

The Effect of Using Somatic Auditory Visual Intellectual (SAVI) Method on students' Achievement in Writing Analytical Exposition Text

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Abstract

This study deals with the effect of using Somatic Auditory Visual Intellectual (SAVI) method on students' achievement in writing analytical exposition text. The objective of the study is to find out whether SAVI method significantly affects the students' achievement in writing analytical exposition text or not. This study was conducted by using experimental group and control group. The population of the study was the students of grade XI of SMK Taman siswa Medan in the academic year 2015-2016, where there were 2 classes of XI Administrasi Perkantoran writer taught by applying lecturing method and at XI Administrasi Perkantoran 2 taught by applying SAVI method with the sample by purposive sampling. The data of the study were obtained from the students' score of writing test. The writer used Pearson Moment Product formula. They were two data used in this study. They were pre-test and post-test. The data were analyzed by applying t-test formula. After analyzing the data, the result of the study showed that $t_{observed} (2,81)$ was higher than $t_{table} (0,05)$ ($t_{observed} > t_{table}$) at the level of significance of $\alpha = 5\%$ and at the degree of freedom (df) = 0,5. It can be concluded that applying SAVI method significantly affects on the students' achievement in writing analytical exposition text or in the other words the hypothesis is accepted.

Keywords : Somatic Auditory Visual Intellectual (SAVI) Method, achievement in writing

1. Introduction

Nowadays, English is one of the international language which have become popular. People use it to have international communication and to cooperate among people in different countries. Because of this reason, Indonesian government decided English to be taught at schools as the first foreign language. There are four language skills in teaching English, there are listening, speaking, reading, and writing. Generally, language can be spoken and written, so it is also necessary to learn writing. Harmer (2004:31) states that writing as one of the skills has always formed part of the syllabus in the teaching of English, where mastering the ability to write effectively is seen as key objective for learners.

Writing is very interesting to be learned, because many learners considered that writing as the most difficult as other skills. Writing is communicative act, a way of sharing, observation, information, thoughts, or ideas with ourselves and other. Through writing, people can explain or describe many things. As a result, people miles away from the writer can get information by reading the written message.

However, writing is one of difficult problem in English skill, because to write a good writing, students have to follow the rules of the target language. For some schools, especially in this school because based on the experience when Teaching Practicing Program (PPL) at SMK Tamansiswa Medan at Jalan Sabaruddin No.8 of academic years 2015/ 2016, the students do not have to master the vocabulary, so that is why they cannot make their written to be a good translating. Then after some weeks the researcher find for some problems that the researcher think it is hard for that level still do not understand how

make a simple sentences. The students did not know how to use a correct grammar in making text or sentences, and then the students was difficult to try to elaborated their ideas and they cannot express their thinking to be written, because when their teacher gave materials do not using method, still teaching in lecturing method and just gave some assignment for them, so that why the writing lesson make their bored and because of all the problems make they are lose confidence in writing.

There are many ways to express writing and one of them is through a text. There are many kinds of texts that should be learned by the students of Senior High School/ Vocational High School in learning the writing skill. According to Pardiyo (2007: 1) "text is language in use that consist of spoken and written text". There are some kinds of text that should be mastered by Senior High School/ Vocational School, they are : Description, Recount, Narration, Procedure, Explanation, Discussion, Exposition (analytical, hortatory), News item, Report, Review, Anecdote, and Spoof. One of the text that must be taught the XI grade students is exposition text (analytical).

Based on the explanation above, analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding to persuade readers and listener that something is the case. In other words, this kind of text can be called as argumentation. In analytical exposition text, learn how to share opinions, ideas or arguments in form writing or speaking. The students are required to have the sufficient knowledge to support their ideas about the topic given, and to make persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

Analytical exposition text since this type of text is popular among science, academic community and educated people. Because this text is very beneficial to be taught for Senior High School/ Vocational High School students, so that is why the teacher should have the method for teaching this materials.

Harmer (2004: 330) explains that in teaching writing, the English teacher will motivate the students, creating the right conditions for the generation of ideas, persuading them of usefulness activity, and encouraging them to make as much effort as possible for maximum benefit. In teaching writing, the teacher should remind one of important purpose of learning English in the school that is to increase students' interest in learning English. To achieve the purpose, the teacher should understand students characteristics. Moreover, to improve students' ability in writing skill, English teacher should provide materials, which is suitable with the curriculum and the suitable method in teaching learning process.

In teaching writing, the teacher has different kinds of method and strategy. The teacher should know which strategy is appropriate for students. One of strategies which suitable in teaching is Somatic Auditory Visual Intellectual (SAVI) Method.

Sapti and Suparwati (2011: 358) states that in order to increase motivation, attention, comprehension and student achievement, teachers can use SAVI method. The elements of this learning involves the whole activity. Somatic movement related to activity or act. This mean learning to move and act. Auditory related to activities of speaking and listening. Visual activity related to observing and describing. Intellectual activities related to the thinking that is by solving problems and thinking.

Based on explanation above, it is essential to use a suitable and effective method to help the students to solve the difficulty of the students' writing achievement especially in writing analytical exposition text.

Description of Somatic Auditory Visual Intellectual (SAVI) method

SAVI method is one of the learning method that says learning have to use the students' senses and the best learning occurs when all parts of the brain-mind-body connection are used simultaneously. That is where SAVI comes in (Meier,2000). Learning doesn't automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. Archer (2003:11) describes that learning does not automatically improve by having people stand up, wave their hands in the air and reciting the number 1 to 10 in Japanese. It improves by combining physical movement with intellectual activity and using all the senses.

According to Meier (2000), SAVI combines the different kinds of intelligences and learning styles :

1. S stands for Somatic : it is learning by moving and doing.
2. A stands for Auditory : it is learning by talking and hearing.
3. V stands for Visual : it is learning by observing.
4. I stands for Intellectual : it is learning by Thinking.

Learning is optimized when all four SAVI components are presents in a single learning event. These four component must exist in the learning process and can not be separated one each other because these four elements are complementary. Meier (2000) asserts that four of these elements are all integrated, the best of learning occurs when they are all used simultaneously.

1. Somatic Learning

Somatic is from the Greek word for body-soma (as in Psychosomatic). It denotes tactile, kinesthetic, hand-on learning-getting physical and using and moving our body while we learn. Somatic learning involves getting active from time to time, for example, while building a model of a process or procedure, doing active learning exercise (simulations, learning games), or creating large pictograms or peripherals.

2. Auditory Learning

Our auditory minds are stronger than we realize. Our ears continually capture and store auditory information, even without our conscious awareness. And we make our own sounds by talking, several significant arrears of our cerebrum are activated. Auditory learning was standard for most cultures since history began. People would talk out loud to each other, tell each other stories and everyone would listen.

In designing courses that appeal to the strong auditory channels in people, look for ways to get learners to talk about they are learning. Have them translate experience into sound. Ask them to read out loud-dramatically if they wish. Get them to talk out loud while they solve problems, manipulate models, gather information, make action plans, master skills, review learning experiences, or create personal meanings for themselves.

3. Visual Learning

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.

4. Intellectual Learning

Intellectual indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connections, meanings, plans, and value out of it. It's the reflecting, problem-solving, and meaning-building part of a person.

The intellectual is the sense maker of the mind, the means by which the human being thinks, integrates experiences, creates new neural networks, and learn. It connects the body's mental, physical, emotional, and intuitive experiences together to build fresh meaning for itself. It's the means by which the mind turns experience into knowledge, knowledge into understanding, and understanding into wisdom. Intellectual learners like to engage in activities such as solving problems, analyzing experiences, doing strategic planning, generating creative ideas, accessing and distilling.

Description of analytical Exposition Text

According to Pardiyono (2007), analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding to persuade readers and listener that something is the case. In other words, this kind of text can be called as argumentation. In analytical exposition text, learn how to share opinions, ideas or arguments in form writing or speaking. The students are required to have the sufficient knowledge to support their ideas about the topic given, and to make persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

2. Method of Research

The research was conducted at SMK Tamansiswa Medan at Jalan Sabaruddin No. 8 Medan. The reason for choosing this school because based on PPL (Practice Program Learning). The students have problem in their achievement in English Learning, especially in writing skill. In this case researcher was applied Somatic Auditory Visual Intellectual (SAVI) method.

1) Population

The population of this research were all the students the XI grade of academic year 2015/2016 at SMK Tamansiswa Medan, which consist of five classes. They are XI Ap, XI Ak, and XI TKJ. So the population consists of 127 students. The population is described in the table follow.

Table 3.1
Population

No	Class	Population
1	XI AP-1	26
2	XI AP-2	26
3	XI AK	13
4	XI TKJ-1	35
5	XI TKJ-2	27
	TOTAL	127

2) Sample

Sample was a set of data collected and or selected from a statistical population by a defined procedure. Purposive sampling used in this research. Based on Arikunto, Purposive sampling represents a group of different non-probability sampling technique. Also known as judgment of the researcher when it came to selecting the units (e.g. people, cases/ organization, events, pieces of data) that were to be studied. Usually, the sample being investigated was quite small, especially when compared with probability sampling techniques.

The research used this sample because based on the information from English teacher and based on experience at PPL, when taught in SMK Tamansiswa Medan in two classes (XI Ap1 and XI AP2), the students' achievement were low. Two of class was selected as the sample and describe in the table below :

Based on the data analysis, it can be concluded that teaching writing skill by applying SAVI method significantly affects on the students' achievement in writing analytical exposition text. It can be seen from the data which had obtained in the posttest of experimental group : the total score was 1944 and the mean score was 31,61 , while the data in control group were: the total score was 1733 and the mean score was 21,88.

Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-observed (2,81) was higher than t-table (0,05), it means that the alternative hypothesis H_a is acceptable.

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