

**THE EFFECT OF APPLYING SAVI MODEL ON THE STUDENTS'  
ACHIEVEMENT IN ARGUMENTATIVE SPEAKING**

**SKRIPSI**

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For the Degree of Sarjana Pendidikan (S.Pd)  
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**By**

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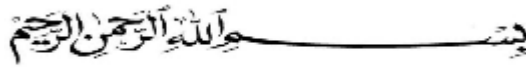
## ABSTRACT

**Ningsih, Citra Pakar. 1402050084 “*The Effect of Applying SAVI Model on The Students’ Achievement Argumetative Speaking .*” Skripsi, English Education Program of the Faculty of the Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018**

The objectives of this research was to investigate the significance effect of SAVI Model on The Students’ Achievement Argumetative Speaking . The population of this study were the eleventh grade students which consist of eight classes and two classes were chooses as a sample (XI TKJ-2 and XI TKJ-3) of SMK Negeri 1 Percut Seituan, Jl. Kolam No 3 Medan Estate which consist of 103 students. This research used Random Sampling Technique . The researcher used 68 students as Sample were divided in two groups, such as experimental group and control group. There are experimental group consist 34 students by applying SAVI Model and control group consist 34 students by using Convetional Method by discussion. Experimental and control group were given pre-test and post-test with the same test. The data were acquired by oral test. The test was mainly concerned on Argumentative Speaking by which the test realized by students in Expressing some Arguments directly related to the materials . The finding of this research showed tobserved  $>$  ttabel value  $3.75 > 1.99$ . So,  $H_0$  is rejected and  $H_a$  is accepted. It means that, there was significant effect of applying SAVI Model on the students’ achievement in argumentative speaking. After seeing the mean score the mean score of posttest in experimental group was 86.03 and the mean score of control group was 69.55 it is found that the students’ achievement who taught by applying SAVI Model got higher score rather than the students who taught by using discussions method .

**Keyword: SAVI Model, Speaking, Argumentative**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of Study**

Teaching speaking is important basic for the study of language. To speak English in class isn't easy for students. Although it's importance for many years teaching speaking has been undervalued and English language teacher have continued to teach speaking just as a repetition of drills/memorization of dialogues. How ever, today's world requires the goal of teaching speaking should improve students' communicative skills. Students can express themselves to other person and people. According to Fulcher (2003:23) Teaching 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.

Based on observation in SMK Negeri 1 Percut Sei Tuan, the researcher found most of the students said that they were no 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 the 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 score of Raport of students the average of score 80. The minimum score must is 78. The teacher must work hard to teach the students the spesific skills in teaching speaking. From the teacher, the students got some difficulties to speak English from the material of lesson . The teacher must teach the students by the fact of daily life. By connection material from the daily life students more understand to learning speaking.

English Learning in the Curriculum 2013, students are required to comprehend English in the beginning of daily life. Learning English especially in speaking, teachers are required to know each character of the students. The Curriculum 2013 on speaking learning make teacher and students must active in the class not only teachers who a role active in learning. The government want the process of learning English more precisely in speaking. The students are extracted to speak English well, because speaking English is needed in the era of globalization now. Speak English is the main communication between countries, English is a world language that is still used to communicate.

In order to solve problem above, the resercher has motivation to do the reserach by applying Cooperative Learning Models. Somatic, Audiotory, Visual, and Intellectual (*SAVI*) is one of Cooperative Learning models. It is a model of teaching that uses all the students' senses (Meirer,2000). *SAVI* is short tern Somatic, Audiotory, Visual, and Intellectual. The reseacher is interested in conducting this research in order to know that using *SAVI* is really effective in teaching analysis. In other case, based on Manja Azrina's (2017) Researcher that

has title “*The Effect of Applying SAVI Model on Students’ Speaking Achievement in Oral Descriptive Text*” this research is successful for the teaching speaking, the students’ achievement in speaking taught by SAVI model is higher than taught without applying SAVI model. The researcher expect that it will be useful for the teachers and the students in teaching- learning.

### **B. The Identification of Problem**

Based on the background of the study above, the problem of the study were identified as follows :

1. The students’ difficulties in Argumetative Speaking.
2. The students’ confidance in English Speaking is still low, they afraid to speak argumentative to other classmate.

### **C. The Scope and Limitation**

The scope of this research was focused on teaching speaking english. This research was limited in argumetative speaking at grade XI of SMK Negeri 1 Percut Sei Tuan academic year 2017-2018.

### **D. Formulation of Problem**

Based on the background of the study above, the problem of the research was formulated in the form of the question as follows: “Is there any significant effect of applying SAVI model on the students’ achievement in argumentative speaking ?”

### **E. The Objective of the Study**

On line with the problem of the study the objective of the study was to investigate the significant effect of *SAVI* model that would be used in argumentative speaking.

### **F. The Significance of the Study**

#### **1. Theoritically**

Theoritically, the result of this research are expected to be benefial for senior high school students to their mastery in speaking. It is also hoped to give an information for those who need it such as readers and other teacher especially for those who want to improve their model in teching speaking.

#### **2. Practically**

- a. English teacher, to improve the quality of English teaching in learning process.
- b. The students, to improver their knowledge on speaking and to interest make them more active
- c. The readers, to apply *SAVI* model to improve speaking.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, the terms and theories are needed to explain some concepts apply concerning to the research. The theories must be clarified to avoid confusion. The following theories are used in this the study.

##### **1. Argumentative Speaking**

In America legal system, Arguementative is an evidentiary objection raised in response to a question which prompts a witness to draw inferences from facts of the case. An argumentative objection is often stated "Objection, your Honor, argumentattive".

One common misconception is that argumentative questions are meant only to cause a witness to argue with the examiner. This is incorrect, because an argumentative objection may be raised only when the lawyer himself is making a legal argument under the guise of asking a question. "Badgering the witness" is the proper objection for a lawyer who is antagonizing or mocking a witness by asking insulting or derisive questions, perhaps in an attempt to provoke an emotional response.



An argumentative speaking focuses on a good topic that has more than one side. To inform to the audience using reason and logic. It will present to the audience with the facts, and show the audience why the side makes the most sense.

The Argumentative Speaking include :

- 1) Clear statement/explanation of the problem.
- 2) Analysis of the major details and stakeholders
- 3) Solution to the problem based the facts

The goal is to get to the truth of the matter by exploring all the details of the issue and convince to audience that there is more evidence to support the side.

An argumentative speaking have many of the components of the argument and debate :

- 1) Valid arguments for both sides are presented.
- 2) One side wins because there is more evidence to support it and the evidence is presented logically.

What really distinguishes argumentative speaking from persuasive speaking is the presence of counterclaims throughout the speak; it must be balanced and acknowledge the other side.

## 1.1 Element of Argumentative Speaking

Six Elements of speaking argumentative from Quizlet :

### 1. Purpose

The specific reasons for speaking the goal speaker wishes to achieve. Argumentative have two purposes. It is used to (1) change people's points of view or persuade them to accept new points of view. (2) persuade people to a particular action or new behavior.

### 2. Audience

The specific person or group of people the writer is trying to convince (the opposition); one must consider the audience's values and beliefs before speaking the argument.

### 3. Claim

An assertion of something that is true real or factual. Kinds of Claim in Argumentative Speaking (1) A claim of fact begins with an occurrence or reality based on evidence. (2) A claim of value is a belief that something is good or bad, right or wrong. (3) A claim of policy recommends a course of action.

### 4. Evidence

Knowledge on which to base belief used to prove truth or falsehood; evidence may include Testimony from experts and authorities . research based facts and statistic analogies. In argument, evidence refers to facts, documentation or testimony used to strengthen a claim, support an argument or reach a conclusion.

## 5. Reasoning

Reasoning is associated with thinking, cognition, and intellect. The philosophical field of logic studies ways in which reason formally through argument. Reasoning may be subdivided into forms of logical reasoning (forms associated with the strict sense): deductive reasoning, inductive reasoning, abductive reasoning; and other modes of reasoning considered more informal, such as intuitive reasoning and verbal reasoning. Logical conclusions judgments or inferences based on evidence.

## 6. Counterclaim

A claim based on knowledge of the other side of a controversial issue. Used to demonstrate understanding of the audience expertise in the subject. Speaker briefly recognizes and then argues against opposing viewpoints.

### **1.2 Kinds of Argumentative Speaking**

#### 1) Induction and Deduction

Traditionally, argumentative is classified as either inductive or deductive. Inductive arguments consider a number of results and form a generalization based on those results. In other words, say you sat outside a classroom building and tallied the number of students wearing jeans and the number wearing something other than jeans. If after one hour, you had tallied 360 students wearing jeans and 32 wearing other clothes, you could use inductive reasoning to make the generalization that most students at your college wear jeans to class. Here's another example. While waiting for your little sister to come out of the high

school, you saw 14 girls wearing high heels. So you assume that high heels are standard wear for today's high school girls.

Deductive arguments begin with a general principle, which is referred to as a major premise. Then a related premise is applied to the major premise and a conclusion is formed. The three statements together form a syllogism.

### **1.3 Indicator of Argumentative Speaking**

Originating in ancient Greece, argumentative studies have a reputable history, and they did throughout centuries amass the zeal of great thinkers of humanity. Indeed, proficiency in reason-giving, eloquence and persuasion have always been the pursuit of politicians, philosopher, priests, and the countries of every society. Although the paths followed in earlier works were so diverse and sometimes conflicting, the totality of classical works is held to be cardinal pillar of the modern approaches to argumentation, and most of the current notions are fact more or less the thoughts that Greek, Roman and other peoples have conceptualised earlier in time.

The Indicator of Argumentative Speaking by Greek :

#### 1) Logic

Logic, formerly called *analytic*, is concerned with the principles of good reasoning and the notion of argument is the central issue in logical discussion (Johnson, 2002). In the logical paradigm, argument is treated as a syllogism. It is the basic structure of reasoning, comprising typically two statements (or premises) and a third statement resulting from them (a conclusion). All in all, it appears that

the logical approach revolves around the notion of syllogism as a cardinal model for arguments.

## 2) Dialectic

In essence, dialectic is a dialogical method of argumentation that employs critical questioning between two interlocutors for the purpose of resolving disagreement between them. The participants in a dialectical encounter are engaged in a mutual question-answer sequence. The exchange continues by advancing arguments for and against the given position, building in each turn on the previous answer. The discussants use logical reasoning and ultimately aim finding the truth. The guided attempt to move to a higher understanding by an engaged method of question and answer in which the soul and opinions of single interlocutor are probed, represents dialect begins in opinion with the intent of transcending the realm of empirical experience and arriving at truths more securely grounded because we have been purified by the operation of reason, (Kastely, 2001).

In this sort reasoning the premises are “generally accepted” opinions, and this regulated procedure attempts to pinpoint contradictions and logical problems in such kind opinions in order to refute them. According to (Van Emmeren et al, 1996) the Aristotelian view of dialectic, which is well-articulated in the *Topics*, specifies the exact of action that the interlocutors have to take during the discussion. In the first place, Aristotle makes it clear what questions should be asked, in which order and how the discussion goes on in the direction of contradicting initial the

### 3) Rhetoric

Substantially, rhetoric is one line which argues can track having the “peruasion of a real audience about a real case” as an objective. Unlike logic and dialectic, which appeal to rationality and seek the truth, rhetoric is the art of eloquence and cogency without necessarily bringing reasonable tools into play. Rhetoric has traditionally been concerned not with ‘rules for rational discussion’, but rather with guidelines for effective persusion of an audience which is by no means always capable of a rational judgement. These guidelines encourage the speaker to make use of all kinds of irrational techniques.

#### **1.4 Indicator of Complex Argumentative**

By David Hitchcock (McMaster University), Analysing the structure of another person’s argumentation is a much more difficult task than one might at first imagine. The students often make mistakes at it : their succes rates are as low as 55% in indentifying the standpoint in speaking argumentative. Despite these difficulties, there is virtually no theoretical literature in English on indicator of argumentation structure; The Philosopher’s Index, for example, records only three journal articles and one book in the last 62 years on argumentation structure (Chittleborough and Newman 1993, Freeman 2001, Snoeck Henkemans 2000, Walton 1996), and only the book deals explicitly with indicators. There is more attention to indicators of argumentation structure in the work of linguists, especially those working in the tradition of Anscombe and Ducrot, but little of this work is available in English to theorists of argumentation.

It would be desirable to have a complete enumeration of the words and phrases which can serve in certain contexts to signal to a reader or hearer how an author uses a proposition in an argumentation. For each such word or phrase, we would need to know what argumentative use it indicates, what other indications of discourse structure it can give, and how a reader or hearer can determine for a given text which of these meanings the indicator has. A good test of such a complete enumeration would be its computational implementation in a natural language processor whose output was a representation of the structure of argumentation (if any) in any text on which it operated.

## 2. *SAVI* Model

Learning does not automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use of all sense have profound effect on learning.

*SAVI* is one of model that says learning have to use the students senses. Meier (2000) says the best learning occurs when all parts of the brain-mind-body connection are used simultaneously. That is where *SAVI* comes in.

According to Meirer (2000), *SAVI* combines the different kinds of intelligences and learning style :

**S** stands for **Somatic**: it is learning by moving and doing. Somic learning involves getting active from time to time, for example, while building a model of a process or procedure, getting the experiences (simulations, learning games), or creating large pictogram or peripherals.

**A** stands for **Auditory**: it is learning by talking and hearing. Auditory learning is getting the learners to translate their experience into sound by talking about what they are learning. For example, the auditory learner like to read out loud, talk while solving problems and review learning experiences.

**V** stands for **Visual**: it is learning by observing and picturing. Visual learners learn best when they can see real-world example, icons, 3 dimension pictures, and various kinds of images while they are learning. Sometimes visual learner do even better when they create idea maps and diagrams out of what they are learning.

**I** stands for **Intellectual**: it is learning by solving problems, analyzing experiences, doing strategic planning, generating creative idea, accessing and distilling.

## 2.1 The Procedure of SAVI

According to Meier (2000: 42), Somatic is learning by moving and doing; Auditory is learning by talking and hearing; Visual is learning by observing and picturing; Intellectual is learning by solving and reflecting. According to Meier (2000:45), some procedures of SAVI in teaching learning can be seen through the table below:

**Table 1.1 The Procedure of SAVI Model**

<b>Model of learning</b>	<b>The procedure of SAVI</b>
Somatic	Learning by moving and doing 1. Complete a project that requires physical activity
Auditory	Learning by talking and hearing



	1. Have learners in pairs describe to each other in detail what they just learned and how they going to apply it.
Visual	Learning by observing picturing 1. 3-dimensionanl objects. 2. Field observation.
Intellectual	Learning by problem solving and reflecting 1. Generating creative idea.

## 2.2 The Steps of SAVI Model

The SAVI Model learning can be implemented in four steps, the fourth steps and follows :

### 1) The Prepariton

- a) Give the positive suggestion.
- b) Get the benefit question to students.
- c) Extend the purpose of the learning.
- d) Create an environment physical, emotional, and positive social.
- e) Stimulated the ability of students and invite the students to active.

### 2) The Delivery

- a) The observation of real world done with give some problems related to dail life.
- b) This learning to discuss and involving the senses, learning.
- c) The real world each contextual and solve the problem.

### **3) The Coaching**

- a) The applicability of in the real world that can be solve to give a matter of related to the daily problem.
- b) The problem is solving with give on the students.
- c) A reflection and the articulation of individuals, it can be done a chance to students to complete and deliver problems in front of the class to their friends.
- d) Solve the problem with the partner or group.

### **4) The Result**

- a) Activity strengthening implementation of that can be done to give a matter of related to the daily life that be resolved individuals and groups.
- b) Training which continuously that can be done by giving the that exercise problems solve.
- c) Give the quiz as feedback and performance evaluations.

## **2.3 The Advantages and Disadvantages SAVI Model**

### **a. The Advantages of SAVI Model**

- 1) Evokes intelligence sites students in full through merging into motion physical with the activity intellectual.
- 2) The student is not easy to forget because students build own knowledge.
- 3) The atmosphere in the learning process run for students feel consider so not get bred to learn.

- 4) The students get the motivation to better in learn.

**b. The Disadvantages of SAVI Model**

- 1) The SAVI tend to require active students so for students ability weak can feel inferior.
- 2) Because of the students are used to be given the information beforehand so difficult to find answer by theirself.
- 3) Need the long time to this method.

**3. Teaching Speaking for Senior High School Students**

Teaching Speaking for Senior High School is not an easy job, because some students don't want they don't have self-confidence and they are not forced to express themselves to other people. Students must have high motivation to join speaking class. It can be seen from their behavior to have a great desire to accomplish their speaking task and achieve the task objective.

There are some problem in Teaching Speaking for Senior High School :

- 1) The students reluctance to speak and take part in speaking activity, students are often reluctant to speak and take part in speak because they don't have self-confidence and they are not forced to express themselves .
- 2) Students have high motivation to join speaking class. It can be seen from their behaviour to have a great desire to accomplish their speaking task and achieve the task objective.

- 3) Language is of an acceptable level. Learners express themselves in utterance that are relevant, easy comprehensible to teach other and acceptable level; of language accuracy. Means that the students are capable to build good interaction each other in sharing their ideas and information.

## **B. Relevant Studies**

The relevant of the study based on the similarities in variables of study even in dependent variables even though independent variables. Some of relevant of the study with the study that will be done as follows:

First Hasibuan, Filzah Farhana (2015) Based on the research ,at SMA Eria Medan on X grader in February 2nd, 2015. The researcher found that there are many students could not achieve the minimal completeness criterion (KKM), especially in speaking . Based on this finding, researcher concludes that students' speaking achievement is still below the minimal completeness criterion. So it means that the students have no competence to speaking well. Based on the research finding, the researcher concludes that there is a significant effect of applying Mind Mapping Technique on students' speaking achievement. This can be seen from the calculation of t-test at the level significance 0,05; t-observed (3,446) is higher than t-table (1,994). Therefore, the alternative hypothesis that formulated as “there is a significant effect of applying Mind Mapping Technique on students' speaking achievement” is accepted.

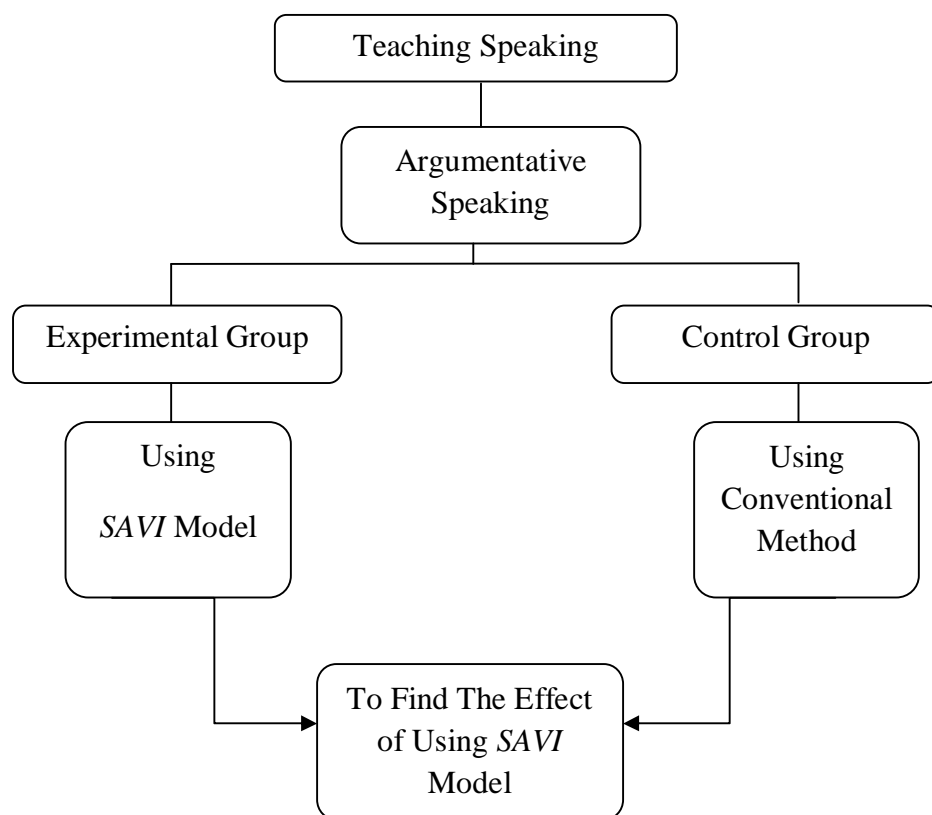
Second Napitupulu Meryanti (2015). The Researcher found the students bored afraid to speak English . The students cannot speak fluently because they

lack of practice and use of spoken English themselves. So it is important to find a good technique to teach English in the class. English teacher should find appropriate and interesting ways of teaching speaking. It is assumed that students learn much easier when themselves are involved as the model directly. Students will gain a lot by doing the presentation and able to interpret what is being shown in the sheet given. Because of that, the researcher is determined to conduct a research by applying demonstration method to develop students' speaking skill. The similarities of the research in speaking skill. And the differences of the research is the method. The result of the research shows that the mean score of the experimental group is higher than control group. The researcher found that the value of t-test (8.9) exceeds the value of t-table (1.99), so Hypothesis Alternative is accepted. It indicates that the students' achievement in speaking skill taught by using demonstration method is higher than the students taught by using conventional method.

Third, Ginting SitiAisah (2014) . The Researcher found the teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by wellformed sentences which are integrated into highly structured paragraphs. Based on the research findings, it can be concluded that there is a significant effect of applying CLLM on students' achievement in speaking. Teaching speaking through CLLM gives better result on the students' achievement in speaking than applying by lecturing. So the hypothesis can be accepted. The research findings, it can be concluded that there

is a significant effect of applying CLLM on students' achievement in speaking. Teaching speaking through CLLM gives better result on the students' achievement in speaking than applying by lecturing.

### C. Conceptual Framework



Teaching speaking is important basic for the study of language. To speak English in class isn't easy for students. The students should have the ability to speak in order to they can communicate with others. In speaking English, there are some important things that must be known and understood, they namely the grammar, vocabulary, pronunciation and the background of the social culture of the

target language. These are the reason of the learner still face some troubles in learning speaking. The Argumentative speaking is the material for the experimental group and control group. The experimental group used the *SAVI* Model as the model of learning. The control group used the conventional by discussion.

To solve this problem, the teacher should use the interesting model speaking to help student have ability and braveness to express their idea, feeling by spoken it in English. There are some problems that faced by the English teacher. Students have problems in expressing their speaking. They just follow the teacher's explanation and keep silent. They are afraid to make mistake. So, it can be concluded that interesting speaking material and its activities is very important for developing their fluency. It is caused by the use of inappropriate model in teaching argumentative speaking.

Therefore, it is necessary to find a model in teaching Argumetative in order to improve students' ability in argumetative speaking. By applying *SAVI* model the students can understand the subject easily and enjoy to find the effect of using *SAVI* Model.

#### **D. Hypothesis**

In accordance with theoretical and conceptual framework, the hypothesis is formulated as follows :

Ha: There is a significant effect of applying *SAVI* Model on students' speaking achievement in argumentative speaking.

Ho: There is no significant effect of applying *SAVI* Model on students' speaking achievement in argumentative speaking.



## CHAPTER III

### RESEARCH METHOD

#### A. Location of research

This research was conducted in 11<sup>th</sup> grade students of second semester 2017/2018 academic year at SMK Negeri 1 Percut Sei Tuan on Jl.Kolam No. 03 Medan Estate. The reason for choosing this school because the researcher found the problems and difficulties about the student's speaking argumentative and to take the students learning speaking argumentative by new model.

#### B. Population and Sample

##### 1. Population

The population of the research was the eleventh grade of SMK Negeri 1 Percut Sei Tuan year 2017/2018. There were three classes , XI TKJ-1 consist of 34 students, XI TKJ-2 consist of 34 students, XI TKJ-3 consist of 34 students.

**Table 3.1**  
**Population of the research**

	Class	Population
	XI TKJ-1	34
	XI TKJ-2	34
	XI TKJ-3	34
	Total	102

## 2. Sample

The sample of this research was taken from two classes, there were XI TKJ-2 and XI TKJ-3 consist of 68 students. The sample of this research was taken by using Random Sampling Technique by Card. The researcher made the card consists of two card, Experimental Card and Control Card. The one of students in the class choose one card. The card is card decide for the class. The Experimental Group was XI TKJ-3 and The Control Group was XI TKJ-2.

**Table 3.2**  
**Sample of the research**

	Class	Population	Sample
	XI TKJ-2	34	34
	XI TKJ-3	34	34
	Total	68	68

## C. Research Design

This research was conducted in True experimental design. The researcher was attempting to describe a casual relationship between an independent variable and a dependent variable. The design utilized two different classes as the sample of the study. One of classes was designed to be experimental group and the other to be control group. Pre-test and Post-test were administered to both group. This design is intended to investigate the effect of applying SAVI model on students'

achievement in argumentative speaking. Clearly, the research design could be present as following :

**Table 3.3**  
**Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	ü	Using <i>SAVI</i> Model	ü
Control	ü	Conventional method	ü

**a. Pre-Test**

Both group, the experimental and control group was gave pre-test before the treatment. The function of pre-test is to know the mean scores of experimental and control group.

**b. Treatment**

Experimental and control group were taught by the same materials but in different way in teaching. Treatment was gave to both experimental and control group. The experimental group was taught be applying *SAVI* Model, while the control group was taught by using the Conventional Method.

**Table 3.4**  
**Treatment in Experimental and Control Group**

<b>Experimental Group</b>		<b>Control Group</b>	
<b>Teacher</b>	<b>Students</b>	<b>Teacher</b>	<b>Students</b>
1. Teacher warming up the students' mind	Students give respond	Teacher warming up the students'	Students give respond to the

about argumentative.	to the teacher	mind about argumentative.	teacher
<b>2. Somatic</b> - The teacher asks the students to complete a project that requires physical activity.	Students give the respond to the teacher instruction	- Teacher explains about the Argumentative and give the example.	- Students listen to the teacher's explanations and give some questions.
- The teacher asks the students to make a small group.	Students make a group with their friends.	- Teacher asks some questions based on the example of Argumentative.	- Students answer the teacher's question.
<b>3. Auditory</b> - The teacher asked the students to practice a skills - The teacher asks students and give the topic about Argumamentati-ve	- Students respond the teacher instruction. - Students discuss the topic about argumentative		
<b>4. Visual</b> - The teacher asks the students to explain what they get some point from the topic.	- The students focus to get the main point and to explain it.	- The teacher asks the students to explain the topic in front of class	-The students explain in front of class
<b>5. Intellectual</b> - The teacher asks the student give some generative idea to other group, the other group give argument and question.	- Students respond the teacher instruction.	- Teacher concludes all the material in that time.	- Students listen to the explanation

**c. Post Test**

After the treatment had been done, both experimental and control group were given the post-test. The result of both groups was to know the final value of the test and to find out if the effect of using *SAVI* Model on the students' achievement in argumentative speaking wheter it was significant or not.

**D. The Instrument of The Research**

The instrument for collective data of this research was oral test. The both of group, Experimental and Control Group were asked to make a conversation in pair about argumentative and then the students perform in front of the class. The test and the source of material was taken from English handbook.

**E. Technique for Collecting Data**

In collecting the data, some steps was applied as follows,

1. Observation the students activity.
2. Giving the pre-test to both of classes.
3. Giving treatment to the experimental group by applying *SAVI* Model.
4. Giving treatment to the control group by applying coventional method.
5. Giving post-test to both of classes.
6. Evaluating the effect of *SAVI* Model.

## F. Technique of Data Analysis

After collecting the data from test, some steps was applied in analyzing the data, they were :

1. Scoring the students' answer
2. Listing their score into two tables, first for experimental group scores and second for conventional group scores.
3. Calculating the total scores post-test in experimental group and control group.

### a. Calculating Mean Score :

$$\bar{x} = \frac{\sum x}{n_x} \quad \text{as experimental class (Sugiono,2015)}$$

$$\bar{y} = \frac{\sum y}{n_y} \quad \text{as control class (Sugiono,2015)}$$

### b. Standard deviation by Formula

$$SD_1 = \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} \quad \text{as experimental class (Sugiono,2015)}$$

$$SD_2 = \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1-1)}} \quad \text{as control class (Sugiono,2015)}$$

### c. Corelation of product moment between X and Y

$$R = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}} \quad \text{(Sugiono,2015)}$$

**d. Hypothesis test (t-test)**

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

**e. Finding degree of freedom (df) or t-table as formula :**

$$Df = 2N - 2$$

Notes :

t = t-test

$X_1$  = mean of variable 1 (experimental group)

$X_2$  = mean of variable 2 (control group)

$SD_1$  = standard deviation of sample 1 (experimental group)

$SD_2$  = standard deviation of sample 2 (experimental group)

$S_1^2$  = standard deviation squared (variants) of sample 1 (experimental group)

$S_2^2$  = standard deviation squared (variants) of sample 2 (control group)

N = total of sample

$N_1$  = number of cases for variable 1 (experimental group)

$N_2$  = number of cases for variable 2 (control group)

R = correlation of product moment between X and Y

Df = degree of freedom (df) or t-table

### **G. Statistic Hypothesis**

Based on the problem of the study, the hypothesis is used formulated as the following :

If  $\text{test} \geq T_{\text{table}} = H_a$  is accept and  $H_o$  is rejected

If  $\text{test} \leq T_{\text{table}} = H_a$  is reject and  $H_o$  is rejected

$H_a$  : There is a significant effect of applying *SAVI* Model on the students' achievement in argumentative speaking (the hypotesis is will be accepted).

$H_o$  : There is a significant effect of applying *SAVI* Model on the students' achievement in argumentative speaking (the hypotesis is will be rejected).



## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data Collection**

The data was taken from students' oral test. The research took place at SMK Negeri 1 Percut Sei Tuan, Jl. Kolam No 3 Medan Estate. This research used Random Sampling Technique by Card. The researcher used 68 students as Sample were divided in two groups, such as experimental and control group. The students' score of experimental group showed that the highest score of pre-test was 64 and lowest was 43( see appendix 8 ). While the highest score of post-test was 90 and the lowest was 67 ( see appendix 10 ). Meanwhile the students' score of control group showed that the highest score of pre-test in control group was 64 and the lowest was 29 ( see appendix 9 ) . While the highest score of post-test test was 77 and lowest was 61 ( see appendix 11 ).

#### **B. Data Analysis**

After the data who previously had been collected and explained. The data was analyzed and described in the form of description. The function of analyze is to know which the researcher got in research.

## 1. Description of observation Analysis

### a. The situation of the class

The researcher observed to the situation of both classes Experimental group and control group. The first meeting , the situation of both class were not conducive because some students didn't attracted to learn english. We thought English is bored lesson. The researcher tried to make the conducive in the class by but some of students still unmanner. The second and third meeting, the students were conducive and always pay attention to the teacher because researcher tried make some students attracted by using games and new model in teaching English . There was any achievement to the learning of Argumentative Speaking.

### b. The students' speaking achievement

The researcher found some problem to the students in speaking. The frist meeting some students still shy to speak with the other friends and teacher. The main point of the problem the students were vocabullary and afraid to speak. The researcher tried to teach make a new model and finally the students undertsand and enjoy the English speaking.

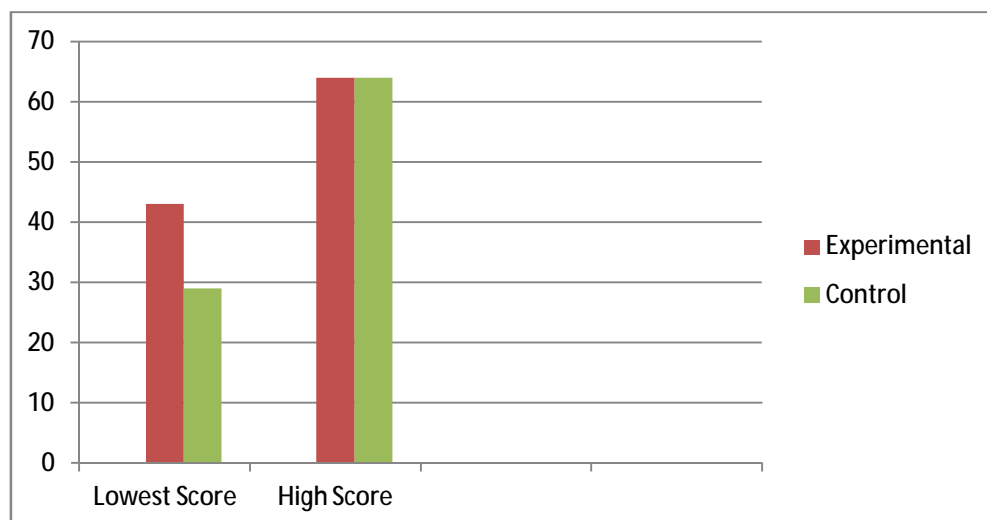
### c. The students' active in the class

The researcher found some students didn't active in the class. The first meeting, the researcher got the students still passive in the learning of English especially Speaking Argumentative because some students were lazy to tried and affraid speaking English. The researcher tried to explain to students, English is interesting lesson. In meeting second and third, the students more active in the class to showed speaking especially in Argumentative.

## 2. Description of Pre-Test Score Analysis

Pre-test was given before running to the treatment and Post-Test for the Experimental and Control Group. There were five indicators to make students' assessment. The indicators are Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. The main point of assessment is comprehension because to measure the students' ability of Argumentative Speaking. The point of Pre-Test can be seen below (see appendix 8 and 9). In the Pre-test the researcher found the lowest point from test in Vocabulary because it made influence to other indicators. The researcher found the lowest score in Experimental group are 43 and 29 for Control Group. The highest score in Experimental and Control Group are 64. From the analysis above students' in Argumentative is still low. Based on the students' score the researcher must try hard to give the treatment to get the best score in Post-Test.

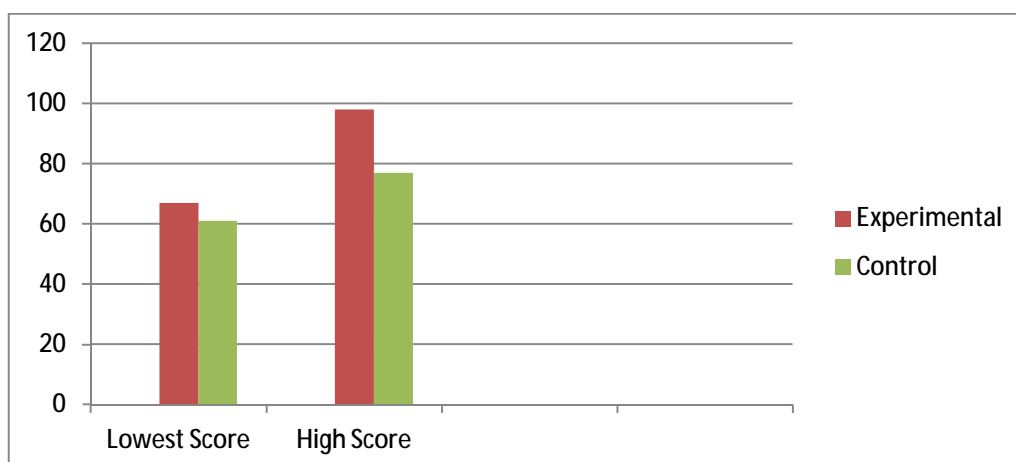
**Chart 4.1**  
**Pre-Test Score Analysis**



### 3. Description of Post-Test

The Post-Test is the last of Test , after researcher gave the Pre-test to the both of Class Experimental and control Group. The researcher gave the same test in Pre-Test and Post-Test. Same with Pre-Test in Post-Test, there was five indicator to maked students' assessment. The point of Post-Test can be seen bellow (see appendix 10 and 11 ). In the Pre-test the researcher found the lowest point from test in Comprehension because It was main point to the assessment for Argumentative Speaking. The researcher found the Lowest score in Post-Test of Experimental group are 67 and 61 for Control Group. The Highest score in Experimental group are 98 and 77 for Control Group . Based on the Score of Post-Test, the researcher found there was any significant of the score in Experimental group and control group. The score of Experimental Group higher than control group because the experimental group used new Model of learning and control group used discussion method. Used the Model of teaching can give the achievement to the students.

**Chart 4.2**  
**Pre-Test Score Analysis**



To find the Effect of using SAVI Model on the Students' Achievement in Argumentative Speaking. Based on the data from the test the score were analyzed in order to know differences between pre-test and post-test of experimental group. Based on the appendix 12, it can be seen that there was differences between pre-test and post-test of experimental class. After calculated the data for the experimental group above score for pre-test and post-test was 1857 and the total score post-test was 2925. It means the score for post-test is higher than pre-test. The mean score was calculated as follows :

**a. The average (Mean)**

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{2925}{34} \\ &= \mathbf{86.03}\end{aligned}$$

**b. Standard deviation of X variable**

$$\begin{aligned}SD_1 &= \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} \\ &= \sqrt{\frac{34(252319) - (2925)^2}{34(34-1)}} \\ &= \sqrt{\frac{8578846 - 8555625}{34(33)}} \\ &= \sqrt{\frac{23221}{1122}}\end{aligned}$$

$$= \sqrt{20.68}$$

$$= 4.54$$

Based on the appendix 13 , it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 1379 and the total score for post-test was 2364. It mean the score for post-test is higher than pre-test. The mean score was calculated as follows :

**a. The average (Mean)**

$$\bar{y} = \frac{\sum y}{n y}$$

$$= \frac{2364}{34}$$

$$= 69.53$$

**b. Standart deviation of Y variable**

$$SD_2 = \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1 - 1)}}$$

$$= \sqrt{\frac{34(165566) - (2364)^2}{34(34-1)}}$$

$$= \sqrt{\frac{3827250 - 3783025}{34(33)}}$$

$$= \sqrt{\frac{40748}{1122}}$$

$$= \sqrt{36.31}$$

$$= 6.02$$

The Formulation to find R :

$$\begin{aligned} R &= \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}} \\ &= \frac{34(175843) - (1857)(2925)}{\sqrt{\{34(252319) - (2925)^2\}\{34(103029) - (1857)^2\}}} \\ &= \frac{5978662 - 5431725}{\sqrt{\{8578846 - 8555625\}\{3502986 - 3448449\}}} \\ &= \frac{546937}{\sqrt{\{23221\}\{54537\}}} \\ &= \frac{546937}{\sqrt{1266.40}} \\ &= \frac{546937}{355.86} \\ &= 15.36 \end{aligned}$$

**Determining the value of t-test with formula :**

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$\begin{aligned}
&= \frac{86.03 - 69.53}{\sqrt{\left(\frac{20.6}{34} + \frac{36.24}{34}\right) - 2(15,36)\left(\frac{4.54}{\sqrt{34}} + \frac{6.02}{\sqrt{34}}\right)}} \\
&= \frac{16.53}{\sqrt{0.60 + 1.06 - (30.5)\left(\frac{4.54}{5.83}\right)\left(\frac{6.02}{5.83}\right)}} \\
&= \frac{16.23}{\sqrt{1.66 - (30.5)(0.7)(1.03)}} \\
&= \frac{16.53}{\sqrt{1.66 - 21.9}} \\
&= \frac{16.53}{\sqrt{-20.24}} \\
&= \frac{16.53}{\sqrt{20.24}} \\
&= \frac{16.53}{4.4} \\
&= 3.75
\end{aligned}$$

After measuring the data above by using t-test formula. It showed that t-test value was 3.75. After seeking the table of the distribution of t-test as the accounting in certain degree of freedom (df). The calculation showed that :

$$\begin{aligned}
Df &= 2N-2 \\
&= 2(34)-2 \\
&= 68-2
\end{aligned}$$



= 66

### **C. Testing Hypothesis**

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution written test method as basic of counting t-critical degree of freedom(df), the calculation shows that df is  $(2n-2=68-2=66)$  in line 60 that t-table is 1.99 for 0.05. It could be concluded t-test > t-table or  $3.75 > 1.99$ . So,  $H_0$  is rejected and  $H_a$  is accepted or there was the effect of applying *SAVI* Model on students' achievement in argumentative speaking.

### **D. Research Findings**

Based on the data analysis above, the findings of this reseach were described that the students who were taught by applying *SAVI* Model got higher score than those who were taught using Convetional Method by Discussion. It was proved from the result of t-test which was 3.75 and t-table which was 1.99 ( t-test > t-table,  $3.75 > 1.99$  ). It means that the students' achievement in argumentative speaking by applying *SAVI* Model was significant that using Conventional Method by discussion.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow :

1. The result of the t-test showed that the tobserved was higher than t-table ( $3.75 > 1.99$ ). it means that whole *SAVI* Model gave a significant effect on students' achievement in argumentative speaking.
2. The student were taught by applying *SAVI* Model got higher score that those taught Conventional method by discussion . The mean score of post-test in experimental group was 86.03 and the mean score of control group was 69.53 it can be known that the students' achievement who taught by applying *SAVI* Model got higher score than the students who taught by using discussions method .

#### B. Suggestions

In relation on the conclusions above, suggestions are put forward as follows:

1. To the English teacher
  - a. They should consider that the applying of *SAVI* Model towards the students' achievement in argumentative speaking can be enjoyable and fun way in

teaching speaking especially in argumentative. They should try to make variation in teaching speaking until the students comprehend and more confidence, so they can practice with other.

2. To the students
  - b. They should study harder to improve their achievement in speaking. Practice to speak with someone is very important. Students should practice their English in daily conversation especially to give the argumentation in daily life.

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