THE IMPLEMENTATION OF SOMATIC AUDITORY VISUAL INTELLECTUAL (SAVI) METHOD APPLIED BY ENGLISH TEACHER IN TEACHING WRITING DESCRIPTIVE TEXT AT SMPN-3 KAHAYAN HILIR

THESIS

BY

TITIK KHOTIMAH
NIM 1201120823

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
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BY
TITIK KHOTIMAH
NIM 1201120823

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
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ADVISOR APPROVAL

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Name: Titik Khotimah
NIM: 1201120823
Faculty: Teacher Training and Education
Department: Language Education
Study Program: English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasah by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, Sept 14th, 2017

Advisor I
Sabarun, M.Pd
NIP. 196803222008011005

Advisor II
Zaitun Qamariah, M.Pd
NIP. 198405192015032003

Acknowledged by:
Vice Dean in Academic Affairs
Dra. Hj. Rodhatul Jennah, M.Pd
NIP. 196710031993032001

Chair, Department of Language Education
Santi Erliana, M.Pd
NIP. 198012052006042003
THESIS APPROVAL

Thesis Title : THE PROCEDURES OF IMPLEMENTATION OF SOMATIC AUDITORY VISUAL INTELLECTUAL (SAVI) METHOD APPLIED BY ENGLISH TEACHER IN TEACHING WRITING DESCRIPTIVE TEXT OF SMPN-3 KAHAYAN HILIR

Name : Titik Khotimah
NIM : 1201120823
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/Munaqsyah on:

Day : Monday
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BOARD OF EXAMINERS

Hj. Apni Ranti, M.Hum. (Chair/Examiner)
M. Zaini Miftah, M.Pd. (Main Examiner)
Sabarum, M.Pd. (Examiner)
Zaitun Qamariah, M.Pd. (Secretary/Examiner)

Approved by:
Dean, Faculty of Teacher Training and Education

Drs. Fahmi, M.Pd
NIP. 19610520 199903 1 003
MOTTO AND DEDICATION

Never stop learning because life never stops teaching

This thesis is dedicated to:

My beloved Father Mr. Suradi, my beloved Mother Mrs. Raminah and my beloved husband Priyanto for their valuable endless prayer, sacrifice and support.
DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Titik Khotimah
NIM : 1201120823
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

declare that:

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2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

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Palangka Raya, Sept 25th 2017

Yours Faithfully,

TITIK KHOTIMAH
NIM. 1201120823
ABSTRACT


Keywords: implementation, SAVI method, writing descriptive text.

The study was aimed to describe the procedures of implementation of somatic auditory visual intellectual (SAVI) method applied by English teacher in teaching writing descriptive text the eight graders at SMPN-3 Kahayan Hilir, and the method is descriptive qualitative. The subject is the English teacher and the object is the procedures of implementation of somatic auditory visual intellectual (SAVI) in teaching descriptive texts.

The result of this research on the implementation of SAVI as follow: (a), In pre-teaching stage the teacher aroused the interesting of students, before starting the topic in order to give stimulation for the students usually get other subject before entering English subject (b), In whilst teaching stage, the teacher made a group to discussion together about descriptive material to students to be able to understand well how to write a short descriptive text based on description thing, series a picture and to how to analysis of the generic structure (c), In the post-teaching stage, the teacher ordered the students to submit their task, the teacher reviewed the material with giving questions that would conclude their teaching learning that day.

The students respond about implementation of SAVI method in teaching descriptive text 79% “strongly agree”. 20% “agree”, 1% less agree, and the last 0% “disagree”. It is recommended that students have to pay attention to the lesson given by the teacher, have to do assignment carefully and seriously listening materials. Then, the teacher have to prepare strategies, aroused the interesting, give stimulation for he students, and also the teacher should be able to set the class, manage the time (make a groups to discussion together about the material), and handle the students and to solve the problem made by the students.
ABSTRAK


Kata Kunci: penerapan, metode SAVI, writing deskriptif text.

Penelitian ini bertujuan untuk mendeskripsikan prosedur penerapan metode *somatic auditory visual intelectual* (SAVI) yang digunakan oleh guru bahasa Inggris dalam mengajar menulis teks deskriptif di SMPN-3 Kahayan Hilir, dan metode ini bersifat deskriptif kualitatif. Subjeknya adalah guru bahasa Inggris dan objeknya adalah prosedur penerapan metode *somatic auditory visual intelectual* (SAVI) dalam pengajaran teks deskriptif.

Hasil daripenelitian ini dalam penerapan metode *somatic auditory visual intelectual* (SAVI) sebagai berikut: (a), Pada tahap Pre-teaching guru membangkitkan minat siswa, sebelum memulai topik agar memberi rangsangan bagi siswa biasanya bahasan topic yang lain sebelum masuk ke pelajaran bahasa Inggris. (b), Pada tahap Whilst-teaching, guru membuat diskusi kelompok bersama tentang materi deskriptif kepada siswa untuk dapat memahami dengan baik bagaimana menulis teks deskriptif berdasarkan deskripsi singkat berdasarkan diskripsi, membuat gambar dan bagaimana menganalisa generic structure. (c), Pada tahap post-teaching, guru memerintahkan siswa untuk menyerahkan tugas mereka, guru tersebut mengkaji materi tersebut dengan memberikan pertanyaan yang akan mengakhiri pembelajaran mengajar mereka hari itu.

Tanggapan siswa dalam penerapan metode *somatic auditory visual intelectual* (SAVI) dalam pengajaran teks deskriptif 79% “sangat setuju”, 20% “setuju”, 1% kurang setuju, dan 0% “tidak setuju”. Dianjurkan agar siswa memperhatikan pelajaran yang diberikan oleh guru, harus melakukan penugasan dengan seksama dan materi pendengaran yang serius. Kemudian, guru harus menyiapkan strategi, membangkitkan dengan hal yang menarik, memberi rangsangan bagi siswa, dan juga guru harus bisa mengatur kelas, mengatur waktu (membuat kelompok untuk berdiskusi secara keseluruhan tentang materi), dan menangani siswa dan untuk memecahkan masalah yang dilakukan oleh para siswa.
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Palangka Raya, 25 Sept 2017

The Writer

[TITIK KHOTIMAH]
NIM. 1201120823
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LIST OF ABBREVIATIONS

SAVI : Somatic Auditory Visual Intellectual
SD  : Standart Deviation
SMPN : Sekolah Menengah Pertama Negeri