

**THE EFFECT OF SOMATIC AUDITORY VISUAL INTELLECTUAL  
(SAVI) ON THE STUDENTS' ACHIEVEMENT  
IN WRITING NEWS ITEM**

**SKRIPSI**

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**Oleh:**

**DINA AROFAH**  
**NPM. 1302050019**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS OF MUHAMMADIYAH SUMATERA UTARA  
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## ABSTRACT

**Dina Arofah 1302050019. *The Effect of Somatic Auditory Visual Intellectual (SAVI) On The Students' Achievement In Writing News Item. Skripsi. English Education Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara (UMSU). Medan. 20017***

The objective of the study was to investigate the significant effect of Somatic Auditory Visual Intellectual (SAVI) on the students' achievement in writing news item. English teacher can apply circuit learning strategy in teaching writing because by using it students more effective in writing and more easy to inform their ideas. The research had been conducted at SMA UISU SWATA MEDAN Jalan H. BahrumJamil SH Gang UISU No.2 Teladan Barat, Medan in academic year 2016/2017. The population of the study were the students of grade XII in the academic year 2016/2017, which consisted of 2 classes. Both classes were directly as the sample of research taken by applying Cluster Random Sampling. The sample was divided into two groups. The experimental group (XII IPA) was taught by applying SAVI method that consisted of 23 students, while the control group (XII IPS) was taught by applying conventional method (discussion method) that consisted of 23 students. Each class was given a pre-test, treatment, and post-test. The instrument of this research was written test. The data were analyzed by using t-test formula. Then, the result showed that  $t_{\text{observe}}(1.13)$  was higher than  $t_{\text{table}}(1.10)$  with the degree of freedom (df=46) for two-tailed test ( $1.13 > 1.10$ ). It meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In conclusion, the students' achievement in writing news item by using Somatic Auditory Visual Intellectual (SAVI) was more significant than using discussing method.

Keywords: *Somatic Auditory Visual Intellectual (SAVI) Method, Writing, Students' Achievement.*

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language has an important role for our lives, especially at the developing science and technology. There are three parts of language based on the function, that is first language (L1), second language (L2), and then foreign language. Language can help people to interact or communicate with one another. It means that language is used as a communication tool in society. People use language to express their feelings, emotions, ideas, thoughts, or feelings. English is one of the languages most used on an international scale. Therefore, students in Indonesia need to study it.

English as a language also has four skills that should be mastered, they are speaking, listening, reading and writing. If we learn about language we must master the four skills of language. In Indonesia English as a foreign language, because Indonesian people do not use English in their communication every day. So, in teaching and learning English for students, teachers must support by using the completeness of teaching facilities, interesting media, and the best method. In the learning process, the students are expected to master these skills are very necessary to build students' achievement in English. As Harmer (2004) stated that writing as one of the four skills has always formed part of the syllabus in teaching of English, where mastering the ability to write effectively is seen as a key objective for learners.

Writing as one of the communication tools, so mastering the writing skill is very important to enable the learners communicate their ideas with the reader in written form. Writing is the process of thinking something that written by structurally and systematically. As stated by Boardman (2002) state that writing is continuous process of thinking and organizing, rethinking, and reorganizing. In this case, referring to writing skill, based on character based curriculum in one of basic competence, the students are expected to structuring an oral and written text stated meaning that initiated delivery of news or information that surprised by observing the social function, the structure of the text and correct linguistic elements according to the context. Based on the statement above, it is emphasized that the students in senior high school must be able to write good News item text.

News item function as for telling the news or incident to society. In writing news item text students are expected to write their written product grammatically, express their ideas and make conclusion as the steps to developed rhetorical devices in the written form. News item text is a kind of genre that is used to inform readers about events of the day. The events are considered newsworthy or important.

In indonesia, the school curriculum has included english as one of subjects must be learnt by the students. Based on this curriculum, learning english is emphasized on four language skills. They are speaking, listening, reading, and writing. In learning process, the students are expected to master these four language skills because these skills are very necessary to build students' achievement in English. As Harmer (2004) state that writing as one of the four

skills has always formed part of the syllabus in teaching of English, where mastering the ability to write effectively is seen as a key objective for learners. In this case, referring to writing skill, based on character based curriculum in one of basic competence, the students are expected to structuring an oral and written text states meaning that initiate delivery of news or information that surprised by observing the social function, the structure of the text and correct linguistic elements according to the context. Based on the statement above it is emphasized that the students in senior high school must be able to write good News item text.

In reality, the students still had many problem in writing that is most of the students think writing is complicated to study. They are difficult to arrange words into a paragraph in good and correct form. This fact were based on the researcher experience while doing real teaching practice (PPL) in senior high school UISU SWASTA Medan and based on information from the english teacher there. It was found the students were not able to arrange the words of vocabularry they have. As Harnoi (2013) adds that there were factors that make students have many problems in writing, (1) the students were lack of vocabulary mastery so they were not able to express their ideas in appropriate english word, (2) the students seldom practice to write, even in their native language, (3) the students are still confusing to start writing, how to write sistematically and how to organize their ideas. This condition definitely affects the students' ability in writing such as News Item.

Those problem above are caused by some factors internally or externally. The reason why students stil got low achievment in writing is not only from the

students themselves but also from the teacher. One of the factors cause the students get low ability in writing is their motivating. Most of them are less motivated to write. Furthermore, the lack of the students' motivation to write is also influenced by the external factors such as the teaching method. The conventional-learning method that the teacher apply in teaching writing skill is less effective to motivate the students' writing. In this case, the teachers only ask the students to write the translation of the sentence given by the teacher. For example, the teacher give five sentences in bahasa Indonesia and then ask the students to write the sentence into english by using dictionary. Conventional method usually makes the students bored because the method is monotonous and the students are not active. Of course, the teaching method in such way limit the students' creativity in writing because the teaching materials have been determined by the teachers. In brief, it is required to the teachers apply the other teaching methods. In order to improve the students' ability in writing.

Responding to those problems above and considering the importance of writing skill for the schooll at Senior High School. It is necessary to find an effective method that will be the solution in creasing the students' ability. One of the teaching methods which is believed to overcome the difficulties of the students in writing is Somatic Auditory Visual Intellectual (SAVI) Method. It is a teaching method that combines the different kinds of intelligences and learning styles. It means that through SAVI the students involve many parts of themselves in learning. So they can get more. As Meier (2000) says that the best learning occurs when all parts of the brain-mind-body connection are used simultaneously.

In the other case, Sapti and Suparwati (2011) also state that in order to increase motivation, attention, comprehension and students achievement, teacher can use SAVI method. In this statement implies that SAVI involves the whole activities should be done by the students. Somatic movement refers to the activity or act of the students. Auditory relates to activities of speaking and listening. Visual activity deals with observing and describing. Intellectual activities is oriented to think for problem solving. Additionally in other researcher, Harnoin Asri (2013) in his research concludes that SAVI is an effective method which is able to overcome the difficulties of students in writing. Based on the description of SAVI it self, SAVI is effective to use in improving the students achievement in writing.

From the explanation above, it is essential to use a suitable and effective method to help students in developing their creativity in writing especially News Item. Therefore, the researcher was interested in conducting a research entitles SAVI on the students' achievement in writing News Item.

## **B. The Identification of the Problems**

Referring to description above, the problems were identified as follow:

1. The students could not to arrange the words become a good sentence.
2. The students did not know writing a text is still low because of their limited vocabulary.
3. The students were lack of vocabulary in writing.
4. The teachersstill used a conventional method (lecturing method).



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

The scope of this research was focused writing skill and limited on writing News Item.

### **D. The Formulation of the Problem**

Based on the background of the study, the problem of this research was formulated the follows Is there any significant effect of Somatic Auditory Visual Intellectual (SAVI) on the sudents' achievment in writing News Item.

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

The objective of the study was to investigate the significant effect of Somatic Auditory Visual Intellectual (SAVI) on the students' achievment in writing News Item.

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

This study was expected to be useful theoritically and practically. Each of them was elaborated as follow.

Theoritically, theresults of this research were expected to be usefull in enlarging the insight or experience of the readers particularly in teaching writing and composing news item text. Additionally, it is useful for the other researcher as the reference in doing the further research.

Practically, this study contributed to the followings:

- a. The English teacher to apply this method in teaching learning process as one of ways to make students understand more and get interest in writing news item.
- b. The students, to be more interesting and creative in learning English especially writing news item.
- c. The other readers, who are interested teaching writing news by using SAVI approach, can get basic information this study to do further researcher.
- d. The researcher to develop this method in other research for giving contribution to education needs.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

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

##### **1. Writing**

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. As Meyers (2005) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. It means that through writing builds students' creativity in presenting something. Writing include an important communication skills because in writing the students will be able to convey their feelings, attitudes, ideas, opinions, messages and expressing them in to a good text, so the readers can response it and give the feedback. Generally, writing is a way in sending message from the writer to the reader. In line with Purwanti (2013) adds that writing is a process to produce a thinking or feeling in written form . It is also a way the writer thinks or a way of thinking which is shared to reader. Writing is a essential skill needed for academic success in all curricular areas, and for this reason, the course grades of weak writers may be negatively affected specifically due to their inability to express themselves in writing.

In addition Harmer (2007) says that writing can be defined as writing for learning and writing for writing. Writing for learning means that writing as a tool to practice the language they have learned, and in writing for writing, it is tool to develop the students' ability as writer. It can be conclude that writing is a very important subject because it trains us to share ideas from our brain. The students will imagines, organize, drafts, edits, reads, and rereads. Based on the explanation above, the writing is how to get and to explore the ideas, imaginations experiences then to transfer them into a paper. From all above, it was conclude that writing is an activity of thinking which to express their ideas, emotions, felling, opinions in written form.

### **1.1 The Purpose of Writing**

In doing something has purpose, so do writing. According to Fulwiler (2002) states that the rethorical purpose of most writing is persuasive: to make the readers believe that what is said is true. And also the spesific purpose of writing are to explain, report, define, describe, and to argue or interpret. To achieve the purpose, the writer should know what to say to the readers how to organize and present the purpose of what he or she writes. The language in writing is most effective when it is clear, direct, unbiased, and neutral in tone, so the readers can understand the sense or purpose of the writer. Based on explanation above, it can be concluded that writing is very important for learners that through writing the students will be able convey their knowledge into a piece of paper.

## **1.2 The Process of Writing**

Writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate ideas, chose and organize these ideas, write and revise their pieces, and format them for publication. The process of writing occurs in several stages, Tompkins (2000) clarifies that the stages in writing process are:

- a. Pre-writing: getting ready to write
- b. Drafting: focus on their own ideas in their own environment.
- c. Revising: clarifying and refining ideas in their compositions during the revising stages.
- d. Editing: putting the piece of writing into in final form or it seem like the process of correcting mechanical errors.
- e. Publishing: publishing their writing and shares it front of the class, other source.

From the explanation above, it was summarized state that generally there are steps in writing process name pre-writing, drafting, revising, editing, and publishing.

## **1.3 The Criteria of Writing Score**

In scoring writing, there are some criteria considered based on Brown (2007). He states that there are five scoring components scales namely content, organization, vocabulary, language use, and mechanism. The specific criteria are described detaily in the following stages.

### a. Content

There score of content depends on the students ability to write ideas, information in the form of logical sentence

**Table 2.1**  
**The Criteria of Scoring Content**

27-30	Excellent to very good: knowledge able to substantive through development of topic sentence-relevant to assigned topic
22-26	Good to average : some knowledge able to subjective-adequate range-limited development of topic sentence-mostly relevant to topic
17-21	Fair to poor : limited knowledge of subject-little substance inadequate
13-16	Very Poor : does not show knowledge of subject-not substantive not pertinent-or not enough to evaluate

### b. Organization

The organization refers to the students' ability writes the ideas, information logical order. The topic and supporting sentences are clearly state.

**Table 2.2**  
**The Criteria of Scoring Organization**

18-20	Very good : exact word, effective word choice and usage, word from mastery appropriate register
14-17	Good to average : adequate range, occasional error of words choice but meaning not obscured
10-13	Fair to poor : limited range, frequent error of words, choice usage, meaning confused, our obscured
7-9	Very Poor : essentially in translation, knowledge of english vocabulary, word form or enough to evaluate

### c. Vocabulary

Vocabulary refers to the students' achievement in using word to express idea logically. It also refers to the achievement to use synonym, prefix, suffix exact.

**Table 2.3**  
**The Criteria of Scoring Vocabulary**

18-20	Very good : exact word, effective word choice and usage, word from mastery appropriate register
14-17	Good to average : adequate range, occasional error of words choice but meaning not obscured
10-13	Fair to poor : limited range, frequent error of words, choice usage, meaning confused, our obscured
7-9	Very Poor : essentially in translation, knowledge of english vocabulary, word form or enough to evaluate

### d. Language Use

It refers to the student's achievement in writing simple, complex , or compound sentence correctly and logically. It also refers to the ability to usage agreement of the sentence and some other words such us noun, adjectives, verbs, and the time signals.

**Table 2.4**  
**The Criteria of Scoring Language Test**

22-25	Excellent to very good : affective complex construction-few errors argument, test, word order/function, articles, pronouns, prepositions.
18-21	Good average : effective but simple construction-minor problems in complex construction-several errors of argument. Tense, number-word order/function, articles, pronouns, preposition, but meaning seldom obscured.

11-17	Fair to poor : major problems in simple-complex constructions frequent of errors of negotiation, agreement, tense, pronoun, preposition or fragments, deletions-meaning, confused or obscured.
5-10	Very Poor : virtually no mastery of sentence construction rules dominated by error-does communicate or not enough to evaluate

#### e. Mechanism

Mechanism refers to the students' achievement in using words appropriately using function correctly : paragraph and text can read correctly.

**Table 2.5**  
**The Criteria of Scoring Mechanism**

05	Excellent to very good : demonstrate mastery of conversation- few error spelling, punctuation and capitalization writing sentences.
04	Good to average : occasional errors of spelling, punctuation and capitalization writing sentences.
03	Fair to poor : frequent errors spelling, punctuation and capitalization, writing sentence-poor hand writing meaning confused or obscured
02	Very Poor : no mastery of conventions-dominate by errors spelling, punctuations and capitalization, paragraph-hand writing illegal-or not enough to evaluate

Based on these criteria, then the students ability in writing narrative text using chronological order will be classified to quantitative and qualitative system.

The scales are as follows.

<b>Qualitative Form</b>	<b>Quantitative</b>
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very Poor	0-29



## 2. News Item

According to Mulyono (2010), news item is a type of the text that has the main function or communicative purpose to inform readers of listener or viewer about events of the day that are considered newsworthy or important. In daily life, news item can be found in mass media such as newspaper and also in electronic media such as television and radio. As kind of text which contains newsworthy events of the day and other natural phenomena, news item has its own purpose; that is to inform readers or listeners about events of the day which are considered newsworthy or important.

The grammatical patterns (linguistic Features) of news item are as follows.

- a. Using declarative sentence
- b. Using past form; such as; past tense, past perfect tense, or past continuous tense.
- c. Using conjunction
- d. Using reported speech ( indirect speech) or direct speech at the element of source.

Talking about the purpose of news item, it is to inform about something or events of the day that is important to be known by the other people.

### 2.1 The Parts of News Item Text

Santoso (2006), states that there are four parts of news item text they are:

- (1) headline or title,
- (2) summary of events,
- (3) background of events and
- (4) source.

### **1. Headline or title**

1. Headline or title contains of reduced clause, but it is more than a noun phrase.
2. It is usually written in the form of present tense by eliminating the use of 'be'.
3. 'be' is also eliminated if the sentence is in passive form.
4. It can be the form of reduced sentence by using present tense.

### **2. Summary of events**

1. Summary of events contains of a news summary or report of events.
2. Summary of events is written in past form; such as past tense, past perfect tense, and past continuous tense.
3. It is often that there are some sentences in summary of event written in present perfect tense, but the use of past tense is very dominant in the text.

### **3. Background of events**

1. Background of events contains of the events which are reported in past form such as past tense, past continuous tense, and present perfect tense.
2. A news item text can consist of some background events.

### **4. Source**

1. Source contains of comments by some experts from their majority such as governor, witness, victims, the actor, etc.
2. Source is written after background of events.
3. It often uses reported speech.

We can concluded that there are four parts of news item name headline or title, summary of events, background of events, and source.

## **2.2 The Characteristics of News Item**

According to Santoso (2006), the characteristics of news item are as follow:

- a. Brief, information about the story that captured in the title
- b. Using action verbs
- c. Using Past tense in explaining events news
- d. Using saying verbs
- e. Using adverbs: time, place and manner

## **2.3 The Generic Structure of News Item**

There are three of generic structure of news item they are: mainevent/newsworthy event, background event, and source.

### **a. Main Event/News-worthy Event**

Main Event is worthy headlines, the part that tells the summary of an event or important events occurred.

### **b. Background Event/Elaboration**

Background Event / Elaboration recount in detail the background of the event or events that happened, who was involved, where and how the events occurred.

### **c. Source**

Source, the last part of the structure of the news item text, source providing information relating to an event, can be a resource statement, comment witnesses, expert opinions, or statements from related parties of an event.

### **3. Somatic Auditory Visual Intellectual (SAVI) Method**

SAVI method is one of the learning method that says learning have to use the students' sense and the best learning occurs when all parts of the brain-mind-body connection are used simultaneously. This method applying that learners do not just sit quietly, but with activities that stir the senses and the emotions involved in the learning process. This method requires the full skills of a learner to acquire a variety of information and experience in the learning process. In this method, it is expected that learners can unify the activities of the body / physical with intellectual activity and the use of the senses. As Meier (2002) says that method SAVI (Somatic: learning activities and doing, auditory: learning by speaking and hearing, visual: learning by observing and describing, intellectual: learn to solve problem). In this study will solve it, because learners will be involved in various activities, which do not provide opportunities for learners to drowsiness / silence is not useful.

SAVI is a method emphasizing shall exploit all appliances sense owned by the students. Term SAVI is abbreviation of: Somatic: having a meaning body movemnet (physically activity) where about learn by experincing 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 existence, investigating, identitying, finding, creating, construction, solving problem, and applying. Meier (2005), adds one more intellectual learning, style intellectual learning characterized as thinkers. Learners use the intelligence to reflect on an experience and create relationships, meaning, purpose, and value from the experience. "Intellectual" is the part of the brood, create, solve problems, and construct meaning. That means by which the mind to turn the experience into knowledge, knowledge into understanding, and understanding into wisdom.

Meier (2005) learning does not automatically increased by having the child stand up and move. However combines physical movement with intellectual activity and the use of all sense can greatly affect learning. Approach to learning is called the SAVI method. Elements easy to remember, namely:

1. Somatic: learn to move and do.
2. Auditory: learn to speak and listen.
3. Visual: learning to observe and describe.
4. Intellectual / property: learning with to solving the problems and booding.

Elements in the SAVI relate to each other, but each having a value different characteristics. In accordance with the SAVI stands for itself that

Somatic, Auditory, Visual, and Intellectual, then the characteristics are divided into four parts:

#### **a. Somatic**

Learning "Somatic" comes from the Greek meaning somatic body / soma. If it is associated with learning, it means learning to move and do. According to Meier (2002) is a somatic learning learning to harness and engage the body (the sense of touch, kinesthetic, involving physical and moving the body during activity learning takes place). In the study of somatic requires businesses to stimulate learners to engage the body, it can be create learning students to be more physically active. These lessons give students the opportunity to experience the application of the material being studied or discussed with fellow learners in class, so as to enable them to be creative in exchanging opinions with fellow learners. According to Huda (2013) that can be used several ways teachers to optimize somatic learning is as follows. (1) Run the training of active learning (simulations, learning games, and others). (2) Ask the students to write on a card on what they learned, for example, flash card that can be used to match the same items. (3) Demonstrate their ideas into theater form, expression, or touch (without saying anything).

#### **b. Learning Auditory**

Auditory audio comes from the word that means the sound or hearing. Auditory is learned through hearing something. listening to tapes audio, discussions, debates and instruction (command) verbal. learning auditory included in the study with speaking, listening, listening, presentation, argumentation,

express opinions, and responding. Learning styles auditory is a style of learning that access to all kinds of sounds and words, either created nor remembered. Some of the ways that can be used by teachers to optimize auditory learning such as: (1) conduct a discussion or debate, (2) ask learners to the presentation, (3) asks students to read aloud, (4) ask students to discuss their ideas verbally.

### **c. Visual Learning**

Visual learning through seeing something. See pictures or diagrams, love to see the show, demonstration or watch the video. Meier (2002) argued that "In our brain there are more devices to processing visual information than the other senses." Similar with Meier, as DePorter (2011) argues that: "Students visual is the type of students can learn better if use the sense of sight. In other words, visual learning is which is a combination of learning styles to absorb, manage, and process information by looking at".

### **d. Learning Intellectual**

Is part of a brooding intellectual, creative, solve problems and construct meaning. Intellectual is the creator of meaning in mind, means used by humans to think, brings together the experience, creating new neural networks and learning. On intellectual synonymous with the mind to create their own learning. Learning is not a store information but create meaning, knowledge and values that can be practiced by the learners mind. According to Huda (2013) teachers should invite participants learners to engage in intellectual activities, such as: (1) solving problem, (2) analyze the experience, (3) undertake strategic experience, (4) gave birth to creative ideas, (5) find and filter information, (6) to formulate questions,

(7) create a mental model, (8) applies new ideas on work, (9) creating personal meaning, and (10) foresee the implications of an idea.

### **3.1 The Advantages of Applying SAVI Method**

Applying a learning approaches have advantages and disadvantages. Similarly, the approach in this study, SAVI method has advantages and disadvantages in its application in the classroom. According to Herdian (2009) there are several advantages of SAVI : (1) raising the intelligence of learners are fully integrated through the incorporation of physical movement with intellectual activity, (2) create an atmosphere of learning more attractive, (3) is inspiring creativity and enhance visual learning, auditory, and intellectual (5) maximizing sharpness concentration of learners through visual learning, and intellectual auditory. In addition to the advantages possessed by SAVI method, of course, in the process also has deficiencies.

### **3.2 The Disadvantages of Applying SAVI**

According to Meier (2002), the disadvantages of SAVI as follows. (1) This approach is very demanding their perfect teacher, so as to integrate the four components in the SAVI thoroughly, and (2) the application of this approach requires completeness of facilities and infrastructure of learning thorough and tailored to the needs, so that the costs of education are enormous. Mainly for the procurement of instructional media sophisticated and attractive. This can be achieved by the schools forward. It can be concludes that SAVI is a learning



process based on activity moves physically active when learning, by utilizing the senses as much as possible and make the whole body / mind engaged in the learning process. By combining the four elements of SAVI namely somatic, audio, visual, and intellectual learning process can run properly and optimally.

#### **4. The Procedures of Applying SAVI in Teaching News Item**

There are some procedures or steps of SAVI. As Meier (2013) explains as follow:

1. Teacher has shows filmstrip or video to learners via LCD projector to displayed the subject matter, namely filmstrip or video.
2. The teacher has explains the subject matter that has been showned through the filmstrip or video and learners listen to and understand the material.
3. Teacher has asks the students to form a group. Each group was given by the task to conducted interviews with other groups about the content from the filmstrip and videos.
4. The teacher given instructed to the students to write the results of interviews with other groups into a new story by applying the generic structure of news item (Newsworthy events, background events, and sources)

#### **5. Conventional Method (Lecturing Method)**

The traditional method (old concept) emphasis the important of mastering the lesson material. Traditional language teaching is based on a traditional

approach to the target language, which regard the language as a body of grammatical rules and an enormous number of words that are combined according to the rules.

According to Djamarah (2000), conventional teaching method is traditional learning method or collectively, because since the first of this method has been used as a means of oral communication between teachers and students in the learning process and learning. One of traditional method is lecturing method. A lecture is defined as a person speaking more or less continuously, to a group of people on a particular subject of them.

Lecture is a teaching method where a teacher is the central focus of information transfer. Typically, a teacher will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use an overhead projector to provide visuals for students. Students are expected to take notes while listening to the lecture.

From the passage above, it can be concluded that the conventional or lecturing method is teaching technique in which the teacher become controller or teacher centered approach and the students study in the silent way. Usually, very little exchange occurs between the instructor and the students during the lecture. The advantages of lecturing methods are: (1) delivering information quickly, (2) generating interest in information search, (3) easy to use in teaching and learning. The drawback of lecturing method: (1) not all students can be maximized with the model learned only listen to lectures, (2) more emphasis on results compared with the process, (4) It is not the interactive method because the students just listen the

explanation of the teacher, (5) the students should pay more attention if they want to understand about the subject. It means the students not more active in learning process, (6) It is more focused effort or spend the subject matter, so the lecturing method is more oriented on the text subject matter.

## **B. Conceptual Framework**

Writing is an activity of producing in form written language. As an activity of language production, writing needs creativity in it. In other words, someone needs creativity in conveying their ideas when having writing activity. Before it, someone needs to get some ideas or some points that they will transfer into written language which can be read by readers. Writing is form of manifestation of linguistic competence that was expressed in the form of the use of written language, other than in the form of oral language. Writing is a continuous process of thinking and organizing, rethinking, and reorganizing. It means that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen. Writing is a whole brain activity to formulate and to organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper. Writing is very important because in writing the students will be able to convey their feelings, attitudes, ideas, opinions, messages and expressing them in to a good text, so the readers can response it and give the feedback.

The students' achievement is measured by using achievement test. The achievement tests used most frequently by a teacher are those he develops him

self. From the explanation above, can be concluded that students' achievement is the result of what students have done using their effort and their skill in doing or finishing something. News Item is text which is used to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. We often find it in a newspaper because the passage often tells the readers about great, important, interesting, tragic, entertaining or fresh incident or events that all people should know about it. Learning SAVI is learning that emphasizes the meaningful learning through listening, listening, speaking, presentations, argumentation, expression and response, as well as use the thinking skills (minds on) to increase the concentration of the mind through reasoning, investigating, identifying, locating, creating, construction, solve problems and implement. The strategy chosen above is more effective to apply by including teaching method.

To make the students' feel easier and interest in writing news item, there is one strategy which is appropriate in writing news item namely SAVI can be helpful in teaching writing on news item.

### **C. Hypothesis**

The hypothesis of this research were formulated as follows:

Ha: There was significant effect of Somatic Auditory Visual Intellectual (SAVI) on the students' achievement in writing News Item

Ho: There was no significant effect of Somatic Auditory Visual Intellectual (SAVI) on the students' achievement in writing News Item



## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research had been conducted at SMA UISU SWASTA MEDAN. Which is located on Jalan H. BahrumJamil SH Gang, UISU No.2 Teladan Barat, Medan. The research was done at the academic year 2016/2017 for three months between (February – April). The reason why the researcher choos this school because the researcher found the students had the problems in writing especially in news item.

#### **B. Population and Sample**

##### **1. Population**

The Population of this research were the third year students at SMA UISU SWATA Medan in academic year 2016/2017, which consisted of two classes which XII IPA amounts to 23 students, and XII IPS that amountedto 23 students. So, the total population were 46 students.

##### **2. Sample**

The sample in this research wereclass XII IPA that amounted to 23 students for the experimental group, and XII IPS that amounted to 23 students for control group.The sample of the research were taken by using Cluster Random Sampling Technique by cards. The cards contain sign as experimental and control. After the researcher mixed these mixedthese cards for a moment, two cards

were taken randomly as the sample of research and the first chosen is XII IPS as Control Group and the last chosen was XII IPA as experimental group.

**Table 3.1**  
**Population and Sample of the Research**

No	Classes	Population	Sample
1	XII IPA	23	23
2	XII IPS	23	23
Total		46	46

### C. Research Design

This research was conducted by using an experimental quantitative research which consisted of pre-test and post-test in order to know the effect of applying Somatic auditory visual intellectual (SAVI) method in writing news item text. In conducting the experimental research, the sample were divided into two groups, there were experimental and control groups. The experimental class was taught by using Somatic Auditory Visual Intellectual Method and the control group has taught by using conventional method. The design of this research was illustrated:

**Table 3.2**  
**Experimental and Control Group**

Group	Pre-test	Treatment	POST-TEST
Experimental	✓	SAVI	✓
Control	✓	-	✓

In this research, there were three procedures used to collect the data. They were Pre-Test, Treatment and Post-test that was given to the experimental group and control group.

**a. Pre-test**

The pre-test was conducted to find out the students' ability in narrative text especially in writing news item text before having the treatment. The pre-test was given to the experimental group and control group and their works are scored. The function of the pre-test is to know how far the students are able to write news item text of experimental and control group.

**b. The Treatment**

After conducting the pre-test, the researcher gave treatment in the experimental group by using SAVI method, while the control group was taught by using conventional method.

**c. Post-Test**

After conducting the treatment, a post-test was given to the students. This post-test was exactly the same material with the pre-test, the researcher asked the students to write a news item text on the paper. The post-test functioned to see differences of mean score of experimental and control groups and to know whether the treatments gave the effect or not on the students' achievement in writing news item text.

**D. Instrument of the Research**

The instrument of this research was collected by using written test. In this test, the students wrote their own news item text based on the topic given. The test was focused on testing the ability and achievement of students to write in news item text. The material of the test was taken from the internet.



**E. The Procedures for applying**

1. Teacher has shows filmstrip or video to learners via LCD projector to displayed the subject matter, namely filmstrip or video.
2. The teacher has explains the subject matter that has been showned through the filmstrip or video and learners listen to and understand the material.
3. Teacher has asks the students to form a group. Each group was given by the task to conducted interviews with other groups about the content from the filmstrip and videos.
4. The teacher given instructed to the students to write the results of interviews with other groups into a new story by applying the generic structure of news item (Newsworthy events, background events, and sources)

**F. The Procedures for Collecting Data**

In collecting the data, there were some technique of collecting data as follow:

1. Giving the same Pre-test to both of group.
2. Teaching experimental group by applying Somatic Auditory Visual Intellectual (SAVI) method and Conventional Method (Lecturing Method) for Control Group.
3. Giving same post-test both of group
4. Collecting the students' work sheet.

## G. Technique of Analyzing Data

After collecting the data from the test, the data were analyzed by using the following techniques.

1. Correcting the students' answer.
2. Identifying the students' answer.
3. Listing the students' answer.
4. Scoring the students' answer for correct answer and wrong answer
5. Listing their score in two tables, first for experimental group scores and the second for control group.
6. Calculating the total score pre-test and post-test in experimental group and control group.
7. Finding the mean of the score of pre-test and post test in experimental group and control group by using formulas:

- a. Mean of variable X (variable 1)

$$M_x = \frac{\sum x}{N} \quad (\text{Sudijono, 2009})$$

- b. Mean of variabel Y (variable 2)

$$M_y = \frac{\sum Y}{N}$$

8. Finding the standard deviation by using formula

- a. Standard deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum N^1}{N}} \quad (\text{Sudijono, 2009})$$

- b. Standard Deviation (SD) for variabel Y (variable 2)

$$SD_y = \sqrt{\frac{\sum Y}{N}} \quad (\text{Sudijono,}$$

2009)

- c. Standard Error mean of variable 1

$$SE M_1 = \frac{SD_2}{\sqrt{N_2 - 1}} \quad (\text{Sudijono, 2009)}$$

- d. Standard Error mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

- e. The Differences of standard error between mean variable 1 and mean variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1 + SEM_2}$$

9. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \quad (\text{Sudijono, 2009)}$$

Note:

$M_x$  = mean for variable 1 or X

$M_y$  = mean for variable 2 or Y

$\sum X$  = total of students' score

$\sum Y$  = total of students' score

$N_1$  = number of cases for variable 1

$N_2$  = number of cases for variable 2

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

After administrating pre-test and post-test to both of the score the pre-test and the post-test were presented in the following tables.

##### 1. The Scores of Experimental Group

**Table 4.1**  
**The scores of Pre-test and Post-test of Experimental Group**

No	Students' Initial Name	Pre-Test(X1)	Post-Test(x2)
1	AJS	38	79
2	ADA	42	89
3	DSY	57	81
4	DYG	54	75
5	DMU	54	82
6	FAD	34	83
7	MI	58	83
8	ME	37	89
9	MIH	59	79
10	MIA	55	82
11	MN	55	86
12	NA	38	73
13	PD	41	83
14	RA	38	84
15	RAH	45	84
16	SIS	38	80
17	SS	52	82
18	WH	43	82
19	NV	51	81
20	FRH	40	85
21	NRD	40	82
22	RAJ	41	81
23	NP	40	81
<b>Total</b>		<b>1050</b>	<b>1886</b>

Based on table 4.1 showed that the total scores of pre-test was 1050 with the lowest was 37 and the highest one was 59. Meanwhile, the total score of post-test was 1886 with the lowest score was 73 and the highest score was 89.

## 2. The scores of Control Group

**Table 4.2**  
**The Scores of Pre-test and Post-test of Control Group**

<b>NO</b>	<b>Students' Initial Name</b>	<b>Pre- Test ( Y1)</b>	<b>Post- Test (Y2)</b>
1	AR	32	70
2	AP	33	70
3	AR	45	71
4	AJK	30	70
5	CDA	42	70
6	DAF	45	80
7	DIR	45	70
8	DHL	35	70
9	EMR	45	82
10	FZ	45	70
11	FRW	45	71
12	GZR	45	70
13	IMR	45	73
14	ILM	45	71
15	MRV	36	70
16	MRF	40	80
17	MFB	40	70
18	MZN	50	75
19	MZF	40	78
20	MOK	50	80
21	NRP	45	78
22	RAN	45	79
23	NP	45	78
<b>Total</b>		<b>968</b>	<b>1696</b>

Based on table 4.2 above, it showed that the total scores of pre-test was 968 with the lowest was 30 and the highest one was 50. Meanwhile, the total score of post-test was 1696 with the lowest score was 70 and the highest score was 82. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievements in reading comprehension after receiving the treatment.

## B. The Data Analysis

Based on the data from the test in the table, the scores were analyzed in order in the differences of pre-test and post-test of experimental group and control group.

### 1. Mean Variable X ( Variable 1)

**Table 4.3**  
**The differences Scores of Pre- test and Post- test of Experimental Group**

No	Students' Initial Name	Pre-Test(X1)	Post-Test(x2)	X(x2-x1)
1	AJS	38	79	24
2	ADA	42	89	21
3	DSY	57	81	28
4	DYG	54	75	49
5	DMU	54	82	25
6	FAD	34	83	52
7	MI	58	83	20
8	ME	37	89	27
9	MIH	59	79	31
10	MIA	55	82	35
11	MN	55	86	42
12	NA	38	73	46
13	PD	41	83	39
14	RA	38	84	42
15	RAH	45	84	30
16	SIS	38	80	39

17	SS	52	82	30
18	WH	43	82	45
19	NV	51	81	42
20	FRH	40	85	40
21	NRD	40	82	41
22	RAJ	41	81	24
23	NP	40	81	21
<b>Total</b>		<b>1050</b>	<b>1886</b>	<b>836</b>

Based on the table above, the mean score of experimental class was calculated as follow:

$$\begin{aligned}
 M_x &= \frac{(\sum fx)}{(N)} \\
 &= \frac{(836)}{(23)} \\
 &= 36.34
 \end{aligned}$$

Which :

$M_x$  : the mean score of control group

$\sum x$  : the score of X1- X2

$N$  : the sample of control group

## 2. Mean Variable Y (Variable 2)

**Table 4.4**  
**The Differences Scores of Pre- test and Post- test of Control Group**

NO	Students' Initial Name	Pre- Test ( Y1)	Post- Test (Y2)	Y(Y2-Y1)
1	AR	32	70	38
2	AP	33	70	37
3	AR	45	71	26
4	AJK	30	70	40
5	CDA	42	70	28
6	DAF	45	80	35
7	DIR	45	70	25
8	DHL	35	70	35
9	EMR	45	82	37



10	FZ	45	70	25
11	FRW	45	71	26
12	GZR	45	70	25
13	IMR	45	73	28
14	ILM	45	71	26
15	MRV	36	70	34
16	MRF	40	80	40
17	MFB	40	70	30
18	MZN	50	75	25
19	MZF	40	78	38
20	MOK	50	80	30
21	NRP	45	78	33
22	RAN	45	79	34
23	NP	45	78	33
<b>Total</b>		<b>968</b>	<b>1696</b>	<b>728</b>

Based on the table above, the mean scores of control was calculated as follow:

$$\begin{aligned} My &= \frac{(\sum fy)}{(N)} \\ &= \frac{(728)}{(23)} \\ &= 31.65 \end{aligned}$$

Which :

My : the mean score of control group

$\sum y$  : the score of Y1- Y2

N : the sample of control group

### 3. Standard Deviation

#### a. Standard Deviation ( SD) for Variabel X (Variable 1)

**Table 4.5**  
The Calculation of Standard Deviation in Experimental Class

NO	Students' Initial Name	$X(X1 - X2)$	$x = (x - M_2)$	$(x - Mx)^2$
1	AJS	24	-12.34	152.2756
2	ADA	21	-15.34	235.3156
3	DSY	28	-8.34	69.5556
4	DYG	49	12.66	160.2756
5	DMU	25	-11.34	128.5956
6	FAD	52	15.66	245.2356
7	MI	20	-16.34	266.9956
8	ME	27	-9.34	87.2356
9	MIH	31	-5.34	28.5156
10	MIA	35	-1.34	1.7956
11	MN	42	5.66	32.0356
12	NA	46	9.66	93.3156
13	PD	39	2.66	7.0756
14	RA	42	5.66	32.0356
15	RAH	30	-6.34	40.1956
16	SIS	39	2.66	7.0756
17	SS	30	-6.34	40.1956
18	WH	45	8.66	74.9956
19	NV	42	5.66	32.0356
20	FRH	40	3.66	13.3956
21	NRD	41	4.66	21.7156
22	RAJ	24	-12.34	152.2756
23	NP	21	-15.34	235.3156
Total				219078.14

The Data of table 4.5 showed that the Calculation standard Deviation of experimental group as follow:

$$SD_x = \sqrt{\frac{219078.14}{23}} = \sqrt{9525.13} = 97.59$$

**b. Standard Deviation ( SD) for Variable Y (Variable 2)**

**Table 4.6**  
**The calculation of Standard Deviation in Control Class**

NO	Students' Initial Name	Y(Y1-Y2)	$Y = (Y - M_y)$	$(y-M_y)^2$
1	AR	38	6.35	40.3225
2	AP	37	5.35	28.6225
3	AR	26	-5.65	31.9225
4	AJK	40	8.35	69.7225
5	CDA	28	-3.65	13.3225
6	DAF	35	3.35	11.2225
7	DIR	25	-6.65	44.2225
8	DHL	35	3.35	11.2225
9	EMR	37	5.35	28.6225
10	FZ	25	-6.65	44.2225
11	FRW	26	-5.65	31.9225
12	GZR	25	-6.65	44.2225
13	IMR	28	-3.65	13.3225
14	ILM	26	-5.65	31.9225
15	MRV	34	2.35	5.5225
16	MRF	40	8.35	69.7225
17	MFB	30	-1.65	2.7225
18	MZN	25	-6.65	44.2225
19	MZF	38	6.35	40.3225
20	MOK	30	-1.65	2.7225
21	NRP	33	1.35	1.8225
22	RAN	34	2.35	5.5225
23	NP	33	1.35	1.8225
<b>Total</b>				<b>619.2175</b>

The Data of table 4.6 showed that the Calculation standard Deviation of control group as follow:

$$SD_y = \sqrt{\frac{619.2175}{23}} = \sqrt{26.92} = 5.18$$

Based on the calculation above shown the following facts:

$$SD_x = 97.59$$

$$SD_y=5.18$$

$$N_1 =23$$

$$N_2=23$$

$$X=836$$

$$Y=728$$

$$M_x=36.34$$

$$M_y=31.65$$

$$(X - M_x)^2 = 219078.14$$

$$(Y - M_y)^2=619.2175$$

Therefore, the following formula was implemented:Standard Error of Experimental Group:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{97.59}{\sqrt{23-1}} = \frac{97.59}{\sqrt{22}} = \frac{97.59}{4.69} = 6.57$$

Standrad Error of Control Group:

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}} = \frac{5.18}{\sqrt{23-1}} = \frac{5.18}{\sqrt{22}} = \frac{5.18}{4.69} = 1.10$$

Next, the following was implemented to find out the error standard deviation between  $M_1 - M_2$ :

$$\begin{aligned} SE M_1-M_2 &= \sqrt{SEM_1^2 + SEM_2^2} \\ &= \sqrt{(6.57)^2 + (1.10)^2} \\ &= \sqrt{43.1649 + 1.21} \\ &= \sqrt{44.3749} \\ &= 6.66 \end{aligned}$$

### C. Testing Hypothesis

The result above, then was applied to test hypothesis by using the formula below:

$$\begin{aligned}
 t_o &= \frac{M_1 - M_2}{SEM_1 - M_2} \\
 &= \frac{36.34 - 31.65}{6.66} \\
 &= \frac{4.69}{6.66} \\
 &= 0.70
 \end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follow:

Ha : the value of the  $t_{\text{observe}}$  was higher than the value of the  $t_{\text{table}}$  ( $t_{\text{observe}} >> t_{\text{table}}$ ).

Where  $t_{\text{table}}$  value for the degree of freedom was showed in following calculation:

$$\begin{aligned}
 df &= (N_1 + N_2 - 2) \\
 &= (23 + (23 - 2)) \\
 &= (23 + 21) \\
 &= 44
 \end{aligned}$$

Based on the table of distribution, the pride of  $t_{\text{table}}$  with the degree of freedom (df) 44 at the level of significance 5% was at 1.68, while the critical value ( $t_{\text{observe}}$ ) was 6.57. The result of computing indicate that the  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  ( $t_{\text{observe}} > t_{\text{table}} ; 6.57 > 1.68$ ). It meant that hypothesis was accepted.

#### **D. Research Finding**

It was found that using of SAVI method on the students' achievement in writing news item text gave the significant effect. The students' that were taught by using SAVI method got the higher score than those taught by using conventional method (Lecturing Method). It means that the SAVI method gave the significant effect on the students' achievement in writing news item text.

The Somatic Auditory Visual Intellectual method gave a better way to gather information well. It helped the students to learn by experience or real situation. It also encourage them to be more active and interested in writing.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, the conclusions were drawn as following:

1. There was significant effect of Somatic Auditory Visual Intellectual (SAVI) on the students' achievement in writing News Item, which was proved by the result of score of pre-test before giving the treatment which was 1003 and the post-test after giving the treatment was 1863.
2. Most of students responded well the lesson by applying SAVI method. It was characterized by the increase of students' learning outcomes in learning. So, SAVI method was considered to be effective in teaching writing.

#### B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use SAVI method in teaching writing. By the students in which the teacher may easily teach writing interestingly because it can be an alternative strategy to motivate process as one of ways to make students understand more and get interest in writing news item.
2. The students are expected to use SAVI Method they could be more interesting and creative in learning English especially writing news item.

3. The researcher can develop the result of this method in other research for giving contribution to education needs.
4. The other readers, who are interested teaching writing news by using SAVI approach, can get basic information this study to do further researcher.



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **CONTROL GROUP**

Sekolah	: SMA SWASTA UISU MEDAN
Semester	: XII/II
Mata Pelajaran	: Bahasa Inggris-wajib
Materi Pokok	: News item
Skill	: Writing
Alokasi Waktu	: 2x 40 menit

#### **A. Kompetensi Inti**

KI.1. Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

#### **B. Kompetensi Dasar**

KD 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD 2.1 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional.

INDIKATOR

1. Menunjukkan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.
2. Menunjukkan perilaku **peduli** dalam berkomunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

INDIKATOR

- 1 Menyebutkan contoh teks news item berbentuk cerita sederhana dari koran/radio/TV.
- 2 Menganalisa teks fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks News item Koran/Radio/TV.

**C. TUJUAN PEMBELAJARAN**

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
1. Siswa mampu menulis teks berbentuk news item berdasarkan generic structure dari news item. 2. Menggunakan kalimat simple present dalam membuat sebuah text.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.

## **D. Materi Ajar**

### News Item

1. Pengertian News item adalah sebuah teks yang menginformasikan kepada pembaca tentang berita yang menarik dan dengan cara pemberitaan yang mengundang perhatian.
2. Tujuan news item teks adalah untuk menginformasikan kepada pembaca tentang berita yang menarik atau kejadian yang penting pada hari itu.
3. Generic structure
  - a. Main event
  - b. background event
  - c. source
2. language Feature
  - a. menggunakan kata kerja aksi
  - b. menggunakan kata kerja ‘ mengatakan’
  - c. menggunakan Passive sentence

## **E. METODE PEMBELAJARAN**

- a. Model : Conventional Method

## **F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : gambar, video, ppt, loudspeaker.
2. Alat : Laptop, LCD, Whiteboard.
3. Sumber Pembelajaran : Buku ‘Bahasa Inggris’ SMA Kelas XII (Buku Teks Wajib K-13)

## G. Langkah-langkah Kegiatan Pembelajaran

### Pertemuan Ke 1

NO	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<ol style="list-style-type: none"><li>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</li><li>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</li><li>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</li></ol>	10 menit
2	Kegiatan Inti	<p>A. Mengamati</p> <ol style="list-style-type: none"><li>1. Guru menjelaskan tentang social function dari teks news item.</li></ol> <p>B. Menanya</p> <ol style="list-style-type: none"><li>1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang news item ( berita teks sederhana)</li></ol> <p>C. Mengeksplorasi</p> <ol style="list-style-type: none"><li>1. Siswa membaca pengertian berita teks sederhana.</li></ol>	60 menit

		<p>D. Mengasosiasikan</p> <p>1. Siswa mengolah informasi dari pengertian berita teks sederhana yang mereka baca.</p> <p>E. Mengkomunikasikan</p> <p>1. Siswa menyampaikan hasil pemahaman mereka tentang pengertian berita teks sederhana.</p>	
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit

## Pertemuan ke 2

No	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<p>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</p> <p>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</p> <p>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</p>	10 menit
2	Kegiatan inti	A. Mengamati	60 menit

		<p>1. Guru menjelaskan tentang fungsi sosial yang digunakan dalam news item.</p> <p>B. Menanya</p> <p>1. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, dari teks berbentuk sederhana tersebut. .</p> <p>C. Mengeksplorasi</p> <p>1. siswa membaca rujukan dari berbagai sumber untuk mengetahui fungsi sosial dari teks berita sederhana dari koran/radio/TV (news item) yang mereka baca.</p> <p>D. Mengasosiasikan</p> <p>1. siswa mengolah informasi yang didapat dari berbagai sumber tentang fungsi sosial dari koran/radio/TV (news item) yang mereka baca.</p> <p>E. Mengkomunikasikan</p> <p>1. Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial dari koran/radio/TV (news item) yang mereka baca.</p>	
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit

### Pertemuan ke 3

<b>NO</b>	<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Waktu</b>
1	Pendahuluan	<ol style="list-style-type: none"><li>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</li><li>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</li><li>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</li></ol>	10 menit
2	Kegiatan Inti	<p>A. Mengamati</p> <ol style="list-style-type: none"><li>1. Guru menjelaskan tentang structure dari news item text dan generic structure yang ada didalam news item text.</li></ol> <p>B. Menanya</p> <ol style="list-style-type: none"><li>1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang bagian-bagian generic structure yang digunaka.</li></ol>	60 menit

		<p>C. Mengeksplorasi</p> <p>1. Siswa mengembangkan bagian bagian generic structure dalam berita teks sederhana melalui contoh teks berita sederhana dari buku teks wajib.</p> <p>D. Mengasosiasikan</p> <p>1. Siswa mengolah informasi dari contoh berita teks sederhana dari buku teks wajib yang telah mereka baca.</p> <p>E. Mengkomunikasikan</p> <p>1. Siswa menyampaikan hasil pemahaman mereka tentang generic structure dalam berita teks sederhana.</p>	
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit

#### Pertemuan ke 4

<b>N0</b>	<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Waktu</b>
1	Pendahuluan	1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk	10 menit



		<p>mengikuti pembelajaran.</p> <p>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</p> <p>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</p>	
2	Kegiatan inti	<p>A. Mengamati</p> <p>1. Guru menjelaskan tentang bagian-bagian ( Parts of news item) teks berita sederhana.</p> <p>B. Menanya</p> <p>1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang bagian-bagian dari news item</p> <p>C. Mengeksplorasi</p> <p>1. Siswa mengembangkan bagian-bagian dari news item.</p> <p>D. Mengasosiasikan</p> <p>1. Siswa mengolah informasi bagian-bagian news item.</p>	60 menit

		<p>E. Mengkomunikasikan</p> <p>1. Siswa menyampaikan hasil pemahaman mereka tentang bagian-bagian dari news item.</p>	
3	Penutup	<p>1. Siswa dan guru berdoa mengucapkan salam penutup.</p>	15 menit

### Pertemuan ke 5

NO	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<p>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</p> <p>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</p> <p>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</p>	10 menit
2	Kegiatan Inti	<p>A. Mengamati</p> <p>1. Guru menjelaskan tentang karakteristik</p>	60 menit

		<p>yang ada didalam news item.</p> <p>B. Menanya</p> <p>1. Dengan bimbingan dan arahan guru siswa mempertanyakan characteristic yang ada didalam news item.</p> <p>C. Mengeksplorasi</p> <p>1. Siswa mengembangkan characteristic dalam news item.</p> <p>D. Mengasosiasikan</p> <p>1. Siswa mengolah informasi dari characteristic news item.</p> <p>E. Mengkomunikasikan</p> <p>1. Siswa menyampaikan hasil pemahaman mereka tentang characteristic news item.</p>	
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit

### Pertemuan ke 6

No	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<p>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</p> <p>2. Guru menjelaskan tujuan pembelajaran</p>	15 menit

		<p>atau kompetensi yang akan dicapai</p> <p>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</p>	
2	Kegiatan Inti	<p>A. Mengamati</p> <p>1. Guru menjelaskan tentang ‘language Features’ (tata bahasa) yang digunakan dalam news item.</p> <p>B. Menanya</p> <p>1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang “action verb” dan penggunaan “Passive sentence” dalam news item.</p> <p>C. Mengeksplorasi</p> <p>1. Siswa mengembangkan penggunaan “action verb” dan “passive sentence” dalam berita teks sederhana.</p> <p>D. Mengasosiasikan</p> <p>1. Siswa membicarakan masalah dalam penggunaan “action verb” dan “passive sentence” dalam berita teks sederhana bersama temannya.</p>	60 menit

		<p>E. Mengkomunikasikan</p> <p>1. Siswa menyampaikan hasil analisis tentang penggunaan “action verb” dan “passive sentence” dalam berita teks sederhana.</p>	
3	Penutup	<p>1. Siswa dan guru berdoa mengucapkan salam penutup.</p>	15 menit

### Pertemuan ke 7

No	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<p>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</p> <p>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</p> <p>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajara</p>	10 menit
2	Kegiatan Inti	<p>A. Mengamati</p> <p>1. Guru meminta siswa untuk menulis text news item tentang fungsi social, structure</p>	60 menit

		<p>bahasa serta generic structure dalam berita teks sederhana dari koran/majalah.</p> <p>B. Menanya</p> <p>1. Dengan bimbingan dan arahan guru siswa mulai menulis news item</p> <p>C. Mengeksplorasi</p> <p>1. Siswa mengembangkan analisis mereka tentang fungsi social, structure bahasa serta generic structure dalam berita teks sederhana dari koran/majalah.</p> <p>D. Mengasosiasi</p> <p>1. Siswa mendiskusikan hasil analisis mereka tentang fungsi social, structure bahasa serta generic structure dalam berita teks sederhana dari koran/majalah.</p> <p>E. Mengkomunikasi</p> <p>1. Siswa menyampaikan hasil diskusi mereka tentang fungsi social, structure bahasa serta generic structure dalam berita teks sederhana dari koran/majalah.</p>	
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit

## Pertemuan ke 8

NO	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<ol style="list-style-type: none"><li>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</li><li>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</li><li>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</li></ol>	10 menit
2	Kegiatan Inti	<p>A. Mengamati</p> <ol style="list-style-type: none"><li>1. Siswa mengamati teks berita sederhana dari koran/ majalah tentang fungsi social, structure bahasa serta generic structurenya yang diberikan oleh guru.</li><li>2. Guru meminta siswa untuk mempersentasikan hasil tulisan mereka tentang news item.</li></ol> <p>B. Menanya</p> <ol style="list-style-type: none"><li>1. Guru meminta siswa untuk menuliskan hasil analisi mereka tentang fungsi social, structure bahasa serta generic structure</li></ol>	60 menit

		<p>dalam berita teks sederhana dari koran/majalah.</p> <p>C. Mengeksplorasi</p> <p>1. Siswa secara berkelompok mengembangkan hasil pemahaman mereka tentang fungsi social, structure bahasa serta generic structure dalam berita teks sederhana dari koran/majalah.</p> <p>D. Mengasosiasikan</p> <p>1. Siswa membicarakan hasil pemahaman mereka tentang analisis fungsi social, structure bahasa serta generic structure dalam berita teks sederhana dari koran/majalah yang mereka baca.</p> <p>E. Mengkomunikasikan</p> <p>1. Siswa menyampaikan hasil analisis mereka tentang fungsi social, structure bahasa serta generic structure dalam berita teks sederhana dari koran/majalah di depan kelas.</p>	
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit



## G. Penilaian

Teknik : Tugas Individu

Bentuk instrumen : tertulis uraian singkat

Contoh instrument:

### Instruction

1. Write your identity on the top of your answer sheet!
2. Choose one of Breaking News in this below:
  - a. The Fire
  - b. The flood
3. Makes news item based on the topic that you have chosen.

Medan, 4 Maret 2017

Mengetahui,  
Kepala Sekolah

Guru Mata pelajaran

(Tiramah Simanjuntak, S. Pd, M. Si)

(Windi Astuti, S. Pd, M. Hum)

Peneliti

( Dina Arofah)

## **CURRICULUM VITAE**

Name : Dina Arofah  
Place/Date of Birth : kerasaan, 03 Mei 1996  
Sex : Female  
Religion : Islam  
Address : kerasaan, kec. Pematang Bandar  
Parents Name  
a. Father's Name : Suparno  
b. Mother's Name : Tari Nurfadilla

### **EDUCATION**

1. Elementary School at SD Negeri 097345 ( 2001- 2007)
2. Junior High School at Mts. Al –Jihad Kerasaan ( 2007- 2010)
3. Senior High School at Madrasah Aliyah Negeri Pematang Bandar (2010-2013)
4. Students of English Department of FKIP UMSU (2013-2017)

Medan April 2017

Dina Arofah

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**EXPERIMENTAL GROUP**

Sekolah	: SMA SWASTA UISU MEDAN
Semester	: XII/II
Mata Pelajaran	: Bahasa Inggris-wajib
Materi Pokok	: News item
Skill	: Writing
Alokasi Waktu	: 2x 40 menit

**A. Kompetensi Inti**

- KI.1. Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI.2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI.3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI.4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

**B. Kompetensi Dasar**

- KD 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD 2.1 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional.

INDIKATOR

1. Menunjukkan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.
2. Menunjukkan perilaku **peduli** dalam berkomunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

INDIKATOR

- 1 Menyebutkan contoh teks news item berbentuk cerita sederhana dari koran/radio/TV.
- 2 Menganalisa teks fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks News item Koran/Radio/TV.

**C. TUJUAN PEMBELAJARAN**

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
1. Siswa mampu menulis teks berbentuk news item berdasarkan generic structure dari news item. 2. Menggunakan kalimat simple present dalam membuat sebuah text.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.

## **D. Materi Ajar**

### News Item

1. Pengertian News item adalah sebuah teks yang menginformasikan kepada pembaca tentang berita yang menarik dan dengan cara pemberitaan yang mengundang perhatian.
2. Tujuan news item teks adalah untuk menginformasikan kepada pembaca tentang berita yang menarik atau kejadian yang penting pada hari itu.
3. Generic structure
  - a. Main event
  - b. background event
  - c. source
2. language Feature
  - a. menggunakan kata kerja aksi
  - b. menggunakan kata kerja ‘ mengatakan’
  - c. menggunakan Passive sentence

## **E. METODE PEMBELAJARAN**

- a. Model : Somatic, Auditory, Visual, Intellectual.

## **F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : gambar, video, ppt, loadspeaker.
2. Alat : Laptop, LCD, Whiteboard.

3. Sumber Pembelajaran : Buku 'Bahasa Inggris' SMA Kelas XII (Buku Teks Wajib K-13)

## G. Langkah-langkah Kegiatan Pembelajaran

### Pertemuan Ke 1

NO	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</li> <li>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</li> <li>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</li> </ol>	10 menit
2	Kegiatan Inti	<p>A. Mengamati</p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan tentang pengertian News item, dan fungsi sosial yang digunakan dalam news item.</li> </ol> <p>B. Menanya</p> <ol style="list-style-type: none"> <li>1. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, dari teks berbentuk sederhana tersebut. .</li> </ol>	60 menit

		<p>C. Mengeksplorasi</p> <p>1. siswa membaca rujukan dari berbagai sumber untuk mengetahui fungsi sosial, struktur teks dan unsur kebahasaan dari teks berita sederhana dari koran/radio/TV (news item) yang mereka baca.</p> <p>D. Mengasosiasikan</p> <p>1. siswa mengolah informasi yang didapat dari berbagai sumber tentang fungsi sosial, struktur teks dari koran/radio/TV (news item) yang mereka baca.</p> <p>E. Mengkomunikasikan</p> <p>1. siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks dari koran/radio/TV (news item) yang mereka baca</p>	
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit

### Pertemuan ke 3

No	Kegiatan	Deskripsi kegiatan	Waktu
1	Pendahuluan	1. Guru menyampaikan salam, mengecek	10 menit

		<p>kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</p> <ol style="list-style-type: none"> <li>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</li> <li>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</li> </ol>	
2	Kegiatan inti	<p>A. Mengamati</p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan tentang pengertian generic structure yang digunakan dalam news item.</li> </ol> <p>B. Menanya</p> <ol style="list-style-type: none"> <li>1. Dengan bantuan guru siswa mengidentifikasi generic structure dari teks berbentuk sederhana.</li> </ol> <p>C. Mengeksplorasi</p> <ol style="list-style-type: none"> <li>1. siswa membaca rujukan dari berbagai sumber untuk mengetahui generic structure dari teks berita sederhana dari koran/radio/TV (news item) yang mereka baca.</li> </ol> <p>D. Mengasosiasi</p>	60 menit



		<p>1. siswa mengolah informasi yang didapat dari berbagai sumber tentang struktur teks dari koran/radio/TV (news item) yang mereka baca.</p> <p>E. Mengkomunikasi</p> <p>1. siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis mereka tentang struktur teks dari koran/radio/TV (news item) yang mereka baca.</p>	
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit

#### Pertemuan ke 4

NO	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<p>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</p> <p>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</p> <p>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas</p>	10 menit

		dalam pembelajaran	
2	Kegiatan Inti	<p>A. Mengamati</p> <p>1. Guru menjelaskan tentang karakteristik yang ada didalam news item.</p> <p>B. Menanya</p> <p>1. Dengan bimbingan dan arahan guru siswa mempertanyakan characteristic yang ada didalam news item.</p> <p>C. Mengeksplorasi</p> <p>1. Siswa mengembangkan characteristic dalam news item.</p> <p>D. Mengasosiasikan</p> <p>1. Siswa mengolah informasi dari characteristic news item.</p> <p>E. Mengkomunikasikan</p> <p>1. Siswa menyampaikan hasil pemahaman mereka tentang characteristic news item.</p>	60 menit
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit

### Pertemuan ke 5

No	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai	15 menit

		<p>pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</p> <ol style="list-style-type: none"> <li>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</li> <li>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran</li> </ol>	
2	Kegiatan Inti	<p>A. Mengamati</p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan tentang ‘language Features’ (tata bahasa) yang digunakan dalam news item.</li> </ol> <p>B. Menanya</p> <ol style="list-style-type: none"> <li>1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang “action verb” dan penggunaan “Passive sentence” dalam news item.</li> </ol> <p>C. Mengeksplorasi</p> <ol style="list-style-type: none"> <li>1. Siswa mengembangkan penggunaan “action verb” dan “passive sentence” dalam berita teks sederhana.</li> </ol> <p>D. Mengasosiasikan</p> <ol style="list-style-type: none"> <li>1. Siswa membicarakan masalah dalam</li> </ol>	60 menit

		<p>penggunaan “action verb” dan “passive sentence” dalam berita teks sederhana bersama temannya.</p> <p>E. Mengkomunikasikan</p> <p>1. Siswa menyampaikan hasil analisis tentang penggunaan “action verb” dan “passive sentence” dalam berita teks sederhana.</p>	
3	Penutup	1. Siswa dan guru berdoa mengucapkan salam penutup.	15 menit

### Pertemuan Ke 6

NO	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<p>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</p> <p>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</p> <p>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas</p>	10 menit

		dalam pembelajaran	
2	Kegiatan Inti	<p>A. Mengamati</p> <p>1. Siswa mengamati teks berita sederhana dari koran, Majalah atau buku teks wajib. Buku bahasa Inggris K13 tersebut untuk memahami pesannya.</p> <p>B. Menanya</p> <p>1. Siswa membaca rujukan dari berbagai sumber , termasuk buku teks untuk mengetahui fungsi sosial, struktur teks dan unsur kebahasaan dari teks berita sederhana dari koran/radio/TV (news item).</p> <p>C. Mengeksplorasi</p> <p>1. secara kolaboratif, siswa mencari dan mengumpulkan beberapa berita sederhana dari koran/radio/TV(news item) dari berbagai sumber termasuk internet, koran, majalah, buku teks, dsb.</p> <p>D. Mengasosiasikan</p> <p>1. Siswa mengolah permasalahan yang dialami dalam memahami teks berita sederhana dari koran/radio/TV (news</p>	60 menit

		<p>item).</p> <p>E. Mengkomunikasikan</p> <ol style="list-style-type: none"> <li>1. Siswa membicarakan permasalahan yang dialami dalam memahami teks berita sederhana dari koran/radio/TV (news item).</li> </ol>	
3	Penutup	<ol style="list-style-type: none"> <li>1. Siswa mendapat tugas untuk merangkum teks berita dari koran, majalah atau internet berbahasa inggris.</li> <li>2. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>3. Siswa dan guru berdoa mengucapkan salam penutup.</li> </ol>	15 menit

### Pertemuan ke 7

NO	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa untuk mengikuti pembelajaran.</li> <li>2. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai</li> <li>3. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk</li> </ol>	10 menit

		menyelesaikan latihan-latihan dan tugas dalam pembelajaran	
2	Kegiatan Inti	<p>A. Mengamati</p> <ol style="list-style-type: none"> <li>1. Siswa menyimak video tentang teks berita sederhana yang diputarkan oleh guru.</li> <li>2. Dengan bimbingan guru, siswa mengidentifikasi struktur teks dari koran/ video/radio/TV (news item ) tersebut.</li> </ol> <p>B. Menanya</p> <ol style="list-style-type: none"> <li>1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang struktur teks dan unsur kebahasaan dari teks berita sederhana dari koran/radio/TV (news item) tentang orang, binatang, benda, gejala peristiwa alam, dan sosial tersebut.</li> </ol> <p>C. Mengeksplorasi</p> <ol style="list-style-type: none"> <li>1. secara kolaboratif, siswa membuka lagi beberapa berita sederhana dari koran/radio/TV(news item) dari berbagai sumber termasuk internet, koran, majalah, buku teks, dsb yang telah mereka identifikasi kemarin.</li> </ol>	60 menit

		<p>D. Mengasosiasikan</p> <p>1. Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks dari koran/radio/TV (news item).</p> <p>E. Mengkomunikasikan</p> <p>1. Siswa menyampaikan beberapa teks berita sederhana dari koran/radio/TV (news item) yang telah dibaca kepada teman-temannya, serta bertanya jawab, membahas pandangan masing-masing tentang isi teks berita tersebut.</p>	
3	Penutup	<p>1. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</p> <p>2. Siswa dan guru berdoa mengucapkan salam penutup.</p>	15 menit

### Pertemuan ke 8

NO	Kegiatan	Deskripsi Kegiatan	Waktu
1	Pendahuluan	1. Guru menyampaikan salam, mengecek kehadiran, berdoa sebelum memulai pembelajaran dan menyiapkan siswa	10 menit



		<p>untuk mengikuti pembelajaran.</p> <p>2. Guru memberikan motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.</p> <p>3. Guru mengingatkan tentang materi yang telah dipelajari hari sebelumnya dan menghubungkan dengan materi hari ini.</p>	
2	Kegiatan Inti	<p>A. Mengamati</p> <p>1. Siswa menyimak video tentang teks berita sederhana yang diputarkan oleh guru, dan memahami isi pesannya.</p> <p>2. Dengan berkelompok, siswa yang lain menyimak dan mengidentifikasi dan menyebutkan:</p> <p>-fungsi sosial setiap teks</p> <p>-jenis atau golongan dari objek yang dipaparkan.</p> <p>-nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/dilihat.</p> <p>B. Menanya</p> <p>1. Guru meminta siswa untuk menginterview sebuah group untuk menanyakan struktur teks dan unsur kebahasaan dari teks berita sederhana dari koran/radio/TV/video (news item)</p>	60 menit

		<p>tersebut.</p> <p>C. Mengasosiasikan</p> <p>1. Siswa mewawancarai hasil analisis temannya tentang fungsi sosial, struktur teks yang mereka lihat dari koran/radio/TV/video (news item) tersebut..</p> <p>D. Mengkomunikasikan</p> <p>1. Siswa menyampaikan hasil wawancara berita sederhana dari koran/radio/TV (news item) yang kepada teman-temannya di depan kelas.</p>	
3	Penutup	<p>1. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</p> <p>2. Siswa dan guru berdoa mengucapkan salam penutup.</p>	15 menit

## **G. Penilaian**

Teknik : Tugas Individu

Bentuk instrumen : tertulis uraian singkat

Medan, 4 Maret 2017

Mengetahui,  
Kepala Sekolah

Guru Mata pelajaran

(Tiramah Simanjuntak, S. Pd, M. Si)

(Windi Astuti, S. Pd, M. Hum)

Peneliti

( Dina Arofah)