

**THE APPLICATION OF SAVI STRATEGY TO IMPROVE STUDENTS'
WRITING SKILL AT SECOND GRADE OF SMAN 3 LANGSA**

SKRIPSI

By :

**NURUL FAZILAH
1042012116**

English Education Department



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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The writer

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The writer

Juwani Rachmi

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**THE EFFECTIVENESS OF USING CONTEXTUAL VIDEO
TO IMPROVE LISTENING COMPREHENSION SKILL
OF NARRATIVE TEXTS**

**(An Experimental Research at the Second Grade of SMA. N 1 Langsa
in the Academic Year of 2016/2017)**

PROPOSAL

By :

RUKIAH

Nim : 1042012145



FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)

ZAWIYAH COT KALA LANGSA

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ABSTRACT

Nurul Fazilah, 2017. The Application of Savi Strategy To Improve Students' Writing Skill at the Second Grade of SMAN 3 Langsa. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Zulfitri, MA **(2).** Muslem, S.Pd M.Pd M.TESOL

The study investigated SAVI strategy to improve students' writing ability or not at the second grade students of SMAN 3 Langsa. In this research, the writer applied experimental study. The problem of study does students' improve in writing skill after applying SAVI strategy. The writer taught two classes. They are; the experimental class, was taught writing by using SAVI strategy, and the control class, was taught by using non SAVI strategy. The writer gave both classes the pre-test, applied the treatments and gave the post-test to obtain the data. The data collected and analyzed by using t-test formula. According to the result of statistical calculation, the $M_{pre-test}$ of experiment class was 57.70, $M_{post-test}$ was 71.66, and M_{gained} score was 13.6. While, the $M_{pre-test}$ of control was 59.26, $M_{post-test}$ was 67.83, and M_{gained} score was 8.5. Besides, t-observation (t_o) was 5.520 and t-table (t_t) at significance level of 5% is 2.000. So that, it shows that t-observation (t_o) was higher than t-table (t_t) or $5.520 > 2.000$. The result means that there were significant difference between students' score in learning writing by using SAVI strategy and without using SAVI strategy. In conclusion, using SAVI strategy were effective and applicable for teaching writing at the second grade students of students' SMAN 3 Langsa.

Keywords: *Writing Skill and SAVI Strategy.*

CHAPTER I

INTRODUCTION

A. Background of the Research

In his book Sir Basil H. Liddell he concludes that Clausewitz's definition of military strategy as "the art of the employment of battles as a means to gain the object of war."¹ suffers from two serious flaws; first, this view of military strategy in-trudes upon policy and, second, it makes battle the only means of achieving strategic ends.

Liddell Hart observes that points to what he views as a wiser definition of strategy set forth by Moltke: "the practical adaptation of the means placed at a general's disposal to the attainment of the object in view."²

Teaching-learning has four aspects: teacher, student, learning process, and learning situation. The teacher create the learning situation for the student and the teacher.³ Teaching-learning process is a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain pre-determined goals and objectives. Teaching-learning process

¹ Fred Nickols. *Improving the Performance of People, Processes and Organizations*. (USA: Cambridge University Press, 2000),P.333.

² Fred Nickols, *Improving the Performance of People, Processes and Organizations*.,P,334.

³ Sanggam Siahaan, *The English Paragraph*. (Yogyakarta: Graha Ilmu, 2008), P. 2.

simplifies the various elements the teaching-learning situation have to be brought into an intelligible whole.

SAVI strategy is an strategy that combines physical movement with intellectual activity and use the senses in the learning process. ⁴

Learning is not automatically improved by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. This is call SAVI learning.⁵

The teaching-learner activities which are varied and complex have to be harmonized. These elements and activities include learners and their individual differences, the methods of teaching, the material to be taught, classroom conditions, teaching devices and aids, questioning and answering, assignments, thinking, enjoying , creating, practical skills, discussions and many others.

Teaching-learning process is influenced by the totality of the situation. Teaching-learning is permanent if the total situation related to the life situations. Teachers can play an important role in, facilitating learning when they take into account the needs of the learners. Interaction between the teacher and the learners is the core of the teaching-learning process. This interaction through a sort of three way communication, results in behavior changes in the learners.

⁴ Dave Meier, *The Accelerated Learning Handbook*. (USA: McGraw-Hill, 2000), P.42.

⁵ Dave Meier, *The Accelerated Learning Handbook*.,P.45.

As quoted by Miftahul Huda in his book Dave Meier, that one of the learning strategies developed by Dave Meier is SAVI (Somatic, Auditory, Visualization, and Intellectually).⁶ The term Somatic means of body movement (hands on, physical activity) where learning by experience and do. Meanwhile, the term Auditory means that learning must be through listening, speaking, presentation, argumentation, argued opinions and respond. The term meaningful Visual learning must use eye senses through observing, drawing, demonstrating, read, use media; and Intellectually meaningful terms that learning must be using thinking ability (minds-on), with a concentration of mind must learn and practice using it through reasoning, investigate, identify, find, create, construct, solve problems, and apply.

Writing is a form of real language usage activities which is not considered as difficult as many students, lectures complain in language learning process. As learning materials, writing is so simple and easy to learn by any student. The easy point of writing depends on their understanding of the texts, contexts, and genres.

Writing is one of activities of language usage in writing section, which of course requires different treatment when compared to languages usage speaking section. If examined in detail, there are fundamental problems that may be forgotten, it is the essential of writing activity that focus on making written texts.

⁶ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*. (Yogyakarta: Pustaka Pelajar, 2013), P. 283.

For the perfection of the acceptance rate information, ideas or messages that are submitted, a written text must be structured in such a way, which is very often in varieties of sentences and paragraphs is not only grammatically correct but also fulfill the criteria of meaningful textually.

In English, there are various types of text, such as narrative, recount, procedure, report, discussion, exposition, descriptive, and etcetera. The writer focused in the descriptive text as one of types of text.⁷ in this study the writer use descriptive text as material in teaching and learning using SAVI strategy to improve students creativity in writing, especially descriptive text.

Based on the statement above the writer wants to apply SAVI strategy to improve students writing skill at the second grade of students SMAN 3 Langsa with choose the title : The Application of SAVI Strategy to Improve Students' Writing Skill At The Second Grade of SMAN 3 Langsa,

B. Research Question

This research is aimed to find the answer to the following research questions

Does the students' writing skill improve after applying SAVI strategy?

C. Purpose of Study

⁷ Rudi Hartono, *Genres of Texts*, (Semarang: UNNES, 2005), p. 4.

The purpose of the study is as follow :

To find out students' improvement of writing skill on descriptive text after being taught by using SAVI strategy.

D. Significance of Study

The significances of the study are to provide positive contributions for teachers, students, school, readers, and for other researchers.

a. Theoritically

The result of this study is expected to give contribution for the teachers as feed back to improve their strategy in teaching English especially in writing of descriptive text.

The writer hopes that the result of this study is expected to give feed back to motivate the students' to get a good result especially in writing descriptive text.

b. Practically

This research is expected to be used as a reference in conducting further research in the same field. The result of this study can be used as a reference for teachers to increase knowladge in the teaching process and increase knowladge in English learning

1. For teachers

It can be provide teachers motivation for creating new methods of teaching English.

2. For students

To make the students improve their writing skill of descriptive text

3. For te researcher

This research can give valuable experience and useful when the researcher begins profession as an english teacher in future.

E. Terminology

a. Definition of Writing

Marianne Celce and Murcia stated that writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.⁸

b. Definition of SAVI strategy

SAVI strategy is a learning strategy that was initiated by Dave Meier. Dave Meier is an educator, trainer, as well as the initiator of accelerated learning. One of the learning strategy is known as SAVI strategy. Learning is not automatically improved by having people stand up and move around. But combining physical movement with intellectual activity and the use of

⁸ Marianne Celce and Murcia Elite Olshtain, *Discourse and Context in Language Teaching*, (USA: Cambridge University Press, 2000), p. 142.

all the senses can have a profound effect on learning. This is call SAVI learning. The components are easy to remember.⁹

⁹ Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 42.

CHAPTER II

LITERATURE RIVIEW

A. Previous Study

In this section, the researcher mentioned some previous researches related with this research. First, thesis under title, *The Effect of The Application of SAVI Method Toward Students' Speaking Ability of The Tenth Grade Students of SMK Muhammadiyah Slawi (An Experimental Research on the tenth grade students' of SMK Muhammadiyah Slawi in Academic Year 2012/2013)* by Anggoro Pancasilawan. This study is an experimental research. The writer used two groups design. In this study, the researcher used SAVI method toward students' speaking ability. The researcher used documentation and test as an instrument to collect data. The description of the data obtained between group 1 (experimental group) with a mean value (79.66), and group 2 (control group) with a mean value (71.25) average. Afterwards, to analyze the data the writer used t-test to know the differences between two group. From the data, the score of the ttable at 5% level of significance and the degree of freedom (df) 46 is 2.021, while the t-ratio is 3,428. So, t-ratio (t0) is higher than ttable ($3,428 > 2,021$). According to this calculation, hypothesis null is rejected, and hypothesis alternative is accepted. It means, that is a positive effect to the students speaking ability who taught by The Application of The SAVI Method Toward Students' Speaking Ability of the tenth

grade students of SMK Muhammadiyah Slawi in Academic Year 2012/2013.¹⁰ The similarities between his research and the writer's used SAVI approach. The difference of his research focused on speaking ability and the writer's focused on writing skill of descriptive text.

Second, thesis under title, *Using Bits and Pieces Game to Improve Students' Writing Skill on Descriptive Texts experiment at the Seventh Grade of MTs Darul Mujahadah Prupuk-Margasari-Tegal in the Academic Year of 2010/2011*) by Nurkhayatun. This study is classroom action research. It was done through three cycles. The researcher used observation checklist, documentation, and test to collect the data. the researcher used descriptive quantitative to analyze the data. Statistic analysis is used to analyze the data about the result of observation checklist and the result of test on descriptive text. Result of the study showed that by using Bits and Pieces game can improve students' writing skill on descriptive texts at the seventh grades of MTs Darul Mujahadah in the academic year of 2010- 2011. The criterion of writing assessment involve; content, organization, vocabulary, language use, and mechanics.

¹⁰ Anggoro Pancasilawan (1608502038). *The Effect of The Application of SAVI Method Toward Students' Speaking Ability of The Tenth Grade Students of SMK Muhammadiyah Slawi (An Experimental Research on the Tenth Grade Students' of SMK Muhammadiyah Slawi in Academic Year 2012/2013)*, (Tegal: English Language Department of University of Pancasakti Tegal, 2013).

B. Writing Skill

a. Definition of Writing

Victoria Fromkin and Robert Rodman stated that writing is one of the basic tools of civilization. Without it, the world as we know it could not exist.¹¹ That means, the development of writing was one of the great writer. It is difficult for many people to transfer language from spoken word to written word. Children speak before they learn to write and majority of people speak languages without written form. Writing is one of the ways to express things in our mind, feeling, ideas or thought. Marianne Celce and Murcia stated that writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.¹²

Writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen.¹³ John Harris adds that writing is a process that occurs over a period of time, particularly if we take into account sometimes extended periods of thinking that precede creating an initial draft.¹⁴

¹¹ Victoria Fromkin and Robert Rodman. *An Introduction to Language*. (NY: CBS College Publishing, 1983), P. 160.

¹² Marianne Celce and Murcia Elite Olshtain. *Discourse and Context in Language Teaching*. (USA: Cambridge University Press, 2000), P. 142.

¹³ John M Swales and Cristine B. Feak. *Academic Writing Graduate Students*. (USA: The University of Michigan, 1994), P. 34.

¹⁴ John Harris. *Introducing Writing*. (England: Clays Ltd, 1993), P 10 .

From some definitions above, writing is a system of human communication which represents a symbol. By writing we can share our idea, feeling, or anything that exist in our mind. Writing needs students to focus on generating idea, organizing coherently, revising it into good composition, and using appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

Futhermore, the writer wants to apply one of the strategies to improve students' writing skill, the writer chooses SAVI strategy as a strategy in teaching writing. In fact, writing is a difficult skill for students at senior high school. They be must able to write since they are at senior high school. However the students face difficulties in writing, especially in writing a sentences. In effective process in teaching and learning will influences the students' ability in writing. Therefore the writer is interested to apply SAVI strategy to improve students' writing ability.

b. Purpose of Writing

The written productive language skill is called writing. It is the skill of writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language writing to transfer the information she has in her or his mind to her or his readers effectively. The ability has included all the correct grammatical aspects of the language

students is writing, the type of the information students is transferring, and the rhetoric's students is conducting in a communicative event too.¹⁵

Communication is effective when it achieves its purpose. Everything that we write is written for a reason and meant to be read, even if only by the writer. Sometimes the act of writing helps writers to clarify their own thoughts, organize ideas. The purposes for writing might be academic or personal, but in a social view of writing it is the act of communicating which makes it meaningful.¹⁶

Based on the definition above, writing is but also influence as education or academic, because writing has value act in communicating toward students ability in their expression, opinion, idea, and argument when student feel comfortable in writing. Then, writing is a good way to help student that reach information and knowledge.

Therefore, Writer always communicate for a purpose, and there is always a context in which a text is created and another context in which the text will be read.

These purposes and contexts will determine the language choices writers make.¹⁷

¹⁵ Sanggam Siahaan. *The English Paragraph*. (Yogyakarta: Graha Ilmu, 2008), P. 2.

¹⁶ Department of Education and Training, *Focus on Literacy: Writing*, (Sydney: NSW Department of Education and Training, 1999), P.12.

¹⁷ Department of Education and Training, *Focus on Literacy: Writing*., P. 12-13

1. Social Purposes, There are two sorts of purposes for students' writing. At most times students write for academic purposes. Students also write for a variety of community purposes, related to the needs of the individual, home or workplace. Community Purposes.
2. Community of language is rich and diverse. Students arrive at school with a range of experiences about why and how writing is used. Some students come from homes where two or more languages are spoken. Some come from families with strong oral story-telling traditions. Schools build on this knowledge and experience.

At home, for example, students may have seen their family members write letters or sign important documents. Students might have participated in these kinds of writing, seen parents write for work or study and older siblings write for school. The ways in which students have learnt to use language at home is the foundation on which all other language development, including writing, is built. Students need opportunities to write for a range of audiences such as self, peers, parents, community members or local government.¹⁸

Academic Purposes, While at school students also need to write for a wide range of academic purposes, which vary according to the different subjects being studied. Teachers in all subjects therefore have a responsibility to teach the kinds of writing which are required in those subjects. As they progress through school,

¹⁸ Department of Education and Training, *Focus on Literacy: Writing.*, P,13.

students will in increasingly skillful and sophisticated ways, use writing for various academic purposes.

In science, for example, students might be required to write up the results of an experiment or provide information about a particular species. In each case, they need to understand the purpose for which they are writing, who will read it and what it will achieve.

Students need to be taught explicitly how to handle diverse writing tasks, identifying the purposes for writing and how to structure texts to achieve those purposes. For these reasons, the teaching of writing should not place too much emphasis on text types. It is preferable to emphasize the primary importance of the writer's social purpose.

Teachers need to teach explicitly those language features which help to organize the content of a subject, as well as the specialist vocabulary of the subject area. This specialist vocabulary needs to be introduced progressively from primary school in meaningful contexts, so that students can use it confidently in their writing.

Students' writing develops when they apply a critical understanding to their writing, question their assumptions, look for alternative view points and are aware of the kinds of language choices available to them and the effects of those choices. They will more focus in writing when they find new atmosphere in

classroom. Then, students can develop their ideas in understanding problems when they write.

Teachers need to help students understand what factors influence their choices as writers. In composing a text, choices which relate to the text's purpose, structure, cohesion, grammar, vocabulary and presentation should all be considered. Written texts have greater impact when the writer has control over these choices.

The conclusion of the example in purpose of writing its clearly as a students understanding in writing, the writer give assumed based on the purpose above teacher can help students creativity in writing developing their feeling in writing and they are explore their ideas to write with use SAVI strategy that students use as a good strategy in teaching.

c. Writing Process

Teaching students about the processes of writing equips them to produce accurate texts. For most academic purposes, the processes of writing consist of drafting, revising, conferencing, editing, proofreading and publishing.¹⁹

1. Drafting involves making notes of ideas, planning the text and writing the text down initially.

¹⁹ Department of Education and Training, *Focus on Literacy: Writing*. (Sydney: NSW Department of Education and Training, 1999), P. 22-23

2. Revising involves reworking a text to improve ideas or amend the content. Revising might involve editing, because it often requires reorganizing the text or changing sentence structures.
3. Conferencing involves discussing drafts with others to engage in critical reflection and clarification of meaning. Revising and editing might occur during, or be the result of, such discussions.
4. Editing involves changing the drafts of developing texts in order to improve the text, for example, by improving cohesion, syntax, grammar and vocabulary. Editing leads to changes which will be incorporated into the next draft of the text.
5. Proofreading involves preparing the final text for presentation, including reading the text to locate and fix any inaccuracies in grammar, spelling, punctuation or layout.
6. Publishing involves presenting the text to its intended audience. At school, this is often the teacher, although it is good to give students the experience of writing for other audiences where appropriate.

In order to compose texts that are both accurate and effective, students need to be taught how to engage in these processes with a critical understanding of how written language is used.

d. Writing Assessment

There are two different approaches for assessing writing ability according to Weir.²⁰ Firstly, writing can be divided into discrete levels, e.g., grammar, vocabulary, spelling, and punctuation, and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types could be constructed.

One example of direct writing task is controlled writing task. Free, uncontrolled writing would seem to be an invalid test of the writing ability required by most students. It is easier to extrapolate writing test when care is taken in specifying for each task: the media, the audience, the purpose and the situation in line with the target level performance activities.

When the task is determined more precisely in this manner it is also easier to compare performances of different students and to obtain a greater degree of reliability in scoring.²¹ If the writing task is uncontrolled, examinees may also be able to cover up weaknesses by avoiding problems. By controlling the writing tasks, we might improve their validity and reliability.

²⁰ Weir Cyril J. *Communicative Language Testing*. (Prentice: Hall Europe, 1990), P.58.

²¹ Dave Meier . *The Accelerated Learning Handbook*. (USA: McGraw- Hill, 2000),P.124.

There are need for ‘controlled’ writing sub-tests in which the register, context and scope of the writing task is determined for the candidate. This would facilitate marking and allow more reliable comparison across students. There are various types of stimuli that can be used in controlled writing tasks. Stimuli can be written, spoken or most effectively nonverbal, e.g., a graph, plans or drawing which the student is asked to interpret in writing.

According to Madsen a wide variety of writing tests are also needed to test many kinds of writing tasks that we engage in. There are usually distinct stages of instruction in writing, such as pre-writing, guided writing, and free writing.²² Each stage tends to require different types of evaluation. Another reason for the variety of writing tests in use is the great number of factors that can be evaluated: mechanics (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic, and occasion); as well as sophisticated concerns such as logic and style. The list is enough to boggle the mind.

Madsen also says that there are some techniques for evaluating writing in its various stages, from pre-writing to free writing. For evaluating prewriting, they are as follows:²³

²² Madsen Harold S. *Techniques in Testing*. (Oxford: University Press, 1983), P.101.

²³ Madsen Harold S. *Techniques in Testing*, P.102

1. Sentence combining: a common pre-writing task takes many forms. We will look at just two of them: combining by adding a connective and combining by putting one sentence inside the other.
2. Sentence expansion is another kind of pre-writing evaluation. This can involve simply adding words such as adjectives and adverbs. Or it can require adding phrases and clauses.
3. Sentence reduction, often provides a cue word to show how to begin the new phrase.
4. Copying (sometimes timed) can make students more aware of extended discourse and also of mechanics (especially punctuation and spelling).

For evaluating beginning writing, among the limited-response techniques is the task of simply changing questions to statements, thus “writing” a paragraph. Several multiple-choice items are introduced to test mechanics (such as spelling and capitalization). Easy dictation passages can be given on material such as dialogs that students are already familiar with. Picture can also be used to cue the writing of short, easy paragraphs

In guided writing, Madsen explains that the objective is to check student ability to handle controlled or directed writing tasks.²⁴ One way is

²⁴ Joy Madsen. *Learning style in the ESL/EFL classrooms*. (Heinle & Heinle publishing. Boston, 1995), P.29.

to make certain kinds of changes in a story (text manipulation). Another is to expand the outline of an article. Another guided-writing test is dictation. Most teachers know about this technique, but few handle it properly. Actually, this is one of the easiest tests to use, and it gives very good information on the student's language ability. But, this is true only if you prepare it right, present it right, and score it right.

Few teachers have students write without giving them a specific topic. One reason for this is that the skills used in telling a story are quite different from those used in making analogies or refuting arguments. We need to make sure that we are testing what we have taught. Also we need to be certain that each student is performing the same kind of task. Otherwise, we cannot make a fair comparison of their writing. For these reasons, we have to provide clear and rather detailed guidelines for writing-even for advanced students.

e. Text – Type (Genre)

Genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose;

also the level of context dealing with social purpose.²⁵ According to Gerrot and Wignell, there are many kinds of genres (text type). Those are:²⁶

a. Spoof

Retell an event with a humorous twist.

b. Recount

Retell events for the purpose of informing or entertaining.

c. Report

Describe the way things are, such as with reference to arrange of natural, man made and social phenomena in our environment.

d. Analytical Exposition

To persuade the reader or listener that something is the case based on fact or observation. It is emphasizing the result.

e. Anecdote

To share with others an account of an unusual or amusing incident.

f. Narrative

To amuse, entertain and deal with actual or vicarious experience in different ways.

g. Procedure

²⁵ Rudi Hartono. *Genres of Texts*, (Semarang: UNNES, 2005), P. 4

²⁶ Linda Gerot. *Making Sense of Functional Grammar*. (Sydney: Gerd Stabler, 1994), P. 192-222.

To describe how something is accomplished through a sequence of acts or steps.

h. Descriptive

Describe a particular person, place, or thing.²⁷

i. Hortatory Exposition

To persuade the reader or listener that something should or should not be the case.

j. Discussion

To present (at least) two points of view about an issue.

k. News item

To inform the readers, listener, or viewer about events of the day which are considered newsworthy or important.

l. Reviews

It is critique of art or event for a public audience.

C. SAVI Strategy

a. Definition of SAVI Strategy

SAVI strategy is a learning strategy that was initiated by Dave Meier. Dave Meier is an educator, trainer, as well as the initiator of accelerated learning. One of the learning strategy is known as SAVI strategy. Learning is not

²⁷ Rudi Hartono. *Genres of Texts*. (Semarang: UNNES, 2005), P. 4.

automatically improved by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. This is call SAVI learning. The components are easy to remember:²⁸

- 1) Somatic: Learning by moving and doing.
- 2) Auditory: Learning by talking and hearing.
- 3) Visual: Learning by observing and picturing.
- 4) Intellectual: Learning by problem solving and reflecting.

All four of these 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.²⁹

1) Somatic Learning "*Somatic*" is from the Greek word for body— soma (as in Psychosomatic). It denotes tactile, kinesthetic, hands-on learning— getting physical and using and moving your body while you learn. Somatic learning consists of some activities, such as: the body and the mind are one and getting the body involved.³⁰

2) Auditory The auditory minds are stronger than actuality. The ears continually capture and store auditory information, even without conscious awareness. And

²⁸ Dave Meier, *The Accelerated Learning Handbook*. (USA: McGraw-Hill, 2000), P. 42.

²⁹ Dave Meier, *The Accelerated Learning Handbook*.,P. 49.

³⁰ Dave Meier, *The Accelerated Learning Handbook*., P. 44.

when make own sounds by talking, several significant areas of cerebrum are activated.

- 3) Visual Learning Visual acuity, although more pronounced in some people than others, is strong in everyone. The reason is because there is more equipment in everyone's head for processing visual information than any other sense.
- 4) Intellectual Learning The word "Intellectual" indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connections, meanings, plans, and values out of it. It's the reflecting, creating, problem-solving, and meaning-building part of a person. The intellectual is the sense maker of the mind; the means by which the human being "thinks," integrates experience, creates new neural networks, and learns. It connects the body's mental, physical, emotional, and intuitive experiences together to build fresh meaning for itself. It's the means by which the mind turns experience into knowledge, knowledge into understanding, and understanding into wisdom.

When a learning exercise, no matter how clever it is, does not sufficiently challenge this intellectual side of a learner, the exercise will appear to many to be shallow and childish. This happens with some "creative" techniques that get people physically moving (S) and have strong auditory (A) and visual (V) input, but lack intellectual depth (I). So end up with learning that is "SAVI," a superficial gloss that is bound to wash off in the first full rain of reality. But when

the Intellectual side of learning is engaged, most people can accept even the most playful learning exercise without feeling that it's shallow, childish, or trite.

b. The Implementation of SAVI Strategy

SAVI strat is an strategy that combines physical movement with intellectual activity and use all the senses in the learning process. The implementation of SAVI strategy in teaching learning can be done as follow:³¹

1. Somatic

Somatic means getting out of your seat and becoming physically active during learning process.

2. Auditory

Auditory learners learn best when they hear and produce words.³² The teacher asks to students to rewrite what they have heard on tape recorded.

3. Visual

Visual acuity is strong senses. This is because in the brain to process visual information is more than all the other senses. The teacher uses picture to help compose a descriptive text

4. Intellectual

³¹ Dave Meier, *The Accelerated Learning Handbook*. (USA: McGraw-Hill, 2000), P. 49-50.

³² Dave Meier. *The Accelerated Learning Handbook*, P, 201.

The word “*Intellectual*” as I’m using it here means involving the mind to create its own learning. Learning is not the storage information, but the creation of meaning, knowledge, and actionable value by the mind of the learner. The teacher asks to students to solve problems based on the topic.

b. Teaching Writing of Descriptive Text by Using SAVI Strategy

Teaching learning is an activity that has educative value. An educative value makes interaction between teacher and students. An interaction that has education value is because teaching learning activity that is held, guided to get certain goal that is formulated before teaching is done.³³

Teaching learning process that is done in the class is a transforming knowledge, attitude, and skill. Teacher is expected can improve learning capacity, basic competence, and potency of students maximally.³⁴ According to oxford\ dictionary, improve becomes or make something to be better, to increase good qualities.³⁵

Writing is the combination among the aspects of brain, ideas what a writer already knows about the topic or subject and what the writer write. A good writing can be done by students if their grammar is good. In fact, grammar and spelling

³³ Djamarah et. al. *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2002), P. 1.

³⁴ Yamin Martinis. *Pengembangan Kompetensi Pembelajaran*. (Jakarta: UI Press, 2004), P. 160.

³⁵ Manser Martin H. *Oxford Learners Pocket Dictionary*. (New York: Oxford University Press, 2000), P. 209.

are important in writing, because it is the purposes in the condition of writing to be correct word and grammar. In writing a descriptive text students must comprehend in a simple present tense and another language features of text.

SAVI strategy is an strategy that combines physical movement with intellectual activity and use all the senses in the learning process. The teacher can use SAVI strategy with some activities. In this case, SAVI strategy uses as an approach to improve students' writing skill of descriptive text. It is directed to improve their understanding on language features of descriptive text, generic structure, and improve their skill in writing descriptive text correctly. The researcher uses SAVI strategy to teach descriptive text with some interestingn activity in accordance with senses.

c. The Advantages of Applying SAVI Strategy

SAVI strategy trains students to interact with their friends, informants, and environment in order to obtain a variety of information. The information collected will later be utilized as the materials used in discussions. In this case, students are placed as the center of attention in instructional process as what the constructivist paradigm explains. The students construct their knowledge based on their own experience to formulate the best solution. In SAVI the themes that suit the needs

of the students in order to create more active, creative, democratic, collaborative, and constructive learning situations are also required.³⁶

Camm mentions that the advantages of SAVI method are first, the students could clarify their values, actualize self-realization, understand the self better, monitor, and modify their attitudes. It means that the desire of students to learn start when they feel interested and feel there is a benefit to themselves.³⁷ Students can realize themselves if they have new information that ultimately personalize that information into themselves. Students could also explain their values are then actualized through self-realization when students can reap the meaning of teaching materials if the students can relate teaching materials to their real life. Second, they strengthen inter-personal skills, enable experimentation of new ideas and develop positive attitudes through a mechanism of receiving feedback on a concurrent and continual basis in a supportive and secure environment. The key to success lies in the drawing the students into active learning, avoiding monotony and engaging all aspects of the brain-mind-body connection.

³⁶ Kurniawati E.D. et al. *Developing a Model of Thematic Speaking Learning Materials Using SAVI Approach (Somatic, Auditory, Visual, Intellectual) in Senior High School in Sambas Regency, West Kalimantan Province, Indonesia. (Online International Interdisciplinary Research Journal, III (4) 2013),P.444-455.*

³⁷ Barbara Camm. *Being Savvy about SAVI (Accelerated Learning)* : <http://www.dashe.com/blog/performance-support/being-savvy-about-savi-and-accelerated-learning/> (accessed on February 07th, 2014).

CHAPTER III

RESEARCH METHOD

A. Time and Place of the Study

This research was conducted from August up to September 2017 in six meetings, consisting of giving pre-test, presenting materials, and giving post-test in the last meeting. The research was conducted at SMAN 3 Langsa.

B. Subject of the Study

1. Population

The population of the research was the second grade students of SMAN 3 Langsa in the academic year of 2017/ 2018 which consists of 170 students.

Tabel 3.1

Population of Students

No.	Class	Male	Female	Total
1.	XI IPA 1	12	18	30
2.	XI IPA 2	18	12	30
3.	XI IPA 3	18	12	30
4.	XI IPS 1	20	10	30
5.	XI IPS 2	17	9	26

6.	XI IPS 3	18	6	24
7.	Total			170

2. Sample

In selecting the sample, the writer used random sampling technique. There were two classes chosen by the writer as the sample, namely class XI ipa 1 as the control class and class XI Ipa 2 as the experimental class, the writer choose this class because the students of each class almost had the same ability in English proficiency. It can be seen from their score in the final examination in the first semester. The score are enclosed in the appendices.

C. Research Design

The research design that used is a quasi-experimental research. A quasi experiment is a study that takes place in real-life settings rather than in laboratory settings, they are often considered not truly experimental research, but rather correlational research, which involves identifying statistical relationships between two variables rather than causal relationships.³⁸ Below is the general overview of quasi-experimental design.³⁹

³⁸ Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*, (San Fransisco: John Wiley & Sons, Inc., 2009), p. 37.

³⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Educational, Inc., 2008), p. 314.

Table 3.1
Quasi-Experimental Design

Pre- test and Post-test Design Time

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

In this research, the students in the experimental class were taught by using SAVI strategy and the students in the control class was taught without using SAVI strategy. The research was done for six meetings, including giving the pre-test, treatment, and post-test. Pre-test was done to collect the data by measuring students' performance before they received a treatment. Meanwhile, post-test was done to measure students' performance after a treatment. There were two variables which involve in this research, SAVI strategy as the independent variable and descriptive writing as the dependent variable.

C. Research Instrument

The instrument used in this research was written test, by using pre-test and post-test in the experimental class and control class. Pre-test and post-test was given with different topic. The students in the experimental and control class were taught by using different method. The students in the experimental class was learn descriptive text by using SAVI strategy. Meanwhile, the students in the control class learn descriptive text writing without using SAVI strategy. Nonetheless, they was give the same topic in the pre-test and post-test.

As it has been known that in giving tests to the students, validity and reliability are require as the measurement of test. Validity is the extent to which it measures what it is suppose to measure. Meanwhile, reliability is a necessary characteristic of any good test, for it to be valid at all, a test must first be reliable as a measuring test.⁴⁰ Then, to make the test reliable, an analytical scale were use as the students' assessment in writing. It assesses some aspects, such as content, organization, vocabulary, language use, and mechanics.

D. Technique of Collecting Data

Quantitative data was used as a technique of collecting data in this research. This quantitative data was obtained from the students' score in pre-test

⁴⁰ J. B. Heaton, *Writing English Language Test*, (London: Longman, 1995), p. 159-162.

and post-test. The pre-test and post-test was give to the experimental and control class. The procedures that used in this experimental research were the following:

1. Pre- test

The pre-test was done before the learning process to measure students' understanding in learning descriptive writing at first, so it was held in the first meeting. Students in experimental class was asked to write a descriptive text by using SAVI strategy. Meanwhile, students in control class was asked to write a descriptive text without SAVI strategy.

2. Treatment

In the treatment, the teacher conducts teaching-learning activity with the students in both of experimental and control class in six meetings. In the first meeting of treatment, she was explain about descriptive text and how to write it. Then, in the next two meetings, the students were practice to write descriptive text by using different descriptive material.

3. Post - test

The last is post-test. The post-test will be done to know the progression between the experimental and control class, after the teacher was give treatments to the students. In this last meeting, she was give test to the students in experimental and control class. The way she was do the test is similar with the pre-test.

F. Technique of Data Analysis

After getting data from pre- test and post- test, they were analyzed and processed by using statistic calculation of the t- test formula with significance degree 5 % and 1 %. The formula as follow :⁴¹

1. Determining Mean with formula:

$$X = \frac{\sum fixi}{f}$$

Where:

X = the average of variables score

$\sum fixi$ = sum of frequency multiply the students' score

$\sum f$ = number of the students

3. Determining standard deviation score with formula:

$$S = \sqrt{\frac{n \sum_{i=1}^k (F^2)^2}{n(n-1)}}$$

S = standard deviation of gained score X

$f \times 2$ = sum of squared gained score

$f \times x$ = sum of gained score

N = number of students

⁴¹ Drs. Anas sudjiono, *pengantar statistik pendidikan*, (Jakarta: PT. Raja grafindo perkasa, 2002)P.,297.

3. Determining of standard Error mean with formula:

$$SE_M = \frac{sd}{\sqrt{N-1}}$$

SE_M = standard error mean of gained score

sd = standard deviation of gained score

N = number of students

4. Determining standard error from mean of variable X and variable Y, with formula:

$$SE_{M1-M2} = \sqrt{(S1-1) - (S1-1)}$$

SE : Standard Error

$M1$: Mean of Experimental class

$M2$: Mean of Control class

5. Determining t-observation (t_0) with the formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

T_0 : t- observation

M_1 : Mean of Experimental class

M_2 : Mean of Control class

6. Determining t-table (t) in significant level 5% and 1 % with degree of freedom (df), with formula:

$$df = (N1+N2) - 2$$

df = degree of freedom

N = number of students

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The data of students' achievement was divided into two kinds, namely the data in experiment class and the data in control class, which was gained from pretest and post-test that was applied in both of class. The result of the test presented on the table below:

Table 4.1

The Test Result of Experimental Class

No. students	Pre -Test Score	Post-Test Score	Gained Score
1.	59	71	12
2.	57	75	18
3.	58	77	19
4.	57	76	19
5.	60	70	10
6.	52	65	13
7.	56	66	10
8.	56	76	20
9.	59	67	8

10.	56	68	12
11.	59	66	7
12.	62	77	15
13.	60	72	12
14.	59	73	14
15.	50	64	14
16.	61	69	8
17.	60	82	22
18.	57	66	9
19.	50	66	16
20.	60	70	10
21.	59	75	16
22.	53	68	15
23.	60	72	12
24.	61	75	14
25.	59	75	16
26.	59	67	8
27.	60	78	18
28.	57	70	13
29.	57	84	27

30.	58	70	12
	1731	2150	419
	M = 57.70	M = 71.66	13.6

As mentioned in the table, it can be clarified that the mean score of pretest in experiment class is 57.70, while the mean score of post-test was 71.66. The total gained score in this class was 419. It can be known that there was significant difference in the pre-test and post-test.

Table 4.2

The Test Result of controlled Class

No. students	Pre Test Score	Post Test Score	Gained Score
1.	50	67	17
2.	60	70	10
3.	58	60	2
4.	59	70	11
5.	62	70	11
6.	57	69	7
7.	56	58	1
8.	60	70	14
9.	60	66	6

10.	59	65	5
11.	60	69	10
12.	62	69	9
13.	60	70	8
14.	59	69	9
15.	60	70	11
16.	61	70	10
17.	60	68	7
18.	57	66	6
19.	60	65	8
20.	60	69	9
21.	62	70	10
22.	60	66	4
23.	59	68	8
24.	59	65	6
25.	57	65	6
26.	60	68	11
27.	61	74	11
28.	60	70	9
29.	61	69	9

30.	59	70	9
	1778	2035	257
	M= 59.26	M= 67.83	8.5

The table 4.2 above informed that the mean score of pre-test in control class is 59.26, while the mean score of post-test there is 67.83. The total gained score is 257 From the tables presented above the writer can explain that in pre-test the experiment class had the lower score than the control class, however in post-test the experiment class (learning writing using SAVI strategy) had the higher score than the control class (learning writing without using SAVI strategy) As mentioned before, in analyzing the data from the result of pre-test and post-test, the writer used statistic calculation of the t-test formula with the degree of significance 5%

Table 4.3

Standard Deviation Table

Students	X	Y	X	Y	X²	Y²
1.	12	17	-1.9	8.5	3.61	72.25
2.	18	10	4.1	1.5	16.81	2.25
3.	19	2	5.1	-6.5	26.01	42.25
4..	19	11	5.1	2.5	26.01	6.25

5.	10	11	-3.9	2.5	15.21	6.25
6.	13	7	-0.9	1.5	0.81	2.25
7.	10	1	-3.9	-7.5	15.21	56.25
8.	20	14	6.1	5.5	37.21	30.25
9.	8	6	-5.9	-2.5	34.81	6.25
10.	12	5	-1.9	-3.5	3.61	12.25
11.	1	10	-6.9	1.5	47.61	2.25
12.	15	9	1.1	0.5	1.21	0.25
13.	12	8	-1.9	-0.5	3.61	0.25
14.	14	9	0.1	0.5	0.01	0.25
15.	14	11	0.1	2.5	0.01	6.25
16.	8	10	-5.9	1.5	38.41	2.25
17.	22	7	8.1	-1.5	65.61	2.25
18.	9	6	-4.9	-2.5	24.01	6.25
19.	16	8	2.1	-0.5	4.41	0.25
20.	10	9	-3.9	0.5	15.21	0.25
21.	16	10	2.1	1.5	4.41	2.25
22.	15	4	1.1	-4.5	1.21	20.25
23.	12	8	-1.9	-0.5	3.61	0.25
24.	14	6	0.1	-2.5	0.01	6.25

25.	16	6	2.1	-2.5	4.41	5.25
26.	8	11	-5.9	2.5	34.81	6.25
27.	18	14	4.1	5.5	16.81	30.25
28.	13	9	-0.9	0.5	0.81	0.25
29.	27	9	13.1	0.5	171.61	0.2512
30.	12	9	-1.9	0.5	3.61	0.25
	419	257	2	3.5	617.09	329.50

This table show that the lowest gained from experiment class (X) is 7 and from the control class (Y) is 1, and the highest gained from (X) is 27 and from (Y) is 17. While the sum of gained score (X) is 419 and (Y) is 257. The sum of squared gained score (X) is 617.09 and (Y) is 329.50 The writer calculated them based on the step of the t-test. The formulation are as follows:

a. Determining Mean of variable X, with formula:

$$\bar{X} = \frac{\sum X}{N1}$$

$$\frac{419}{30} = 13.96$$

b. Determining Mean of variable Y, with formula:

$$\bar{Xy} = \frac{\sum y}{N1}$$

$$\frac{257}{30} = 8.5$$

c. Determining of Standard Deviation score of variable X, with formula:

$$sd = \frac{\sqrt{\sum^k X^2}}{N}$$

$$sd = \frac{\sqrt{617.09}}{30}$$

$$sd = 4.535$$

d. Determining Standard Deviation score of variable Y, with formula:

$$sd = \frac{\sqrt{\sum^k Y^2}}{N}$$

$$sd = \frac{\sqrt{329.50}}{30}$$

$$sd = 3.314$$

e. Determining Standard Error Mean of variable X, with formula:

$$\begin{aligned}SE_{MX} &= \frac{Sdx}{\sqrt{N-1}} \\ &= \frac{4.535}{\sqrt{29}} \\ &= \frac{4.535}{5.385} \\ &= 0.842\end{aligned}$$

f. Determining Standard Error Mean of variable Y, with formula:

$$\begin{aligned}SE_{MY} &= \frac{Sdy}{\sqrt{N-1}} \\ &= \frac{3.314}{\sqrt{29}} \\ &= \frac{3.314}{5.385}\end{aligned}$$

$$= 0.615$$

g. Determining Standard Error Mean of Difference Mean of variable X and Mean of variable Y, with formula:

$$\begin{aligned} SE_{MX-MY} &= \sqrt{(SI \quad) - (SI \quad)} \\ &= \sqrt{0.227} \\ &= 0.476 \end{aligned}$$

h. Determining t_o with formula:

$$\begin{aligned} t_o &= \frac{M_x - M_y}{SE_{MX-MY}} \\ &= \frac{13.96 - 8.5}{0.476} \\ &= 11.470 \end{aligned}$$

i. Determining t-table in significant level 5% and 1% with df.

$$\begin{aligned} Df &= (N1+N2) - 2 \\ &= (30+30) - 2 \\ &= 58 \end{aligned}$$

$$t_o = \frac{M_x - M_y}{\quad}$$

$$\begin{aligned}
& \frac{\sqrt{(\sum x^2 + \sum y^2) \cdot (N_x + N_y)}}{(N_x + N_y - 2) \cdot (N_x \cdot N_y)} \\
&= \frac{13.96 - 8.5}{\frac{\sqrt{(617.9 + 329.50) \cdot (30 + 30)}}{(30 + 30 - 2) \cdot (30 \cdot 30)}} \\
&= \frac{5.46}{\sqrt{0.9792}} = \frac{5.46}{0.989} = 5.520
\end{aligned}$$

T table (tt) at significance 5% = 2.000

B. Discussion

To prove the hypothesis, the data obtained from the experiment class and the control class was calculated by using the t-test formula with the assumption as follows:

$t_o > t_t$: The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means, there is a significant difference between the result of using SAVI strategy in learning writing and without using SAVI strategy in learning writing.

$t_o < t_t$: The alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. It means, there is no significant difference between the result of using SAVI strategy in learning writing and without using SAVI strategy in learning writing.

By comparing the values of $t_o = 5.520$ and $t_t = 2.000$ the data calculated with statistic shows that t_o is bigger than t_t . So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means, there is a significant difference between the result of using SAVI strategy in learning writing and without using it.

According to the result of the data analysis, it is proven that the students' score of writing taught by using SAVI strategy is better than without. It shows that the value of t_o (t observation) is 5.520 and the writer used the degree of freedom (df) 58 since it closer for df 60, which she got from the research. After consulting to t_t , she obtained t_t is smaller than t_o in degree of significance 5% that is $t_t : t_o 2.000 < 5.520$. It means that the use of SAVI strategy in learning writing at the second grade of SMAN 3 Langsa is effective.

1. The Interpretation and Discussion of Data

The aim of a learning activity such as SAVI strategy is to get learners to use the writing they are learning to write in realistic and meaningful ways, which

involving exchanges of writing. It is in line with the goal of learning writing which usually to enable learners.

As we know that some teaching strategy which emphasizes the learning of language systems as a goal failed to give learners an opportunity to practice in writing that is why there are some students who have learn a language unable to write even a sentence. During the research, it is found that experimental class who has lower score in pre-test than control class can achieved higher score than the control class in post-test, it is because the students in experimental class practice to read more than the students in control class. Moreover, the students in control class seems feel bored during the learning process, different with students in experimental class who seems enthusiastic during the learning process since they are exposed with an interesting activity such as SAVI strategy.

Therefore, it can be seen that the students in control class have lower concentration than the students in experimental class, even it is found that in experimental class, the students' memory toward the material is better than the students in control class who found forget the material easily after the learning process.

SAVI strategy which applied in experimental class gives students opportunity to practice writing in class, moreover it could increase the students' motivation in learning English since they feel their purpose of learning English so that they can use it can be achieved. From the explanation above it can be

assumed that second grade students of SMAN 3 Langsa which given treatment by using SAVI strategy (experimental class) have developed higher ability in writing skill than those who are not given the treatment (control class).

Having analyzed of pre-test and post-test by using t-test formula, the result shows that coefficient is 5.520. It means that there is significant increase in learning writing by using SAVI strategy.

From the result of calculation, it is obtained the value of the t observation (t_o) is 5.520 the degree of freedom (df) is 58 (obtained from $N_1+N_2-2 = (30+30-2=58)$). The writer used closer df and it is 60. The writer used the degree of significance 5%, the value of degree significance is 2.000. If t_o compare with value of the degree of significance, the result is $2.000 < 5.520$. Since t_o score obtained from the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

1. If the result t observation is higher than t table ($t_o > t_t$), the null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. It means that there is significant different between variable X and variable Y.
2. If the result of t observation is lower than t table ($t_o < t_t$), the null hypothesis (H_o) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significant different between variable X and variable Y. Based on the result of the data analysis, it is proven that the

students' score of writing taught by using SAVI strategy is better than without. It means that the use of SAVI strategy in learning writing of second grade students of SMAN 3 Langsa is effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

The result of learning reading skill considered not satisfactory when students cannot use English to write. It can be argue that SAVI strategy as one of the classroom activities which promoted in communicative language teaching can be very suitable to be applied in learning writing. In order to make learners are able to use the target language to writing, SAVI strategy is applied. It is an activity which train students to use the target language to communicate as in real life by asking the students to share information with their peers so that they can complete a task. By using SAVI strategy students are actively involved in teaching learning process and they are trained to use the target language to writing.

It might be concluded that by implementing SAVI strategy in learning writing it can improve the students writing skill than the students who are not exposed with this activity. While according to the result of statistical calculation of the research, it shows that the value of t_o (t observation) is 5.520. After consulting to t_t , she obtained t_t is smaller than t_o in degree of significance 5% that is $t_t: t_o 2.000 < 5.520$.

Finally, it is stated that the hypothesis of the research “the students’ writing ability is higher where the SAVI strategy is conducted than the students’

writing ability in where the SAVI strategy activity is not conducted is accepted. On the contrary, the result of calculation showed that H_0 (null hypothesis). “There is no significant difference between the students writing score taught by using SAVI strategy (experiment class) and taught without using SAVI strategy (control class)” is rejected. It can be concluded that using SAVI strategy in teaching writing for the second grade students of SMAN 3 Langsa was effective than teaching without using SAVI strategy.

B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the writer:

1. For teacher

- a. SAVI approach is one of strategy that can be applied on teaching writing.
- b. The teacher can provide an attractive instrument in the implementation of SAVI strategy so that the students can master the subject well.
- c. Teaching learning using SAVI strategy the teacher should be observe the participation and ability of the students.

2. For next researcher

- a. The next researcher must have a theoretical framework in the assessment of student achievement to deliver research results and conclusions.

- b. It would be better if the next researcher began applying SAVI strategy to the students' imperfect senses.

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