

**SOMATIC, AUDITORY, VISUAL, INTELLECTUAL (SAVI): ITS  
EFFECTIVENESS TO TEACH WRITING FROM THE PERSPECTIVE  
OF STUDENTS' CRITICAL THINKING  
(An Experimental Study at the Eleventh Grade of SMAN 3 Metro in the  
Academic Year of 2015/2016)**

**A THESIS**



**By:  
LINDA SEPTIYANA  
S891408022**

**Written as a Partial Fulfilment of the Requirements for Graduate Education  
Degree of English Language Teaching**

**ENGLISH EDUCATION OF GRADUATE PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
SEBELAS MARET UNIVERSITY  
SURAKARTA  
2016**

## APPROVAL

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By:

Linda Septiyana  
NIM. S891408022

This Thesis has been approved by the Consultants of English Education Department  
of Graduate Program Teacher Training and Education Faculty  
Sebelas Maret University Surakarta

Surakarta, November 2015

Consultant I



Dra. Dewi Rochsantiningsih, M. Ed., Ph.D.  
NIP.19600918 198702 2001

Consultant II



Dr. Ngadiso, M.Pd  
NIP. 19621231 198803 1009

Approved By  
The Head of English Education Department of Graduate Program  
of Sebelas Maret University



Dr. Ngadiso, M.Pd  
NIP. 19621231 198803 1009

**LEGITIMATION**


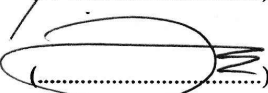
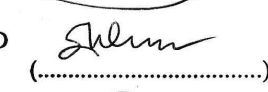

**Somatic, Auditory, Visual, Intellectual (SAVI): Its Effectiveness to Teach Writing from the Perspective of Students' Critical Thinking (An Experimental Study at the Eleventh Grade of SMAN 3 Metro in the Academic Year of 2015/2016)**

by:

**Linda Septiyana**

**S891408022**

**This Thesis has been approved by the Board of Thesis Examiners of English Education Department of Graduate Program Teacher Training and Education Faculty of Sebelas Maret University Surakarta In Desember 2015**

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	2. <b>Dr. Ngadiso, M.Pd</b> NIP. 19621231 198803 1009	 (.....)

**Legalized by**

**The Dean Teacher Training and Education Faculty of Sebelas Maret University,**

**The Head of English Education Department of Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University,**



**Prof. Dr. Joko Nurkamto, M.Pd**  
NIP. 19640101 198702 1001



**Dr. Ngadiso, M.Pd**  
NIP. 19621231 198803 1009

## **PRONOUNCEMENT**

This is to certify that I myself write this thesis entitled “*Somatic, Auditory, Visual, Intellectual (SAVI): Its Effectiveness to Teach Writing from the Perspective of Students’ Critical Thinking (An Experimental Study at the Eleventh Grade of SMAN 3 Metro in the academic year 2015/2016)*”. It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancelation of my academic degree.

Surakarta, November 2015

Linda Septiyana

## ABSTRACT

Linda Septiyana. S891408022. 2015. *Somatic, Auditory, Visual, Intellectual (SAVI): Its Effectiveness to Teach Writing from the Perspective of Students' Critical Thinking (An Experimental Study at the Eleventh Grade Students of SMAN 3 Metro in the academic year 2015/2016)*. A Thesis. First Consultant: Dra. Dewi Rochsantiningsih, M.Ed, Ph.D.; Second Consultant: Dr. Ngadiso, M.Pd. English Education Department, Graduate Program, Sebelas Maret University.

This research aims to verify whether: (1) SAVI is more effective than TSTS to teach writing; (2) The students who have high critical thinking have better writing skill than those who have low critical thinking; and (3) There is an interaction between teaching methods and students' critical thinking in teaching writing.

This experimental study was conducted at the eleventh grade students of SMAN 3 Metro in the academic year 2015/2016. The sample of this research was taken using cluster random sampling. The sample of this research was two classes; XI-IPA-2 as an experimental class and XI-IPA-1 as a control class. The experimental class was taught using SAVI, while the control class was taught using TSTS. Each class consisted of two groups based on the level of critical thinking (high and low). The instruments for collecting the data were writing test (to measure the writing skill) and critical thinking test (to measure the critical thinking level). The data were analyzed in term of their frequency distribution, normality of the sample distribution, and the data homogeneity. Then, the data were analyzed using Multifactor Analysis of Variance (ANOVA) test  $2 \times 2$  and TUCKEY test.

Research findings shows that: (1) SAVI differs significantly from TSTS to teach writing because  $F_o > F_t$  and  $q_o$  (between  $A_1$  and  $A_2$ )  $> q_t$ ; (2) students having high critical thinking differ significantly from those having low critical thinking because  $F_o > F_t$  and  $q_o$  (between  $B_1$  and  $B_2$ )  $> q_t$ ; and (3) there is an interaction between teaching methods and students' critical thinking in teaching writing because  $F_o > F_t$ , and the result of Tukey test shows that: (a) for the students having high critical thinking, SAVI method differs significantly from TSTS method to teach writing because  $q_o$  (between  $A_1B_1$  and  $A_2B_1$ )  $> q_t$ ; and (b) for the students having low critical thinking, TSTS method differs significantly from SAVI method to teach writing because  $q_o$  (between  $A_1B_2$  and  $A_2B_2$ )  $> q_t$ .

Finally, the results of this research imply that SAVI is an effective method to teach writing. The research also shows that the effect of SAVI depends on the students' critical thinking. Therefore, should the teachers implement SAVI, they have to be able to improve the students' critical thinking.

**Keywords:** writing, *Somatic, Auditory, Visual, Intellectual (SAVI)*, *Two Stay Two Stray*, *critical thinking*, *experimental study*

## **MOTTO**

*If you are on the path towards ALLAH SWT, then run.*

*If it is hard for you, then jog.*

*If you get tired, then walk.*

*And if you cannot, then crawl, but never go back or stop.*

—

Imam Syafi'i

## **DEDICATION**

*With deep profound love, this research is fully dedicated to:*

*My beloved parents Agus Rahman and Yusminar*

*My first beloved brother Tomy Suganda*

*My second beloved brother Riyan Suganda*

*My almamater Sebelas Maret University*

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7. The eleventh grade of SMAN 3 Metro in the Academic Year of 2015/2016 for their cooperation during the research.
8. All friends and everyone who have helped the researcher in accomplishing this thesis.

Lastly, the writer humbly welcomes any sort of criticism and suggestions for further improvement on: [lindaseptiyana@ymail.com](mailto:lindaseptiyana@ymail.com).

Surakarta, November 2015

Linda Septiyana