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 25th, 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 28th, 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\textsuperscript{nd}, 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

\[
P = \frac{7}{24} \times 100\% = 29.16\%
\]

Table 1: The Recapitulation of the Result in first cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>The result of 1st cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The mean of score in second cycle</td>
<td>70.41</td>
</tr>
</tbody>
</table>
The number of students who were successful | 17
---|---
The number of students who were unsuccessful | 7
The percentage of students who were successful | 70,83
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

\[
P = \frac{19}{24} \times 100\% = 79,16
\]

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

<table>
<thead>
<tr>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The mean of score in second cycle</td>
<td>75.41</td>
</tr>
<tr>
<td>2</td>
<td>The number of students who were successful</td>
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<td>3</td>
<td>The number of students who were unsuccessful</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>The percentage of students who were successful</td>
<td>79.16</td>
</tr>
<tr>
<td>5</td>
<td>The percentage of students who were unsuccessful</td>
<td>20.83</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
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<th>Description</th>
<th>The result of 1st cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The mean of score in second cycle</td>
<td>81.66</td>
</tr>
<tr>
<td>2</td>
<td>The number of students who were successful</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>The number of students who were unsuccessful</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>The percentage of students who were success</td>
<td>95.83</td>
</tr>
<tr>
<td>5</td>
<td>The percentage of students who were unsuccessful</td>
<td>4.16</td>
</tr>
</tbody>
</table>

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.

\[
\text{Average Score} = \frac{\text{Total Scores}}{\text{Total Students}}
\]

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

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Before Cycle</th>
<th>First cycle</th>
<th>Second cycle</th>
<th>Third cycle</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Alfin Widiansyah</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Ahmat Afandi</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Alifatul Widad</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>Anisa kurniawati</td>
<td>70</td>
<td>80</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Score 4</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>---------</td>
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<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Ghozali</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>75</td>
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<td>6</td>
<td>Dewi Safitri</td>
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<tr>
<td>7</td>
<td>Diah Novitasari</td>
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<tr>
<td>8</td>
<td>Dian Mariam. M</td>
<td>60</td>
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<td>80</td>
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<td>14</td>
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<tr>
<td>17</td>
<td>Nisaul Umniyah</td>
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<td>23</td>
<td>Zainul Arifin</td>
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<tr>
<td>24</td>
<td>Pipin Alviana</td>
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</tr>
<tr>
<td></td>
<td><strong>Average Score</strong></td>
<td><strong>60.41</strong></td>
<td><strong>70.41</strong></td>
<td><strong>75.41</strong></td>
<td><strong>81.66</strong></td>
</tr>
</tbody>
</table>
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.