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.