

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this era of globalization, English Language is important for our lives. In fact, it is the first foreign language in the world. Globalization. The ability to speak English has been one essential criterion in the professional world. Learning English in Primary Schools are important given for the students as the provision of Primary School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interactions and communication with other using English. Moreover in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication and education. In response to this, therefore in Indonesia English is very important to be mastered.

Most of the problems faced by students' have difficulty in their speaking. From the observation, the students' often had difficulty in pronouncing English words. Besides, they also had inadequate ability in mastering the English vocabulary so that they had no idea to speak.

In addition, students' often experience problems of motivation and self-confidence, many of whom feel afraid of being criticized and humiliated in front of their friends. The data obtained by the researcher shows that only 50% of grade V students have their grades able to exceed the Minimum Completeness Criteria. Meanwhile, 50% of other students' scores are still below the Minimum Completeness Criteria. Many student's are passive in participating in learning English.

Learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives and serves as a guide for learning and the crier proclaimed and teachers in implementing the learning activities. Somatic Audio Visual Intellectual (SAVI) is a learning model that uses all senses to improve learning activities (Meiere, 2005).

SAVI learning models include : 1) learning involves the whole mind and body 2) learning means being creative 3) cooperation helps the learning process 4) learning takes place at many levels 5) learning comes from doing the job itself well 6) positive emotions are very helpful in learning 7) the brain absorbs information directly and automatically.

SAVI learning emphasizes that learning must utilize all the sense organs that students have. SAVI is short for: Somatic which means body movement (hands-on, physical activity) where learning is by experiencing and doing; Auditory which means that learning must be through listening, speaking, presenting, arguing, expressing opinions, and responding; Visualization which

means learning must use the eye senses through observing, drawing, demonstrating, reading, using media and visual aids; and Intellectually which means learning must use the ability to think (minds-on), learning must be with the concentration of the mind and practice using it through reasoning, investigating, identifying, discovering, creating, constructing, solving problems (Ngalimun, 2012, p. 166)

From these problems, we need a solution to increase students' speaking ability in learning so that students learning outcomes also increase. One of them is by using the SAVI approach to learning. The SAVI approach is learning that combines physical movement with intellectual activity and the use of all senses can have a major impact on learning.

Based on the background of the study, the writer is interested in conducting research entitled **“The Effect of Somatic, Auditory, Visualization and Intellectually (SAVI) Learning Model on Students Speaking Ability”**

1.2 The Problem of the Study

In relation to the background of the study, the problem is formulated as follows : “Is there any significant effect of using Somatic,Auditory,Visualization, and Intellectually (SAVI) learning model on students' speaking ability? ”

1.3 The Objectives of the Study

Based on the problem of this study objectives to identify the effect of using Somatic, Auditory, Visualization and Intellectually (SAVI) learning model on students' speaking ability.

1.4 The Scope of the Study

There are many learning models that can be used for the purpose of improving students' speaking ability. But In this study the writer focused on the use of Somatic, Auditory, Visualization and Intellectually (SAVI) learning model on students' speaking ability. Savi is a learning model that emphasize that learning must take advantage of all sensory organs that students' have.

1.5 The Significance of the Study

1. Theoretically:

This research is expected to improving students speaking ability in using Somatic, Auditory, Visualization and Intellectually learning model.

2. Practically:

- a. For the teacher can provide motivation for creating new methods of teaching English.
- b. For the students to make students' improve their speaking ability.
- c. For the school can give positive effect to the future for teaching learning process.