THE USE OF SOMATIC, AUDITORY, VISUAL,
INTELLECTUAL (SAVI) APPROACH TO IMPROVE
STUDENTS' ABILITY IN UNDERSTANDING ENGLISH
READING IN THE EIGHTH GRADE OF SMP
AL-WACHID SURABAYA

## THESIS

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#### **ABSTRACT**

The Use of Somatic, Auditory, Visual, Intellectual (SAVI) approach to Improve students 'ability in understanding English reading in the eighth Grade of SMP Al-Wachid Surabaya; M. Bustanul arifin. 2012; Advisor: Masdar Hilmy, M.A.,Ph.D.

Reading has been the main part of English component and has an important role in learning English as a foreign language. Teachers have to make a new innovation in teaching learning process because it will help students to learn English and avoid boredom in learning. For this reason, the writer formulates the problems as follows: How is SAVI approach applied to improve the students' ability in understanding English reading? There are many kinds of learning methodologies to learn it. One of them is SAVI Approach (Somatic, Auditory, Visual and Intellectual). SAVI itself can be an alternative method to learn English for children up to adult because SAVI combines physical movement with intellectual creativity and maximizing all sense when the process of learning. The subjects of the study are the students of the eighth grade at SMP AL-WACHID Surabaya.

The researcher used the research methodology of this study is Collaborative Classroom Action Research (CCAR), which took three cycles in order to find the improvement students' ability in understanding English reading using SAVI approach. Here, the researcher acted as a real teacher who taught the students, and his collaborative teacher acted as observer when the teaching learning process conducted. In this study, the researcher adopted from Kemmis and McTaggart (1998:50) which consists of four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting. The sources of the data were: the teachers' and students' activities in the classroom during the implementation of SAVI approach, the score of evaluation. Data collecting technique were: field notes, observation, documentation, and test.

The results of the study showed that the students could improve their ability in understanding English reading by using SAVI approach; it was showed from the result of the process of learning that students became active, communication between the student and the student, and between teachers and students were established, students are directly involved in learning activities. Students are no longer treated as objects, but as a subject. And the result of students' score in every cycle increased from 70,41 to 75,41 And from 75,41 to 81,66. SAVI itself can create fun situation in the classroom during English teaching learning process, it depend on the use of strategy.

As a suggestion, process of understanding English reading itself is not easy to be done, but the teacher should search method and strategy that is appropriate to students' language level to understanding the text easily.

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#### **CHAPTER I**

#### INTRODUCTION

This introduction presents and discusses an overview of this study. After that, the problem is formulated along with the objective of the study. This is followed by the significance of the study to give information about what is and what is not included in this study. Finally, a list of important terms is defined to avoid misunderstanding of those terms.

## A. Background of the Study

Language is one of the most important things in communication and it used as a toll of communication among the nations in 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.

English as international language since it is used around the world. Stem states that English is learning in many countries across the world, this is not with references to specified English speaking territories, but as means of international communication across nation boundaries among speakers of other language. It means that English is one of the important languages, because most of people from different countries use English as international language to communicate with others and also as a media to

<sup>&</sup>lt;sup>1</sup> Stem.H.H, Fundamental Concepts of Language Teaching, (New York: Oxford University Press, 1983), 17.

relate the knowledge, scientific, technology, politics, trading, academic as well as education

Due to the development of a country, English is much needed. Therefore in Indonesia, learning English as an international language is introduced to child at the early age. Considering that English is a foreign language in Indonesia, an appropriate and effective approach is needed to make learning English successful and joyful.

In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Harry Madox said that "reading is the most important single in study".<sup>2</sup> And the curriculum stated that out of the four skills, listening, speaking, reading, and writing, the main emphasis is on reading skill because it is believed that acquisition of reading in a second or foreign language is priority.<sup>3</sup>

Reading is such kind of activity to comprehend the writer's ideas or the way the writer communicates with the readers by way of the written or printed words. According to Kennedy reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and on the basis of pas experience, understands and interpret its meaning.

<sup>3</sup> Depdikbud, Kurikulum 1994, GBPP SMU (Jakarta: Depdikbud, 1994), 1.

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<sup>&</sup>lt;sup>2</sup> Harry Madox, *How to Study* (Greenwich: Fawcet Premier. 1963), 76.

In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. And role of teachers in teaching reading is essential to the success of learners. As an English teacher, he or she demands to explore effective techniques, method, and approaches. And the more importance is teachers should be able to motivate the students how is the importance of reading so the students' interest in reading is increased, and with the interest of the students to read the learning process will be easier to read because of the desire of students to learn to read, so students will not be burdened.

In the teaching of reading, teachers must have approach, strategy or technique that fits in the teaching process, because when the teacher applied the wrong technique it will affect students' interest in reading, in other words, students are not enthusiastic about reading, when that happens, the objective in teaching and learning will be difficult to achieve.

Reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial for the students because the success of their study depends on their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty making progress. The teachers have important role to the success of the students so the teacher must have effective way to teach reading.

In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not active so it makes the learners get bored. Because students tend to be silent, sit and listen to receive explanations from the teacher. Teacher is the only source and become central in the learning process.

As decision makers, teachers should think how to teach and guide students. Teachers have to make a new innovation in teaching learning process because it will help students to learn English and avoid boredom in learning<sup>4</sup>.

SAVI approach is an approach that combines physical movement with intellectual creativity and use all the senses in the learning process. <sup>5</sup>By Combining physical movement and intellectual activity by using all senses is able to make big influence in learning.

SAVI supposes the readers to empower their psychomotor senses to perform their understanding of the reading materials, maximize their hearing and seeing to help readers comprehend the content of the reading, and intellectual capacity to make understandable experiences from the discourse they have read already

From the explanation above, the researcher feel that SAVI approach is needed in the teaching reading, the researcher purpose using SAVI approach is to improve the students' ability in understanding English reading, this SAVI approach will be applied in teaching English reading at the eighth grade of SMP Al-Wachid Surabaya.

Jeremy Harmer, The Practice of English Language Teaching, (England: Pearson Education Limited, 2001) page: 58

<sup>&</sup>lt;sup>5</sup> Dave Meier, The Accelerated Learning HandBaak Panduan Kreatif dan Efektif Dalam Merancang Program Pendidikan Dan Pelatihan, (Bandung: KAIFA, 2002), 90.

The researcher also hope that this research produces something useful in language learning, particularly learning to read

#### **B.** Statement of the Problems

- 1. How is the implementation of SAVI Approach in the eighth grades of SMP Al-wachid Surabaya?
- 2. How is the students' improvement in the eighth grades of SMP Al-wachid Surabaya after implementing SAVI approach?

### C. Objective of the Study

- 1. To describe the implementation of SAVI approach at the eighth grade of SMP Al-wachid Surabaya.
- To know the improvement of the students' ability in understanding English reading by using SAVI approach in the eighth grades of SMP Al-wachid Surabaya.

### D. Significance of the Study

- 3. Theoretically, Extending knowledge and understanding about the SAVI approach in teaching reading
- 4. In practical terms, give an alternative teaching reading combined with SAVI approach.
- 5. And also as library materials for the State Institute of Islamic Sunan Ampel

Surabaya especially Tarbiyah Faculty English Studies Program.

## E. Scope and Limitation of the Study

The scope of this study is limited to the eighth grade of SMP AL-WACHID. This study emphasizes on the process of improving the students' ability in understanding English reading by using SAVI approach. The researcher uses SAVI because it can make students not only improve their ability in understanding reading, but also practice to make students' habit in learning process with maximizing of all sense. The material readings which the researcher uses are descriptive, recount and narrative text.

### F. Definition of Key Terms

To avoid misunderstanding used in this study, some definitions are provided as the following:

### 1. SAVI

It is the abbreviation of Somatic, Auditory, Visual, and Intellectual.

- Somatic: Learn by moving and doing
- ➤ Auditory: learning by talking and hearing
- ➤ Visual: Learning by observing and picturing
- ➤ Intellectual: Learning by problem solving and reflecting

In quantum reading its mean reading strategy carries out the somatic, audio, visual, and intellectual areas as single unity. <sup>6</sup>

### 2. Improve

Achieve or produce something better

### 3. Ability

Possession of the qualities (especially mental qualities) required to do something or get something done.<sup>7</sup>

## 4. Reading

Reading is one of language skill; in the oxford reading is the action of a person who reads, skill is the ability to do something well.<sup>8</sup> Here includes of the four skills of language those are listening, speaking, reading, and writing.

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<sup>&</sup>lt;sup>6</sup> Hernowo, Quantum Reading; Cara Cepat nan Bermanfaat Untuk Merangsang munculnya Potensi Membaca, (Bandung: MLC, 2003), 155

<sup>&</sup>lt;sup>7</sup> Word reference (2008) Definition of Ability from

http://www.wordreference.com/definition/ability (March,15,2012) time 11:54 pm Oxford, *Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), 1109.

#### **CHAPTER II**

#### REVIEW AND LITERATURE

This chapter contains some theories related to the study. The researcher divides the chapter into three subheadings. The first section will present the definition of reading, the purpose of reading, the aspects of reading, reading comprehension, teaching of reading. The second section will explain about SAVI approach including the definition of SAVI approach, the elements of SAVI approach learning, and the Principles of SAVI approach. The last section is review of previous study.

#### A. READING

#### 1. Definition of Reading

There are many definitions of reading, some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to Walter R. Hill Reading is what the reader does to get 14the meaning he needs from textual sources. <sup>1</sup> Meanwhile Guy L. Bond and Eva Bond Wagner explained the meaning of reading as the process of acquiring and

<sup>&</sup>lt;sup>1</sup> Walter R. Hill, Secondary School Reading: Process, Program, procedure, (Boston: Allyn and Bacon 1979), 4.

author s meaning and of interpreting, evaluating, and effecting upon those meanings. <sup>2</sup>

F. Dubin explained the meaning of reading as reading is primarily a cognitive process, which means that the brain does most of the work. <sup>3</sup>

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials, which involve most of the reader s intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

### 2. Aims of Reading

A person may read for many aims, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information such news, science or same

<sup>2</sup> Guy L Bond and Eva Bond Wagner, *Teaching The Child to Read*, (New York: The Macmillan Company, 1969), 4.

<sup>&</sup>lt;sup>3</sup> F. Dubin, D.E. Eskey and W. Grabbe, Teaching Second Language Reading for Academic Purposes (California: Edison-Wesley Publishing Company, 1986), 6.

line, which are part of his study or assignment he does it very slowly and carefully.

According to Paul S. Anderson, there are seven purpose of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest. <sup>4</sup>

- Reading for details and fact is reading to know what is done by the subject of the story
- b. Reading for main ideas is reading to get the problem statement
- c. Reading for sequence of organization is reading to know each part of the story
- d. Reading for inference is reading to know what is the writer meant by its story
- e. Reading for classifying is reading to find unusual things
- f. Reading for evaluating is reading to know the value of the story
- g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Another author said that the purpose of reading is:

a. Reading for pleasure

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<sup>&</sup>lt;sup>4</sup> A Widyamartaya, Seni Membaca Untuk Studi (Yogyakarta: Kanisius, 1992), 90.

Reading for information (in order to find out something or in order to do something with the information you get).<sup>5</sup>

Meanwhile Lester and Allice Crow classified two general purposes.

These purposes includes; Leisure-time reading and more serious reading. 6

- a. Leisure-time reading. It is reading for enjoyment, which may vary in to follow your favorite sport, comic, article, and movie program.
- b. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.

Teaching of English reading text in Indonesia, when we know the important aspects of reading, first we know two things: first, reading to recognize the written symbol and second reading to understand the contents.

The purposes of teaching reading are:

- a. Increase the speed of reading and comprehension
- b. Teach students how to adapt its approach to reading on a variety of reading material
- c. Restore and improve oral reading skills
- d. Increasing interest of students in reading in order to love reading as much as possible and allow students to become careful readers throughout his life.<sup>7</sup>

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<sup>&</sup>lt;sup>5</sup> Francoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge university Press, 1981), 4.

<sup>&</sup>lt;sup>6</sup> Lester and Allice Crow, *How to Study: to Learn Better, Pass Examination* Get better Grades (USA: Collier Macmillan Publishers, 1976), 53.

### 3. The Aspect of Reading

In reading, there are two important aspects, namely:

- a. Mechanical skills that can be considered at a lower order, these aspects include:
  - 1) Introduction the form of letters
  - 2) Introduction to linguistic elements (phoneme / grapheme, word, phrase, clause patterns, sentences and others)
  - 3) Introduction of a relationship / correspondence spelling and sound patterns (ability to voice of written form or "to bark at print")
  - 4) Slow-speed reading class.<sup>8</sup>
- b. comprehension skills that can be considered to be at a higher order, the aspects include:
  - 1) Understanding the simple terms (lexical, grammatical, rhetorical)
  - 2) Understanding the significance or meaning (among other purposes of the author, the relevance of culture conditions, reader reaction)
  - 3) evaluation or assessment (content, form)
  - 4) Flexible of the reading speed, easily adapted to the circumstances.<sup>9</sup>

<sup>&</sup>lt;sup>7</sup> M. Atar Semi, *Rancangan Pengajaran Bahasa Dan Sastra Indonesia*, (Bandung: Angkasa, 1993), 100.

<sup>&</sup>lt;sup>8</sup> Henry Guntur tarigan. *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1990), 11.

<sup>&</sup>lt;sup>9</sup> *Ibid.* 12.

## 4. Reading Comprehension

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the massage of the author, the students are hoped to have the ability to comprehend the written textbook. Comprehension means understanding the meaning or the point of a topic, F. Dubin, D.E Eskey and W. Grabe show a more specific explanation, comprehension means relating what we do not know or new information, which is not random collection of facts but a "theory of a world" in each of our heads. <sup>10</sup>

Reading with comprehension means to understand what has been read. Dorothy Rubin states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts. <sup>11</sup> English has been taught as a foreign language in our country, however, it does not mean that the result of teaching English in our school is satisfactory, despite the fact that it is taught continuously for six years at the high school, three years at SMP, and three years at SMA. Ramelan say that most SMA graduates are still very poor in their reading

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<sup>&</sup>lt;sup>10</sup>F. Dubin, D.E. Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes* (California: Edison-Wesley Publishing Company, 1986), 6.

Dorothy Rubin, *Diagnosis and Correction in Reading Instruction* (New York: CBS College Publishing, 1982), 207.

comprehension, since they cannot usually read or understand articles in English dailies. <sup>12</sup>

There are different lists of skills that they feel are basic to understanding. The skills usually listed are as follows: <sup>13</sup>

- a. React to the sensory images (visual, kinesthetic, taste, smell) suggested by words.
- b. Interpret verbal connotations and denotations.
- c. Recognize and understand the writer"s purpose.
- d. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.
- e. Identify the antecedents of such words as who, some, or they.

As it has already been shown, reading comprehension need some intellectual ability to master it. There are six basic factors that influence the students" ability in comprehending written materials.

### a. Background Experiences

Students who have little experience may have some difficulties in comprehending many ideas and activities with which other children are familiar before they learn in school. For an example, a student who never sees or hears about the mountain, and in some occasions dealing with it will find the story hard

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<sup>&</sup>lt;sup>12</sup>Ramelan, *Introduction to Linguistic Analysis* (Semarang: IKIP Semarang Press, 1992) page.3

<sup>&</sup>lt;sup>13</sup> Dorothy Rubin, op. cit, 207.

to follow, so he must have experiences in his background that enables him to bring personal meaning to the events an feelings if the story.

### b. Intellectual Abilities

Second aspect of comprehension is the students" ability to think, it all depends on his intellectual development. Although the teacher gives the same textbook and same purpose of reading, the result of reading may be different. The number of ideas that they understand and the depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning or dull-normal students cannot be expected to show same reaction or gain the same appreciations as the bright students when they read together for pleasure or to gain information.

#### c. Language Abilities

The third aspect is the students" language abilities, including semantics or word meaning and grasp of syntax. Understanding of semantics comes from experience with words in various, personally meaningful settings. A grasp of syntax is needed to recover the structure of the language, so the students have to master syntax, which links deep and surface structure.

### d. Affection

Such as personal interest, motivation, attitudes, beliefs, feelings; students will attend a better understanding to the story about a topic if they find personally interesting. The cause of greater understanding is also affected by reader's attitude

and beliefs, readers could understand materials better when it matches their own attitudes and beliefs on a topic. This affection is usually linked to each other.

### e. The Purpose of reading

This fifth factor also determines the comprehension ability, student could also have difficulties to understand the story if he reads it with no particular purpose in mind. Comprehension is always directed and controlled by the needs and purposes of an individual. <sup>14</sup> If that so, they must establish their own purpose before reading and commits the entire story to memory.

### f. Skills of comprehending

Another factor which influences the depth and the amount of comprehension is the skills that the students have developed for that purpose; the ability to comprehend develops gradually from the simple to the complex skills. The teacher give a balanced program, include direct teaching of techniques which will aid the student in developing attitudes and skill of thoughtful, purposeful reading.

### 5. Teaching Reading

Otto et al suggests that teacher to differentiate the teaching of reading based on this point of view. First, teaching reading as a skill developmental process. It means the teaching of reading stems from behavioral approach. Second,

<sup>14</sup>F. Dubin, D.E. Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes* (California: Edison-Wesley Publishing Company, 1986), 14.

teaching reading as psycholinguistic process. Teacher application about the nature of language or semantic. Third, teaching reading as a common sense process. <sup>15</sup> Teacher should consider the goal of reading, i.e., to solve problems or to set directions.

And here are effective and ineffective reading that teacher should be known

Table 1
Effective and Ineffective Reading

NO	EFFECTIVE	INEFFECTIVE
1.7	The language of the text is	The language of the text is too
1. Language	comprehensible to the learners	difficult.
	The content of the text is	The text is too difficult in the
	accessible to the learners; they	sense that the content is too far
2. Content	know enough about it to be able	removed from the knowledge
	to apply their own background	and experience of the learners.
	knowledge.	
	The reading progresses fairly fast:	The reading is slow: the reader
	mainly because the reader has	does not have a large
	automatized" recognition of	"vocabulary" of automatically
3. Speed	common combinations, and does	recognized items.
	not waste time working out each	
	word or group of words anew.	

<sup>&</sup>lt;sup>15</sup>Otto et. al, *How to Teach Reading* (Philippine. Addison Publishing Company, 1979), 21.

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	The reader concentrates on the	The reader pays the same amount
4. Attention	significant bits, and skims the rest;	of attention to all parts of the
4. Attention	may even skip parts he or she knows	text.
	to be insignificant.	
	The reader takes	The reader cannot tolerate
	incomprehensible vocabulary	incomprehensible vocabulary
	in his or her stride: guesses its	items: stops to look every one
5.Incomprehen	meaning from the surrounding	up in a dictionary, and/or
able vocabulary	text, or ignores it and manages	feels discouraged from trying
40	without; uses a dictionary only	to comprehend the text as a
	when these strategies are	whole.
	insufficient.	
C Due Histian	The reader thinks ahead,	The reader does not think ahead,
6. Prediction	hypothesizes, predicts.	Deals with the text as it comes.
	The reader has and uses	The reader does not have or
7. Background information	background information to	use background information.
mormation	help understand the text	
	The reader is motivated to read:	The reader has no particular
8. Motivation	by interesting content or	interest in reading.
	challenging task	

	The reader is aware of a clear	The reader has no clear purpose
9. Purpose	purpose in reading: for example, to	other than to obey the teacher's
	find out something, to get pleasure.	instruction.
	The reader uses different strategies	The reader uses the same strategy
10. Strategies	for different kinds of reading.	for all texts. <sup>16</sup>

# a. The Principles of Teaching Reading

Teaching reading in teaching language skills is one aspect that is very significant for receptive skill, in English language teaching, an appropriate method of reading is very helpful in the habits and penchant students in reading, there are principles behind the teaching of reading that teacher need to be understood in the following steps:

# 1) Reading is not a passive skill.

Reading is an incredible active occupation. To do it usefully, we have to understand what the words mean, see the pictures the words are panting, understand the argument, and work out if we agree with them. If we do not do these things-and if students do not do these thing-then we only just scratch the surface of the text and we quickly forget it

<sup>&</sup>lt;sup>16</sup> Penny Ur. A Course In Language Teaching, (Cambridge: Cambridge University Press, 1999), 148.

2) Student need to be engaged with what they are reading.

As with everything else in lesson, students who are not engaged with the reading text-not actively interested in what they are doing-are less likely to benefit from it. When they are really fire up by the topic or the task, they get much more from what is in front of them.

3) Student should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many time they use relative clauses. But the meaning, the massage of the text, is just as important and we must give students a chance to respond to that massage in some way. It is especially important that they should be allowed to express their feelings about the topic-thus provoking personal engagement with it and the language.

### 4) Prediction is major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book, photograph and headlines hint at what articles are about and reports look like report before we read a single word.

The moment we get this hint like from the book cover, the headline our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begun. So that teacher should give the student a hint so that they can predict what's coming too. It will make them better and more engaged readers.

## 5) Mach the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzle etc. the most commonplace passage can be made really exciting with imaginative and challenging tasks.

### 6) Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions ect. It does not make sense just to get students to read it and they drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic of for discussion and further tasks, using the language for study and later Activation. <sup>17</sup>

### b. The Teachers' Role in Teaching Reading

A teacher is one of the most important people in the beginning reader's life. Nine rules of reading instruction that teacher would do well as follow: 18

- 1. Aim for early mastery of the rules of reading
- 2. Ensure that phonic skill are learned and used.

<sup>17</sup> Jeremy Harmer, *How To Teach English* (Malaysia: Longman, 1998), 69-71.

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<sup>&</sup>lt;sup>18</sup>Frank Smith, *Reading*, (Camblidge; Cambridge University Press, 1985), 120.

- Teach letter or words on at a time, making sure each one is learned before moving on.
- 4. Make word perfect reading a prime objective.
- 5. Discourage guessing.
- 6. Insist upon word perfect reading
- 7. Correct errors immediately.
- 8. Identify and treat problem readers as early as possible.
- 9. Use every opportunity during reading.

### c. Reading Method

There are different types of reading style. The main ways of reading are as follows: 19

### 1. Skimming

Skimming is a quickly running one's eyes over a text to get the gist of it. It skill can be used to skim a particular book or article to see if it is useful. This technique is used to judge material after rapid inspection. Therefore, it is a more thorough activity, which requires an overall view of the text and implies a definite competence. <sup>20</sup>

<sup>19</sup>Francoise Grellet, *Developing Reading Skill* (Cambridge: A Practical Guide to Reading Comprehension Execise, 1985), 3.

<sup>20</sup>Soedarso, Speed Reading: *Sistem Membaca Cepat dan Efektif*,(Jakarta: PT. Gramedia Pustaka Utama, 2006), 88

### 2. Scanning

Scanning is quickly going trough a text to find a particular piece of information. This kind of reading is particularly useful when we are researching a topic. This strategy can be used to check though catalogues, scan a contents page and index to see if a particular item is mentioned. It is far more limited since it only means retrieving what information is relevant to our reading. <sup>21</sup>

## 3. Extensive Reading

Extensive reading is term used to describe the strategies used for reading longer text either for pleasure or for information. This is a fluency activity, mainly involving global understanding. Many students tend to read everything at the same rate (speed). However, fluent readers adjust their reading speed according to the material that they are reading and their purpose for reading it. <sup>22</sup>

### 4. Intensive Reading

Intensive reading is the term used to describe the strategies used for reading shorter to extract specific information. It is also called study reading, this involves close of the text. <sup>23</sup>

<sup>&</sup>lt;sup>21</sup>Ibid, 89.

<sup>&</sup>lt;sup>22</sup>Beatrice S. Mmikuleckyand Linda Jeffries, *Advance Reading Power: Extensive Reading, Vocabulary Building, Comprehenssion Skill, Reading Faster*, (New York Longman), 240.

<sup>&</sup>lt;sup>23</sup>Gerry Abbot and Peter Wingard, *The teaching of English as an international language: A Practical Guide* (Singapore: Coolians ELT, 1981), 92.

### d. Stages in Teaching Reading

In order to guide students to use helpful strategies when they read in a foreign language, the teacher can guide them by designing tasks or activities. Tasks or activities are exercises in which there is an objective to reach and there are exercises intended to facilitate learning.

There are three stages activities in the teaching of reading skill:

## 1) Pre- Reading Activities

The purpose of pre-reading stage is to build the students" knowledge of the text and to motivate the students to read. It is also to focus the students" attention. It can be done by using pictures, asking questions and analyzing words association. Then, the teacher could motivate the students" by providing interesting text. It will be difficult because each student has different interest. The different interests are caused by age, sex, and cultural background. In this case, the teacher can anticipate both the content and the form, and vocabulary work by looking key words.

### 2) Whilst – Reading Activities

In this stage, the students read the text and try to understand both the literal and implied meaning of the text. The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text.

With these tasks teachers take the learners through the reading and they interact in the text.

## 3) Post – Reading Activities

The purpose of post reading is to review the content of the text, post-reading is intended to verify and expand the knowledge acquired in the reading.

These last tasks also lead the learners to discuss and analyze issues presented in the reading.

Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view. <sup>24</sup>

#### **B. SAVI APPROACH**

### 1. The Definition of SAVI Approach

SAVI is abbreviation from Somatic Auditory Visual and Intellectual. SAVI approach is introduced by Meier. SAVI approach is an approach that combines physical movement with intellectual creativity and use all the senses in the learning process. <sup>25</sup>By Combining physical movement and intellectual activity and the use of all senses is able to make big influence in learning. And this study is called SAVI. <sup>26</sup>

<sup>26</sup> *Ibid*. hal.91

<sup>&</sup>lt;sup>24</sup> Sergio lopera, medinas lopera (The Internet TESL Journal, Vol. XIV, No. 6, June 2008), *A Guide to Teaching Reading from* http://iteslj.org/Techniques/Medina-Coffee.html (march, 18 2012, 9:26 am).

<sup>&</sup>lt;sup>25</sup> Dave Meier, *The Accelerated Learning HandBaak Panduan Kreatif dan Efektif Dalam Merancang Program Pendidikan Dan Pelatihan*, (Bandung: KAIFA, 2002), 90.

### 2. The Elements of SAVI Approach

The elements of SAVI approach are Somatic, auditory visual and Intellectual, those four elements must exist in the learning process, so the process of learning will be optimal. For more detail bellow is the explanations.

#### a. Somatic

"Somatic" comes from Greek word. It means soma-body (as in psychosomatic). So somatic means study by using sense of touch, kinesthetic, practice-involves physical and gesture.

Somatic refers to the thought that spread throughout the body. In essence, the body is the mind. The mind is the body. The two are one completely integrated electrical-chemical biological system. So by inhibiting somatic learners from using their full physical bodies in learning, we are hampering the full functions of the mind. <sup>27</sup>

To stimulate the mind-body connection, the learning atmosphere created by making people up and out of their seats and physically active from time to time. Not all learning needs to be physically active, but by alternating between physically active and physically passive learning activities will be greatly assist the learning process. <sup>28</sup>

<sup>28</sup> Dave Meier, *The Accelerated Learning HandBaak Panduan Kreatif dan Efektif Dalam Merancang Program Pendidikan Dan Pelatihan*, (Bandung: KAIFA, 2002), 92.

<sup>&</sup>lt;sup>27</sup> Hernowo, *Quantum Reading; Cara Cepat nan Bermanfaat Untuk Merangsang munculnya Potensi Membaca*, (Bandung: MLC, 2003), 157.

# b. Auditory

Learn by speaking (reading) and listening, ears always catch and save auditory information unconsciously, when someone creates voice by reading, some important areas in the brain become active. <sup>29</sup>This can be interpreted that teachers should talk about what they are studying, asking student to read loudly, translating the experience of students with sound, Inviting them to talk when solving problems, gather information, create work plans, master skills, make the learning experience review, or create meaning for themselves.

### c. Visual

Visual acuity is strongest senses in the process of reading, because in the brain to process visual information is more than all the other senses. Therefore, students will be easier to learn if they can see what is being learned,

The result of the research from Dr. owen Caskey from texas Tech university showed that people who use the metaphor/symbol for the study of technical and scientific information gained the average 12% better for short-term memory compared to those who do not use the metaphor / symbol, and 26% better for long-term memory. This statistic applies to every person regardless of age, ethnicity, and gender. <sup>30</sup>

<sup>&</sup>lt;sup>29</sup> *Ibid.* 95.

Hernowo, Quantum Reading; Cara Cepat nan Bermanfaat Untuk Merangsang munculnya Potensi Membaca, (Bandung: MLC, 2003), 163

Learning by visual is learning by observing and picturing. Visual learners learn best when they can see real-world examples, icons, pictures, and various kinds of images while they are learning. Sometimes visual learners do even better when they create idea maps and diagrams out of what they are learning.

#### d. Intellectual

Role of brain in reading activity has shown its significance. The empowering of brain capacity to absorb particular information from reading materials reflects to the employment of human's intellectual area in SAVI reading strategy. Brain as reflection of intellectual is devised to translate the written symbols in reading materials into meaningful information by which readers could understand ideas similarly as been intended by the writer. Briefly, by using of intellectual area, readers are supposed to make and use their brain optimally to create either meaning or value from experiences they get through reading.<sup>31</sup>

## 3. The Principles of SAVI Approach

Learning language based of SAVI approach would be more effective by noticing to the principle bellow:

a. Learning involves the whole body and mind.

This means that learning is not only the use of brain but also involves the whole body / mind with all its emotions, senses, and nerves.

<sup>&</sup>lt;sup>31</sup> Dave Meier, *The Accelerated Learning HandBaak Panduan Kreatif dan Efektif Dalam Merancang Program Pendidikan Dan Pelatihan,* (Bandung: KAIFA, 2002), 99.

b. Learning a language is to learn to be creative.

Knowledge is not something that is absorbed, but something that is created by the learner. Learning occurs when learners integrate new knowledge and skills into the structure itself. Learning is literally creating a new meaning in the system of the brain / body as a whole.

c. Cooperation helps the learning process.

All good learning has a social basis. We usually learn more by interacting with our friends. A learning community is always better results than the few individuals who learn on their own.

d. Learning takes place on many levels simultaneously, learning is not only absorb

Learning is not only absorbing a small thing at a time in a linear way, but absorbing many things at once. Good learning engages people on many levels simultaneously (conscious and unconscious, mental and physical) and take advantage of all the receptors, the senses, system of the brain or body.

e. Learning comes from doing the work itself.

It is like proverb 'the best teacher is experience'. Real world experience as a teacher is much better than something that is hypothetical and abstract, because it is provided an opportunity to perform directly, getting feedback, brooding and doing it again.

f. Positive emotions help the learning process.

Feelings determine the quality and quantity of student learning. Negative feelings can hinder the learning process, while the positive feelings will facilitate the learning process easier. Learning with a stressful, painful and gloomy atmosphere can not surpass the results of learning in a fun, relaxing, and interesting.

g. Brain-image instantly and automatically absorbs information.

The human nervous system is more a process of images rather than word.

A concrete image is easier to understand and be absorbed than abstract verbal.

Translating abstract verbal into various kinds of concrete images will make the verbal Abstract easy to learn and to remember in the process of learning.

Based on these basic principles, the SAVI approach required the process of learning with makes students actively involved. According to Meier learning based of activity means moving physically active during process of learning, with utilizing as many senses as possible, and makes the whole body / mind involve in the learning process.

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.<sup>32</sup>

<sup>&</sup>lt;sup>32</sup> Dave Meier, *The Accelerated, A Creative Guide to designing and delivering faster, more effective training programs* (New York: McGraw-Hill, 2000), 9-10.

## 4. The Implementation of SAVI Approach

SAVI approach is an approach that combines physical movement with intellectual creativity and use all the senses in the learning process.<sup>33</sup> SAVI supposes the readers to empower their psychomotor senses to perform their understanding of the reading materials, maximize their hearing and seeing to help readers comprehend the content of the reading, and intellectual capacity to make understandable experiences from the discourse they have read already.

The implementation of SAVI approach in teaching learning can be done as follow.

### a. Somatic.

To stimulate the mind-body connection, the learning atmosphere created by making people up and out of their seats and physically active from time to time. Student can get physical while them:

- Build a model of a process or procedure
- Physically manipulate components of a process or system
- Create large pictograms and peripherals
- Act out a process, system, or set of concepts
- Have an experience, then talk about and reflect on it
- Complete a project that requires physical activity.
- Do an active learning exercise (a simulation, a learning game, etc.)

<sup>33</sup> Dave Meier, *The Accelerated Learning HandBaak Panduan Kreatif dan Efektif Dalam Merancang Program Pendidikan Dan Pelatihan*, (Bandung: KAIFA, 2002), 90.

- Take a field trip. Then write, draw, and talk about what was learned
- Interview people outside the class
- In teams, create active learning exercises for the whole class

## b. Auditory.

Learn by speaking (reading) and listening, ears always catch and save auditory information unconsciously, when someone creates voice by reading, some important areas in the brain become active. Here is a brief list of starter ideas for increasing the use of the auditory in learning.

- Have learners read out loud from manuals and computer screens.
- Have learners read materials a paragraph at a time paraphrasing each
   paragraph into a tape
- Recorder. Then ask them to listen to the tape several times for reinforcement.
- Ask learners to create their own audio tape of key words, processes, definitions, or procedures.
- Tell learners stories that have the learning material embedded in them.
- Have learners in pairs describe to each other in detail what they just learned and how they are going to apply it.
- Ask learners to practice a skill or perform a function while describing out loud in great detail what they're doing.
- Have learners create a rap, rhyme or auditory mnemonic out of what they are learning.

 Ask learners in groups to talk nonstop when doing creative problem solving or long-term planning. (The conversations can be recorded to captun the ideas.)

### c. Visual

Visual acuity is strongest senses in the process of reading, because in the brain to process visual information is more than all the other senses. Therefore, students will be easier to learn if they can see what is being learned. Here are a few more things you can use to make learning more visual.

- Picturesque language (metaphors, analogies)
- Vivid presentation graphics
- 3-dimensional objects
- Dramatic body language
- Vivid stories
- Pictogram creation (by learners
- Icon job aids
- field observations
- colorful decorations
- Room peripherals
- Mental imagery exercise

#### d. Intellectual.

The empowering of brain capacity to absorb particular information from reading materials reflects to the employment of human's intellectual area in SAVI reading strategy. Brain as reflection of intellectual is devised to translate the written symbols in reading materials into meaningful information by which readers could understand ideas similarly as been intended by the writer. The Intellectual aspect of learning gets exercised when you have learners engage in activities such as:

- Solving problems
- Analyzing experiences
- Doing strategic planning
- Generating creative ideas
- Accessing and distilling information
- Formulating questions
- Creating mental models
- Applying new ideas to the job
- Creating personal meaning
- Thinking through the implications of an idea<sup>34</sup>

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<sup>&</sup>lt;sup>34</sup> Dave Meier, The Accelerated, A Creative Guide to designing and delivering faster, more effective training programs (New York: McGraw-Hill, 2000), 45-50.

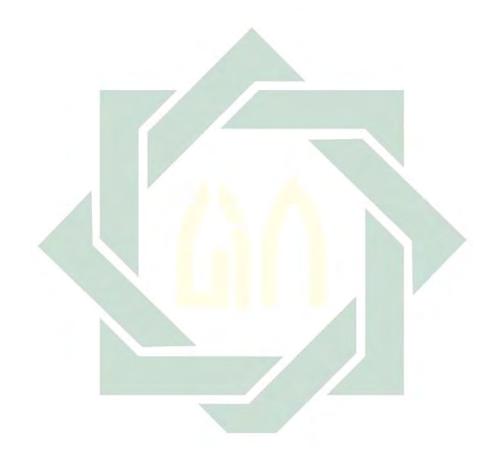
S-A -V-I: Putting It All Together. Learning is optimized when all four SAVI components are present in a single learning event. For example, people can learn something by watching a presentation (V), but they can learn much more if they can do something while it is going on (S), talk about what they are learning (A), and think through how to apply the information being presented to their job (I). Or they can enhance their problem-solving skills (I) if they are simultaneously manipulating something (S) to produce a pictogram or 3-dimensional display (V) while they talk out loud about what they are doing (A).

## C. REVIEW OF PREVIOUS STUDY

The review of previous study is made in order to avoid unnecessary study and to avoid any duplication. The writer has found S-1 thesis entitled "The implementation of SAVI Approach in Teaching Vocabulary at the seventh graders of SMP Negeri 1 Kauman" written by Arifahtul Miladiya. Her thesis aimed to know (a) how are the students' responses toward the implementation of SAVI approach in teaching vocabulary for the seventh grader, and (b) how is the students' progress when SAVI approach was implemented in teaching Vocabulary. From the result of her thesis, she concluded that the SAVI could improve the students' Vocabulary mastery.

The research design of this study uses collaborative classroom action research to describe the use of SAVI approach. Here, the writer teaches with

SAVI approach in order to find the best technique and to know the improvement of the students" ability in understanding English reading by using this technique.



### **CHAPTER III**

#### RESEARCH METHODOLOGY

The methodological activities concerning with the research design, research location and subject, research procedure, data collection, and data analysis are carried out to answer the research question. This section is devoted to describe those points in details.

## A. Research Design

This study is Collaborative Classroom Action research (CCAR). Here, the researcher will act as a real teacher who teaches the students, and his collaborative teacher acts as observer when the teaching learning process conducted. In this study, the researcher collaborates with the English teacher at the eighth grade of SMP AL-WACHID because this school is the object of the study and his class has similar problems with the researcher's problem that is how to improve reading for students, especially at eighth grade.

A collaborative action research is an approach whereby a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problem and needs<sup>1</sup>.

Since it deals with the classroom setting, this study is directed to develop

Bill Atweh, Stephen K. And Patricia W. Action research in practice: partnership in social justice in education, (London: Routledge, 1998), 212.

the teaching strategy in order to find out a solution to the classroom's problem in the teaching of English. To cope with the classroom's problem in the teaching of English, the researcher applies SAVI approach during the teaching learning process.

In this study SAVI approach is expected to solve the problems in teaching English subject focus on Reading.

One of distinctive features of Classroom Action Research is collaboration between teacher and researcher within understanding, dealing with problems, and taking decision to appear an action<sup>2</sup>.

The data of this research are analyzed and described in the form of words without using any statistical matter. He describes the condition of the classroom when this technique is applied. He also takes quantitative data obtained from the school, such as student achievement data from the test, the data obtained from observation sheets and other data to help shape the completeness of the data collection rate.

The design of classroom action research used in this study is a cyclical process adapted from Kemmis and McTaggart (1998:50) which consists of four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting<sup>3</sup>. The cyclical process can be seen in figure 3.1.

This study will be done for three cycles. The researcher takes for three

<sup>&</sup>lt;sup>2</sup> Suranto, Basrowi, Sukidin. *Manajemen Penelitian Tindakan Kelas*, (Surabaya: Insan Cendekia, 2007) 22

<sup>&</sup>lt;sup>3</sup> S. Kemmis and R. McTaggart, *The Action Research Planner*, (London: Falmer press), 5-6.

cycles for some reasons. First, the researcher wants to know about the class problem by observing the teaching and learning activity, the activities of the teacher and the students when the teaching learning process happened first. Second, the researcher wants to get more information about the students' problem in teaching and learning.

In addition, the purpose of the study was to reveal intensively and specifically about how this method was applied in the classroom. The study is done to find out using of SAVI approach in teaching reading for the eighth grade of Junior High School students.

# B. Subjects of the Study

This study will be conducted at SMP AL-WACHID, which is located on Jl. Raya Rungkut Kidul No. 99 Surabaya. The subjects of the study are the students of VIII at SMP AL-WACHID Surabaya. As stated by English Teacher, there, that the eighth grade students of these class are less motivation in learning English; some of them are lazy and careless of teacher's explanations and instructions about English materials — they assumed that English is not their language, why they are demanded to learn it. This, unconsciously, influences their English knowledge although the teacher had already explained those more than twice. Some considerations why the writer chooses those students are: They had heterogonous characteristics including intelligences, genders, and come from different social background of the families. Therefore, this condition supports

using of SAVI Approach.

### C. Research Procedure

Since this is Collaborative Classroom Action research (CCAR), the researcher is involved in the teaching learning process. He observes the teaching and learning activity, the activities of the teacher and the students when the teaching learning process happened first. Then the researcher acts as the teacher who teaches the students. And his collaborative teacher (the English teacher in that school) acts as the observer who observes the teacher and the students' activities when the teaching and learning take place.

The study will be conducted under the following procedures: preliminary study, planning, implementing the plan, observing, and reflecting. These procedures were adapted from Kemmis and McTaggart' model (in Hopkins, 1993:49) as shown in the figure 3.1

## Preliminary Study:

- 1. An interview with the English teacher
- 2. Identifying activity of teaching learning process at class
- 3. Classroom observation



## Analysis and Findings:

Students' ability in reading mastery is poor. It may be caused by the teaching learning process which is not effective and interesting, inappropriate teaching learning strategy or technique, and linguistic problem

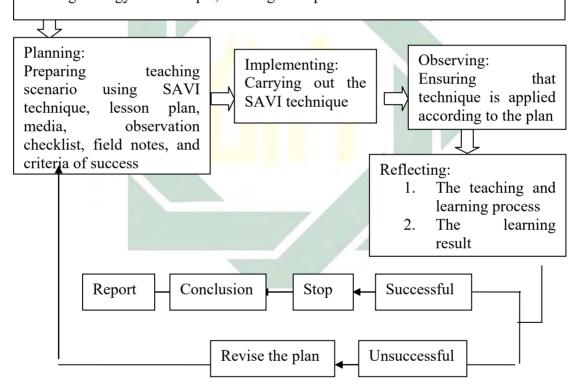


Figure 3.1 the classroom Action Research Procedure adapted from Kemmis and McTaggart (in Hopkins, 1993)

The first step of the study is begun by doing preliminary study toward the English teaching learning process at the second semester of eighth grade at SMP AL-WACHID. The finding of the preliminary study was discussed by the researcher and the collaborative teacher. After that, the plan was made by the researcher and the collaborative teacher based on the finding in the preliminary study.

## 1. Preliminary Study

A preliminary study is carried out to identify the English teaching learning process as the setting of the study as well as to get exact information about the students' problems in teaching and learning. It was conducted in April, 2012.

In the first preliminary study, the researcher meets the headmaster of SMP AL-WACHID to talk about the plan of doing research at that school. In the second preliminary study, the researcher meets the English teacher of eighth graders for an informal interview and doing direct observation in the teaching learning process.

After conducting an informal interview with the English teacher, documentary study, and classroom observation, the analysis is carried out. From the analysis, it was found that the students' mastery of reading is still insufficient. It was showed from the task of students' result was lower and may be caused by ineffective teaching and learning process, inappropriate teaching and learning strategies or techniques, and linguistic problems. The data obtained from those are used to set up a plan of section.

### 2. Planning

In the planning step, the researcher and the collaborative teacher make and prepare teaching strategy, a suitable model approach of SAVI, prepare instructional material and media, prepare the instrument, and prepare the formative test, design the lesson plan for teaching learning process, observation checklist, field notes, the criteria of success, and an implementation guideline for teacher to implement the teaching and learning process by using SAVI approach. A preparation prior to the implementation of the action based on the result of the preliminary study.

#### a. Lesson Plan

The lesson plan is designed by considering the following items: (a) course identity, (b) time allotment, (c) learning objectives, (d) procedure of teaching and learning activities, (e) instructional material and (f) assessment and evaluation. (See appendix 7-9)

The lesson plan is designed based on the catalog of SMP AL-WACHID SURABAYA that shows the basic competency that the students need to acquire.

### b. Instructional Material and Media

In doing the research, both researcher and the collaborative teacher prepare the instructional materials and media which are relevant to the topic for eighth graders class. Both materials and media are taken from textbooks, magazines, newspapers, or other available sources and selected by the researcher and the collaborative teacher.

The instructional materials are chosen under the following considerations:

(a) it is in time with the theme that should be given, (b) it is in line with the students' level of proficiency. The media used are (1) interesting, (2) varied, (3) in line with the theme, (4) supporting the teaching and learning activity.

### 3. Implementing the Action

After the planning is finished, the researcher and the collaborative teacher implement the SAVI approach. In conducting the study, the researcher acts as the teacher carrying out the lesson plan while the researcher plays the role as an observer observing during the instructional process.

This action is carried out in three cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle is delivered in one meeting in which each meeting takes about 3x40 minutes.

## 4. Observing the Action

Observation is conducted to identify the classroom phenomena happening during the teaching learning process. It is conducted when the action is being applied. Observation checklist and field notes are employed to facilitate the observer conducting the observation. The observation is to monitor whether the teacher does each step of the action well or not. The result of the observation and the field notes become input for the improvement of the teacher performance in the following meetings as well as in the next cycle.

#### 5. Reflection

In reflecting step, the researcher focuses on making a judgment whether the study is successful or not. Here, the researcher compares the result of data analysis with the criteria of success. This study is continued to the next cycle when the criteria of success are not achieved yet. In the next cycle, the researcher makes some revisions on the teaching strategy.

Reflection is concerned with analysis, feedback, and adoption as a recursive cycle in the classroom. The results of reflection become input for improvement of teaching and learning activities. According to Farell, there are two sorts of reflection employed in the study; namely reflection-on-action and reflection-for-action<sup>4</sup>. Reflection-on-action deals with thinking back on what the teacher has done in implementing the action and on the students' behavior in joining the class. It is conducted after teaching and learning process on each meeting. It is based on the results of the observation and the field notes, and then it is crosschecked with the collaborative teacher. Crosschecked is to share perception about the strengths and the weakness of teacher in implementing the action. Moreover, it was also used to check the students' behaviors in doing the task. In brief, the objective of reflection – on-action is to improve the teacher steps in implementing the action in the meeting.

Reflection-for-action is a reflection as a total process conducted at the end

<sup>&</sup>lt;sup>4</sup> T. Farell, *Reflecting Teaching the principle and Practice*. (London: English Teaching Forum, 1998), 10.

of each cycle. It is made to judge to what extent the students' ability in each cycle had been improved.

#### D. Source of Data

Referring to the problems and objectives of the study mentioned in chapter I, the data of this study are the result of observation checklist to the implementation of SAVI approach to improve the students' ability in understanding English reading. The data of the study are obtained from interview, the result of observation checklist and documentation.

The researcher is looking for the source data through informants, learning activities and documents.

Data outlined in this study is classified into qualitative and quantitative.

Qualitative data includes words and actions, prints, photographs: while quantitative data is in the form of statistical data, with explanations as follows:

### 1. Qualitative Data

### a. words and actions

Words and actions observed from the record results of interviews with teachers teaching SLTP AL- WACHID, and record observations.

#### b. Written Sources

Written sources cannot be separated from other sources.

Researcher received data originated from the supporting books,

school records, personal papers and official documents.

## 2. Quantitative Data

Quantitative data was obtained from the school, such as student achievement data from task of every meeting, the data was obtained from observation sheets and other data to help shape the completeness of the data collection rate.

#### E. Research Instrument

In this study, some instruments are used to collect the data, in order to answer of the statement of the problems which are mentioned in chapter I, such as observation checklist and documentation.

### 1. Observation Checklist

An observation checklist is used to gather, inspect and observe any information on what was going on the classroom when SAVI technique is implemented during the teaching and learning process. The answers of the observation checklist would be the answer of question of the research problem. The indicators in measured in the observation checklist were:

- a. The material consist 4 items
- b. The technique consist 4 items
- c. The teaching-learning process which is divided into teacher activities which have 13 items and students activities which consist of 11 items (See appendix 1-3).

#### 2. Field Note

The field notes are used to investigate the teacher's and students' activity which are beyond the observation checklists. It contain written descriptions of what the observer heard, saw, experienced and thought when reflecting the data during the teaching and learning process in the classroom. These field notes were intended to anticipate the possibility of losing the relevant data during the implementation of action. The aspects include the appropriateness of the technique used, and the students' behavior and the problem during the implementation of SAVI. (See appendix 4-6)

#### 3. Documentation

Documentation is obtained from the calculation of weeks, days, and effective and ineffective hours for a semester, syllabus, lesson plans, minimum completeness criteria and semester program made by the teacher. It is also done to know the assessment of teacher.

### F. Techniques of Data Collection

In this study, the writer took three steps. First, interviewing the teacher whether he/she has used SAVI technique or not before. The steps of arranging designs during using of SAVI to improve students' ability in understanding reading text is applied, the teacher's point of view toward SAVI approach and his concept of the teaching and learning process.

Second, observing the teacher's and students' activities during the teaching

and learning process in teaching English subject. In this case, he came to the class as an observer. He filled the observation checklist by giving a check mark in column yes or no, and he also made a note to describe the teacher and students' activities during the lesson.

Third, the researcher acts as the teacher who teaches the students. And his collaborative teacher (the English teacher in that school) acts as the observer who observes the teacher and the students' activities when the teaching and learning take place.

The data obtained from the above instruments are used to provide information of what aspects of the target which have been achieved and of those which should be revised.

### G. Data Analysis

The researcher analyzed the data obtained from the three cycles by using descriptive qualitative manner based of the design used in this study, descriptive qualitative analysis. According Saifuddin (2001), numerical measures are not advisable in a qualitative study. He described the information concerning the classroom interaction when SAVI approach was applied in teaching reading. The researcher describes the teacher and the students' activities during the teaching learning process based on the observation checklist.

Second, the researcher analyzed the result of observation checklist that was done by his collaborative teacher as the observer who observed the teacher

and the students' activities when the teaching and learning took place. In the process of analyzing the result of the students' active involvement during the class, the students were considered to be students' actively involved in the students' activity during teaching learning process.

The third, in the process of analyzing the improvement of the students after using SAVI approach reading test is conducted at the end of each cycle.

### H. The Criterion of Success

The criterion is set up in order to judge whether the implementation of the action is being effective or not. Therefore, the criteria are used to see whether the use of SAVI to improve reading skill succeeded of failed. It is done to decide whether another cycle of action is needed.

There are three criteria used in the research to measure the success of the action: (1) the teacher has a good performance in using SAVI technique, (2) the students' mean score are greater than or equal to 70, and (3) more than or equal to 70 percent of the students' score is greater than or equal to 70.

Criterion of success mastery learning to follow the minimum value determined by the school such that obtained more than or equal to 70% of students' score is greater than or equal to 70, Mastery learning can be calculated by the formula.

$$P = \frac{f}{N} x 100\%$$

P = Minimum Value of mastery learning

F = the number of students who pass learning

N = the number of students



### **CHAPTER IV**

#### RESEARCH FINDING AND DISCUSSION

In this chapter, the writer describes the research finding and discussion, which includes implementation of SAVI approach and the improvement after using SAVI approach.

## A. Implementation of SAVI Approach

In the implementation of SAVI Approach, the researcher presents the result of three cycles. In every cycle includes planning, implementing, observing, and reflecting.

Before doing the research, the researcher did the pre-observation study. The researcher interview the English teacher of the eighth grade at SMP Al-wachid Surabaya to get information about the teaching learning process of reading class.

From the interview, it found that the teacher usually uses drill in teaching reading class. The teacher said that the students" reading was very poor, and the reason why the teacher uses drill in teaching reading is because Students are less responsive explanation or instruction of teacher in the teaching reading, so by using drills in teaching reading, the teacher feels more effective to make students understand the text.

Before the action of cycle 1 begins, the writer needs to describe the students' reading condition before the cycle. From reading test previously conducted by the real teacher, it found that the average of the scores in reading is 60,41. This value is far behind the learning accomplishment value that is 70.

# 1. The Teaching Learning Process

### a. First cycle

Planning: The first cycle was held on April 25<sup>th</sup>, 2012. In this cycle the researcher acted as teacher who carried out the lesson and the real teacher act as observer. He got time allotment 3x40 minutes to conduct his study, the researcher preparing lesson plan, instructional material, and technique, and the criteria of success. The researcher selected topic under title "My Horrible Experience". The criteria of success in this cycle based on the observation checklist; the teacher has good performance in implementing SAVI approach. Based on the assessment; more than or equal to 70 percent of the students" score of reading test is greater than or equal to 70. In the last section of this cycle the researcher make notes as a reflection.

Acting: In this activity the researcher started by saying greeting and checking the students attendance to create conducive atmosphere. The researcher explained about technique SAVI which have related to the topic that will be taught. And for detail bellow are the actions

Pre-reading stage, the researcher shown a picture of earthquake, and then asked the students to guess what was the picture told about? During the process, the teachers provided inducement questions by asking questions such as whether the earthquake looks like.

Whilst reading stage, Next researcher gave colorful reading text entitled the sea eagle to every students and asked students to read and find the difficult word and then the researcher wrote the difficult word in the whiteboard after that the researcher read it and asked students to imitate what the teacher said. And then the researcher gave students question about the words by showing card and asked students to guess what the meaning of the word was.

Next, the researcher read the text of reading and asked students to scrutinize by using the finger pointed to the reading text. After researcher finished reading, the researcher asked several of students to read aloud and the other students asked to scrutinize by using the finger pointed to the reading text.

Then the researcher asked a question if any of the students who had experience of the earthquake, few of students answered no and the other were yes. He also gave students questions such what do you got after read the text? Did it the same what you imaged about the picture I showed before? And then the researcher explained it for understanding.

Post reading stage, the researcher asked students to read and understand the text carefully by using finger pointed to the text, and next the researcher asked

students to discuss with their friend related to the text, and the last researcher gave exercise to the students and had to do it for the evaluation of the reading understanding.

Observing: The observation process included the theme, the technique used, and the teaching learning process of reading class. Here, the researcher used the observation checklist, file note and the assessment to measure and assess the students" reading understanding. The observer (the real teacher) observed the activity while the process of teaching and learning reading immediately. The results of observation was showed that the technique was not done perfectly caused of some factors, first is the lack of confidence in students because they felt nerves and shy when the teacher asked them to answer the question, second is the students were passive in the learning process, only some of them which active in process of learning, it was proved when the researcher asked students to find the difficult words of reading text, third is about the researcher instruction in the used of SAVI technique, some of students did not understand the technique like the real teacher as observer said.

During the implementation the action, there were cooperated among the teacher and students although some students are passive. And most of students were understood the reading material, it was showed when the researcher gave question to students about the reading text.

Reflection: In this cycle the researcher found that there were some important points that should be given more attention. It was about the students" motivation. It was found that there were students who lacked of confidence and passive during the process of learning reading. Here the researcher should give more attention to the students which were passive in process of learning reading and made small groups for discussion. And giving them a motivation to make them did not felt shy or made student confidence in process of learning. And for the use of technique SAVI, the researcher will explain more in the next meeting.

## b. Second cycle

Planning: This second cycle was held on May 28<sup>th</sup>, 2012, about the problem of the cycle before was about the students" confident, passive in the learning activity and about the students" understanding in using SAVI technique. Here the researcher will give more attention to the students which passive in process of reading activity by asking them to answer the question related to the material and made small group. And giving them a motivation to make them did not feel shy, it was for students confident. And about the understanding in using SAVI technique, the researcher will explain it more detail to the students. In second cycle the teacher preparing lesson plan, instructional material, and technique, and the criteria of success. The teacher selected reading topic under title "Kinds of Sport". And used picture and reading material with colorful text and also paper for assessment. The criteria of

success in this cycle are based on the observation checklist; the teacher has good performance in implementing SAVI technique. Based on the assessment; more than or equal to 70 percent of the students" score of reading test is greater than or equal to 70.

Acting: In this activity the researcher started by saying greeting to the students and checking the students attendance to create conducive atmosphere. The researcher explained carefully about SAVI technique which have related to the topic that will be taught. And for detail bellow are the actions.

Pre-Reading stages, as like in the first circle, to make students more understand about the material, the researcher showed a piece of paper that consist of picture related to the material of reading and asked students to guess what did the picture told about.

Whilst reading stage, the researcher gave colorful reading text entitled "Kinds of Sport" to every students and asked students to read and find the difficult word and then the researcher wrote the difficult word in the whiteboard after that the teacher read it and asked students to imitate what the teacher said, and then the researcher asked student to came forward and gave him a big card from buffalo paper that have been written word by the researcher and asked student to show the card to every student and then asked them to guess about the meaning of the word.

Next the researcher read the text and asked students to scrutinize by using the index finger pointed on the reading text, and further the teacher asked student to read loudly by using the right index finger directed to the text while the students were not assign to read was told to scrutinize with the right index finger directed at the text. Then the researcher read the text and asked students questions such what do you got after read the text? Did it the same what you imaged about the picture I showed before? And then the researcher explained it for understanding.

Post reading stage, the researcher re-read the reading text and asked students to scrutinize with fingers pointed to the text, The researcher divided students into six groups each group consist of 4 students. And then the researcher told every group for looking main ideas in the paragraph, and then asked students to present the results of discussion from every group in front the class representatives from each group, while the students doing the task the researcher observed them for checking students "understanding."

The last researcher gave every student exercise related to the text in order to evaluate the results of students' understanding of the text

**Observing:** The students did SAVI technique well because they had used the method before. In this cycle the students were all motivated to understand the reading material. Their willingness to do what the teacher said. The students

were more comfortable and confidence when they were discussed with their friends. The teacher effort by asking eliciting questions and giving positive sign when commenting students" responses could encourage them to make themselves confidence. Furthermore, the teacher"s feedback through checking students" understanding the material could improve their understanding in reading.

During the implementation the action, there were cooperation among the teacher and students. The students wanted to ask question about the words they did not know, most of students paid attention to the teacher instruction, but there were still some students that were passive and shy in the process of learning, however the teaching and learning process have been gone fluently than the first cycle.

Reflection: In this cycle, the researcher found that there was important point which should be given more attention. It was still about the students" motivation. It was found that there were few students still passive and shy in the process of learning. Here the researcher should give more attention to the students which passive and shy by asking to them to answer the Question and giving them more motivation to make them did not feel shy again like saying "good" or "that"s right". In order the students were always motivated during teaching learning process.

## c. Third Cycle

**Planning:** The third cycle was held on May 02<sup>nd</sup>, 2012. About the problem in the cycle before, it was still about the students" motivation. In this last cycle, the researcher will give more attention to the students which passive and shy in learning reading process by asking them to answer the question and giving them more attention and motivation to make them did not feel shy again. In the third cycle the teacher preparing lesson plan, instructional material, and technique, and the criteria of success.

The researcher selected topic under title "Babu and the lion". And used reading material with colorful text, and also using cards and picture in implementation SAVI approach. The criteria of success in this cycle based on the observation checklist; the teacher has good performance in implementing technique SAVI. Based on the assessment; more than or equal to 70 percent of the students" score of reading test is greater than or equal to 70

Action: In this activity the researcher started with saying greeting to the students and checking the student's attendance to create conducive atmosphere. In this cycle the reading material was Babu and the lion, and for more detail bellow are the actions.

Pre-reading stage, for this section, the researcher showed a picture that will associate in reading text that will be taught to students. Then the teacher

asked students to predict and told about what is going on according to the picture, and then students answered

Whilst reading stage, The researcher gave colorful reading text entitled ,Babu and the lion to every students and asked students to read and find the difficult word and then the teacher wrote the difficult word in the whiteboard after that the teacher read it and asked students to imitated what the teacher said. After that the researcher asked student to come forward and gave him a big card from buffalo paper that have been written word by the researcher and asked student to show the card to every student and then asked them to guess about the meaning of the word.

Then the teacher told students to read the text that has been given earlier by using the right index finger directed at the text slowly, Next the researcher read the text and asked students to scrutinize by using the finger pointed on the text, and further the researcher asked student to read loud by using finger directed to the text while the students were not assigning to read was told to scrutinize with the right index finger directed at the text. Then the researcher read the text and asked students questions such what did you got after reading the text? Did it the same what you imaged about the picture I showed before? And then the researcher explained it for understanding.

Post reading stage, then the researcher divided the students into six groups and asked each group to discuss and create a question of a paragraph that has been set by the lottery. And the question that was made earlier by the students discussed together.

During the students were doing the tasks, the researcher took around and control the class and asked the students about the difficulties, and motivated them and also appreciate the students" participation by saying "good" or "that"s right". In order the students were always motivated during teaching learning process.

After that the teacher re-read the reading text and asked students to scrutinize with fingers pointed to the text, then the students asked by researcher to read and understand the material one more time by silent reading with fingers directed to the text

Then the researcher gave to every student exercise relating to the text in order to evaluate the results of students' understanding of the text

**Observing:** In this cycle, the planning was done well. The students paid attention to the researcher, but some of them still shy to answer the question; however the condition of class was quite good. And most of them understood the reading text and they could do the task very well too.

**Reflection:** In this cycle the students showed some improvements. They were easier to be controlled than before. They also became confidence to speak up. The method and suggestions that had been applied during the research were applicable. And the result of the method could assist the students to improve their understanding in reading text.

After having done the previous activity using SAVI approach as well as considering the reflection of each cycle, the researcher tries to give some suggestions in order to make the technique of SAVI improve the students" reading understanding as follows: first, the theme must be interesting. The second, explaining the technique SAVI that would be conducted by the students clearly. Third, companying the students" while doing interaction, observation, or role-play during process reading using SAVI approach applied, in order students were serious and used their thinking ability maximally in understanding the text. The last, finding the way to make students able to keep learning motivation.

In this cycle the researcher did not find any serious problem, because most of the students could catch the lesson very well, it can be seen from the result of their test.

### 2. Score Of The Students

The assessment was given during three cycles, it was obtained from test.

The kinds of test that were given in every cycle can be seen in appendix 10. The test that were given in every cycle then were scored by the researcher.

Below are the details

# a. First Cycle

The researcher analyzed students" score to know whether the study in first cycle achieved the criterion of success or not.

The pattern to measure the percentage of students who are successful and unsuccessful in first cycle was stated in chapter III.

The percentage of students who were successful in the first cycle

$$P = \frac{17}{24} \times 100\% = 70,83$$

The percentage of students who were unsuccessful in the first cycle

$$P = ---- X 100\% = 29,16$$

Table 1: The Recapitulation of the Result in first cycle

No	Description	The result of 1st cycle
1	The mean of score in second cycle	70,41

2	The number of students who were successful	17
3	The number of students who were unsuccessful	7
4	The percentage of students who were successful	70,83
5	The percentage of students who were unsuccessful	29,16

From table above, it could know that the percentage of students who were successful 70,83%. It achieved the result of this study namely 70 % of the students got reading score is greater or equal to 70. But there were 7 students who did not achieve or unsuccessful, then the researcher conducted second cycle to achieve the satisfying result of this study.

# b. Second Cycle

The percentage of students who were success in the first cycle

The percentage of students who were unsuccessful in the first cycle

$$P = \frac{5}{24} \times 100\% = 20,83$$

Table 2: The Recapitulation of the Result in second cycle

No	Description	The result of 1st cycle	
1	The mean of score in second cycle	75, 41	
2	The number of students who were successful	19	
3	The number of students who were unsuccessful	5	
4	The percentage of students who were success	79, 16	
5	The percentage of students who were unsuccessful	20, 83	

From table above, it could know that the percentage of students who were successful 79,16%. It achieved the result of this study namely 70 % of the students got reading score is greater or equal to 70. And it increased from 70,83% to 79,16%. But there were 5 students who did not achieve or unsuccessful the researcher, then the researcher conducted third cycle to achieve the more satisfied result of this study. It was conducted to strength the maximal result in implementing the SAVI approach to improve the students" ability in understanding reading text.

# c. Third Cycle

The percentage of students who were success in the first cycle

$$P = \frac{23}{24} \times 100\% = 95, 83$$

The percentage of students who were success in the first cycle

$$P = \frac{1}{24} \times 100\% = 4, 16$$

Table 3: The Recapitulation of the Result in third cycle

No	<b>Description</b>	The result of 1st cycle
1	The mean of score in second cycle	81,66
2	The number of students who were successful	23
3	The number of students who were unsuccessful	1
4	The percentage of students who were success	95,83
5	The percentage of students who were	4,16
	unsuccessful	

From table above, it could know that the percentage of students who were successful 95,83 %. It achieved the satisfying result of this study namely 70 % of the students got writing score is greater or equal to 70. As a result, it could be

concluded that using SAVI approach was success to improve students" ability in understanding reading text.

# B. Data analyze

The assessment obtained from the result of exercise which was given by the researcher in each cycle at the last section before closing class, the exercise gave in each cycle then was scored by the researcher. And the result of the scores than compared with the score that obtained from the real teacher as comparison. The score that have been obtained from the real teacher conducted before cycles.

To measure the average score, the researcher used the pattern.

Table 4: Comparisons of before cycle and 1st 2nd and 3nd Cycles

No	Name	Before	Firs cycle	Second	Third
		Cycle		cycle	cycle
1	Alfin Widiansyah	50	60	70	70
2	Ahmat Afandi	60	70	80	80
3	Alifatul Widad	60	70	80	85
4	Anisa kurniawati	70	80	80	85

5	Ahmad ghozali	60	60	60	75
6	Dewi Safitri	60	70	80	80
7	Diah Novitasari	70	70	80	85
8	Dian Mariam. M	60	80	80	90
9	Fathurrozi	50	60	60	60
10	Fandi Ahmad W	70	80	90	90
11	Isnan Sholichul I	60	80	80	90
12	Much. Ismail	50	70	70	80
13	M. nurul Huda	60	70	80	85
14	Moh Ali Hasyimi	60	70	70	80
15	Moch Rizki. H	70	80	80	90
16	M. Irfan Rosyidi	50	60	60	75
17	Nisaul Umniyah	60	60	60	75
18	Nawali	70	80	80	90
19	Oktaviana Dwi. S	60	70	80	80
20	Ragil MeiYudistiro	60	60	60	80
21	Rizki Topan	50	70	80	85
22	Wahyuni	60	60	80	85
23	Zainul Arifin	60	80	80	80
24	Pipin Alviana	70	80	90	85
	Average Score	60,41	70,41	75,41	81,66

From the table above, it could know that the SAVI approach able to improve students" ability in understand the reading text, because their reading score improved in every cycle. Their average score also improved from 70,41 to 75,41, and from 75,41 to 81,66.

In the last cycle the result of average score is 81,66. This result shows that the students have a lot improvement in their understanding reading text. It was proven by comparing the result before cycle 60, 41 with the last cycle 81,66.

# C. Discussion

In this section, the discussion divided into two parts, namely the improvement after implementation SAVI approach in teaching reading, the students score in understanding reading text after using SAVI approach. The explanations of each discussion described as follows:

# 1. The Improvement After Using SAVI Approach

The researcher prepared and used observation checklist and field note form to collect data concerning the implementation of SAVI approach. The collaborator as observer completed observation checklist and field note form when SAVI was implemented in first second and third cycle.

The researcher found several things that could be noted down from the result of the observation and field note during the technique was implemented. The result showed the development of the students" reading by using SAVI approach. In this case, the researcher and collaborative observed what was happening in some

activities.

# a. First Cycle

The first cycle, there were many things happened. SAVI approach with the theme "The Sea Eagle" could not be implemented perfectly. caused of the lack of confidence in students because they felt nerves and shy when the teacher asked them to answer the question, the students were passive in the learning process, only some of them which active in learning reading process, and next was about the researcher instruction in the used of SAVI approach, some of students did not understand the technique like the real teacher as observer said. The crucial problem arose when they got less motivation and less confident in learning English.

Knowing that conditions, the researcher tried to ask eliciting questions and give them motivation by giving positive sign while say something or give the response, like saying "good" or "that's right" and made small groups for discussion. And for the use of SAVI technique, the researcher will explain more in the next meeting.

During the implementation the action, when the researcher asked their prediction about reading with the picture showed in the pre-reading, some of them predicted with correct prediction and most of them said out of prediction. Then the researcher explained the reading material and asked student question about the material for knowing their understanding.

# b. Second Cycle

The students did SAVI technique well because they had used the method before. In this cycle the students were all motivated to understand the reading material. Their willingness to do what the teacher said. The students were more comfortable and confidence when they were discussed with their friends. The teacher effort by asking eliciting questions and giving positive sign when commenting students" responses could encourage them to make themselves confidence.

During the implementation the action, there were cooperation among the teacher and students. The students wanted to ask question about the words they did not know, most of students paid attention to the teacher instruction, but there were some of students who were still passive and shy in the process of learning, however the teaching and learning process have been gone fluently than the first cycle. And for those students who were still passive in process of learning the researcher gave them more attention.

### c. Third Cycle

In the third cycle of the theme "Babu and The lion", the students made progress in their process of learning and understanding in reading text. When the researcher asked students about their prediction about reading with the picture showed in the pre-reading, most of them predicted with correct prediction, and when the teacher asked about vocabularies most of students said the correct answer, and also when the researcher asked students to discuss with their group

and took around to check their task, most of them did the task, the students showed cooperative work and they had a great responsibility, When the students found difficulties during discussion, members of the groups immediately solve the problem by discussing it or asking to the teacher.

Based on the interviews and observations before cycle, it indicated that students' motivation in learning to read was low. The students were less interested in reading and learning. Students tend to be silent, sit and listen to receive explanations from the teacher. Teacher was the only source and become central to the learning. The result is that the learning process becomes less conducive and less favorable. These conditions were brought negative impact on students' reading ability.

In detail, before the action of cycle, process learning to read was more traditional in nature. Communication is unidirectional from teacher to student. From students to teachers and students to students has not been established. Teacher became center of learning, students as learning objects. However, after learning SAVI approach, students are directly involved in learning activities. Students are no longer treated as objects, but as a subject. Communication is established on a reciprocal basis between the student and the student, and between teachers and students.

From above explanation, the SAVI approach could improve the students" ability in understanding English reading with the technique:

Visual showing picture it was to lead the imagination of students before reading text, and make the text colorful. This is based that Visual is strongest senses in every person, because in the brain there are more devices to process visual information than all the other senses.

Somatic, by reading text with the finger pointed to the text, asking students come forward showing card consist of difficult word, moving their seat to make group for discussion and presentation in front of class. This is based on that Somatic means study by using sense of touch, kinesthetic, practice-involves physical. To stimulate the mind-body relationship, the learning atmosphere created by making the people to rise and stand up from the seat and being physically active. With alternating active and passive learning activities will be greatly assist the learning process

**Auditory**, by reading aloud (or make sound), this is based on that auditory is learn by reading and listening, ears always catch and save auditory information unconsciously, when someone creates voice by reading, some important areas in the brain become active.

**Intellectual,** by discussion with their groups, asking question, prediction, this is based on the brain as reflection of intellectual is devised to translate the written symbols in reading materials into meaningful information by which readers could understand ideas similarly as been intended by the writer

### 2. The Result of Students Score

The researcher analyzed the results of test. In this analysis, the researcher presented the result of students" reading text in the form of percentage. This analysis purposed to know whether SAVI can improve students" ability in understanding reading text. This analysis was divided into two kinds, namely the achievement of minimum standard of mastery (criteria of success) and the students" mean scores between first, second and third cycle.

### a. The Criteria of Success

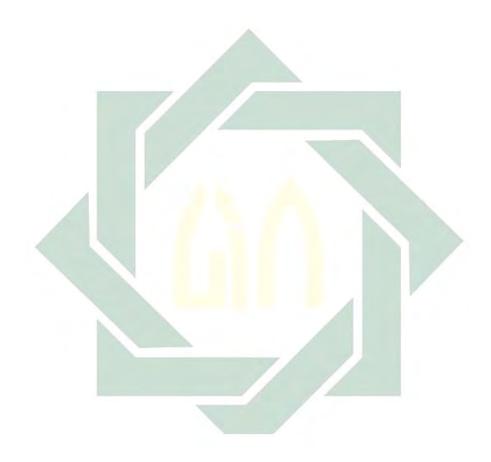
This study could be considered success if the results of test in first, second and third cycle showed that 70 percent of the students got reading score is greater or equal to the minimum standard of mastery (KKM) score namely 70. The percentage of students who succeed in first cycle 70,83 %, second cycle 79, 16% and third cycle 95, 83%. It concluded that first, second and third cycle achieved the criterion of success because most of students had achieved the minimum standard of mastery that was 70.

# b. The Student's Mean Score

SAVI approach implemented during the research. The result of implementing SAVI was good. It could be proved by checking the students" score of reading before and after using SAVI Approach.

The result showed that the Average score of the evaluation always increased, the average score of before cycle was 60,41, cycle 1 was 70,41, cycle 2 was 75,41 cycle 3 was 81,66. It means that the students" ability in understanding reading

English using SAVI Approach is applicable. By using SAVI approach in teaching reading, the students can understand the text well.



#### **CHAPTER V**

#### CONCLUSION AND SUGGESTION

This last chapter mainly presents the conclusion and the suggestion of this thesis. The analysis in the previous chapter are concluded and finally the researcher will attempt to suggest some important matter concerning to the discussion of this thesis. These suggestion are considered to be important for everyone especially teacher or other researcher who is going to conduct the research in the same field.

#### A. Conclusion

Based on the result of the observation and discussion in chapter IV, it can be concluded

1. SAVI approach is implemented through three topics on three cycles. The topics used were: recount text 'my horrible experience', descriptive text 'kinds of sport' and narrative text 'babu and the lion'. These were implemented by using collaborative classroom action research which has four steps, such as: planning, implementing, observing and reflecting. Based on the description and the discussion in the previous chapter, it can be seen that the implementation SAVI approach done well. Because the students were active, they did what the teacher said, the students wanted to ask question about the words they did not know, most of students paid attention to the teacher instruction. And it found out that most students' scores had met the minimum

- standard of mastery (KKM) which was set as the criterion of success in this study although there was one student who got score under 70.
- 2. The implementing SAVI approach could improve the students' ability in understanding English reading at the eighth grade of SMP AL-WACHID, because the students are directly involved in learning activities. Students are no longer treated as objects, but as a subject. Communication is established on a reciprocal basis between the student and the student, and between teachers and students. And it found out that their reading score were improved in every cycle. Their average score improved from 70.41 to 75.41 and from 75.41 to 81.66. In the last cycle the result of average score is 81.66. This result shows that, the students have a lot improvement in their reading. It was proven by comparing the result before cycle 60.41 with the last cycle 81.66.

# **B.** Suggestion

In order to improve the students' ability in understanding English reading well, the researcher suggest to the English teacher as follows:

- The teacher should build a favorable atmosphere at times of teaching-learning
  process conducted, because a conductive condition in teaching reading would
  become one access to carry the success of material to be taught.
- 2. The teacher should find away to make students are able to keep learning motivation and should monitor the students' activity well, in order the students are serious and use their thinking ability maximally in understanding the text.

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