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The Impact of SAVI Learning Model on Students' Speaking Skills for Elementary Levels

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ABSTRACT

The field of education in modern times has advanced quickly. Learning is made easier by educators and school infrastructure. Every student's potential is still being maximized through ongoing design improvements in the teaching and learning process. This research investigates the effectiveness of the SAVI (Somatic, Auditory, Visual, Intellectual) model on the students' speaking skills. The research employs true experimental with a pretest-posttest control group design, which gives a test before and after the treatment using the SAVI model. The sample of this study is two classes, namely class VA as the experimental class, totaling 30 students, and class VB as the control class, totaling 34 students. The data collection techniques used in this study are observation, test, and documentation, which are analyzed with descriptive statistics. The data is analyzed using the inferential test formula (t-test). The results showed that the SAVI model was effectively used in learning students' speaking skills. It can be seen from the results of the hypothesis, namely the value of t_count 2.47 and 2.00 so that the results are accepted and rejected. Thus, it can be concluded that there is a positive impact of the SAVI learning model on students' speaking skills. The teacher can apply this model in teaching the students whose grades are below the class average so that this method can be used in learning students' speaking skills in Indonesian subjects.

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1. INTRODUCTION

Language is the most important thing in our lives, because language is a communication tool; humans use language to express ideas, feelings, and acceptance to others (Sujarwo et al., 2022; Ibrahim et al., 2023). This language can be used in all forms, especially through oral and written communication and using expressions with body language (Sasabone et al., 2021). In practice, the people in certain areas dominantly use their local language for daily conversation, and they use the Indonesian language on formal occasions. In short, language plays important roles in human interactions and communications from local, national, and international levels, reflecting their culture.

Speaking skill is one of the current problems in the world of education that is often encountered in the learning process. Many elementary students are less communicative in oral form, both in monologue and dialogue. Students usually answer a question or problem in written form rather than verbally (Lim et al., 2019). The reality in teaching now is that the ability and speaking skills will result in errors or miscommunication with students and teachers at school (Sukmawati et al., 2022).

Speaking is one of the most challenging abilities to teach and develop when studying a second language. Re-correcting and simplifying utterances are key components of speaking instruction to develop speaking proficiency. Speaking also involves a productive skill generally regarded as challenging to learn because it requires extensive practice, strong intonation, pronunciation, and stress patterns. It can also be challenging for non-native speakers to master these prosodic features and achieve high proficiency. A speaker needs to be aware of planning and editing during a conversation (Masuram & Sripada, 2020).

Likewise, in Indonesian lessons, for example, students cannot be active in discussions; therefore, students cannot transform ideas or ideas (Sukmawati et al., 2023), so students are less active in learning Indonesian. In reality, many students still lack speaking skills (Moradi & Talebi, 2014). Many students are still less able to express themselves through speaking learning activities and feel embarrassed when asked to speak or tell stories in front of the class. Students who are less active in learning to speak cause students to get bored quickly and too lazy to learn (Imran et al., 2022). Students cannot be active in discussions.

Therefore, students cannot transform ideas or ideas, so the students are less active (Jubhari et al., 2022), especially in learning Indonesian. Indonesian language learning in elementary school consists of four skills, namely listening, speaking, reading, and writing, which should be used in EFL classes to help students become more fluent in the language, particularly in speaking (Saed et al., 2021). Speaking is an activity to convey messages to other people (listeners) through spoken language (Kitagaki, 2013; Sasabone & Jubhari, 2021). Speaking is the process of changing thoughts or feelings into speech (Dea Kumala Sari, 2020). The factors that influence speaking are sensitivity to phenomena, the ability of cognition or imagination, language ability, psychological abilities, and performance.

Speaking appears to be the most preferred of the four major abilities since all English language learners want to be able to communicate with others orally (Ibrahim et al., 2023). Since language is learned by speaking and listening before it is learned through reading and writing, training in speaking skills is crucial (Moradi & Talebi, 2014). In the preliminary study, the results showed that elementary school students have not been able to communicate when the students were studying certain lessons, especially in learning Indonesian subjects. Many students are still lacking in speaking skills. So many students are still less able to express themselves through speaking learning activities and feel embarrassed when asked to speak or tell stories in front of the class. Students who are less active in learning to speak cause students to get bored quickly and are too lazy to learn. Students cannot be active in discussions. Therefore, the students cannot transform ideas, so students are less active in learning Indonesian. In reality, many students are still lacking in speaking skills. So that, there are still many students who are less able to express themselves through speaking learning activities and feel embarrassed when asked to speak or tell stories in front of the class. Students who are less active in learning speaking class tend to get bored quickly and are too lazy to learn Indonesian subjects. One way to improve students' speaking skills to be more active is using the SAVI learning model (somatic, auditory, visual, and intellectual).

Some results of studies stated that the application of the SAVI learning model could improve the Indonesian language learning outcomes of students with learning difficulties in reading (Dapa et al., 2019). In line with another study, the ethnomathematics-based SAVI approach affects the mathematical communication skill of students (Farokhah et al., 2017). The other study supported this study claimed the increase in the activities of the results of science lab work through the SAVI learning model (Umayah et al., 2020).

SAVI learning assisted by GeoGebra is better than ordinary learning in improving students' mathematical representation skills (Septian et al., 2020). Learning media Somatic, Auditory, Visual and Intellectual (SAVI) model-based learning project was created, and it is suitable for online marketing

subject (Sari et al., 2019). The SAVI learning model was applied to increase all critical thinking for students (Ismawanti et al., 2022). The efficiency of the SAVI (Somatic, Auditory, Visual, Intellectual) model of students' speaking abilities is something that the researchers are interested in researching based on some of the findings of the studies mentioned above. Given that this suggests a shared theme, scholars still sporadically bring up the SAVI (Somatic, Auditory, Visual, and Intellectual) model on the students' speaking skills, especially for elementary school levels in Indonesia subject.

Indonesian subject is one of the important materials taught in elementary schools because learning Indonesian is directed at improving students' abilities or skills in communicating in good and correct Indonesian, both orally and in writing. The low speaking skills of students can affect the results of learning Indonesian because speaking skills are an aspect that must be achieved and mastered by students. In overcoming those problems, the researchers applied one of the learning models, namely SAVI (Somatic, Auditory, Visual, Intellectual) learning model. The SAVI model involves all five senses, emotions, whole body, or body movements. The meaning of SAVI is somatic (learning by doing or doing), Auditory (learning by listening), Visual (learning by seeing), and Intellectual (learning by seeing), learning by thinking). Sometimes, elementary students understand more quickly if they learn through direct experience. Direct experience will make their knowledge last longer and quickly stored in their brains compared to listening to lectures from teachers. In this model, students learn with their whole body; namely, all senses are used so that students do not just sit still, and the learning atmosphere can be fun because students feel cared. Based on these problems. SAVI learning emphasizes that learning must utilize all students' senses (Yusoff et al., 2021). SAVI learning involves the five senses and emotions in the learning process (Astriawan, et al., 2016).

The primary objective of this research is to examine the efficacy of the SAVI (Somatic, Auditory, Visual, Intellectual) model in enhancing the speaking abilities of students in class V at SD Beroanging Makassar. The researchers utilised the SAVI (Somatic, Auditory, Visual, Intellectual) learning paradigm in this study, as it emphasises the need to engage all of students' senses during the teaching and learning process.

2. METHODS

2.1 Research Type and Design

It is an experimental research that conducts a trial model of learning, which aims to improve student learning outcomes in learning Indonesian speaking skills in class V SD Beroanging Makassar. Experimental research also aims to test the hypothesis of a causal relationship (Ágoston et al., 2015; Cohen et al., 2017).

The research design employed true experimentally. In this design, the researcher can control all external variables that affect the subject of the experiment. There is a pretest, before being given treatment. One of the forms of this experimental design was the pretest-posttest control group design. This design can be described as follows:

RO1X O2

R O3 O4

Description:

R = Random

O1 x O2= given learning treatment with the SAVI model

O3 O4= not given SAVI model learning treatment

In this type of design, two groups are chosen randomly and then administered a pretest to see if the experimental group and the control group differed in the beginning state. If there is no significant difference in the values of the experimental groups, the pretest findings were good. The population of this study was all students, totaling 517 students. The research sample was class VA totaling 30 students, and class VB totaling 34 students. The following is the assessment rubric used in speaking assessment.

Table 1. Assessment Rubric in Speaking

No	Assessment Aspects	Information	Score
1.	Pronunciation/speech	Very clear	5
		Clear	4
		Quite clear	3
		Unclear	2
		Very unclear	1
2.	Intonation	Very clear	5
		Clear	4
		Quite clear	3
		Unclear	2
		Very unclear	1
3.	Fluency of speech	Very Fluent	5
		Fluent	4
		Enough	3
		Not Fluent	2
		Very unfluent	1
4.	Attitude/Appearance	Very good confidence	5
		Good confidence	4
		Confidence is good enough	3
		Confidence is not good	2
		Confidence is not good	1
5.	Content of understanding	Very understanding	5
		Understand	4
		Just understand	3
		Lack of understanding	2
		Do not understand	1

In this study, the independent variable is the SAVI Learning Model, which influences or is the cause of the change or emergence of the dependent variable (bound). Student learning outcomes are the dependent variable in this study. A dependent variable is one that is affected by or results from an independent variable.

The data collection technique is used to obtain data in a study. Data collection techniques in this study were observation, tests, and documentation. The research instrument used in this study was a test instrument, namely, giving students assignments to test their speaking skills to know their learning outcomes. The data analysis technique in this study uses statistics, namely the inferential statistic "t" test is used to test the research hypothesis regarding whether there is a difference in learning outcomes of Indonesian language lessons before and after being given treatment, namely learning Indonesian speaking skills with the application of the SAVI Learning Model. The significance level used is 0.05 with the criteria "H1 is accepted if t-count > t-table and H1 is rejected if t-count < t-table".

2.2 Descriptive statistical data analysis

It is a statistic used to analyze data by describing collected data during the research process, and it is quantitative in nature. The steps in the preparation through this analysis are as follows:

a) Average

$Me=\frac{\sum x_i}{N}$

Description:
Me = Mean (average)
= Total
x_i= Value x to i to n
N = Number of individuals
(A. Sugiyono, 2018)

b) Percentage

$P=$ x 100%$\frac{f}{N}$

Information:
F = Frequency being searched percentage
N = Number of cases (number of frequency / number of individuals)
P = Percentage number

Table 2. Material Mastery Level Table

No.	Mastery Level (%)	Category of Learning Outcomes
1.	0 – 59	Very low
2.	60 – 69	Low
3.	70 – 79	Currently
4.	80 – 89	Tall
5.	90 – 100	Very high

2.3 Homogeneity Test

A homogeneity test demonstrates that two or more sample data groups originate from populations with identical variances. The posttest results for both the experimental and control groups were subjected to the homogeneity test. The following F test formula is applied to determine the homogeneity of variance between the two data groups (A. Sugiyono, 2018):

$F=\frac{Biggest\ variant}{Smallest\ variant}$

2.4 Inferential statistical analysis

In using inferential statistics, the researcher uses an independent t-statistical technique (t-test), with the following stages:

$$t = \frac{\overline{X_1} - \overline{X_2}}{dsq\sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Where:

$$dsq = \sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2}}$$

Information:

$\overline{X_1}$ = The average of the experimental group

$\overline{X_2}$ = Average of control group

dsq = Standard deviation of each group

N_1 = Number of students

N_2 = Sum of squares of deviation

(Sugiyono, 2011)

Determine significant decision rules or criteria. Significant test rules:

1. If t-count > t-table, then Ho is rejected and H1 is accepted, meaning that the use of the experimental method affects student learning outcomes through the speaking skills of fifth graders at Beroanging Elementary School in Makassar.

2. If t-count < t-table then Ho is accepted, it means that the use of the experimental method does not affect student learning outcomes through the speaking skills of fifth graders at Beroanging Elementary School, Makassar. Determining t-table value by looking for t-table using the t distribution table with a significant level $\alpha = 0{,}05$, $df = n - 2$

3. FINDINGS AND DISCUSSION

This research was conducted by comparing classes V-A as the experimental class and VB as the control class. In this study, before being given treatment, each class was given a pretest first and then given treatment. The SAVI model was given in the experimental class, and the control class was given conventional treatment. The study's results use descriptive statistical and inferential analysis to test research hypotheses about the presence or ineffectiveness of using the SAVI Model (Somatic, Auditory, Visual, Intellectual) on the speaking skills of fifth-grade students at Beroanging Elementary School, Makassar.

3.1 Descriptive Analysis

The following descriptive statistical analysis is derived from the test of student learning outcomes in class V, which compares two classes—the experimental class and the control class—where the experimental class uses the SAVI model and the control class uses the conventional model. Both classes use the pretest and posttest of typical (mean). From the results of the calculations, the average value of the students' speaking skills in learning outcomes at SD Beroanging Elementary School Makassar before being given treatment was 36.93. Percentage (%) average value.

Table 3. of Mastery Level of Experimental Class Pretest Material

No.	Mastery Level (%)	Category of Learning Outcomes	Frequency
1.	0 – 59	Very low	0
2.	60 – 69	Low	30
3.	70 – 79	Moderate	0
4.	80 – 89	High	0
5.	90 – 100	Very high	0

Based on the results of the descriptive analysis of the pretest and posttest speaking skills that have been described, it can be seen that the descriptive results of the two have differences in the average value. The Pretest value of the Experimental class is 36.93 while the pretest value of the control class is 37. After being treated, the average value of the experimental class was 46.66, while the posttest value of the control class was 43.87. In the Pretest and Posttest frequency tables, the two classes were in the

same category, which is in the very low category. So it can be concluded that the speaking skills of the experimental and control classes are still very low.

3.2 Data Analysis

3.2.1. Homogeneity Test

The similarity test of two variants (homogeneity) was used to see the safety of the two variants of the experimental and control classes. The results of both homogeneity tests can be seen in the following table:

1) Homogeneity Test Experiment Class and Control Class

Table 4. of Experimental and Control Values

No	X_1	X_2	X_1^2	X_2^2
1	48	48	2304	2304
2	36	40	1296	1600
30	44	44	1936	1936
Total	1108	1100	42416	42768
Average	36.93	36.67		

Table 5. Result of Homogeneity of Experiment Class and Control Class

Class	Average	VariantS^2	F_{count}	F_{tabel}	Decision
Experiment Class	36.93	51.51	1.63	1.83	Homogeneous
Control Class	36.67	83.95			

The results of the homogeneity of the pretest experimental class and control class, the results of the experimental class students' speaking skills, a variance value of 51.51, while the variance value in the control class was 83.95. Based on the calculation results, there are 1.63 and 1.83. The data uses a significant level of 0.05; the result is that <. So it can be concluded that there is no significant difference. The data is declared the same (homogeneous).(S^2) $(S^2)F_{count}F_{tabel}\,a = F_{count}F_{tabel}$

So, based on the results of the experimental and control classes' homogeneity tests, it can be concluded that there is no difference in the relationship between the two classes, and it is stated as homogeneous.

3.2.1 Hypothesis testing

Hypothesis testing was conducted to determine whether or not there was a significant effect between the use of the SAVI Model on students' speaking abilities. The research hypotheses are:

H_1= Effective use of SAVI Model in learning Indonesian speaking skills on student learning outcomes

H_0= Uneffective use of the SAVI Model in learning Indonesian speaking skills on learning outcomes

To test statistically stated as follows:

H_1 is accepted if t-count t-table

H_0 is accepted if t-count<t-table

Table 6. *Posttet* Experiment and Control

No	X_1	X_2	X_1^2	X_2^2
1	56	52	3136	2704
2	44	44	1936	1936
30	52	44	2704	1936
Total	1400	1312	65920	58240
Average	46.67	43.73		
S^2	20.23	29.72		

To find the t-table, the researcher used a t-distribution table with a significant level$a = 0{,}05$ and n-2 = 60-2 = 58, then obtained t 0.05 = 2.00. After obtaining t-count = 2.47 and t-table = 2.00 then obtained t-count > t-table or 2,209> 2.00 so it can be concluded that it is rejected and accepted. It shows that the SAVI learning model is effectively used in class V SD I Beroanging Makassar.$d.\ b = H_0 H_1$

Table 7. Table of Hypothesis Test Results

Class	t_{count}	t_{tabel}	Decision
Experiment class and control class	2.47	2.00	$t_{count} > t_{tabel}$then accepted and rejected $H_1 H_0$

3.3 Conditions in the learning process or giving treatment

After being given the pretest, the researcher conducted treatment on both classes before being given the final test (posttest). During the learning process, by being given treatment to both classes, there was a difference; in the experimental class, the atmosphere was pleasant because the model applied forced the children to speak in response to something. Meanwhile, in the control class, the atmosphere was normal because only a few children spoke; even in one group, there were still people who were afraid to speak in front of the teacher and their friends.

3.4 Condition after being given treatment

After the treatment was applied in each class, a final test was given as an oral test as in the pretest, but the theme was different. In the experimental class, students were asked to give the test one by one to tell stories about their school. In the control class, the posttest was given. Also, in the form of an oral test, each student tells about their school. The posttest results from both classes, namely, the students' speaking skills, increased or were not the same in the conditions at the time of giving the pretest. Each child is very different, and many students are shy to speak when asked to speak in front of the class. One of the factors that causes them to be embarrassed to speak is that they are afraid of being laughed at by their friends.

The students' speaking skills results can be seen from the pretest and posttest scores. In the pretest value of the experimental class, the highest score obtained by students was 48, while the lowest score obtained by students was 20, with an average pretest score of 36.93. After being given treatment, the highest score obtained by students was 56, while the lowest score obtained by students was 40, with an average score of 46.67 from the results of students' posttest scores. Based on the data analysis that has been carried out, the use of the SAVI Model is effectively used to improve students' speaking skills.

Based on the results of the homogeneity test obtainedF_{hitung}= 1.63 and = 1.83, a significant level of 0.05. Moreover, the results can be concluded that there is no significant difference and the data is

declared the same (homogeneous). The next step is to test the results of the hypothesis by using the t-test. $F_{tabel} F_{count} F_{tabel}$ T-test results obtained t_{count} 2.47 and 2.00 so that the results are accepted and rejected. $t_{tabel}\, t_{count} > t_{tabel} H_1 H_0$

Some results of studies stated that the learning process makes students active in learning because the SAVI approach activates all senses, not just intellectuals (Fera Lindra Ismawanti et al., 2022). In line with the other study, students who used somatic, auditory, visual, and intellectual (SAVI) learning approaches improved their mathematics communication skills more than students who used scientific learning approaches (Abda & Fonna, 2020). The other study supports that after treatment, the students' speaking aspects significantly improved. It can be said that SAVI (Somatic, Auditory, Visual, and Intellectual) is effective in improving the students' speaking (Dea Kumala Sari, 2020). SAVI approach affects students' mathematical communication skills (Farokhah et al., 2017).

This study-found that the use of the SAVI Model is effectively used to improve students' speaking skills in Indonesian subjects. It is seen from the analysis of students' speaking skills which are higher than those who do not apply the SAVI model of class students. Because the SAVI approach makes students actively learn, such as experimenting, observing, and presenting the material they are getting, especially in communication or speaking. The importance of communication is stated in the Kurikulum 2013 (Ramadania & Winda, 2017). Speaking seems mostly favored among the four major skills as every English language learner aspires to communicate effectively with others (Moradi & Talebi, 2014). Speaking is an important skill in good language learning (Rezeki, Ria & Ibrahim, 2022; Sasabone et al., 2022; Imran & Sulviana, 2022; Muhammad Chairil Imran, et al., 2022; Sitti Nurjannah, 2022). Moreover, the use of the SAVI Model is effectively used to improve students' speaking skills in Indonesia subject of class V students at SD Negeri Beroanging. Makassar.

4. CONCLUSION

Based on the findings, it can be inferred that the implementation of the SAVI Model yields positive consequences in enhancing the speaking skills of students in Class V of UPT SPF SD Negeri Beroanging Makassar. Based on the data obtained from the experimental and control classes, it is evident that the average value of students' speaking skills, as measured by the SAVI model, is 46.67 in the experimental class, whilst in the control class, utilising the conventional model, the average value is 43.88. The t-test calculations in this study yielded t-values of 2.47 and 2.04, resulting in acceptance and rejection of the respective hypotheses. As a suggestion, future research could consider using contemporary and efficacious learning paradigms, such as digital-based learning, inside the classroom setting to enhance students' oral communication abilities.

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