CHAPTER I

INTRODUCTION

Basic Consideration

English is one of the subjects that is less interested to learn forstudents. One of the common reason is lacks of students' interest in learning English especially in grammatical. The other reason that makes students less interested ishow the way the teacher explains the lesson which sometimes still use the traditional method. For example,in explaining the material of English grammar, especially tenses, most of the teachers still use lectures method. This is the affects for the students' interest, because it makes the students feel bored in receiving the material, and make them passive in the class.

Furthermore, teachersneed to accomplish their duty to know well about their students need when learning process. According to Prawiradilaga (2008, p.3) the performance of teaching is not only in terms of how the teacher explains the lesson content. It means as a teacher, they should know how to deal with students, help to solve problems, manage classes, organize teaching materials, determine the class activities, determine the assessment of learning, and determine the method or medium of learning. Also, teacher should be able to organize the material,indispensable to choose the method and appropriate learning by using media in order to organize the class well, then the knowledge of teaching and learning, instructional design,

learning models, instructional media and the characteristics or learning styles of students is necessary to be owned by a teacher.

Instructional design is the process for determining the condition of learning. The learning process has the objective for students to achieve competency as expected. To achieve these objectives the learning process should be designed in a systematic and systemic. The process of designing a learning activity called the design of the learning system. According to Reigeluth (1983: p.4) instructional design is a discipline that is concerned with understanding and improving one aspect of education: the process of instruction. Instructional design more emphasizes on understanding, conversion, and application of learning methods. In this case, a teacher has the task to choose and determine what methods can be used to facilitate the delivery of teaching materials to be accepted easily by students. Learning design is often referred to as the instructional design.

The essence of the design is the student learning objectives, methods and evaluations. Whereas, the instructional design and learning materials delivered, an educator created learning situation which is conducive to learnas objectives. It can be achieved and learners feel comfortable and motivated in learning process. Many factors as an aspect to make the students excited to study. Physical fatigue, tired and sleepy can distract students during in learning. In additional, exposure of the material and style of the teacher in presenting the material can also affect the success of students in the learning process. The learning objectives are developed based on the competence or performance students need to have when he or shefinished study. The

instructional design combines the needs of the students with the competencies to be mastered later after completion of study with certain prerequisite conditions have been defined.

Based on the researcher's observation at SMAN 1 Tapa, the researcher found that there were many problems in teaching and learning English especially in simple past tense. The problem came from the students and the teacher. The first problem was the student got more difficulty to recognize regular verb and irregular verb in simple past tense, and also student still confused to change simple verb form into past verb form. The second problem came from the teacher strategy. The teacher strategy was good but for applying the strategy in teaching and learning process; the teacher did not applied the procedure of strategy full instruction by the experts. It is make the strategy did not appropriate and efficient in teaching simple past tense, especially for senior high school. Therefore, researcher tried to apply new teaching methods which were more varied so that later could be a reference for the teacher in the learning process, and could help the students understand the learning material easily.

In figuring out the simple past tense of the students, in this case, the researcher utilized the narrative text as an object trough Somatic Learning, Auditory, Visual, and Intellectually (SAVI). The students were given the sample of the narrative text containing simple past tense and let them to decide and identify the formulation of words of simple past tense. This is actually considered as a measuring of students' difficulties that related to learning simple past tense. To carry out this research, the researcher would mainly apply Somatic Learning, Auditory, Visual, and

Intellectually (SAVI). SAVI methods were originally coined by Dave Meier. SAVI is a learning which emphasizes that learning should take advantage of all the sensory organs of the students. Somatic term meaningful gestures where learning by experiencing and doing. Meanwhile, the term Auditory means that learning must be by means of listening, listening, speaking, presentations, argumentation, express opinions and respond. The term Visual meaningful learning must use eye senses through observing, drawing, demonstrate, reading, using media, and props. Intellectually term means that learning must use thinking skills must learn to concentrate the mind and practice using it through reasoning, investigate, identify, locate, create, construct, solve problems, and apply.

Based on the facts above, it needs a study related to the problem. Therefore, researcher interested in conducting research entitled "The Influence of SAVI Method toward the Improvement of Student Ability in Using Simple Past Tense".

Research Question

The question of this study is "can SAVI method improve students' ability in using simple past tense?"

The aim of study

This study is aimed to determine the benefits of the application of SAVI method to improve students' ability in using simple past tense.

The Scope of Study

The scope of this study will determine the benefits of using SAVI in teaching English, especially in using simple past tense.

Significances Of the study

The result of this study will be useful for many sides, they are as follows:

1. For researchers, this study can add his knowledge in applying new teaching method.
2. For teachers, this studycanenrich theirknowledgein managingthe classby applyingthe method to make the students interested in learning English.
3. For students, this studycaneasilymakestudentsunderstand thesubjectmatterof English, especially in usingthe simple pasttenses.
4. For educational institutions, this study can improve the quality of learning; provide the information on how to apply the SAVI method in learning.It can be used as a reference of learning innovation, especially in managing the class.