SAVI MODEL INFLUENCE IN LEARNING TO WRITE POETRY OF PRIMARY STUDENTS

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Abstract

This research was conducted regarding the low ability of writing poetry of elementary school students. One of the causes is the diminishing literary material in the learning process at school. Therefore, literary learning process in the classroom needs to be reinforced. This study aims to measure students' writing poetry skills through the SAVI model. This study was a quasi experimental study with nonequivalent control group design. The sample of this research was the students of grade V in one of elementary schools in Purwakarta Sub-District. The sample was divided into experimental group and control group. Sample was not specified randomly. In term of data collection techniques, the research used poetry writing test. Writing poetry was assessed through a rubric that had been validated by an expert lecturer. In analysing the data, this research used inference statistics which include normality test, homogeneity test, and T-test. The result showed that students' writing poetry skills were improved. The diction aspect was shown to have the highest improvement from the other aspects. The improvement of students' writing ability was proved by the value of $n$-gain significance which was smaller than the level of significance so that $H_0$ was rejected. Based on the results of the research, it can be concluded that the model of SAVI has an influence on elementary students’ skills in writing poetry.

Keywords: poetry, SAVI, writing.

INTRODUCTION

Literary learning is a part of Indonesian language subjects. This can be seen in the current curriculum, which contains Indonesian language subjects covering linguistic and literature materials. Literary learning can not be separated from Indonesian subjects because through the learning of literature, learning objectives of Indonesian language can be achieved (Andayani, 2008). In the literary materials, students are directed to be able to master the four abilities that include listening ability, reading, speaking, and writing (Saddhono & Slamet, 2014). Therefore, literary learning becomes part of Indonesian language learning. Literary learning conducted in schools aims to foster an ability to appreciate and understand literature as something meaningful in life (Kanzunnudin, 2012). Literary learning is not only useful in supporting students' language skills but also useful for developing the sensitivity of students' thoughts and feelings and enriching the students’ view of life and personality (Djuanda, 2008).

The high and low writing ability are also influenced by the intensity of coaching and exercises performed. In other words, writing skills may not arise naturally, but require training and coaching. Also, writing skills involve the interests and potentials of students (Bourke, Davies, Sumner, & Green, 2013). Therefore, writing learning needs to be improved especially in terms of interest or frequency of training.

One example of learning that can be done to improve writing skills is learning to write poetry as a part of literary writing skills (Gooding, 2008). Writing poetry can be interpreted as a way of conveying the expression, idea or choice of words, thoughts, feelings, attitudes,
intentions and goals into written form with the use of compelling writing (Sarumpaet, 2002). Therefore, teachers should strive to create poetry writing lessons that appeal to students, and make use of such learning as a basis for training students' writing skills.

One of the efforts that can be done to improve students’ ability in writing poetry is by applying somatic, auditory, visualization, intelectualy (SAVI) learning model. The implementation of SAVI learning model is expected to help students in the understanding of writing poetry with ease and provide activity to all students in the learning process of Indonesian, especially poetry literary material.

SAVI learning is learning model which emphasizes that learning must utilize all the sensory devices that students have. SAVI's learning embraces the modern cognitive school of science that says the best learning involves emotion, the whole body, all the senses, and all the depth and breadth of the person (Ngalimun, 2012). The model also involves respecting other individual learning styles by realizing that people learn in different ways. Learning can be optimal if the four elements of SAVI exist in a learning event because SAVI can combine the four learning modalities (Meier, 2005).

Learning by applying SAVI model provides an opportunity for students to move actively to experience or do something, to train students' auditory skills through listening, listening, speaking, presentations, arguments, expressing opinions, and responding, to train visual skills through observing, drawing, demonstrating, reading, using media and props (Rachmayanti, 2014). Studying with SAVI model also provides an opportunity to train students' thinking ability through the activities of reasoning, creating, constructing, and others (Ngalimun, 2012).

A previous research of the implementation SAVI model in one of vocational school showed that it could improve the students’ skills of writing short stories. Improvement of short story writing occurs in all aspects that include content aspects, language styles, and spelling (Safitri, 2013). Referring to previous research, the researcher is interested in doing research as a follow up to solve the problem about the low ability to write free poem by applying SAVI model (Somatis, Auditori, Visual, and Intellectual).

RESEARCH OBJECTIVES
This study aims to examine the influence of SAVI model in learning to write poetry of elementary school students.

POPULATION AND SAMPLE
The population of this study is the students in one of the primary schools in Purwakarta Sub District. In the meantime, the sample of this research is the students of grade V of elementary school chosen purposively.

INSTRUMENTS
The instrument of the study was test in the form of poetry writing test. Assessment of poetry writing was done based on assessment rubric prepared by the researcher. The assessment rubric used had been validated by expert lecturers. Assessment of poetry writing consists of aspects that include aspects of diction, imagination, rhyme and rhythm, figurative language, and typography (Nurgiyantoro, 2010 & Pla, 2011). Each aspect consists of scores along with poetry writing score indicators.

METHODOLOGY
This study used quasi experimental method with nonequivalent control group design. Quasi experimental research is a study that treats the dependent variable in the absence of
random placement (Suharsaputra, 2014). This research consists of two groups: experimental group and control group. The experimental group received SAVI model treatment while the control group received treatment of direct learning model. Data collection techniques used in this study was poetry writing test.

Data analysis is a way that researchers do to process and summarize data accurately (Sanjaya, 2013). Data collected was in the form of writing test narrative expository scores which then were processed through descriptive statistics as the data analysis techniques. Descriptive statistics are statistics used to analyze data by way of describing or describing data that has been collected as is without the intention of making conclusions that apply to the public or generalization (Sugiyono, 2012). Data analysis techniques obtained from the results of research in the form of pretest and posttest to answer the hypothesis proposed by the researcher. Data analysis in this research used normality test, homogeneity test, and t test.

**DISCUSSION**

This study aims to examine the influence of SAVI model in elementary school poetry learning. The researchers conducted a pretest and posttest to determine the N-gain study. After obtaining N-gain then the researcher performs statistical test to know the influence of SAVI model. The level of significance in this study is 0.05. If the statistical test is greater than the significance level then \( H_0 \) is accepted. Meanwhile, if the statistical test result is smaller than the significance level then \( H_0 \) is rejected. Here is a hypothesis in the study.

\( H_0 \): The SAVI model has no effect on learning to write poetry of elementary school students

\( H_1 \): The SAVI model is influential in learning to write poetry of elementary school students.

Meanwhile, the results of statistical tests using t test presented in table 1 as follows.

<table>
<thead>
<tr>
<th>Table 1. T-test Result</th>
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<tbody>
<tr>
<td>t-test for Equality of Means</td>
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<td>T</td>
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<tr>
<td>Equal variances assumed</td>
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</tbody>
</table>

Table 1 shows that the t test results obtained a significance value of 0.000. The result is smaller than 0.05 so that \( H_0 \) is rejected. Therefore, the SAVI model is influential in learning to write poetry of elementary school students. This result is in line with previous research results related to the application of SAVI model in poetry writing lesson.

The previous research conducted by Kamilah (2013) showed that SAVI model was influential in learning to write poetry in junior high school. Kamilah was conducting the quasi experimental research to grade VII students of Junior High School. The similarity with this research lies in the use of learning models and improving aspects of poetry. Based on the results of research conducted by us, the highest rising aspect is the aspect of diction. Meanwhile, the difference with this research lies in the subject of the study.

The next study regarding SAVI model was conducted by Lestari (2011). This research used classroom action research on VII class of junior high school students. The results of this study indicated that SAVI model could improve students' writing poetry skills. It was proved by the increase in students' graduation on the results of writing skills in each cycle. In the beginning, students who achieved KKM scores on the initial writing poetry test was only 35%. However, after the implementation of SAVI model, students who achieved the value of KKM in cycle I was as much as 65%. Furthermore, students who achieved KKM value in cycle II was as much as 87%.
SAVI learning model has the principle that (1) learning involves the whole mind and body; (2) learning means to be creative instead of consuming; (3) cooperation helps the learning process; (4) learning takes place on many levels simultaneously; (5) learning comes from doing the work itself with feedback; (6) positive emotions greatly help learning; (7) the brain absorbs information directly and automatically (Meier, 2005).

Initial activity (first treatment) conducted after holding the pretest in the previous meeting is to explain the things that exist in the poem. This initial activity is a somatic-auditory-visual-intellectual process. Teachers provide learning materials about poetry by explaining, giving examples of natural beauty poems, questioning, and showing some pictures of natural beauty. Furthermore, these activities become student materials in the practice of making poetry. This initial activity used a power point that aimed to enable students to hear (auditory process). Through the power point, students involves the sense of sight (visual) as a form of strengthening understanding. The learning activity was an application of the SAVI model, which involves all the five senses, starting from movement, sight, hearing, and feeling in creating a poem. SAVI model can be modified with a more interesting innovation, tailored to the learning materials.

CONCLUSION AND SUGGESTION

Based on the results of the research that have been explained, then it can be concluded that SAVI model is influential in learning to write poetry. The students' ability in the diction aspect before using the SAVI model was very low. However, after the SAVI model had been applied, the aspect of the students' diction was increased. Researcher advise practitioners in schools to use SAVI model in poetry writing lessons. In addition, SAVI model can also be used in other learning such as reading, speaking, or listening. This research can also be used as a reference in subsequent research, especially research related to SAVI model with more innovative strategies.

BIBLIOGRAPHY


