

**THE USE OF SAVI APPROACH TO IMPROVE
STUDENTS' WRITING SKILL OF
DESCRIPTIVE TEXT**

**(A Classroom Action Research at the Seventh Grade of
SMP Negeri 23 Semarang
in the Academic Year of 2015/2016)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Language Education



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2016**

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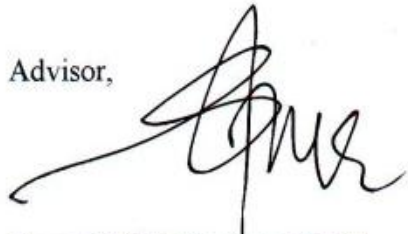
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Wassalamu'alaikum. wr. wb.

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ABSTRACT

Title : **THE USE OF SAVI APPROACH TO IMPROVE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT (A Classroom Action Research at the Seventh Grade of SMP Negeri 23 Semarang in the Academic Year of 2015/2016)**

Writer : Sholihatin Ni'mah AM

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Keywords: SAVI approach, writing skill, and descriptive text.

Writing is an important skill in English material which must be mastered by all students especially for junior high school. SMP Negeri 23 Semarang is one of school chosen for being a research. The research in that school focused on mastering descriptive text as one of writing material. The students can not master well descriptive text because the teacher still use conventional method in learning activities. Therefore, the teacher should have a new alternative approach to teach writing of descriptive text. One of alternative approach is SAVI approach that can be applied in teaching learning. The researcher aimed to elaborate classroom action research as one of research types used in this research. It could be realized by a teacher in which involved a group of students to improve the teaching learning process, especially in writing skill. The researcher used quantitative form to analyze the data. The data was collected from documentation, observation, and test. Documentation such as students name list, students English score, and lesson schedule.. Observation was aimed to see and know the condition of class and students during learning process. Test was used to know students achievement, so the researcher can know the students improvement and achievement in mastering descriptive text. The approach used by the researcher in this study is SAVI approach that belong's to Dave Meier. The results of this study indicate that SAVI approach can improve the students writing skill of descriptive text at VII grade students of SMP Negeri 23 Semarang in the academic year of 2015/2016 based on the result of

the research was done two cycles (cycle 1 and cycle 2). It can be taken the conclusions that there was good significance. The students writing skill of descriptive text improved after being taught by using SAVI approach. The implementation of SAVI approach as a learning aid to improve the students writing skill of descriptive text was very effective. It was supported by significance result of the students average in pre-cycle was 64.3 and observation checklist students' got 52% because the students' still confused about the material. In cycle 1 began used SAVI approach to improve students writing skill of descriptive text got average was 72.64 and observation checklist students' got 72%. In the cycle 2, the students' more understood and enthusiastic in learning process and got average was 77.77 and observation checklist students' got 88%. These proven that the students' participation in writing descriptive text had improved after taught by using SAVI approach. was 55.83. In the first cycle, the students' average score was 69.38 and in the second cycle students got 74.

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Semarang, 7th June 2016

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CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching-learning process is as old as human beings are on earth. It has been carried out not only by human beings but also by animals to teach their young ones to adjust themselves successfully with their environment. With the passage of time, it has undergone revolutionary changes.

If the teaching-learning process is effective, then the child is able to make the best use the things in the world around him. If a child has not learnt the art of living harmoniously with others, he will find some difficulties than the person who has learnt how to establish social relations with his fellows. So the acquisition of knowledge, skills, and attitudes which enable us to adjust ourselves in an effective manner to the environment may be said to be the aim of teaching-learning.

Teaching-learning process is a means whereby society trains its young ones in a selected environment (usually the school) as quickly as possible to adjust themselves to the world in which they live. In primitive societies this adjustment meant conformity with the things as they were. In advanced civilization of the modern times, effort is made not only to adjust to things as they are but also to make an advance in the improvement of conditions of life by training the young in the modes of thinking and acting

which will help to improve the conditions of living that surround them.

Teaching-learning has four aspects: teacher, student, learning process, and learning situation. The teacher creates the learning situation for the student and the teacher.

Teaching-learning process is a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain pre-determined goals and objectives.

Teaching-learning process simplifies the various elements the teaching-learning situation have to be brought into an intelligible whole. The teaching-learner activities which are varied and complex have to be harmonized. These elements and activities include learners and their individual differences, the methods of teaching, the material to be taught, classroom conditions, teaching devices and aids , questioning and answering, assignments, thinking, enjoying , creating, practical skills, discussions and many others.

Teaching-learning process is influenced by the totality of the situation. Teaching-learning is fruitful and permanent if the total situation related to the life situations. Teachers can play an important role in, facilitating learning when they take into account the needs of the learners.

Interaction between the teacher and the learners is the core of the teaching-learning process. This interaction through a sort of

three way communication, results in behavior changes in the learners.

As quoted by Miftahul Huda in his book Dave Meier, that one of the learning strategies developed by Dave Meier is SAVI (Somatic, Auditory, Visualization, and Intellectually).¹ The term Somatic means of body movement (hands on, physical activity) where learning by experience and do. Meanwhile, the term Auditory means that learning must be through listening, speaking, presentation, argumentation, argued opinions and respond. The term meaningful Visual learning must use eye senses through observing, drawing, demonstrating, read, use media; and Intellectually meaningful terms that learning must be using thinking ability (minds-on), with a concentration of mind must learn and practice using it through reasoning, investigate, identify, find, create, construct, solve problems, and apply.

Writing is a form of real language usage activities which is not considered as difficult as many students, lectures complain in language learning process. As learning materials, writing is so simple and easy to learn by any student. The easy point of writing depends on their understanding of the texts, contexts, and genres.

Writing is one of activities of language usage in writing section, which of course requires different treatment when compared to languages usage speaking section. If examined in

¹ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2013), p. 283.

detail, there are fundamental problems that may be forgotten, it is the essential of writing activity that focus on making written texts. For the perfection of the acceptance rate information, ideas or messages that are submitted, a written text must be structured in such a way, which is very often in varieties of sentences and paragraphs is not only grammatically correct but also fulfill the criteria of meaningful textually.

In English, there are various types of text, such as narrative, recount, procedure, report, discussion, exposition, descriptive, and etcetera. The researcher focused in the descriptive text as one of types of text.

B. Research Question

This research is aimed to find the answer to the following research questions:

1. Can the students' improvement of writing skill of descriptive text after being taught by using SAVI approach at VII grade of SMP Negeri 23 Semarang?

C. Objective of the Research

The objectives of the research based on the statement of the problem above are as follows:

1. To know the students' improvement of writing skill of descriptive text by using SAVI approach.

D. Limitation of the Research

In order to get focus in conducting this study, the writer limited the scope of the research as follows:

1. The researcher focused on the teaching implementation of this action research based on SAVI approach to improve students' writing skill of descriptive text.
2. This research is only used descriptive text as a sample of short functional text and focused at the VII grade in second semester of SMP Negeri 23 Semarang.
3. SAVI approach is chosen to give new learning strategies for teaching writing skill of descriptive text to give new atmosphere in English teaching learning process that can accommodate the various students in English classroom.

E. Benefit of the Research

This result of the study can give positive contributions for teachers, students, school, reader, and for researcher.

1. For the teachers
It can provide teachers motivation for creating new methods of teaching English.
2. For the students
To make students improve their writing skill of descriptive text.
3. For the school
It can give positive effect to the future for teaching learning process.

4. For the reader

It can give more benefit information and knowledge to the reader.

5. For the researcher

This research can give valuable experience and useful when the researcher begins profession as an English teacher in the future.

CHAPTER II
THE USE OF SAVI APPROACH TO IMPROVE STUDENTS’
WRITING SKILL OF DESCRIPTIVE TEXT

A. Theoretical Framework

1. Writing Skill

a. Definition of Writing

Victoria Fromkin and Robert Rodman stated that writing is one of the basic tools of civilization. Without it, the world as we know it could not exist.¹ That means, the development of writing was one of the great writer. It is difficult for many people to transfer language from spoken word to written word. Children speak before they learn to write and majority of people speak languages without written form. Writing is one of the ways to express things in our mind, feeling, ideas or thought. Marianne Celce and Murcia stated that writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.²

Writing is a complex socio cognitive process involving the construction of recorded messages on paper

¹ Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (NY: CBS College Publishing, 1983), p. 160.

² Marianne Celce and Murcia Elite Olshtain, *Discourse and Context in Language Teaching*, (USA: Cambridge University Press, 2000), p. 142.

or on some other material, and, more recently, on a computer screen.³ John Harris adds that writing is a process that occurs over a period of time, particularly if we take into account sometimes extended periods of thinking that precede creating an initial draft.⁴

From some definitions above, writing is a system of human communication which represents a symbol. By writing we can share our idea, feeling, or anything that exist in our mind. Writing needs students to focus on generating idea, organizing coherently, revising it into good composition, and using appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

b. Purpose of Writing

The written productive language skill is called writing. It is the skill of writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his reader(s) effectively. The ability s/he has included all the correct grammatical aspects of the language s/he is writing, the

³ John M. Swales and Cristine B. feak, *Academic Writing Graduate Students*, (USA: The University of Michigan, 1994), p. 34.

⁴ John Harris, *Introducing Writing*, (England: Clays Ltd, 1993), p. 10.

type of the information s/he is transferring, and the rhetoric's s/he is conducting in a communicative event too.⁵

Communication is effective when it achieves its purpose. Everything that we write is written for a reason and meant to be read, even if only by the writer. Sometimes the act of writing helps writers to clarify their own thoughts, organize ideas or “get it off their chest”. The purposes for writing might be academic or personal, but in a social view of writing it is the act of communicating which makes it meaningful.⁶

Writers therefore always communicate for a purpose, and there is always a context in which a text is created and another context in which the text will be read. These purposes and contexts will determine the language choices writers make.⁷

1) Social Purposes

There are two sorts of purposes for students' writing. At most times students write for academic

⁵ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2.

⁶ Department of Education and Training, *Focus on Literacy: Writing*, (Sydney: NSW Department of Education and Training, 1999), p. 12.

⁷ Department of Education and Training, *Focus on Literacy: Writing*, (Sydney: NSW Department of Education and Training, 1999), p. 12-13.

purposes. Students also write for a variety of community purposes, related to the needs of the individual, home or workplace.

2) Community Purposes

Students' experience of language in the home is rich and diverse. Students arrive at school with a range of experiences about why and how writing is used. Some students come from homes where two or more languages are spoken. Some come from families with strong oral story-telling traditions. Schools build on this knowledge and experience.

At home, for example, students may have seen their family members write letters or sign important documents. Students might have participated in these kinds of writing, seen parents write for work or study and older siblings write for school. The ways in which students have learnt to use language at home is the foundation on which all other language development, including writing, is built. Students need opportunities to write for a range of audiences such as self, peers, parents, community members or local government.⁸

⁸ Department of Education and Training, *Focus on Literacy: Writing*, (Sydney: NSW Department of Education and Training, 1999), p. 12-13.

3) Academic Purposes

While at school, students also need to write for a wide range of academic purposes, which vary according to the different subjects being studied. Teachers in all subjects therefore have a responsibility to teach the kinds of writing which are required in those subjects. As they progress through school, students will, in increasingly skillful and sophisticated ways, use writing for various academic purposes.

In science, for example, students might be required to write up the results of an experiment or provide information about a particular species. In each case, they need to understand the purpose for which they are writing, who will read it and what it will achieve.

Students need to be taught explicitly how to handle diverse writing tasks, identifying the purposes for writing and how to structure texts to achieve those purposes. For these reasons, the teaching of writing should not place too much emphasis on text types. It is preferable to emphasize the primary importance of the writer's social purpose.⁹

⁹ Department of Education and Training, *Focus on Literacy: Writing*, (Sydney: NSW Department of Education and Training, 1999), p. 12-13.

Teachers need to teach explicitly those language features which help to organize the content of a subject, as well as the specialist vocabulary of the subject area. This specialist vocabulary needs to be introduced progressively from primary school in meaningful contexts, so that students can use it confidently in their writing.

Students' writing develops when they apply a critical understanding to their writing, question their assumptions, look for alternative viewpoints and are aware of the kinds of language choices available to them and the effects of those choices.

Teachers need to help students understand what factors influence their choices as writers. In composing a text, choices which relate to the text's purpose, structure, cohesion, grammar, vocabulary and presentation should all be considered. Written texts have greater impact when the writer has control over these choices.¹⁰

c. Writing Process

Teaching students about the processes of writing equips them to produce accurate texts. For most academic

¹⁰ Department of Education and Training, *Focus on Literacy: Writing*, (Sydney: NSW Department of Education and Training, 1999), p. 12-13.

purposes, the processes of writing consist of drafting, revising, conferencing, editing, proofreading and publishing.¹¹

- 1) Drafting involves making notes of ideas, planning the text and writing the text down initially.
- 2) Revising involves reworking a text to improve ideas or amend the content. Revising might involve editing, because it often requires reorganizing the text or changing sentence structures.
- 3) Conferencing involves discussing drafts with others to engage in critical reflection and clarification of meaning. Revising and editing might occur during, or be the result of, such discussions.
- 4) Editing involves changing the drafts of developing texts in order to improve the text, for example, by improving cohesion, syntax, grammar and vocabulary. Editing leads to changes which will be incorporated into the next draft of the text.
- 5) Proofreading involves preparing the final text for presentation, including reading the text to locate and fix any inaccuracies in grammar, spelling, punctuation or layout.

¹¹ Department of Education and Training, *Focus on Literacy: Writing*, (Sydney: NSW Department of Education and Training, 1999), p. 22-23.

- 6) Publishing involves presenting the text to its intended audience. At school, this is often the teacher, although it is good to give students the experience of writing for other audiences where appropriate.

In order to compose texts that are both accurate and effective, students need to be taught how to engage in these processes with a critical understanding of how written language is used.

2. Text – Type (Genre)

Genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose.¹² According to Gerrot and Wignell, there are many kinds of genres (text type). Those are:¹³

- a. Spoof

Retell an event with a humorous twist.

- b. Recount

Retell events for the purpose of informing or entertaining.

¹² Linda Gerot, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 192-222.

¹³ Rudi Hartono, *Genres of Texts*, (Semarang: UNNES, 2005), p. 4.

- c. Report
Describe the way things are, such as with reference to arrange of natural, man made and social phenomena in our environment.
- d. Analytical Exposition
To persuade the reader or listener that something is the case based on fact or observation. It is emphasizing the result.
- e. Anecdote
To share with others an account of an unusual or amusing incident.
- f. Narrative
To amuse, entertain and deal with actual or vicarious experience in different ways.
- g. Procedure
To describe how something is accomplished through a sequence of acts or steps.
- h. Descriptive
Describe a particular person, place, or thing.¹⁴
- i. Hortatory Exposition
To persuade the reader or listener that something should or should not be the case.
- j. Discussion
To present (at least) two points of view about an issue.

¹⁴ Rudi Hartono, *Genres of Texts*, (Semarang: UNNES, 2005), p. 4.

k. News item

To inform the readers, listener, or viewer about events of the day which are considered newsworthy or important.

l. Reviews

It is critique of art or event for a public audience.

3. SAVI Approach

a. Definition of SAVI Approach

SAVI approach is a learning strategy that was initiated by Dave Meier. Dave Meier is an educator, trainer, as well as the initiator of accelerated learning. One of the learning strategy is known as SAVI Approach.

Learning is not automatically improved 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. This is call SAVI learning. The components are easy to remember:¹⁵

- 1) Somatic: Learning by moving and doing.
- 2) Auditory: Learning by talking and hearing.
- 3) Visual: Learning by observing and picturing.
- 4) Intellectual: Learning by problem solving and reflecting.

¹⁵ Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 42.

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.¹⁶

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 your body while you learn. Somatic learning consists of some activities, such as: the body and the mind are one¹⁷, and getting the body involved¹⁸.

2) Auditory Learning

The auditory minds are stronger than actuality. The ears continually capture and store

¹⁶ Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 42-49.

¹⁷ The mind is distributed 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, inhibiting somatic learners from using their full physical bodies in learning, we are hampering the full function of their minds. Look at Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 44.

¹⁸ In order to stimulate the mind-body connection, create learning events that get 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 can help everyone's learning. Look at Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 44.

auditory information, even without conscious awareness. And when make own sounds by talking, several significant areas of cerebrum are activated.

3) Visual Learning

Visual acuity, although more pronounced in some people than others, is strong in everyone. The reason is because there is more equipment in everyone's head for processing visual information than any other sense.

4) Intellectual Learning

The word "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.¹⁹

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

¹⁹ Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 42-49.

mind turns experience into knowledge, knowledge into understanding, and understanding into wisdom.²⁰

When a learning exercise, no matter how clever it is, does not sufficiently challenge this intellectual side of a learner, the exercise will appear to many to be shallow and childish. This happens with some "creative" techniques that get people physically moving (S) and have strong auditory (A) and visual (V) input, but lack intellectual depth (I). So end up with learning that is "SAV," a superficial gloss that is bound to wash off in the first full rain of reality.

But when the Intellectual side of learning is engaged, most people can accept even the most playful learning exercise without feeling that it's shallow, childish, or trite.

b. The Implementation of SAVI Approach

SAVI approach is an approach that combines physical movement with intellectual activity and use all the senses in the learning process. The implementation of SAVI approach in teaching learning can be done as follow:

²⁰ Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 42-49.

1) Somatic

Somatic means getting out of your seat and becoming physically active during learning process.²¹ The teacher uses guessing game to compose a descriptive text.

2) Auditory

Auditory learners learn best when they hear and produce words.²² The teacher asks to students to rewrite what they have heard on tape recorded.

3) Visual

Visual acuity is strong senses. This is because in the brain to process visual information is more than all the other senses. The teacher uses picture to help compose a descriptive text.

4) Intellectual

The word “*Intellectual*” as I’m using it here means involving the mind to create its own learning. Learning is not the storage information, but the creation of meaning, knowledge, and actionable value

²¹ Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 49-50.

²² Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 201.

by the mind of the learner.²³ The teacher asks to students to solve problems based on the topic.

4. Descriptive Text

Descriptive text is a type of written text, which has the specific function to give description about an object (human or non human).²⁴ The purpose of descriptive text is to describe and reveal a particular person, place, or thing.

a. Generic Structure of Descriptive Text

- 1) Identification : statement that contains an object of discussion topics which will be described.
- 2) Description : contains detailed description of the object.

b. Language Features of Descriptive Text

- 1) Certain nouns, for example: teacher, car, my house etc.
- 2) Simple present tense.
- 3) Detailed noun phrase to give information about subject, for example: a large open rowboat, a sweet young lady, etc.
- 4) Some adjectives (describing, numbering, classifying), for example: strong body, sharp white fang, etc.

²³ Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 205.

²⁴ Pardiyono, *Pasti Bisa!! Teaching Genre-Based Writing*, (Yogyakarta: ANDI, 2007), p. 34.

- 5) Relating verb to give information about subject, for example: My mom is very kind, it has very big size, etc.

c. Example of Descriptive Text

Sewu Waterfall

Sewu waterfall is one of the most interesting place of interest in Karanganyar.

It is located not far from central city. It is about 30 kilometers east of Solo. It has cool weather most of the time, and fresh air. The water falls for more than 30 meters down to a small lake, and then the waters flows to the small river. There are many funny and tame monkeys above the tress of the left and right side of the sidewalk down to the lake. The falling water looks fantastic, and with the hard blow of the wind around the lake, the beauty of the nature is enhanced.

5. Teaching Writing of Descriptive Text by Using SAVI Approach

Teaching learning is an activity that has educative value. An educative value makes interaction between teacher and students. An interaction that has education value is because teaching learning activity that is held, guided to get certain goal that is formulated before teaching is done.²⁵

²⁵ Djamarah, et. al., *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2002), p. 1.

Teaching learning process that is done in the class is a transforming knowledge, attitude, and skill. Teacher is expected can improve learning capacity, basic competence, and potency of students maximally.²⁶ According to oxford dictionary, improve becomes or make something to be better, to increase good qualities.²⁷

Writing is the combination among the aspects of brain, ideas what a writer already knows about the topic or subject and what the writer write. A good writing can be done by students if their grammar is good. In fact, grammar and spelling are important in writing, because it is the purposes in the condition of writing to be correct word and grammar. In writing a descriptive text students must comprehend in a simple present tense and another language features of text. SAVI approach is an approach that combines physical movement with intellectual activity and use all the senses in the learning process. The teacher can use SAVI approach with some activities.

In this case, SAVI approach uses as an approach to improve students' writing skill of descriptive text. It is directed to improve their understanding on language features of descriptive text, generic structure, and improve their skill in

²⁶ Yamin Martinis, *Pengembangan Kompetensi Pembelajaran*, (Jakarta: UI Press, 2004), p. 160.

²⁷ Manser Martin H., *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 2000), p. 209.

writing descriptive text correctly. The researcher uses SAVI approach to teach descriptive text with some interesting activity in accordance with senses.

B. Previous Research

In this section, the researcher mentioned some previous researches related with this research. First, thesis under title, *The Effect of The Application of SAVI Method Toward Students' Speaking Ability of The Tenth Grade Students of SMK Muhammadiyah Slawi (An Experimental Research on the tenth grade students' of SMK Muhammadiyah Slawi in Academic Year 2012/2013)* by Anggoro Pancasilawan. This study is an experimental research. The writer used two groups design. In this study, the researcher used SAVI method toward students' speaking ability. The researcher used documentation and test as an instrument to collect data. The description of the data obtained between group 1 (experimental group) with a mean value (79.66), and group 2 (control group) with a mean value (71.25) average. Afterwards, to analyze the data the writer used t-test to know the differences between two group. From the data, the score of the t-table at 5% level of significance and the degree of freedom (df) 46 is 2.021, while the t-ratio is 3,428. So, t-ratio (t_0) is higher than t-table ($3,428 > 2,021$). According to this calculation, hypothesis null is rejected, and hypothesis alternative is accepted. It means, that is a positive effect to the students speaking ability who taught by The Application of The SAVI Method Toward Students' Speaking

Ability of the tenth grade students of SMK Muhammadiyah Slawi in Academic Year 2012/2013.²⁸ The similarities between his research and the writer's used SAVI approach. The difference of his research focused on speaking ability and the writer's focused on writing skill of descriptive text.

Second, thesis under title, *Using Bits and Pieces Game to Improve Students' Writing Skill on Descriptive Texts (A Classroom Action Research at the Seventh Grade of MTs Darul Mujahadah Prupuk-Margasari-Tegal in the Academic Year of 2010/2011)* by Nurkhayatun. This study is classroom action research. It was done through three cycles. The researcher used observation checklist, documentation, and test to collect the data. the researcher used descriptive quantitative to analyze the data. Statistic analysis is used to analyze the data about the result of observation checklist and the result of test on descriptive text. Result of the study showed that by using Bits and Pieces game can improve students' writing skill on descriptive texts at the seventh grades of MTs Darul Mujahadah in the academic year of 2010-2011. The criterion of writing assessment involve; content, organization, vocabulary, language use, and mechanics. The result after getting all of the treatment using Bits and Pieces game, the

²⁸ Anggoro Pancasilawan (1608502038), *The Effect of The Application of SAVI Method Toward Students' Speaking Ability of The Tenth Grade Students of SMK Muhammadiyah Slawi (An Experimental Research on the Tenth Grade Students' of SMK Muhammadiyah Slawi in Academic Year 2012/2013)*, (Tegal: English Language Department of University of Pancasakti Tegal, 2013).

students' average score increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre cycle was 46.71, first cycle was 51.41, second cycle was 63.83 and third cycle was 65.48. Finally the result of this study showed that students' writing on descriptive texts improved in each cycle after they were taught by using Bits and Pieces game. It was signed by their improvements of each test result.²⁹ The similarities between her research and the writer's is subject or material of the study (descriptive text) and kind of research (classroom action research). The difference of her research used Bits and Pieces Game and the writer's used SAVI approach.

The last, a journal by Eni Dewi Kurniawati, Herman J. Waluyo, St. Y. Slamet, Andayani the title is *Developing a Model of Thematic Speaking Learning Materials Using SAVI Approach (Somatic, Auditory, Visual, Intellectual) In Senior High School in Sambas Regency, West Kalimantan Province, Indonesia*. This research was initiated from lacks of interest in speaking learning materials that interesting, suited the need and condition of students in high school in Sambas Regency. The present learning material is not stimulating the students to actively practice their speaking skills; therefore resulted the low Indonesian speaking skills. This

²⁹ Nurkhayatun (073411094), *Using Bits and Pieces Game to Improve Students' Writing Skill on Descriptive Texts (A Classroom Action Research at the Seventh Grade of MTs Darul Mujahadah Prupuk – Margasari - Tegal in the Academic Year of 2010/2011)*, (Semarang: English Language Department of Tarbiyah Faculty Walisongo State Institute for Islamic Studies, 2011).

research aims to: (1) describe the needs of teachers and students in speaking learning material (2) arrange the prototype of the learning material, (3) describe the prototype's development into learning material, (4) determine the effectiveness of thematic learning material using Somatic, Auditory, Visual, Intellectual (SAVI) approach in improving the students' speaking skills, and (5) determine the acceptance of the speaking learning material. The Research and Development method was used to produce the learning material. The stages are: (1) compile the prototype, (2) develop the prototype, (3) test the effectiveness, and (4) test the acceptance level. The research findings are: (1) the new learning material met the needs of the students and the teachers; (2) the prototype's development based on the description of the findings; (3) the prototype's development into clear and complete learning materials that exercised the students to improve their speaking skills; (4) the thematic learning material using SAVI proved effective in improving the students' speaking skills competence; and (5) the acceptance level was good, average of 77.29%.³⁰ The similarities between the journal and the writer's used SAVI approach. The difference their research focused on speaking skill and the writer's focused on writing skill of descriptive text.

³⁰ Eni Dewi Kurniawati, et. al., *Developing a Model of Thematic Speaking Learning Materials Using Savi Approach (Somatic, Auditory, Visual, Intellectual) In Senior High School in Sambas Regency, West Kalimantan Province, Indonesia*, (Online International Interdisciplinary Research Journal, Volume-III, Issue-V, 2013), accessed on Monday, 5th October 2015.

C. Action Hypothesis

Hypothesis is a temporary answer to the formulation of research problems in which the formulation of research problems has been expressed in the form of a statement.³¹ Action hypothesis is defined as the provisional answer to the problem that is faced; as an alternative action supposed the most certain way to solve the problem which was chosen to the research through classroom action research.³² In this research, the researcher proposes that the use of SAVI approach can improve students' writing skill in descriptive text.

³¹ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2012), p. 96.

³² Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: PT. Remaja Rosdakarya, 2009), p. 63.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The overall decision involves which design should be used to study a topic. Informing this decision should be the worldview assumptions the researcher brings to the study; procedures of inquiry (called strategies); and specific methods of data collection, analysis, and interpretation. The selection of a research design is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study.¹

The researcher used the form of action research, as stated by Wallace that is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.²

Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve

¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Third Edition*, (USA: SAGE Publications, 2009), p. 1.

² Michael J Wallace, *Action Research For Language Teachers*, (New York: Cambridge University, Press, 1998), p. 4.

the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.³

Based on the explanations above, the researcher used an action research as an effort to develop English teaching learning process and to solve the problem faced by students', especially in learning writing. This study focused on the use of SAVI approach to improve students' writing skill of descriptive text. The result was taken from measure of students' improvement in writing skill focused on descriptive text.

In classroom action research there are four important steps consisting of planning (identify the problems), action (collect the data), observation (analyze and interpret data), and the last is reflection (develop an action). All these aspects are made a cycle, as stated by Kemmis and Mc Taggart:⁴

³ Wilfred Carr and Stephen Kemmis, *Becoming Critical: Education, Knowledge, and Action Research*, (USA: Routledge farmer, 2004), p. 162.

⁴ Suharsimi Arikunto, et. al., *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p. 16.

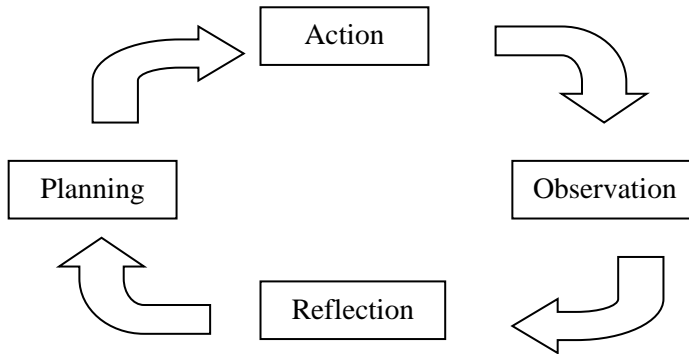


Figure 3.1 Action Research Cycle

In this research, the researcher planned to conduct two cycles of classroom action research. There are four steps process in each cycle for doing classroom action research. All those steps can be explained as follow:

1. Planning

In this step, planning is an action by focusing on who, what, when, where, and how the action will be done.

2. Acting

In this step, the teaching technique will be applied in teaching learning process. It is using SAVI approach in writing descriptive text

3. Observing

In this phase, the researcher observes and takes notes during teaching learning process.

4. Reflecting

Reflecting means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.⁵ Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:⁶

⁵ Suharsimi Arikunto et. al., "*Penelitian Tindakan Kelas*", (Jakarta: PT. Bumi Aksara, 2008), p. 75-80.

⁶ Suharsimi Arikunto et. al., "*Penelitian Tindakan Kelas*", (Jakarta: PT. Bumi Aksara, 2008), p. 74.

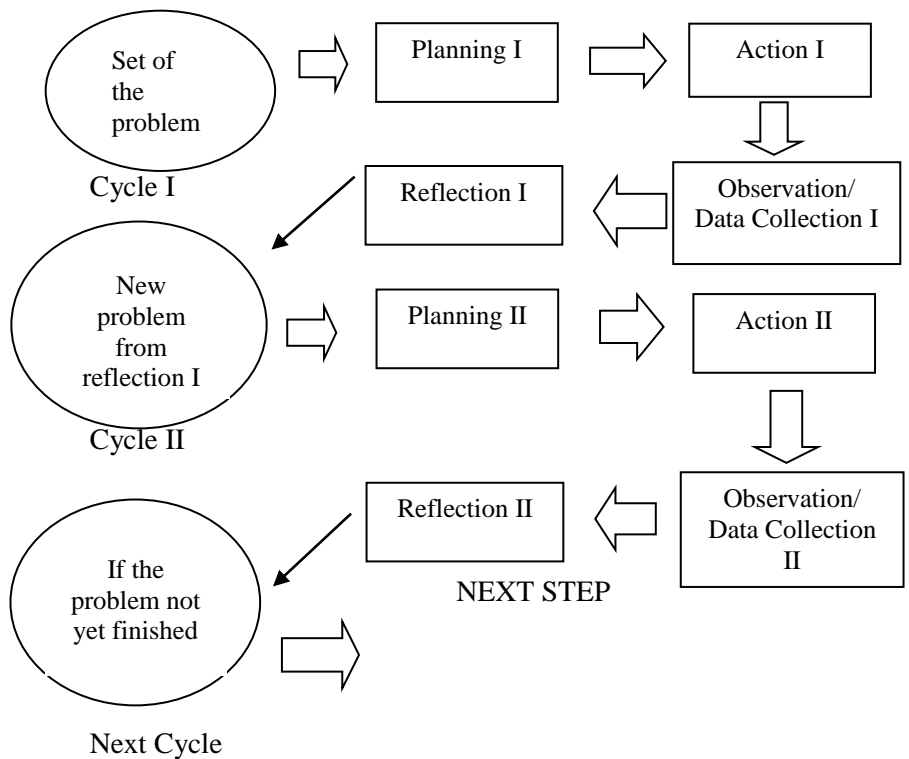


Figure 3.2 Cyclical Process of Action Research

Kemmis and Mc. Taggart in Nunan’s book argue that there are three defining characteristic of action research, they are:

1. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers;
2. It is collaborative; and

3. It is aimed at changing things.⁷

Basrowi and Suwandi added that some characteristics of classroom action research are:⁸

1. Classroom action research is situational. It relates to the diagnosis effort of problem in the certain context (in the classroom).
2. Classroom action research is collaborative effort between teachers and their students in the unity of cooperation in different perspective. It may also between teacher and headmaster.
3. Classroom action research is self- evaluative. It means modification practice activity which is conducted and evaluated continuously, with the final purpose to increase the improvement in the real practice.
4. Classroom action research is flexible and adaptable. By its adaptation, makes an appropriate procedure to work in the class which has some obstacles.
5. Classroom action research evaluates whether any improvement or not in teaching learning process.

From the statements above, it can be concluded that classroom action research has characteristics. The important thing when researcher conducts the classroom action research is the

⁷ David Nunan, *Research Method in Language Learning*, (United Kingdom: Cambridge University Press, 1992), p. 17.

⁸ Basrowi and Suwandi, *Prosedur Penelitian Tindakan*, (Bogor: Ghalia Indonesia, 2008), p. 36.

presence of the collaborator. The collaborator helped the researcher conduct the research in the classroom action research so that it can run well.

B. Time and Setting of the Research

The researcher has time schedule for doing the research and observation. The researcher conducted the research in SMP Negeri 23 Semarang in the academic year of 2015/2016 located at Jl. RM Hadi Soebeno Mijen Semarang. The research was done on March 21th 2016 until April 21th 2016.

C. Subject of the Research

The subject of this research was VII D students of SMP Negeri 23 Semarang, where total number is 32 students. The whole subjects in this research consisted of 18 female students and 14 male students. This research was conducted at second semester in the academic year of 1015/2016.

D. Research Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator was the English teacher of class VII D, Mrs. Dwi Utami Nurul H., S.Pd.

E. Procedure of the Research

There are two cycles in this study, each cycle consists of planning, acting, observing, and reflecting. The researcher conducted two cycles and each cycle is ended by a final test.

before conducting first cycle conducted preliminary research to know the initial condition of student's writing skill of descriptive text. The activities that had be done in each cycle are as follows:

1. Preliminary Research

The first step, the researcher began with an observation to know the condition of teaching learning in the classroom. In this activity the teacher taught the English lesson to the students. After the researcher got the data from observation and English score, the researcher decided to analyze the problems faced by the students. After recognizing the possible cause of problems faced by students, the next is designing a plan which is the reflection problem.

2. The First Cycle

- a. Planning

- 1) Prepare the teaching material.
 - 2) Arrange the lesson plan.
 - 3) Prepare the material for test.
 - 4) Prepare students' attendance list.

- b. Acting

- 1) The teacher greeted and checked the students' attendance.
 - 2) The teacher evaluated students' ability to understand descriptive text.
 - 3) The teacher explained the material descriptive text based on SAVI approach.

- a) The teacher implemented Somatic approach by using guessing game.

The students were divided into 8 groups and given pictures then one of each groups described by using body movement. The other groups tried to compose a descriptive text by their own sentences.

- b) The teacher implemented Auditory approach by using recording.

The students were divided into 8 groups and played the audio then each groups tried to fill in the blank by words.

- c) The teacher implemented Visual approach by using a picture.

The students were divided into 8 groups and given a picture then all of the groups composed a descriptive text based on the picture.

- d) The teacher implemented Intellectual approach by using imagination to describe something without instrumental (pictures, audios, and etc).

The students were divided into 8 groups and given a topic. Each groups discussed to solve problem then composed a descriptive text based on the results of discussed.

- 4) The teacher gave a test to evaluate students.

- c. Observing
 - 1) Observing the students' participation.
 - 2) Observing the teaching learning process for the students.
 - 3) Evaluation results (test).
 - 4) Record the success a problems in the process of learning that is not yet appropriate research expectations.
- d. Reflecting
 - 1) In the first cycle, the researcher got the data from test and observation.
 - 2) Evaluate the activities that have been done.
 - 3) The teacher and the researcher discussed to make reflection what should they repair the problems.
 - 4) Analyzed the data to repair in the next cycle.

3. The Second Cycle

After conducting the first cycle, the researcher conducted cycle 2. The second cycle based on the result of first cycle, if the result from observation showed that students' score still low. It needs to continue to the next cycle to fix the previous weakness. The procedures as follow:

- a. Revised Planning
 - 1) Identify the problem and make the solution.
 - 2) Prepare the teaching material.
 - 3) Arrange the lesson plan.

- 4) Prepare students' attendance list.
- 5) Prepare the material for test.

b. Acting

- 1) The teacher greeted and checked the students' attendance.
- 2) The teacher reviewed the previous material.
- 3) The teacher explained the material descriptive text based on SAVI approach.

- a) The teacher implemented Somatic approach by using guessing game.

The students were divided into 8 groups and given pictures then one of each groups describes by using body movement. The other groups tried to compose a descriptive text by own sentences.

- b) The teacher implemented Auditory approach by using recording.

The students were divided into 8 groups and played the audio then each groups tried to fill in the blank by words.

- c) The teacher implemented Visual approach by using a picture.

The students were divided into 8 groups and given a picture then all of the groups composed a descriptive text based on the picture.

- d) The teacher implemented Intellectual approach by using imagination to describe something without instrumental (pictures, audios, and etc).
The students were divided into 8 groups and given a topic. Each groups discuss to solve problem then compose a descriptive text based on the results of discussed.
- 4) The teacher gave a test to evaluate students.
- c. Observing
 - 1) Observing the students' participation.
 - 2) Observing the teaching learning process.
 - 3) Evaluation results (test).
 - 4) Record the success a problems in the process of learning that is not yet appropriate research expectations.
- d. Reflecting
 - 1) Evaluated the activity that has been done.
 - 2) Analyzing the data from the observation checklist and result of the test to find out the improvement of students' writing skill of descriptive text.
 - 3) Discussing the teaching learning process that has been done in order to know the weakness found in the previous activities.

F. Technique of Data Collection

1. Documentation

The researcher used documentation which related with this research, such as students' name list, students' English scores, lesson schedule.

2. Observation

Observation is the activity of giving total concern to research object of the sense.⁹ In conducting the observation, the researcher used the observation scheme to make it more systematic, containing list of activity or happening which might happen.¹⁰

In this study, observation used to monitor the students and the teacher activities during the teaching learning process. The researcher observed the situation in the class during the lesson, respond, and attitude of students when they were given explanation, doing task, and to know their difficulties. In this study the researcher used observation checklist.

3. Test

Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 149.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 157.

a group. "Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given."¹¹

Collecting data, the researcher used written test which is very useful to know the students improvement in understanding material given by the teacher. In this research, the researcher got data by giving evaluation test. Evaluation test is used during the cycle to measure the student's understanding. A post test is given after students get some activities of writing descriptive text with SAVI approach. It is used to measure the student's improvement after being taught.

In order to know the improvement of student's, the researcher analyzed the different between mean of pre-test and two evaluations of test scores.

G. Instrument of Data Collection

Research instrument is tool or facilities are used by researcher to collect data. it is easier work and result of researcher are better, more accurate, complete, and systematic. So it is easier to be worked. ¹² In this research, the researcher used documentation, observation checklist, and test.

¹¹ Suharmi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), p. 53.

¹² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 160.

1. Documentation

The researcher used documentation which relate with this research. They were students' name list, English score, and lesson schedule.

2. Observation Checklist

Observation is the activity of giving total concern to research object of the sense.¹³ In conducting the observation , the researcher used the observation scheme to make it more systematic, containing list of activity or happening which might happen.¹⁴

In addition, the researcher observed what was going on in the classroom and observed the effect if teaching using SAVI approach to improve students' writing skill of descriptive text. Observation is carried out three times; preliminary research, cycle 1, and cycle 2. The observation checklist that was used in this study as follow:

Table 3.1
Form of Observation Checklist

No.	Object of Observation	Checklist					Score
		1	2	3	4	5	
1.	The students pay attention to the teacher's						

¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 149.

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 157.

	explanation.						
2.	The students ask questions to the teacher to clarify understanding.						
3.	The students are enthusiastic in responding teacher's question.						
4.	The students answer teacher's questions.						
5.	The students are enthusiastic doing and complete the written test.						

Explanation:

a. Poor

The aspect of activity that was observed above, reaches about 0%.

b. Fair

The aspect of activity that was observed above reaches out for about <20%.

c. Average

The aspect of activity that was observed above reaches out for about 21 – 50%.

d. Good

The aspect of activity that was observed above reaches out for about 51 – 74%.

e. Excellent

The aspect of activity that was observed above reaches out for about >75%.

3. Test

In this research, the teacher used written tests with objective test. Then, the teacher gave test instruction for the students. The instruction was composing a descriptive text. As for the scoring in this research used element score of writing, such as content, organization, vocabulary, grammar, and mechanics.

H. Technique of Data Analysis

The aim of this study is to find out whether SAVI approach could improve the writing students skill or not. There is post test, this test is used to measure the students' progress in mastering writing skill. The steps of data analysis are:

1. Analyzing Observation Checklist

Researcher used observation checklist during the teaching and learning process in preliminary research, cycle I, and cycle II. Then the result of observation checklist will be analyzed by calculating the percentage as following:

The formula to measure the student's participant is:

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

Explanation:

n = the score of students

N = the sum of total score

% = the percentage of the expectation

From the formula above student's participation can be categorized as follow:

a. Poor

The aspect of activity that was observed above, reaches about 0%.

b. Fair

The aspect of activity that was observed above reaches out for about <20%.

c. Average

The aspect of activity that was observed above reaches out for about 21 – 50%.

d. Good

The aspect of activity that was observed above reaches out for about 51 – 74%.

e. Excellent

The aspect of activity that was observed above reaches out for about >75%.

2. Method of Analyzing Test

In measuring the test, a standard technique should be used to show the result of the research were reliable. To

measure the writing test the writer used the analysis method. According to J. B. Heaton analytic scoring test in writing test, there were five major items or categories. They were grammar, vocabulary, content, organization, and mechanic.¹⁵

To analyze the students' test in writing descriptive text, the writer focused on the items in elements of writing as states by Heaton. The elements of writing were content, organization, vocabulary, grammar, and mechanic.

After classifying the test items, the writer gave score for each item with focused on organization of the content. Where score' organization higher than element of writing other. The percentage of the elements of writing could be seen in table 3.2.

Table 3.2 Element Score of Writing¹⁶

Criteria	Score	Level
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly

¹⁵ J. B. Heaton, *Writing English Language Tests*, (London: Longman Group, 1975), p. 138.

¹⁶ Charles Alderson and Lyle F. Bachman, *Assessing Writing*, (USA: Cambridge University Press, 2002), p. 116.

	<p>21-17 Fair to Poor: limited knowledge of subject; little substance; inadequate development of topic.</p> <p>16-13 Very poor: does not show knowledge of subject; not substantive; not pertinent.</p>
Organization	<p>20-18 Excellent to very good: fluent expression; ideas clearly stated/supported; well-organized; logical sequencing</p> <p>17-14 Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p>13-10 Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</p> <p>9-7 Very poor: does not communicate; no organization.</p>
Vocabulary	<p>20-18 Excellent to very good: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.</p> <p>17-14 Good to average: adequate range;</p>

		occasional errors of word/idiom form; choice; usage but meaning not obscured.
	13-10	Fair to Poor: limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.
	9-7	Very poor: essentially translation; little knowledge of English vocabulary; idioms, word form.
Language use/grammar	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to Poor: major problems in simple/complex construction; frequent errors of negation,

		<p>agreement, tense, number, word order/function, articles, pronouns, prepositions and fragments, run-ons, deletions; meaning confused or obscured.</p> <p>10-5 Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.</p>
Mechanics	<p>5</p> <p>4</p> <p>3</p> <p>2</p>	<p>Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, capitalizations, paragraphing, but meaning not obscured.</p> <p>Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.</p> <p>Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization,</p>

		etc. paragraphing; handwriting illegible.
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Explanation of each criterion, the first was content, content was the substance of writing, ideas expressed. The second was organization, organization here means the organization of the content. Third was vocabulary, it means the choice of words, structure, and lexical items to give particular tone a flavor the writing. Fourth was grammar, the employing grammatical and syntactic forms. The last was mechanic, the use of graphic convention of the language.

Then, to provide the students' score, the researcher used the formula below:

$$\text{Score} = \frac{\sum x}{S_{max}} \times 100\%$$

Where:

$\sum x$: Score got

S_{max} : Maximum score

According to school's regulation, the scoring and category of the score of writing mastery were as follow:

Table 3.3 The Criterion of Writing Mastery

Total Score Interval	Category	Meaning
85 – 100	A	Excellent
75 – 84	B	Good
<75	C	Fail

Then, the researcher determined the frequency of students score as below:

a. Calculating the Result of the Study

The result from the achievement of study, the average of the student results:

$$\frac{\textit{The Total of the Percentage}}{\textit{The Number of Students}} \times 100\%$$

b. Measuring the Mean of Test

In this study, the researcher used the mean to know the average of students' score and to check students' improvement writing skill of descriptive text. The formula was as follow:¹⁷

$$M = \frac{\sum x}{N}$$

Explanation:

M = the mean of score

$\sum x$ = the total of score

N = the sum of students number

From the result of analyze the score of test and observation checklist. The researcher found out the improvement students' writing skill of descriptive text by using SAVI approach.

¹⁷ Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publisher, 2000), p. 272.

I. Indicators of Achievement

This study was said to be success if the research objectives indicators are reached. In this research, the researcher formulates the research objectives indicators as below:

1. Students' average achievement in writing descriptive text is equal or higher than minimum score established by the school (75).
2. Students' reach the minimum score (75) are equal to or higher than 75% of the total students in the research.
3. Students' average participation in learning writing descriptive text are equal or higher than 80% of the total students in the research.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

A. Profile SMP Negeri 23 Semarang

SMP Negeri 23 Semarang is an junior high school located in Jl. RM Hadi Soebeno Mijen, Semarang. This school contains of 8 classes for each grade. SMP Negeri 23 Semarang has 768 students and 47 teachers.

SMP Negeri 23 Semarang uses KTSP (Kurikulum Tingkat Satuan Pendidikan) in teaching learning process. However, in its implementation there are some improvisation on it, such as in developing the material and assessment. SMP Negeri 23 Semarang enthusiastically encourages the students in English learning. Many activities are conducted to support English learning, that are intra curricular activities and extracurricular activity.

B. Description of the Implementation

This chapter was on the implementation of SAVI approach as learning strategies to improve students' writing skill of descriptive text. It was conducted through a classroom action research which consisted of several activities which includes preliminary research, first cycle, and second cycle. Its purposes to know students improvement writing skill of descriptive text after taught by using SAVI approach. The researcher results in every cycle are as follow:

1. Preliminary Research

a. The Result of Students' Participation Preliminary Research

Preliminary research was held on Saturday, March 12th 2016. There were 30 students as participants and 2 students absent. In this activity, the teacher taught English lesson to the students. It was done by Ms. Nurul as an English teacher. The researcher only observed the classroom activity during the English lesson.

First, she explained the material of English lesson, but only part of students did not pay attention to the teacher's explanation, they only spoke and joked with their friends. After that, the teacher asked some questions to the students about the material. They did not respond and they were confused. The researcher observed the students' activities during teaching learning process.

Table 4.1
The Students' Participation in Preliminary
Research

No.	Object of Observation	Checklist					Score
		1	2	3	4	5	
1.	The students pay attention to the teacher's explanation.			✓			3
2.	The students ask questions to the teacher to clarify understanding.		✓				2

3.	The students are enthusiastic in participating the lesson.			✓			3
4.	The students answer teacher's questions.		✓				2
5.	The students are enthusiastic doing and complete the written test.			✓			3
Total Score							13

Explanation:

- 1) Poor : 0%
- 2) Fair : <20%
- 3) Average : 21 – 50%
- 4) Good : 51 – 74%
- 5) Excellent : >75%

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{12}{25} \times 100\% \\
 &= 52\%
 \end{aligned}$$

According to the result of the students' participation above, it can be concluded that only part of the students who joined the class and gave their attention to the material well. Beside that, the students' English score was low. The researcher awared that the most of the students in class VII D still had difficulties in English.

b. The Result of Students' Score in Preliminary Research

In the preliminary research, the researcher get the students' English score, the list of the students' English score is as follows:

Table 4.2
The Students' English Score Test Preliminary Research

No.	Students' Code	Score
1.	A - 1	60
2.	A - 2	65
3.	A - 3	75
4.	A - 4	60
5.	A - 5	60
6.	A - 6	60
7.	A - 7	65
8.	A - 8	65
9.	A - 9	65
10.	A - 10	60
11.	A - 11	60
12.	A - 12	60
13.	A - 13	65
14.	A - 14	60
15.	A - 15	65
16.	A - 16	73
17.	A - 17	60
18.	A - 18	Absent
19.	A - 19	60
20.	A - 20	80
21.	A - 21	60
22.	A - 22	60
23.	A - 23	72
24.	A - 24	60
25.	A - 25	75
26.	A - 26	63
27.	A - 27	60

No.	Students' Code	Score
28.	A – 28	Absent
29.	A – 29	60
30.	A – 30	65
31.	A – 31	65
32.	A – 32	71
Total Score		1929
Mean		64.3
Highest		80
Lowest		60

Then from the result above, the researcher calculated the achievement of study used this formula:

The average of the student results =

$$\frac{\text{The Total of the Percentage}}{\text{The Number of Students}} \times 100\%$$

Table 4.3
The Category of the Students' Score and Their Percentage in Preliminary Research

No.	Interval	Freq	Percentage	Category
1.	85 – 100	-	-	Excellent
2.	75 – 84	3	10%	Good
3.	<75	27	90%	Fail
Total		30	100%	

From the data above, there were 3 or 10% of 30 students got excellent grade. There were 27 or 90% of 30 students got fail grade. To know mean score of result of test, the researcher calculated the mean of test as follow:

$$M = \frac{\sum x}{N}$$

$$\begin{aligned} &= \frac{1929}{30} \\ &= 64.3 \end{aligned}$$

Explanation:

M = the mean of score

$\sum x$ = the total of score

N = the sum of students number

From the result above, it can be seen that the average of the students' test result of preliminary research was 64.3. The highest score was 80 and the lowest was 60. The mean of students' English score was low. The result of the average score was 64.3. This score was still under from the minimum standard score (KKM), it was 75. There were 27 or 90% of 30 students got fail grade and 3 or 10% of 30 student got good grade. The teacher intended to use SAVI approach to the next activity to make students interest and enjoy the learning process.

2. First Cycle

The first cycle was done on April 14th 2016. There were 31 students and 1 student absent. The students English score was not satisfied, so the researcher and the teacher decided to use SAVI approach. The treatment was focused on improving student's writing skill of descriptive text.

a. Planning

In planning step, the teacher and the researcher prepared the teaching learning design, such as arranging

lesson plan based on the teaching material, observation checklist, material paper, paper game, and evaluation test.

b. Acting

The next action, the teacher conducted activities according to the schedule that was arranged in planning step. As acting, the teacher explained about the social function, language features, and generic structure of descriptive text. After that, the teacher gave an example of descriptive text and analyzed the language features of descriptive text. Then, the teacher implemented SAVI approach during learning process. The process of implementation of SAVI approach consists of four steps.

First, the teacher implemented Somatic approach by using guessing game. The students were divided into 8 groups and given pictures then one of each groups described by using body movement. The other groups tried to compose a descriptive text by their own sentences.

Second, the teacher implemented Auditory approach by using recording. The students were divided into 8 groups and played the audio then each groups tried to fill in the blank by words.

Third, the teacher implemented Visual approach by using a picture. The students were divided into 8 groups and given a picture then all of the groups composed a descriptive text based on the picture.

The last, the teacher implemented Intellectual approach by using imagination to describe something without instrumental (pictures, audios, and etc). The students were divided into 8 groups and given a topic. Each groups discussed to solve problem then composed a descriptive text based on the results of discussed.

After the teacher implemented SAVI approach, the teacher did evaluation test for the first cycle individually.

c. Observing

1) The Result of Students' Participation in First Cycle

In this phase, the researcher tried to notice all activities in the classroom using observation checklist. It might be about the students' activities, class situation, and the students' responses. The score of observation were as follow:

Table 4.4

The Students' Participation in Cycle 1

No.	Object of Observation	Checklist					Score
		1	2	3	4	5	
1.	The students pay attention to the teacher's explanation.				✓		4
2.	The students ask questions to the teacher to clarify understanding.			✓			3
3.	The students are				✓		4

	enthusiastic in participating the lesson.						
4.	The students answer teacher's questions.			✓			3
5.	The students are enthusiastic doing and complete the written test.				✓		4
Total Score							18

Explanation:

- 1) Poor : 0%
- 2) Fair : <20%
- 3) Average : 21 – 50%
- 4) Good : 51 –74%
- 5) Excellent : >75%

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{18}{25} \times 100\% \\
 &= 72\%
 \end{aligned}$$

According to the result of the students' participation above, it can be seen the improvement of the students' in participating the lesson increase from 52% (Preliminary Research) to be 72% (Cycle 1). It means that the students have paid attention and enjoyed the lesson. But in asking and responding the question, the students ability still low.

2) The Result of Students' Score in First Cycle

After doing treatment to the students, the researcher calculated the result of the test in the first cycle. It was better than score in the preliminary research. It was because some of the students have enough understood the material on the descriptive text. The list of students' test score after treatment was as follow:

Table 4.5
The Students' Score of Evaluation Test Cycle 1

No.	Students' Code	Score
1.	A - 1	75
2.	A - 2	75
3.	A - 3	78
4.	A - 4	75
5.	A - 5	60
6.	A - 6	75
7.	A - 7	78
8.	A - 8	60
9.	A - 9	74
10.	A - 10	75
11.	A - 11	75
12.	A - 12	60
13.	A - 13	76
14.	A - 14	75
15.	A - 15	60
16.	A - 16	70
17.	A - 17	70
18.	A - 18	70
19.	A - 19	75
20.	A - 20	79
21.	A - 21	75

22.	A – 22	Absent
23.	A – 23	74
24.	A – 24	76
25.	A – 25	76
26.	A – 26	74
27.	A – 27	80
28.	A – 28	78
29.	A – 29	60
30.	A – 30	74
31.	A – 31	75
32.	A – 32	75
Total Score		2252
Mean		72.64
Highest		80
Lowest		60

Then from the result above, the researcher calculated the achievement of study used this formula:

The average of the student results =

$$\frac{\text{The Total of the Percentage}}{\text{The Number of Students}} \times 100\%$$

Table 4.6
The Category of the Students Score and Their Percentage in Cycle 1

No.	Interval	Freq	Percentage	Category
1.	85 – 100	-	-	Excellent
2.	75 – 84	19	61.29%	Good
3.	<75	12	38.71%	Fail
Total		31	100%	

From the data above, there were 19 or 61.29% of 31 students got good grade. There were 12 or 38.71% of 31 students got fail grade. To know mean

score of result of test, the researcher calculated the mean of test as follow:

$$\begin{aligned}M &= \frac{\sum x}{N} \\ &= \frac{2252}{31} \\ &= 72.64\end{aligned}$$

Explanation:

M = the mean of score

$\sum x$ = the total of score

N = the sum of students number

The calculation result showed that the average of students' test of the first cycle was 72.64. The highest score was 80 and the lowest score was 60. It was from 64.3 to be 72.64. The researcher concluded that students' writing skill of descriptive text was improved. But it was unsatisfied yet, because there were 12 or 38.71% of the total students still got under the minimum standard score (KKM). The problems faced by the researcher and the teacher in this cycle were some of the students still confused and difficult to express their ideas and words in written text although they understood what they heard. The researcher found the students had limited vocabulary. The result of their writing was also still disorganized on the content, organization, vocabulary, language

use. So, the researcher had to continue to the next cycle.

d. Reflecting

The teaching had been done by the teacher and the students' respond was good, because the class was conducive. When the activity in progress, the students' work in learning process was good. It could be seen from the most of the students actively in joining the lesson and were able to appreciate the teacher's explanation. But it was found that the most of the students were passive and did not ask the teacher to clarify understanding. It was happened when the teacher tried to give some questions related to the subject to stimulate the students.

The time management was very crucial factor in teaching learning process. When the students work in group needed a bit of longer time to do the task. So, the teacher tried to manage and provide time perfectly.

The students' writing result was good enough. The students could explore the ideas what they have been to write. But grammatically, there were little wrong words. The students' average achievement in writing descriptive text was improved. It was from 64.3 to be 72.64. But it was unsatisfied yet, because there were 12 or 38.71% of the total students' still got under the minimum standard score (KKM). The mean of the students' in first

cycle was 72%. It means that the students' participation was good.

3. Second Cycle

The second cycle was done based on the result of reflection from the first cycle. This cycle was done on April 20th 2016. This activity was done like the previous research that was teaching and learning process of writing descriptive text using SAVI approach.

a. Planning

In this activity, the researcher as a teacher also prepared the teaching learning design, such as arranging lesson plan based on the teaching material, observation checklist, material paper, paper game, and evaluation test.

b. Acting

In the second cycle was done improvements in teaching descriptive text using SAVI approach that had not complete in the first cycle.

First, the teacher implemented Somatic approach by using guessing game. The students were divided into 8 groups and given pictures then one of each groups described by using body movement. The other groups tried to compose a descriptive text by their own sentences.

Second, the teacher implemented Auditory approach by using recording. The students were divided into 8 groups and played the audio then each groups tried to fill in the blank by words.

Third, the teacher implemented Visual approach by using a picture. The students were divided into 8 groups and given a picture then all of the groups composed a descriptive text based on the picture.

The last, the teacher implemented Intellectual approach by using imagination to describe something without instrumental (pictures, audios, and etc). The students were divided into 8 groups and given a topic. Each groups discussed to solve problem then composed a descriptive text based on the results of discussed.

After the teacher implemented SAVI approach, the teacher did evaluation test for the second cycle individually.

c. Observing

1) The Result of Observation Checklist in Second Cycle

In the second cycle, the researcher observed the learning process to monitor the class situation and students enthusiastic using observation checklist. The purpose of this activity was to evaluate the results, collect data, and monitor the teaching learning process. The score of observation were as follow:

Table 4.7
The Students' Participation in Cycle 2

No.	Object of Observation	Checklist					Score
		1	2	3	4	5	
1.	The students pay attention to the teacher's explanation.					✓	5
2.	The students ask questions to the teacher to clarify understanding.				✓		4
3.	The students are enthusiastic in participating the lesson.				✓		4
4.	The students answer teacher's questions.				✓		4
5.	The students are enthusiastic doing and complete the written test.					✓	5
Total Score							22

Explanation:

- 1) Poor : 0%
- 2) Fair : <20%
- 3) Average : 21 – 50%
- 4) Good : 51 – 74%
- 5) Excellent : >75%

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{22}{25} \times 100\% \\
 &= 88\%
 \end{aligned}$$

From the result of the observation checklist above, it was found different condition between first and second cycle. The students' participation was increasing from 72% (Cycle 1) to 88% (Cycle 2). It means that the students have more enjoyed and enthusiastic in learning process.

2) The Result of Students' Score in Second Cycle

The results of evaluation test in second cycle was as follow:

Table 4.8
The Students' Score of Evaluation Test Cycle 2

No.	Students' Code	Score
1.	A - 1	77
2.	A - 2	77
3.	A - 3	77
4.	A - 4	78
5.	A - 5	71
6.	A - 6	77
7.	A - 7	78
8.	A - 8	75
9.	A - 9	72
10.	A - 10	77
11.	A - 11	78
12.	A - 12	77
13.	A - 13	78
14.	A - 14	77
15.	A - 15	71
16.	A - 16	85
17.	A - 17	77
18.	A - 18	86
19.	A - 19	77
20.	A - 20	86
21	A - 21	85

No.	Students' Code	Score
22.	A – 22	Absent
23.	A – 23	77
24.	A – 24	85
25.	A – 25	77
26.	A – 26	71
27.	A – 27	77
28.	A – 28	78
29.	A – 29	71
30.	A – 30	75
31.	A – 31	78
32.	A – 32	86
Total Score		2411
Mean		77.77
Highest		86
Lowest		71

Then from the result above, the researcher calculated the achievement of study used this formula:

The average of the student results =

$$\frac{\text{The Total of the Percentage}}{\text{The Number of Students}} \times 100\%$$

Table 4.9
The Category of the Students Score and Their Percentage in Cycle 2

No.	Interval	Freq	Percentage	Category
1.	85 – 100	6	19.35%	Excellent
2.	75 – 84	20	64.52%	Good
3.	<75	5	16.13%	Fail
Total		31	100%	

From the data above, there were 6 or 19.35% of 31 students got excellent grade, 20 or 64.52% of 31

students got good grade, and 5 or 16.13% of 31 students got fail grade. To know mean score of result of test, the researcher calculated the mean of test as follow:

$$\begin{aligned}M &= \frac{\sum x}{N} \\ &= \frac{2411}{31} \\ &= 77.77\end{aligned}$$

Explanation:

- M = the mean of score
 $\sum x$ = the total of score
N = the sum of students number

The result showed that the average of students' test of the second cycle was 77.77. The highest score was 86 and the lowest score was 71. It was from 72.64 to be 77.77. The researcher concluded that students' writing skill of descriptive text was improved. In this cycle, the students' improvement of writing skill of descriptive text was improved in content, organization, vocabulary, language use. The teacher and the researcher concluded that the students' ability in descriptive text were improve after being given treatment using SAVI approach.

d. Reflecting

In this cycle, the students' improvement in writing descriptive text was more significant. It could be

seen from the average improvement score of the test and their enthusiastic in learning process.

The students' average achievement in writing descriptive text was improved. The highest score was 86 and the lowest score was 71. It was from 72.64 to be 77.77. The mean of the students' participation in the second cycle was 88%. It means that the students' participation was excellent. The students' reached the minimum standard score (75) was 75% of the total students' in the research. From 32 students, 26 students' passed the test, 5 student was failed the test, and 1 student was absent.

So, the teacher and the researcher decided to stop this cycle, because they concluded that the students' ability in writing descriptive text was improved from the pre-cycle until the second cycle.

C. Analysis of the Whole Meetings

After the researcher implemented the use of SAVI approach in teaching writing descriptive text, the researcher got the data from each cycle. It was analyzed in each cycle, and then the researcher got the result of the classroom action research. The result of the research showed that there was significant improvement of the students' ability in writing descriptive text after taught using SAVI approach. It could be seen from the result of the test from the pre-cycle until the second cycle.

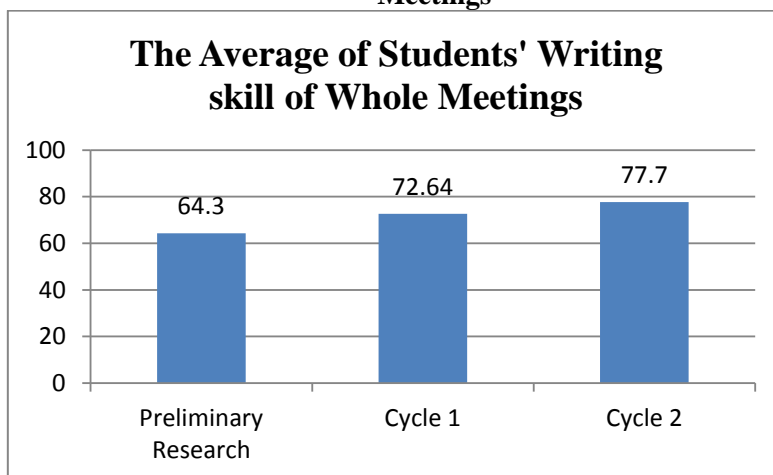
Table 4.10

The Result of Evaluation Test from Pre-Cycle until the Second Cycle as Follows:

No.	Cycle	Mean
1.	Preliminary Research	64.3
2.	Cycle 1	72.64
3.	Cycle 2	77.77

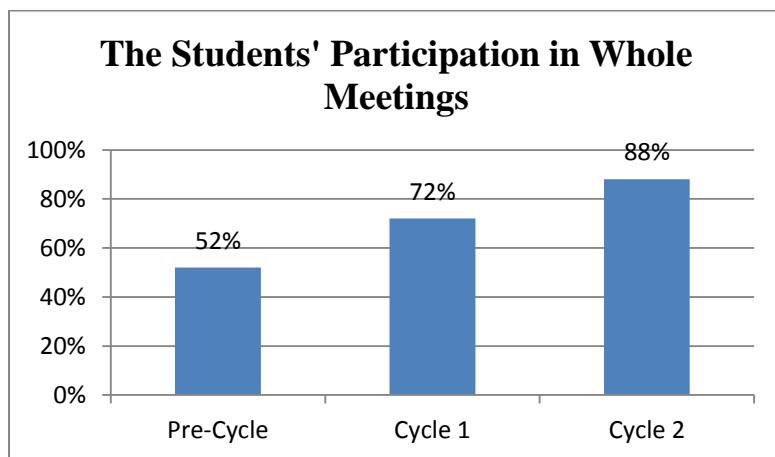
Chart 4.1

The Average Score of Students' Writing skill of Whole Meetings



There were also improvements in students' activities after following by using SAVI approach. It could be seen in the chart below:

Chart 4.2
The Students' Participation in Whole Meetings



In the chart above we could see that there is improvement of the students' writing skill and the students' participation in writing descriptive text cycle by cycle.

In the preliminary research, the mean result of the students' English score was 64.3. The highest score was 80 and the lowest score was 60. From the result above, the mean of the students' English score was low. The result of the average score was 64.3. This score was still low from the minimum standard score (KKM), it was 75. There were 27 or 90% of 30 students still got fail grade and 3 or 10% of 30 students got good grade. The mean of the students' participation during preliminary research was 52%. It means that the students' attention, participation, activity were good but it were still low.

In the first cycle, the mean result of the students' writing skill of descriptive text was 72.64. The teacher began to use SAVI approach in teaching descriptive text. It showed that there was some significant improvement in students' achievement. It was from 64.3 to be 72.64. The highest score was 80 and the lowest score was 60. The researcher concluded that the students' writing skill of descriptive text was improved. But it was unsatisfied yet, because there were 12 or 38.71% of the total students still got under the minimum standard score (KKM). The problems were face by the researcher and the teacher in this cycle were some of the students still confused and difficult to express their ideas and words in written text. But in teaching learning process, the students' paid more attention and joined the class enthusiastically. The mean of the students' participation during first cycle was 72%. It means that the students' participation was good enough.

In the second cycle, the mean result of the students' writing skill of descriptive text was 77.77. It was higher than previous cycle. It showed that the students' writing skill of descriptive text was improved. It was from 72.64 to be 77.77. The highest score was 86 and the lowest score was 71. The researcher concluded that the students' writing skill of descriptive text was improved. The mean of the students' participation during second cycle was 88%. It means that the students' participation was excellent. It was passed the indicator of achievement (80%). It was higher 8% point than 80%.

From the description of the teaching learning process during the research above, it could be concluded that SAVI approach was effective to be implemented in teaching writing descriptive text.

D. Discussion

Here, the students' achievements would be discussed and the students' progress in joining teaching learning process also would be explained.

SAVI approach is an approach that combines physical movement with intellectual activity and use all the senses in the learning process. Learning is not automatically improved 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. This is call SAVI learning. The components are easy to remember:¹

1. Somatic: Learning by moving and doing.
2. Auditory: Learning by talking and hearing.
3. Visual: Learning by observing and picturing.
4. Intellectual: Learning by problem solving and reflecting.

The teacher explained the material descriptive text based on SAVI approach. First, the teacher implemented Somatic approach by using guessing game. The students were divided into 8 groups and given pictures then one of each groups described by

¹ Dave Meier, *The Accelerated Learning Handbook*, (USA: McGraw-Hill, 2000), p. 42.

using body movement. The other groups tried to compose a descriptive text by their own sentences. Second, the teacher implemented Auditory approach by using recording. The students were divided into 8 groups and played the audio then each groups tried to fill in the blank by words. Third, the teacher implemented Visual approach by using a picture. The students were divided into 8 groups and given a picture then all of the groups composed a descriptive text based on the picture. The last, the teacher implemented Intellectual approach by using imagination to describe something without instrumental (pictures, audios, and etc). The students were divided into 8 groups and given a topic. Each groups discussed to solve problem then composed a descriptive text based on the results of discussed.

According to indicators of achievement, the researcher could give opinions and analysis that SAVI approach very effective in learning descriptive text. In general, indicators of mastering the subject could be obtained by seeing, listening, moving, and intellectual and the indicators covered in SAVI approach. As for specifically, the benefit of SAVI approach could be seen from the students especially in the aspect of perfection of skills that includes the five senses. The students who have perfect senses could master the material by using SAVI approach effectively. However, unlike for the students who do not have perfect sensory. For example, the students who have limitation in seeing (blind). The student could master the material with some of theories in SAVI approach, such as Auditory and Intellectual. So,

SAVI approach was very effective to be used as approach in learning English. Particularly in mastering descriptive text such as that conducted by the researcher at SMP Negeri 23 Semarang are generally all of the students' have perfection in skill.

Therefore, we could know the advantages according to the explanation above and disadvantages of SAVI approach. As for disadvantages, SAVI approach might not be effective properly taught to junior high school level in mastering the material with SAVI approach. Especially through listening that includes part of auditory, where the students were weak in writing the word that they heard. In contrast, if SAVI approach applied at the senior high school level. SAVI approach could be applied by the teachers since the early childhood level. So, that the students develop the skills perfectly and maximum.

In the preliminary research, the mean result of the students' English score was 64.3. The highest score was 80 and the lowest score was 60. From the result above, the mean of the students' English score was low. The result of the average score was 64.3. This score was still low from the minimum standard score (KKM), it was 75. There were 27 or 90% of 30 students still got fail grade and 3 or 10% of 30 students got good grade. The mean of the students' participation during preliminary was 52%. It means that the students' attention, participation, activity were good but it were still low.

In the first cycle, the mean result of the students' writing skill of descriptive text was 72.64. The teacher began to use SAVI

approach in teaching descriptive text. It showed that there was some significant improvement in students' achievement. It was from 64.3 to be 72.64. The highest score was 80 and the lowest score was 60. The researcher concluded that the students' writing skill of descriptive text was improved. But it was unsatisfied yet, because there were 12 or 38.71% of the total students still got under the minimum standard score (KKM). The problems were face by the researcher and the teacher in this cycle were some of the students still confused and difficult to express their ideas and words in written text. But in teaching learning process, the students' paid more attention and joined the class enthusiastically. The mean of the students' participation during first cycle was 72%. It means that the students' participation was good enough.

In the second cycle, the mean result of the students' writing skill of descriptive text was 77.77. It was higher than previous cycle. It showed that the students' writing skill of descriptive text was improved. It was from 72.64 to be 77.77. The highest score was 86 and the lowest score was 71. The researcher concluded that the students' writing skill of descriptive text was improved. The mean of the students' participation during second cycle was 88%. It means that the students' participation was excellent. It was passed the indicator of achievement (80%). It was higher 8% point than 80%.

From the description of the teaching learning process during the research above, it could be concluded that SAVI

approach was effective to be implemented in teaching writing descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. Based on the result of the research that had been done in two cycles in the research entitled “The Use of SAVI Approach to Improve Students’ Writing Skill of Descriptive Text of VII Grade of SMP Negeri 23 Semarang in the Academic Year of 2015/2016”, the researcher concluded that:

1. SAVI approach can improve the students writing skill of descriptive text at VII grade students of SMP Negeri 23 Semarang in the academic year of 2015/2016 based on the result of the research was done two cycles (cycle 1 and cycle 2). It can be taken the conclusions that there was **good significance**. The students writing skill of descriptive text improved after being taught by using SAVI approach. The implementation of SAVI approach as a learning aid to improve the students writing skill of descriptive text was very effective. It was supported by significance result of the students average in preliminary research was 64.3 and the students’ participation got 52% because the students’ still confused about the subject. In cycle 1 began used SAVI approach to improve students writing skill in descriptive text

got average was 72.64 and the students' participation got 72%. In the cycle 2, the students' more understood and enthusiastic in learning process and got average was 77.77 and the students' participation got 88%. These proven that the students' participation in writing descriptive text had improved after taught by using SAVI approach.

B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the writer:

1. For teacher
 - a. SAVI approach is one of approach that can be applied on teaching writing.
 - b. The teacher can provide an attractive instrument in the implementation of SAVI approach so that the students can master the subject well.
 - c. Teaching learning using SAVI approach the teacher should be observe the participation and ability of the students.
2. For next researcher
 - a. The next researcher must have a theoretical framework in the assessment of student achievement to deliver research results and conclusions.

- b. It would be better if the next researcher began applying SAVI approach to the students' imperfect senses.

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Appendix 1

**RESEARCH SCHEDULE OF A CLASSROOM ACTION
RESEARCH IN THE ACADEMIC YEAR OF 2015/2016**

Teacher : Dwi Utami Nurul H., S.Pd
Researcher : Sholihatin Ni'mah AM
Class : VII Grade D Class of SMP Negeri 23 Semarang

No.	Activities	Date
1.	Meet the headmaster to ask permission to do research by giving the permission letter and proposal	March 16th, 2016
2.	Meet the English teacher to make research framework	March 18th, 2016
3.	Doing Preliminary Research	April 6th, 2016
4.	Doing Cycle 1 (planning, action, observation, reflecting)	April 13th-14th, 2016
5.	Doing Cycle 2 (planning, action, observation, reflecting)	April 20th-21th, 2016

Appendix 2

THE LIST OF STUDENTS' NAME

No.	NIS	Students' Name	Sex	Code
1.	11650	Affan Indar Kukuh Wicaksono	Male	A-1
2.	11651	Ahmad Afradi Marsudi Putra	Male	A-2
3.	11652	Alif Via Azzahra	Female	A-3
4.	11653	Angelia Febriana	Female	A-4
5.	11654	Cariennita Cyntia Pandani	Female	A-5
6.	11655	David Septiawan	Male	A-6
7.	11656	Dwi Serli Rahmawati	Female	A-7
8.	11657	Fahmi Dwi Putra	Male	A-8
9.	11658	Firda Eka Mezaluna	Female	A-9
10.	11659	Firza Diky Prrastyo	Male	A-10
11.	11660	Gerardus Aditya Wahyu Prasetyo	Male	A-11
12.	11661	Ilham Faishal Seto Aji	Male	A-12
13.	11662	Intan Trisnawati	Female	A-13
14.	11663	Kevin Bramasta	Male	A-14
15.	11664	Kevin Caesar Sebastian	Male	A-15
16.	11665	Matilda Martia Risti	Female	A-16
17.	11666	Mochamad Irvan Hidayat	Male	A-17
18.	11667	Nadhia Wahyu Aprilia	Female	A-18
19.	11668	Nadienta Dwi Rahmanuari	Female	A-19
20.	11669	Nanda Dwi Wahyuni	Female	A-20
21.	11670	Noela Fanita Christabel	Female	A-21
22.	11671	Nurkasanah	Female	A-22
23.	11672	Petrus Juniarta Aripurtera	Male	A-23
24.	11673	Primanda Nova Ayudyaning Dewi	Female	A-24

25.	11674	Putri Rahayu	Female	A-25
26.	11675	Rizky Putra Budiarjo	Male	A-26
27.	11676	Sheika Rohmatul Azzahra	Female	A-27
28.	11677	Syakirah Syahirah Indarti	Female	A-28
29.	11678	Bintang Angkasa B.	Male	A-29
30.	11679	Vivian Sinar Fransiska	Female	A-30
31.	11680	Yoel Suryo Putro Darmawan	Male	A-31
32.	11681	Yusnha Atika Raysha Putri	Female	A-32

Appendix 3

LESSON PLAN FOR FIRST CYCLE

Name of School	: SMP Negeri 23 SEMARANG
Class/Semester	: VII D/2
Subject	: English
Material	: Descriptive Text
Skill	: Writing
Allocated Time	: 4 x 40 minutes

A. Standard of Competence

12. Reveals the meaning of the functional written text and simple short essay in the form of descriptive text to interact with the environment.

B. Basic Competence

12.1 Expressing meaning in simple short functional written text by using a variety of written language accurately, fluently, and thankful to interact with the environment.

12.2 Expressing meaning and rhetorical stages of a simple short essays using a variety of written language accurately, fluently, and thankful to interact with the environment in the form of descriptive text.

C. Indicators

1. Students are able to mention the definition and the social function of descriptive text.
2. Students are able to identify the generic structure and the language features of descriptive text.
3. Students are able to compose descriptive text.

D. Learning Aim

By the end of lesson, students will have been able to respond the social function, generic structure and language feature of descriptive text; and compose descriptive text.

E. Teaching Material

1. The definition of Descriptive Text
Descriptive text is a text which has the specific function to give description about an object (human or non human).
2. The Social Function of Descriptive Text
The purpose of descriptive text is to describe a particular thing, person, or place.
3. The Generic Structure of Descriptive Text
 - a. Identification : contains an object of discussion topics which will be described.
 - b. Description : contains detailed description of the object.

4. The Language Features of Descriptive Text

a. Use of certain nouns

Example: my house, my black cat, my brother, etc.

b. Use of simple present tense.

Example: It has two floors, My sister is very beautiful, etc.

c. Use of adjectives.

Example: long black hair, brown eyes, etc.

5. The Example of Descriptive Text

My House	
Identification	My house is on Kartini street. It is big and nice.
Description	It has two floors. It has a living room, a small kitchen, and a bathroom on the first floor. On the second floor there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it. It has light green wall. There is a desk with a computer on it. I do homework there. There is also a nice garden in front of my house and I often play in the garden. We love our house.

F. Teaching Method

SAVI (Somatic, Audio, Visual, Intellectual) Approach

G. Learning Activities

Phase	Activities	Time
Pre-Activity	<ul style="list-style-type: none">➤ Teacher greets the students.➤ Teacher guides the students to pray/recite basmallah.➤ Teacher checks the student attendance.➤ Teacher gives some stimulating questions to warmer.➤ Teacher informs the material to the students.	5 minutes
Main Activity	<ul style="list-style-type: none">➤ Teacher builds students knowledge by asking the students to describe the picture on the slide.➤ Teacher explains the material descriptive text using SAVI Approach. S (Somatic): the teacher uses guessing game to compose a decriptive text. A (Auditory): the teacher asks to	70 minutes

	<p>students to rewrite what they have heard on tape recorded.</p> <p>V (Visual): the teacher uses picture to compose a descriptive text.</p> <p>I (Intellectual): the teacher asks to students to solve problem based on the topic.</p> <ul style="list-style-type: none"> ➤ The students receive the worksheet. ➤ The students interact and collaborate in pair to discuss and make a note. ➤ The students compose a descriptive text based on the result of the discussion. 	
<p>Post Activity</p>	<ul style="list-style-type: none"> ➤ The teacher asks difficulties that maybe faced by students. ➤ The teacher gives the reflection, appreciation, and conclusion. ➤ The teacher closes the class by recite hamdallah. 	<p>5 minutes</p>

H. Media

- Slide
- Worksheet
- Audio
- Picture

I. Source

Joko Priyana, dkk, *Scaffolding English for Junior High School Students Grade VII*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008.

J. Evaluation

1. Form : Written test
2. Technique : Students write descriptive text
3. Instrument : Please make a descriptive text about Prilly Latuconsina
4. Assessment

Categories	Score	Criterion
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly

	<p>21-17 relevant to topic; but lacks detail.</p> <p>Fair to Poor: limited knowledge of subject; little substance; inadequate development of topic.</p> <p>16-13 Very poor: does not show knowledge of subject; not substantive; not pertinent.</p>
Organization	<p>20-18 Excellent to very good: fluent expression; ideas clearly stated/supported; well-organized; logical sequencing</p> <p>17-14 Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p>13-10 Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</p> <p>9-7 Very poor: does not communicate; no organization.</p>
Vocabulary	<p>20-18 Excellent to very good: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.</p>

	<p>17-14 Good to average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.</p> <p>13-10 Fair to Poor: limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.</p> <p>9-7 Very poor: essentially translation; little knowledge of English vocabulary; idioms, word form.</p>
Language use/grammar	<p>25-22 Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>21-18 Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>17-11 Fair to Poor: major problems in simple/complex construction;</p>

	10-5	<p>frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and fragments, run-ons, deletions; meaning confused or obscured.</p> <p>Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.</p>
Mechanics	<p>5</p> <p>4</p> <p>3</p> <p>2</p>	<p>Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, capitalizations, paragraphing, but meaning not obscured.</p> <p>Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.</p> <p>Very poor: no mastery of conventions; dominated by errors of</p>

		spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.
--	--	--

Approval by:
The English Teacher



Dwi Utami Nurul H., S.Pd.
NIP. 19840529 201001 2 014

The Researcher



Sholihatin Ni'mah AM
NIM. 113411039

The Headmaster of SMP Negeri 23 Semarang



Nining Sulstyaningsih, S.Pd., M.Pd.
NIP. 19660627 198803 2 008

LESSON PLAN FOR SECOND CYCLE

Name of School	: SMP Negeri 23 SEMARANG
Class/Semester	: VII D/2
Subject	: English
Material	: Descriptive Text
Skill	: Writing
Allocated Time	: 4 x 40 minutes

A. Standard of Competence

12. Reveals the meaning of the functional written text and simple short essay in the form of descriptive text to interact with the environment.

B. Basic Competence

12.1 Expressing meaning in simple short functional written text by using a variety of written language accurately, fluently, and thankful to interact with the environment.

12.2 Expressing meaning and rhetorical stages of a simple short essays using a variety of written language accurately, fluently, and thankful to interact with the environment in the form of descriptive text.

C. Indicators

1. Students are able to mention the definition and the social function of descriptive text.
2. Students are able to identify the generic structure and the language features of descriptive text.
3. Students are able to compose descriptive text.

D. Learning Aim

By the end of lesson, students will have been able to respond the social function, generic structure and language feature of descriptive text; and compose descriptive text.

E. Teaching Material

1. The definition of Descriptive Text
Descriptive text is a text which has the specific function to give description about an object (human or non human).
2. The Social Function of Descriptive Text
The purpose of descriptive text is to describe a particular thing, person, or place.
3. The Generic Structure of Descriptive Text
 - a. Identification : contains an object of discussion topics which will be described.
 - b. Description : contains detailed description of the object.

4. The Language Features of Descriptive Text

- a. Use of certain nouns.

Example: my house, my black cat, my brother, etc.

- b. Use of simple present tense.

Example: It has two floors, My sister is very beautiful, etc.

- c. Use of adjectives.

Example: long black hair, brown eyes, etc.

5. The Example of Descriptive Text

Little Sister	
Identification	I have a little sister. Her name is Nadya Putri.
Description	She is six years old. She is small and beautiful. She has brown eyes, pointed nose, thick lips, and long hair. Her skin is white. She is very cute. She is also smart and diligent. Her hobby is drawing. Sometimes my little sister and I draw together. She always makes me happy. I love my little sister very much.

F. Teaching Method

SAVI (Somatic, Audio, Visual, Intellectual) Approach

G. Learning Activities

Phase	Activities	Time
Pre-Activity	<ul style="list-style-type: none">➤ Teacher greets the students.➤ Teacher guides the students to pray/recite basmallah.➤ Teacher checks the student attendance.➤ Teacher gives some stimulating questions to warmer.➤ Teacher informs the material to the students.	5 minutes
Main Activity	<ul style="list-style-type: none">➤ Teacher builds students knowledge by asking the students to describe the picture on the slide.➤ Teacher explains the material descriptive text using SAVI Approach. S (Somatic): the teacher uses guessing game to compose a decriptive text. A (Auditory): the teacher asks to students to rewrite what they have heard on tape recorded. V (Visual): the teacher uses	70 minutes

	<p>picture to compose a descriptive text.</p> <p>I (Intellectual): the teacher asks to students to solve problem based on the topic.</p> <ul style="list-style-type: none"> ➤ The students receive the worksheet. ➤ The students interact and collaborate in pair to discuss and make a note. ➤ The students compose a descriptive text based on the result of the discussion. 	
Post Activity	<ul style="list-style-type: none"> ➤ The teacher asks difficulties that maybe faced by students. ➤ The teacher gives the reflection, appreciation, and conclusion. ➤ The teacher closes the class by recite hamdallah. 	5 minutes

H. Media

- Slide
- Worksheet
- Audio
- Picture

I. Source

Joko Priyana, dkk, *Scaffolding English for Junior High School Students Grade VII*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008.

J. Evaluation

1. Form : Written test
2. Technique : Students write descriptive text.
3. Instrument : Please make a descriptive text about Raffi Ahmad
4. Assessment :

Categories	Score	Criterion
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail.
	21-17	Fair to Poor: limited knowledge of subject; little substance; inadequate development of topic.
	16-13	Very poor: does not show

		knowledge of subject; not substantive; not pertinent.
Organization	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>Excellent to very good: fluent expression; ideas clearly stated/supported; well-organized; logical sequencing</p> <p>Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p>Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</p> <p>Very poor: does not communicate; no organization.</p>
Vocabulary	<p>20-18</p> <p>17-14</p> <p>13-10</p>	<p>Excellent to very good: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.</p> <p>Good to average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.</p> <p>Fair to Poor: limited range; frequent errors of word/idiom form;</p>

		choice; usage; meaning confused or obscured. 9-7 Very poor: essentially translation; little knowledge of English vocabulary; idioms, word form.
Language use/grammar	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to Poor: major problems in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and fragments, run-ons, deletions; meaning confused or obscured.

	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	<p>5 Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>4 Good to average: occasional errors of spelling, punctuation, capitalizations, paragraphing, but meaning not obscured.</p> <p>3 Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.</p> <p>2 Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.</p>	

Approval by:
The English Teacher



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The Researcher



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Appendix 5

EVALUATION TEST

1. Preliminary Research

Please compose a descriptive text about your classroom!

2. First Cycle



Please compose a descriptive text based on the picture!

3. Second Cycle



Please compose a descriptive text based on the picture!

Appendix 6

WORKSHEET USING SAVI APPROACH

1. Somatic



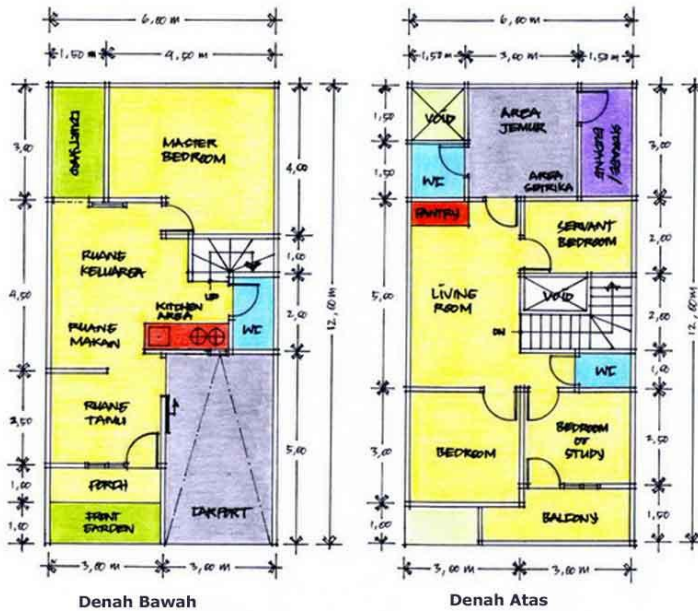
Please compose a descriptive text based on the picture!

2. Auditory

CAPTAIN DAVID MICHAEL

Captain David Micahel is my uncle. He is a
He is years old. He is and He is and has
a body. He has eyes, nose, hair. His face
is He is also and He planes around the
world. We admire him.

3. Visual



Please compose a descriptive text based on the picture!

4. Intellectual

Please compose a descriptive text about your school!

Appendix 7

THE RESULT OF WORKSHEET USING SAVI APPROACH

- Nama kelompok = 6
- Alifra az Zahra (3)
 - Iman Anwarati (13)
 - Hain Bramana (14)
 - Ahmad Afrod (2)

CAPTAIN DAVID MICHAEL

BT

Captain David Michael is my uncle. He is a pilot ^{pilot}.
He is 37 ^{round} years old. He is handsome and tall ^{blonde}. He is slim and has a strong body. He has strong eyes, pointed nose, and wavy hair. His face is oval. He is also smart and honest. He flies ^{flies} planes around the world. We admire him.

lompok 3 : Gerardus, Sheila, Firza, Intan, Ilham
nobar 5 : Cat

My Cat



My cat have two ears and two brown eyes. The fur is brown and white.
he like to eat fish and milk. I like to touch it. He has four legs. He is so cute.
The enemy is dog. He ~~have~~ has mustaches. I love and for like my cat.

Please compose a descriptive text about your school!

This is my school. My school very big and outside. Address my school is R.M. Hadi Soebeno street. We class of seven D. My teacher is Miss. Dwi Utami Nurul Hikayati S.Pd. My headmaster is Mrs. Nining Sulistyarningsih M.Pd. It has a bathroom student, a bathroom teacher, a bathroom mosque, an office room, twenty-four classes in this school, a library, a room cooperation, a sick room. It has three fields. It has a computer room and that all. We love my school.

BT

Kelompok 6.

1. Angelia - F. (09)
2. Nanda - D.W. (20)
3. Yusra A.R.P (32)
1. Intan - T. (13)

My House

Identification my house is on bringin elok street. it is big and nice

Description: my house it has two floors. floors 1s Denah Bawah.

It has a master bedroom, a room family, a room dinner, a living room, a bathroom, a kitchen area and a front garden. floors second is Denah Atas. it has a living room, a servant bedroom, a dry area, a storage / gudang, a pantry, a bedroom, a bedroom of study. we love our house.

BT

Kelompok 6

1. Ahmad Afradi (2)
2. Alifvia Azzabra (3)
3. Intan T. (13)
4. Kevin B. (14)

THE RESULT OF EVALUATION TEST OF PRELIMINARY RESEARCH AND CYCLES

Test of Pre-Cycle

Name : Noela, Fanita, christabel
Student Number : 21
Class : VII D

75

Please compose a descriptive text about your classroom!

My Classroom

My classroom is on my street. It is big and clean classroom. (Identification)

(Description)

It has thirty two chair, and has sixteen a table for student. It has one table and one chair for teacher. It has fourteen a window and two door. In my classroom be found many a painting.

my classroom has a whiteboard, clock, calendar, LCD, sound and be found many curtain. my classroom's floor reader dirty. I have many class mates. It has light green wall. In the here the students is diligent for cleanliness. my english teacher is Mrs. Nurul. She is ⁵⁰very friendly and beautiful. I feeling happy in my classroom. ~~we~~ I love my classroom.

C : 24
D : 16
V : 16
G : 15
M : 4

75

Test of Pre-Cycle

Name : Rizky Putra Budiarto
Student Number : 26
Class : VII D

63

Please compose a descriptive text about your classroom!

Identification = My class room is big and beautiful

Description = It has two door, it has sixteen small painting.

it has a calender. it has five curtain.

it has fourteen window. My class is clean.

My class have LCD. it has a sound.

My class have many ~~eat~~ chair and table.

it has a white board.

My class have two picture.

I'am happy in the my class.

C: 22
O: 12
V: 12
G: 14
M: 3

63

Nama: Nanda Dwi W.
No : 20

Test of First Cycle



Please compose a descriptive text based on the picture!

She is a
She is a Pilly Latuconsina. She is a famous artist.
She has a pretty face and sweet. She has a pointed
nose. She has a round eyes. She has a beautiful smile.
He has a straight hair and she wear a blue shirt and
black jeans. It also has the acting and singing
talent.

C : 24
O : 17
V : 17
G : 17
M : 9

79

79

Krilly Lauconsimo

Her full name is Krilly Lauconsimo. People usually call her Krilly or Ki. She was born on 9 October 1996 in Tangerang. She is a model, little chef and a famous actress in Indonesia.

Krilly has 1 sibling. She is the first child of the family. Her father's name is Rizal Lauconsimo and her mother's is Uly Julita.

Krilly becoming known as co-host from 7 little chef. After that she participated the world of acting in her first soap opera is Get Married the series, The beautiful Monkey.

Krilly has many life time achievements during his career. Some of them are SCTV wards 2014, Video Indonesia awards 2014, Infocomm awards 2015.

Her smile is very charming. She has hair that is not too long. She has a perfect nose, her height is medium. Her body is perfect. I think but she always full fat.

Sheika Rohmatul Azzahra
7D
27

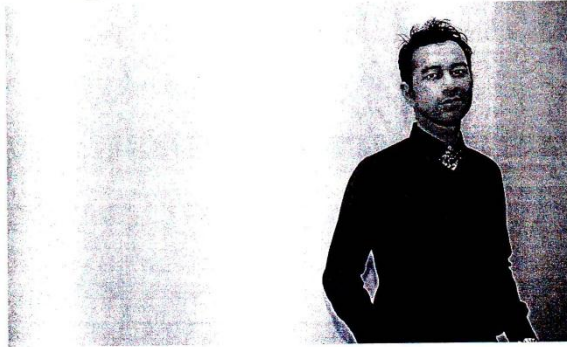
C: 25
O: 17
V: 17
G: 17
M: 4
80 +

80

Nama : Naadha Wahyu Afrinu
Kelas : VII D
No : 18
Mapel : B. Inggris

86

Test of Second Cycle



Please compose a descriptive text based on the picture!

Based on the picture :

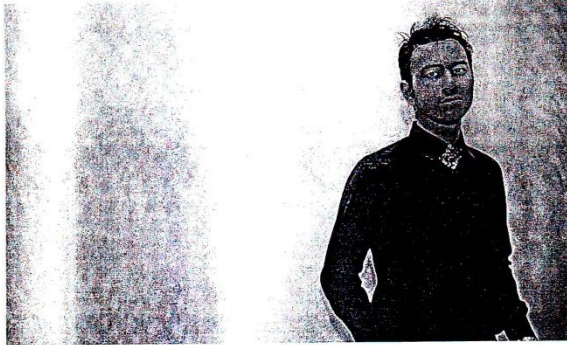
His name is Raffi Ahmad. He have a wife, she is Nagita Slavina. And now, he have one son, he is Rafathar. Raffi Ahmad is a artist, singer, and actor. He be born in Bandung. His mother is Amy Qanita, and his father pass away. He have luxurious home. He has a short hair and the colour is black, he has a pointed nose, oval face, his body is tall, he has white skin. His sister is beautiful and tall, she is Syahnaz Shodiqah.

$$\begin{array}{r} C = 26 \\ O = 17 \\ V = 17 \\ G = 21 \\ M = 5 \\ \hline 86 \end{array} +$$

Nama : Manda Uw' W.
NO : 20
Kelas : TD

86

Test of Second Cycle



Please compose a descriptive text based on the picture!

He is a Rafi Ahmad. Rafi Ahmad it is a ~~Celebrity~~ Celebrity in Indonesia. Rafi Ahmad is a handsome boy. He have wife and one son. The wife name is a Nagita Slavina ~~and~~ and the son name is a Rafatar Malik Ahmad. Rafi Ahmad come from Bandung. They is Happy Family.

He is Rafi Ahmad. He it is a Celebrity, Singer, the Comedian ~~and~~ and the actor from Indonesia. He is a handsome boy. He have a straight hair, a round eyes, a pointed nose and a beautiful smile. He have a wife and one son. The wife name is a Nagita Slavina and the son name is a Rafatar Malik Ahmad. They are Happy Family. They are a together family.

Rafi Ahmad have two suster. Her name is Syahnaz and Misyah.
Rafi Ahmad ever in jail, because his a take drugs.
He always can support from the family.

C = 26
O = 17
V = 17
G = 21
M = 5
86

Appendix 9

THE PHOTOS DOCUMENTATION IN TEACHING LEARNING PROCESS

The students listen to the teacher's explanation



The students' conditions when they were discussing the task



The students' conditions when they were discussing the task





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Nomor : In.06.3/J4/PP.00.9/7018/2014

Semarang, 31 Desember 2014

Lamp : -

Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth

Dra. Hj. Siti Mariam, M.Pd

di tempat

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Sholihatin Ni'mah AM

NIM : 113411039

Judul : "The Use of SAVI Approach to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at the VII Grade of SMP Negeri 23 Semarang in the Academic Year 2014/2015)"

dan menunjuk saudara Dra. Hj. Siti Mariam, M.Pd sebagai pembimbing.

Demikian atas kerja sama yang diberikan kami ucapkan terima kasih.

A.n. Dekan,

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a.n. : Sholihatin Ni'mah AM
NIM : 113411039

Semarang, 02 Maret 2016

Kepada Yth.
Kepala SMP Negeri 23 Semarang
di Semarang

Assalamualaikum Wr. Wb.
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Sholihatin Ni'mah AM
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Pembimbing : Dra. Hj. Siti Maryam, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama satu bulan, mulai tanggal 5 Maret 2016 sampai dengan tanggal 5 April 2016. Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

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NOMOR : 420/234/2016**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 23 Semarang menerangkan bahwa :

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Fakultas : Ilmu Tarbiyah dan Keguruan
Judul : " The Use of SAVI Approach to Improve Students' Writing Skill
In Descriptive Text (A Classroom Action Research at the VII
Grade of SMP Negeri 23 Semarang in the Academic
Yar 2015 / 2016

Bahwa nama tersebut di atas benar-benar telah melaksanakan Penelitian Bahasa Inggris kepada siswa kelas 7(tujuh) selama satu bulan, mulai tanggal 21 Maret 2016 s/d 21 April 2016 di SMP Negeri 23 Semarang

Demikian surat keterangan ini saya buat agar dipergunakan sebagaimana mestinya

Semarang, 23 April 2016

Kepala SMP Negeri 23 Semarang



**NINING SULISTYANINGSIH, S. Pd. M. Pd
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Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

.....**80**..... (.....**4,0 /A**.....)

Semarang, 12 Juni 2015


Dr. H. Sholihan, M. Ag.
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