or feedback either from other friends or from teacher. He further states that in writing, the students have to compose their writings by using own choice of sentence structure and organize their own ideas in such a way that their writings can be understood by readers<sup>2</sup>.

Writing descriptive text is one of the genres in writing text. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use methods or new ways to teach the students. Therefore, the students seems to be unmotivated, bored, and have difficulties in learning descriptive text. They also do not able to recall and to describe the things in systematic order. Moreover, they cannot describe the part, qualities, and characteristic of the things completely.

In addition, Gebhard points out that there are three problems faced by the English as a Foreign Language (EFL) or English as Second Language (ESL) teachers in writing instructions. First, it deals with the teaching of the less-proficient students. The less-proficient

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<sup>2</sup>D.Byrne. *Teaching Writing Skill*. (London: Longman Group UK Limited Company. 1987)

students tend to use ineffective writing strategies, and the teacher is faced by showing the students how to write. Second, it deals with the students who think that they cannot write in English. Some students have negative attitudes on writing or lack confidence in themselves as the writers. They usually complain English. Third, it deals with the teachers' response. The students generally do not pay attention to the teachers' comments and corrections to their written work. Consequently, the teachers should find an effective way of building students' self-confidence by which can change their negative attitude toward writing activities<sup>3</sup>.

Many kinds of learning model could make the students' learning becomes independent, creative, and active one in the learning process, especially in English subject. Among some of learning models supposed to be used in English learning and to get learning process well is *Auditory Intellectually Repetition* (AIR) learning model. *Auditory* means that learning should be through listening, speaking, presentation, argumentation, express opinions and respond. *Intellectually* means that learning should use his/her ability to think (mind-on), should have concentration of thought and practice through the use of reasoning, investigating, identifying, discovering, creating, constructing, solving problems and applying the AIR model learning. *Repetition* is repeating meaningful deepening, expansion,

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<sup>3</sup>J.G. Gebhard. Teaching English as a foreign or Second Language: A teacher Self-Development and Methodology guide. (Ann Arbor: The University of Michigan Press. 2000) 235

consolidations in which students are trained by giving assignments or quizzes.<sup>4</sup>

Some researches concerning the learning by AIR model are: (1) Robert. (2010), in his research with the title “Using *AuditoryIntellectuallyRepetition*(AIR) learning on Mathematic of the second grade in MTs Muhammadiyah 1 Malang”, (2) Emi NaziatulMawaddah. (2009), in her research with the title “Creativity and the result of study on the *Auditory Intellectually Repetition* (AIR) learning model of Mathematic in SMP Negeri 3 Batu”, (3) Ni Putu Aryani Utami. (2011), in her research with the title “The Implementation of AIR (*Auditory Intellectually Repetition*) learning model to improve the motivation and the result of the study of the third grade on TIK in SMP Negeri 2 Singaraja”.

The AIR learning model in those researches can be applied successfully and have positive result. That is why, in this research, the researcher is going to try to apply AIR learning model in English learning, to know whether the result of this research is the same or not with the research that have been done before.

In this study, the researcher attempts to overcome the problems in writing class in terms of generating and organizing ideas to write for the topic faced by the first grade student at MA Al Manar

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<sup>4</sup>Erman, S. *Model belajar dan pembelajaran berorientasi kompetensi siswa*. (Educare : Jurnal Pendidikan dan Budaya. 2010) <http://educare.e-fkipunla.net/index2.php?option=comcontent&dopdf=1&id=60> (diakses tanggal 30 Maret 2013).

Prambon. Therefore, it is very much necessary to conduct a study on **“The Implementation of AIR (Auditory Intellectual Repetition) Model to Improve the Ability in Writing Descriptive Text of First Grade Students of MA Al Manar Prambon Nganjuk”**

### **B. Problems of the Study**

Based on the background above, it is necessary to do a study on the process of the teaching writing at MA Al-Manar Prambon. The statements of the problem of this study are:

1. How is the implementation of AIR (Auditory Intellectual Repetition) model in teaching writing descriptive text of first grade class X-1 at MA Al-Manar Prambon?
2. How can the Implementation of AIR (Auditory Intellectual Repetition) model improve the students' ability in writing descriptive text at MA Al-Manar Prambon?

### **C. Objectives of the Study**

Based on the statements of the problems above, the purposes of this research are;

1. To describe the implementation of AIR (Auditory Intellectual Repetition) model in teaching writing descriptive text at MA Al-Manar Prambon.
2. To improve students' ability in writing descriptive text at MA Al-Manar Prambon by implementing AIR model.

#### **D. Significance of the Study**

This research gives some informations about the implementation of AIR (Auditory Intellectual Repetation) model to improve students' ability in writing descriptive text of the first grade in MA Al-Manar Prambon Nganjuk. Hopefully, the result of this study is useful for students, teachers, and further researchers.

##### **1. For the students**

The students taught using AIR (Auditory Intellectual Repetation) model in writing descriptive text on writing lesson are supposed to able develop their written.

##### **2. For the teachers**

This research is expected to provide students with the information about writing descriptive text, in which the teachers will help their students when facing some problems in mastering writing descriptive text. The teacher also gets input about the ways of improving the student's writing abiltity by using AIR (Auditory Intellectual Repetation) model.

##### **3. For researcher**

The result of this study for the researcher is it will be useful to conduct this research. The researcher will know the effectiveness of using AIR model in teaching speaking and get

good knowledge in teaching writing especially for Senior High School students.

#### **E. Scope and Limitation of the Study**

The subjects are the first grade students of class X-1 of MA Al Manar Prambon Nganjuk in academic year 2012/2013 on second semester. This study will focus on the implementation of AIR (Auditory Intellectual Repetation) model to improve the student's ability in writing descriptive text. One of the reasons is that AIR (Auditory Intellectual Repetation) model support the students to have ideas and generate ideas simply.

#### **F. Definition of Key Terms**

Concerning to the title of this study, the researcher shows the definitions of some key terms in order to avoid misunderstanding and make the readers become clear about what the researcher means.

Those key terms are:

##### **1. Writing**

Writing is way of gaining control over your ideas and getting then down on paper.<sup>5</sup>

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<sup>5</sup>Joy Wingerskey. *Writing Paragraph and essays: integrating reading, writing, and grammar skills*. (Calofornia: Library of Congress Cataloging in publication Data.1992).1

## 2. DescriptiveText

Descriptivetext is the text that refers to paragraph or a short essay dealing with describing person, place, or thing. The aim is to tell about the subject by describing its feature without including personal opinions.<sup>6</sup>

## 3. AIR (Auditory Intellectual Repetation) model

Auditory means that learning should be through listening, speaking, presentation, argumentation, express opinions and respond. Intellectually means that learning should use his ability to think (mind-on), should the concentration of thought and practice through the use of reasoning, investigate, identify, discover, create, construct, solve problems and apply. Repetition is repetition meaningful deepening, expansion, consolidation by way students are trained by giving assignments or quizzes.<sup>7</sup>

## 4. MA Al-Manar

MA Al- Manar” is a private Islamic school that is located in desa Tanjung Tani, dusun Grompol, Kecamatan Prambon, Kabupaten Nganjuk.

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<sup>6</sup>M. Anderson &K.Anderson. Text Types in English 3. (South Yarra: Max Millan Education Australia PTY LTD.2003)

<sup>7</sup>Erman, S. *Model belajar dan pembelajaran berorientasi kompetensi siswa*.(Educare : Jurnal Pendidikan dan Budaya. 2010) <http://educare.e-fkipunla.net/index2.php?option=comcontent&dopdf=1&id=60> (diakses tanggal 30 Maret 2013).