

CHAPTER I INTRODUCTION

A. The Background of the Study

Speaking as a communication tool is an important basic language skill, which need to be mastered as a priority for the learners of English as a foreign and second language. Speaking is crucial part of second language learning and teaching. However today's world requires that the goal of teaching speaking should improve students' communicative skill because students can express themselves and learn how to use a language. According to Fulcher (2003:23) speaking is the verbal use of language to communicate with others. People put ideas into words, talking about perception or feelings that they want other people to understand them. Then, The listener tries to reconstruct the perceptions that they are meant to be understood.

Maxom (2009:183) states that speaking is the most important skill in English language Teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the students learn how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English.

Based on wtiters' interview to many students of different schools, most of the students said that they were not able to speak in English because they have some difficulties in using grammar, pronunciation and lack in vocabulary. Besides

that the students feel shy to talk in front of the other students and do not want to show their weakness in speaking English.

Actually, the students' lack of mastering English at the school is influenced by the model of teaching. Teacher usually asks the students to read the dialogue then memorize it before it is spoken in front of the class. Therefore the English teaching learning process is not effective and passive.

Based on the researcher's observation at MAN Kualuh Hulu especially on grade X, there were many students who cannot speak English well. While, Minimal Passing Criteria (Kriteria Ketuntatasan Minimal: KKM) for the English subject is 70. It means, still many students could not passed their KKM. The students did not have self-confidence to speak they were worry to make mistakes. From this fact, it can be concluded that the process of teaching and learning has not succeeded. That is why important to consider the use of model in learning so that they can express their English freely and full of self-confidence.

In order to solve problem above, the researcher has motivation to do the research by applying Cooperative Learning Models. Somatic, Auditory, Visual, and Intellectual (SAVI) is one of Cooperative Learning models. It is a model of teaching that uses all of students' senses (Meier,2000). SAVI is short term Somatic, Auditory, Visual, and Intellectual.

Febriani (2012) SAVI is a model emphasizing shall exploit all appliances sense owned by the student. Term SAVI is abbreviation of: Somatic: having a meaning of body movement (hands-on, physical activity) where about learn by

experiencing and doing/conducting; Auditory: having a meaning of learning through listening, correct reading, conversing, presentation, argument, opening opinion and answering; Visual : having a meaning of learning use the sense eye through perceive, drawing, demonstrating, reading, using media physic appliance; and Intellectual : having a meaning of learning use the ability think the minds-on, learning with the mind concentration and exercise to use it through having natural investigating, identifying, finding, creating, constructing, solving problem, and applying.

The researcher is interested in conducting this research in order to know that using SAVI is really effective in teaching oral descriptive text. And the result of this teaching analysis, the researcher expects that it will be useful for the teachers and the students in teaching- learning.

B. The Problem of the Study

In line with the background of the study, the research problem can be formulated as follows:

“Is there any significant effect of applying Somatic, Auditory, Visual, Intellectual model on students’ speaking achievement in oral descriptive text?”

C. The Objective of the Study

This study is aimed to find out the effect of applying Somatic, Auditory, Visual, Intellectual model on the students' speaking achievement in oral descriptive text.

D. The Scope of the Study

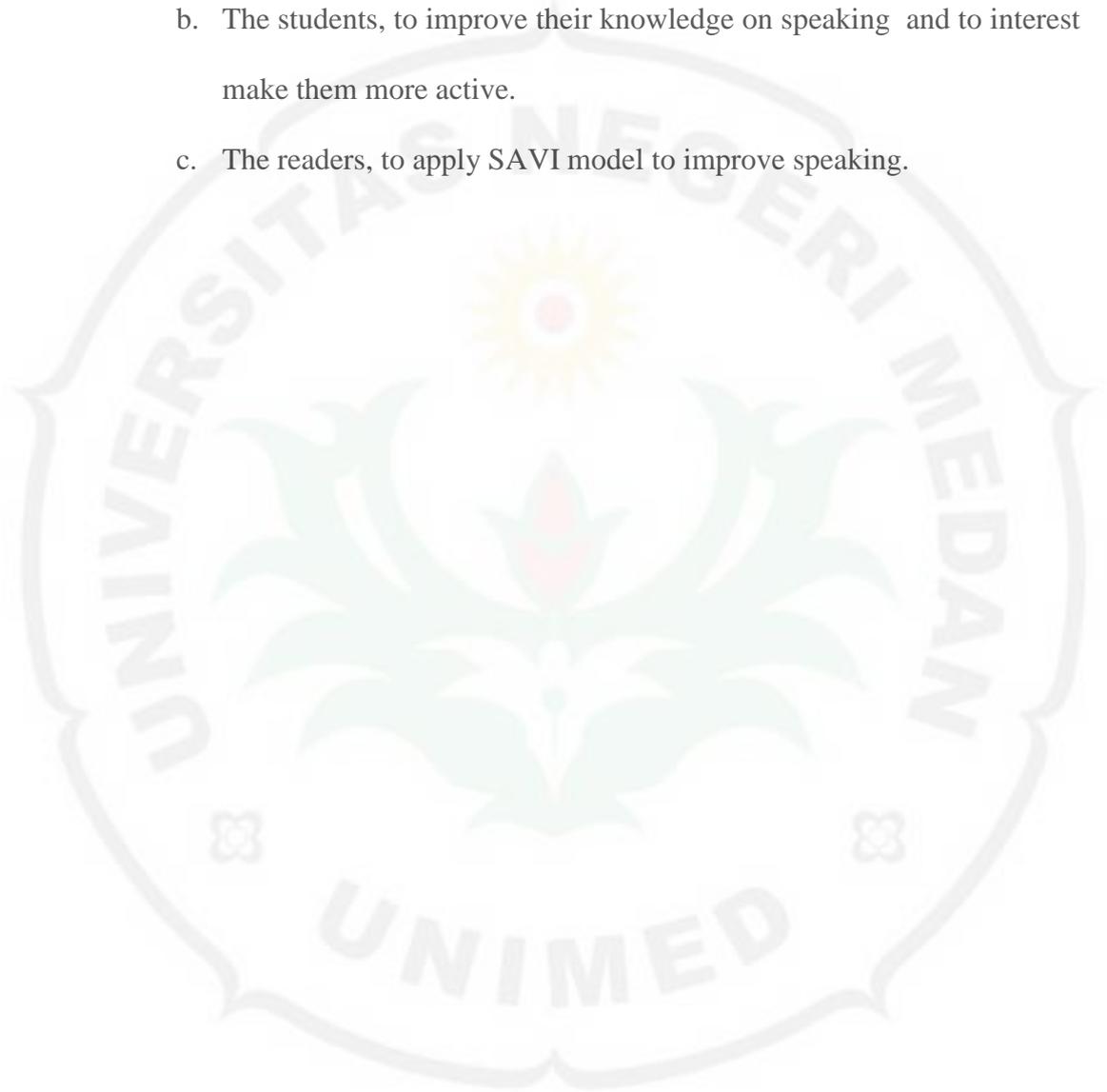
The scope of this study is limited to investigate the Grade X students of MAN Kualuh Hulu for oral descriptive text by applying Somatic, Auditory, Visual, Intellectual Model.

E. The Significance of the Study

There are some significances from the results of this study which are expected to be useful and relevant to the theoretically and practically.

1. Theoretically, the results of this study are expected to be useful for:
 - a. To enrich the literature of teaching speaking by applying SAVI model.
 - b. To give a better understanding and alternative model in teaching speaking by applying SAVI model.
 - c. Give some valuable contribution to other researchers.
2. Practically, the results of this study are expected to be useful for teachers, students, and other researches. It is expected that it would give the contribution to:
 - a. English teacher, to improve the quality of English teaching in learning process.

- b. The students, to improve their knowledge on speaking and to interest make them more active.
- c. The readers, to apply SAVI model to improve speaking.



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