THE EFFECT OF APPLYING SOMATIC AUDITORY VISUAL INTELLECTUAL (SAVI) METHOD ON STUDENTS' ACHIEVEMENT IN WRITING REPORT TEXT

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ABSTRACT

This study deals with the effect of applying Somatic Auditory Visual Intellectual (SAVI) method on students' achievement in writing report text. The objective of the study is to find out whether SAVI method significantly affects the students' achievement in writing report text or not. This study was conducted by using experimental design. The population of the study was the students of grade XI of SMA Swasta Bintang Timur 1 Balige in the academic year 2013/2014, where there were 4 classes of XI Science (IA) and there were two classes were selected as the sample by applying random sampling. The sample was divided into two groups. The Experimental group (XI.IA 3) was taught by applying SAVI method, while the control group (XI.IA 2) was taught by applying conventional method. The data of the study were obtained from the students' score of writing test. To determine the reliability of the test, the writer used Pearson Moment Product formula. Based on the data calculation showed that the coefficient of reliability of the test was 0.96. It showed that the test was reliable and the reliability was high. There 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 (5.091) was higher than t-table (1.990) (t-observed > t-table) at the level of significance of $\alpha = 0.05$ and at the degree of freedom (df) = 82. It can be concluded that applying SAVI method significantly affects on the students' achievement in writing report text or in other words the hypothesis is accepted.

Key Words : Students' Achievement, Writing, Report Text, SAVI Method.

INTRODUCTION

The Background of the Study

English has become a part of the Indonesian curriculum which is called Education Unit Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). Based on this curriculum, learning English is emphasized on four language skills. They are listening, speaking, reading, and writing. In learning process, the students are expected to master these four language skills because these skills are very necessary to build students' achievement in English. Harmer (2004 : 31) states that writing as one of the four skills has always formed part of the syllabus in the teaching of English, where mastering the ability to write effectively is seen as a key objective for learners.

Writing is one of the four language skills that should be mastered because it is one of the forms of communication, and also as the representation of language in a textual medium through the use of a set signs or symbols thus the others can response and give the feedback. Sharples (1999 : 3) states that writing is a peculiar activity, both easy and difficult. The more it is considered about how it done, the more difficult it becomes. Nevertheless, many students state that mastering writing skill is not easy, it is frequently presumed as the most difficult skill to master among the four language skills. It has become a common thing among students, where students are less enthusiastic in mastering this skill.

There are many kinds of texts that should be learned by the students of Senior High School in learning the writing skill. In grade eleven of Senior High School, the basic competence that should be achieved in learning writing skill is that students are expected to be able to express the meaning of a short functional text and essay in the form of report text, narrative text, spoof, analytical and hortatory exposition.

Based on the explanation above, report text is one of genre that must be mastered by students in learning English. Theoritically, report text is a kind of text which has social function to describe the way things are, with the reference to a range of natural, man made, and social phenomena in our environment. In order to

encourage students to write report text clearly, students need to be able to write the ideas of a text, vocabulary, word choice, and grammatical pattern.

Based on the experiences of some preliminary researchers, the students faced some difficulties in writing and their achievement in writing skill is quite low such as writing sentence, paragraph, report text, narrative text, spoof, descriptive text, recount text, and so on. It can be concluded that there are about 70% students of Senior High School that still has problems in writing especially in writing report text.

Based on the observation in grade eleven of SMA Swasta Bintang Timur 1 Balige, the writer found the data of writing test from the first and the second semesters in academic year 2012/2013 through interviewing the English teacher Riana Saragih, S.Pd. She said that many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) namely 75 which is applied in the school for English subject. The data can be seen as follows :

The Students' Writing Score

Semester	Score	Students	Percentage
1st Semester 2012/2013	<75	21	55%
	≥75	19	45%
2nd Semester 2012/2013	<75	24	60%
	≥75	16	40%

From the data above, it can be concluded that the students' achievement in writing is still low.

Based on the writer's experience and observation in Integrated Teaching Practice Program (PPLT) in 2013 in Senior High School, the writer found that students were struggling in writing report text. Although, the theory of report text was explained in several times, some of the them were really hard to understand the content and they showed uninteresting feeling in teaching and learning process. When the writer observed the eleventh grade of Senior High School, He found that there were about 70% students got problems in writing skill.

The writer concludes that there are several factors that make students have many problems in writing skill. The students are lack of vocabulary, structure, technique, literature, and ideas, even some of them have some ideas on their mind but they did not know how to express them in writing. Then, students seldom

practice to write, even in their native language. And then the students are still confusing to start writing, how to write sistematically and how to organize their ideas. Moreover, the method that the teacher used to teach writing is not motivate and encourage them and most of the teacher taught the writing theory focus on grammar.

Responding to these problems and by considering the importance of writing skill for students at Senior High School, it is necessary to find the approach or method that will be the solution of this situation. When the writer read some theories about the teaching method, the writer found a teaching method which is able to overcome the difficulty of students' writing achievement, it is named Somatic Auditory Visual Intellectual (SAVI) Method.

Sapti and Suparwati (2011 : 358) state that in order to increase motivation, attention, comprehension and student achievement, teachers can use SAVI method. The element of this learning involves the whole activity. Somatic movement related to activity or act. This means 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 the 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 report text. Therefore, this study is designed and conducted to identify the effect of applying SAVI method on students' achievement in writing report text.

Research Question

Based on the background of the study, the problem of the study is formulated as the following : Does the application of Somatic Auditory Visual Intellectual (SAVI) method significantly affect on the students' achievement in writing report text?

CONCEPTUAL FRAMEWORK

The Nature of Writing

Writing is an activity that can build a person's creativity in presenting something. Writing is an important communication skill because in writing people will be able to convey feelings, attitudes, ideas, opinions, messages and experiences to others and expressing them in to a good text so the others can response it and give the feedback. Writing is one of the important elements in the learning process, and it is as the creative process which is very interesting because it can arouse interest in people to think independently. The process is a developmental process of learning that requires a good experience, time, strategy or method, opportunity, energy, training, hard work, and special skills.

The Purpose of Writing

Fulwiler (2002 : 4) states that the rhetorical purpose of most writing is persuasive : to make the readers believe that what is said is true. And also the specific purposes of writing are to explain, report, define, describe, and to argue or interpret. To achieve the purposes, the writer should know what to say to the readers how to organize and present the purposes of what he or she writes. The language in writing is most effective when it is clear, direct, unbiased, and neutral in tone, so the readers can understand the sense or purpose of the writer.

The Writing Process

According to Sundem (2006), writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. The process of writing occurs in several stages: Prewriting, Drafting, Revising, Editing, and Publishing.

Report Text

    a.   Communicative Purpose

According to Knapp and Watkins (2005 : 105), report is specific aspects of the phenomenon are systematically described so that the report reflects a scientifically organized view of the world. Report presents information about something under discussion. Generally, it is written after getting careful observation.

    b.   Generic Structure of Report Text

Pardiyono (2007 : 278) states that the generic structure of report text includes three main parts, they are : Title, General Classification, Description.

1) Title

It is very often in the forms of noun phrase. The topic is mainly about things in the world, about living things like plants and animals and non living things.

2) General Classification or General Statement

It is a statement to introduce the topic of report. Wahidi (2008) says that general classification stating classification of general aspect of thing, such as animal, public place, plant, etc, which will be discussed in general.

3) Description

It is to provide details of topic. Knapp and Watkins (2005 : 105) state that the description stage is often divided into paragraphs which focus on specific aspects of the phenomenon being described, such as : appearance, parts, functions, behavior, and habitat.

    c.   Grammatical Features of Report Text

According to Wahidi (2008), the grammatical features of report text are :

1) Introducing group or general aspect (generic participant)

2) Using conditional logical connection, e.g. when, so, etc.

3) Using simple present tense.

4) No temporal sequence.

5) Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.

6) Some reports use technical or scientific terms.

7) Linking verbs are used, e.g. is, are, has, have, belong to, to give coherence.

8) Uses some action verbs, e.g. climb, eat, etc.

9) Technical vocabulary.

10) Usually accompanied by photographs, diagrams, maps, etc.

Somatic Auditory Visual Intellectual (SAVI) Method

    a.   The Nature of 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 numbers 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** is stands for **Visual**   : it is learning by observing and picturing.

    4.   **I** stands for **Intellectual**: it is learning by problem solving and reflecting.

    Learning is optimized when all four SAVI components are present in a single learning event. These four components must exist in the learning process and can't be separated one each other because these four elements are complementary. Meier (2000) asserts that all four of these learning modes have to be present for optimal learning to occur. Since 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, hands-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 when we make our own sounds by talking, several significant areas 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 what 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 values out of it. It's the reflecting, creating, problem-solving, and meaning-building part of a person.

The Intellectual is the sense maker of the mind, the means by which the human being thinks, integrates experience, creates new neural networks, and learns. It connects the body's mental, physical, emotional, and intuitive

experiences together to build fresh meaning for itself. It's the means by which the mind turns experience into knowledge, knowledge into understanding, and understanding into wisdom. Intellectual learners like to engage in activities such as solving problems, analyzing experiences, doing strategic planning, generating creative ideas, accessing and distilling.

The advantages of Applying SAVI Method

SAVI method trains students to interact with their friends, informants, and environment in order to obtain a variety of information. The information collected will later be utilized as the materials used in discussions. In this case, students are placed as the center of attention in instructional process as what the constructivist paradigm explains. The students construct their knowledge based on their own experience to formulate the best solution. In SAVI the themes that suit the needs of the students in order to create more active, creative, democratic, collaborative, and constructive learning situations are also required (Kurnawati, et al : 2013).

Camm (2011) mentions that the advantages of SAVI method are first, the students could clarify their values, actualize self-realization, understand the self better, monitor, and modify their attitudes. It means that the desire of students to learn start when they feel interested and feel there is a benefit to themselves. Students can realize themselves if they have new information that ultimately personalize that information into themselves. Students could also explain their values are then actualized through self-realization when students can reap the meaning of teaching materials if the students can relate teaching materials to their real life. Second, they strengthen inter-personal skills, enable experimentation of new ideas and develop positive attitudes through a mechanism of receiving feedback on a concurrent and continual basis in a supportive and secure environment. The key to success lies in the drawing the students into active learning, avoiding monotony and engaging all aspects of the brain-mind-body connection.

The Applying of SAVI Method in Report Text Writing

There are some steps to apply SAVI method as follows :

1) Teacher asks the students to seat in some groups and gives the topic about something. Such as, living things like plants and animals and non-living things like cars or oceans (Somatic).

2) Students discuss the topic and they demonstrate a report about the topic. While demonstrating, students talk and listen (Auditory), and watch the demonstration carefully (Visual).

3) Students write the report to the writing task individually from what they have discussed in group previously by applying the generic structure (Title, General Classification, and Description) and grammatical features of report text (Intellectual).

METHODOLOGY

Research Design

This study was conducted in experimental design. There are two groups of students in this study, namely experimental group and control group. These groups were taught by applying different treatment. The experimental group was the group that was taught by applying SAVI method, while the control group was the group that was taught by applying conventional method. This research utilized randomizes group, pre-test and post-test design. Pre-test was administered to both of group in order to know the students achievement in writing report text, and post-test was administered after applying the treatment in order to identify the students' ability in writing report text.

The research design can be seen as follows:

Research Design

Group	Pre-test	Treatment	Post-test
E	√	X	√
C	√	Y	√

Where :

E = Experimental Group

C = Control Group

√ = Test was conducted

X = The students were taught by applying SAVI method

Y = The students were taught by applying Conventional method.

Population and Sample

a. Population

The population of this study was the students of grade XI of SMA Swasta Bintang Timur 1 Balige in the academic year 2013/2014, located in Jln. Pastor Sybrandus Van Rossum Balige, Kabupaten Toba Samosir. There were 4 classes of XI IA, and each class consists of 40 to 44 students. The number of population can be seen as follows:

Number of Population

No.	Classes	Number of Students
1.	XI. IA 1	44
2.	XI. IA 2	42
3.	XI. IA 3	42
4.	XI. IA 4	44
	Total	172

b. Sample

The sample is expected to represent the population and in this study, the sample is randomly selected by using lottery technique. There were two classes were selected as the sample. Therefore, the sample of this study was shown in the table below:

Number of Sample

No.	Groups	Classes	Number of Students
1.	Experimental Group	XI. IA 3	42
2.	Control Group	XI. IA 2	42
	The Total Number of Sample		84

The Instrument of Collecting Data

In this study, essay-writing test was used as the instrument to collect the data. The same test in pre-test and post-test was given to both of groups, experimental group and control group. The writing was limited on 80 – 100 words and the time was given in 45 minutes.

The Criteria of Scoring Writing Test

According to Jacobs et al (1981) in Hughes (2003 :104), there were five indicators to consider in scoring students' writing, namely : content, organization, vocabulary, language use and mechanics.

The Technique of Analyzing Data

The experimental group and control group were compared by applying t-test to know how significant the effect of applying Somatic Auditory Visual Intellectual (SAVI) Method on Students' Achievement in Writing Report Text. Thus, in order to find out the difference between the two groups, the writer used the t-test formula as the following:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

The Validity and Reliability of the Test

A test can be said to be good if the test is valid and reliable. The validity and reliability of the test were described as follows:

a. **Validity**

According to Kothari (2004 : 73), validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. The writer used construct validity in this study. Kothari states that construct validity. It was to measure the writing skill that was established by the topic based the key words that had been provided by the writer.

b. **Reliability**

Brown (2003 : 20) states that a reliable test is consistent and dependable. If the same test is given to the same student or matched students on two different occasions, the test should yield similar results. It means that if the test has different results it is not reliable. In scoring the writing test, the writer used inter-rater reliability in order to find whether the test was reliable. Inter-rater reliability occurs when two or more scorers yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived (Brown, 2004 : 21).

$$r = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\left(\sum X^2\right) - \left(\sum X\right)\right]\left[N\left(\sum Y^2\right) - \left(\sum Y\right)^2\right]}}$$

RESULT AND DISCUSSION

The Data

To obtain the data, writing test was given to the students. The data were obtained from the students' writing score in the pre-test and the pos-test from the two groups; experimental group and control group. In this study, the students' score in writing was calculated based on five indicators in scoring students' writing; content, organization, vocabulary, language use, and mechanics. The data of the pre-test in experimental group were: the total score was 2562, the highest score was 84, the lowest score was 38, and the mean score was 61.00, while the data of pre-test in control group were: the total score was 2572, the highest score was 85, the lowest score was 40, and the mean score was 61.23. Based on the data, it can be concluded that the students' score in experimental group was lower than the students' score in control group.

From the data which had obtained in the post-test of experimental group were: the total score was 3440, the highest score was 93, the lowest score was 70, and the mean score was 81.90, while the data of post-test in control group were: the total score was 3026, the highest score was 90, the lowest score was 55, and the mean score was 72.04. Based on the data above, it can be concluded that the students' score in experimental group was higher than the students' score in control group. The total score and the mean score in experimental group showed that there was a significant improvement of the students' score between the pre-test score and the post-test score. The total score of the students increased 878 and the mean score of the students increased 20.9. The primary cause of the improvement of the data was caused by the application of SAVI method in writing report text before examining the test to the students. By applying SAVI method, the students got a new experience in learning where it invited them in learning through physical activity, talked and listened, watched and thought, reflected and analyzed respectively in order to write a good report text.

In control group, the total score and the mean score of the students showed that there was less improvement of the students' score between the pre-test score and the post-test score. The total score of the students increased 454 and the mean score of the students increased only 10.81. It was influenced by the application of conventional method in writing report text before examining the test to the students. It can be concluded that conventional method was not supporting the students' interest in writing report text.

Testing Reliability of the Test

The writer used inter-rates reliability that was computed by using Pearson's Product Moment Formula. The inter-rates reliability was given by different raters to find out the consistency of the test. The raters were the writer and the English teacher at the school and they scored the students' writing test, so there were two scores for each student. From the calculation of the data, it showed that the coefficient of reliability of the test was 0.96, it could be stated that the test was reliable and the reliability was high to very high

Data Analysis

The writer analyzed the data by applying t-test formula to prove the hypothesis of this study And the formula was as followed:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Where :

Ma	= 21.26	Mb	= 10.19
da^2	= 5718.12	db^2	= 2534.48
Na	= 42	Nb	= 42

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$t = \frac{21.26 - 10.19}{\sqrt{\left(\frac{5718.12 + 2534.48}{42 + 42 - 2}\right)\left(\frac{1}{42} + \frac{1}{42}\right)}}$$

$$t = \frac{11.07}{\sqrt{\left(\frac{8252.6}{42+42-2}\right)\left(\frac{1}{42}+\frac{1}{42}\right)}}$$

$$t = \frac{11.07}{\sqrt{\left(\frac{8252.6}{82}\right)\left(\frac{2}{42}\right)}}$$

$$t = \frac{11.07}{\sqrt{(100.641)(0.047)}}$$

$$t = \frac{11.07}{\sqrt{4.730}}$$

$$t = \frac{11.07}{2.174}$$

$$t = 5.091$$

The result was applied to the t-test and it was obtained that $t_{observed}$ was 5.091

Testing Hypothesis

The formula of t-test and distribution table of the t-critical values is applied in testing the hypothesis. The testing hypothesis is conducted in order to find out whether the hypothesis is acceptable or rejected.

After calculating the data, the writer found that t-observed (5.091) was higher than t-table (1.990) at the level of significance of α = 0.05 and at degree of freedom (df) = $N_a + N_b - 2$. Where N_a the total numbers of experimental was group (42) and N_b was the total numbers of control group (42). Thus, df = 42 + 42 − 2 = 82. Based on the data, it can be concluded that the students' achievement taught by applying Somatic Auditory Visual Intellectual (SAVI) method is higher than taught by applying conventional method.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the data analysis, it can be concluded that teaching writing skill by applying Somatic Auditory Visual Intellectual method significantly affects on the students' achievement in writing report text. It can be seen from the data which had obtained in the post-test of experimental group were: the total score was 3440 and the mean score was 81.90, while the data in control group were: the total

score was 3026 and the mean score was 72.04. 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 (5.091) was higher than t-table (1.990), it means that the alternative hypothesis ($H_{a)}$ is acceptable.

Suggestions

In line with the conclusion of the study, some suggestions are offered to the English teachers that it is wiser to apply SAVI method because it helps the teacher to be more creative in teaching writing report text. And also it is suggested to the students to apply SAVI method in order to improve their creativity in writing a text especially in writing report text. In addition, it is expected to the readers who are interested in dealing with this study so that they have a good understanding to support their study.

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