# Innovation of Speaking Learning Using Somatic, Auditory, Visual, Intellectual (SAVI) Model based Personality Types Class VII Students

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## ABSTRACT

Learning to speak is a teaching and learning process at the high school level in class VII. This research provides the latest innovation in speaking learning in class VII by harmonizing the learning model and the Somatic, Audiotorial, Visual, Intellectual (SAVI) model assisted by flash card media. In this case, educators choose learning models that have been proven to be effective which will be used to achieve learning objectives. The application of the Somatic, Audiotorial, Visual, Intellectual (SAVI) learning model will influence the learning atmosphere in the classroom. This research aims to explain speaking learning using the Somatic, Auditory, Visual, Intellectual model assisted by flash card media based on the personality type of class VII students. Based on the conclusions of speaking learning, it was found that the Somatic, Auditory, Visual, Intellectual (SAVI) models were more effective in improving students' speaking abilities. The average initial test score was 44.47 while the average final test score was 87.41. These very significant differences can be ensured that the application of this innovative Somatic, Audiotorial, Visual, Intellectual (SAVI) learning model provides a very good improvement in speaking learning.

*Keywords:* Speaking Learning, Savi, Flash Card, Personality Types.

## INTRODUCTION

The development of increasingly modern times and technological developments have led to the birth of many learning concepts. (Pristiwati, R. 2019). So in its implementation it is necessary to apply a learning model. A learning model is a conceptual series that describes a systematic procedure for organizing learning experiences with the aim of achieving success in certain learning. (Zulaeha, 2016: 2). Somatic, Auditory, Visual, Intellectual (SAVI) model in Indonesian language subjects it can generate activity in the class so that students can communicate with each other. The use of flash card media can encourage students to try to learn to speak because they know that speaking is a better means of communication than crying, gesturing and pre-speech forms (Hurlock, 1942: 176-177). In this way, students will develop their activeness in speaking to convey information when it is their turn to participate in class. Not only the model and use of learning media, it is also necessary to pay attention to the student's personality type. There are students who behave aloof and only feel comfortable when they are with students who are close to them or are called introverts, but there are also those who like to socialize and collaborate with other students or are called extroverts. By implementing the right learning model in the teaching and learning process, it will provide latest innovations will motivate students to

achieve learning goals. Motivation can be obtained by innovation in learning by implementing appropriate learning models assisted by learning media that supports students.

Based on the background explained in this research, there are problems in learning to speak. Students have difficulty expressing something that is on their mind. As a result, students are confused about express the contents of his thoughts into a sentence that can be understood by others. The reason students experience these difficulties is because Indonesian language learning still emphasizes linguistic aspects and teaching materials only, students are not trained to speak in front of the class because there is no application of appropriate learning models. Based on these problems, in teaching and learning activities it is necessary to apply learning models with the help of more innovative and interesting media. By implementing a learning model with the help of appropriate media and according to the student's personality type, learning objectives will be easy to achieve. Because students will be actively involved in the teaching and learning process that uses learning models with the help of media compared to conventional learning only.

## METHODS

This research is an experimental study by comparing the differences in the experimental group. The design of this research is a factorial design, that is, the design is used to test two or more variables separately and see interactions (Darmadi, 2011). This research was conducted to explain the improvement in speaking for class VII students on the use of learning model Somatic, Auditory, Visual, Intellectualy (SAVI) with a media flash card on personality types. The population in this study were class VIIA and VIIC students of SMP Negeri 19 Semarang. The research sample in this study was the speaking skills of class VIIA students of SMP Negeri 19 Semarang. Data collection techniques in this study used tests and observations. The test was conducted to determine students abilities before and after being given treatment in learning speaking using learning model think pair square and model Somatic, Auditory, Visual, Intellectualy (SAVI). This validity and reliability test was carried out before data collection and quantitative data analysis and research hypothesis testing were carried out first. Data processing techniques in this study included reliability tests, normality tests, homogeneity tests, and hypothesis testing.

## RESULT AND DISCUSSION

Teaching and learning activities to speaking with innovations learning model Somatic, Auditory, Visual, Intellectualy (SAVI) were carried out by students of class VII A at SMP Negeri 19 Semarang with a total of 34 students. In this research, an initial test was carried out in the form of speaking about text description in order to find out the abilities possessed by students at the beginning of the activity. Aims to determine the initial ability of students to speaking. The value of the initial test can be seen in the following table.

Table 1. Student Speaking Test Results

| Testing | Preliminary Test | Final Test |
|---|---|---|
| The Highest Score | 61 | 89 |
| Lowest Value | 40 | 80 |
| Average | 44,47 | 87,41 |

Based on table 1, it can be seen that the initial test was for students who had not implemented the Somatic, Auditory, Visual, Intellectual (SAVI) learning model assisted by *Flash Card* media. has the highest score of 61 and the lowest score of 40. The average score obtained is 44.47. Thus, it can be seen that there are some students who still get scores below the criteria for achieving learning objectives (KKTP). Students' final test results using the Somatic, Auditory, Visual, Intellectual (SAVI)

learning model assisted by *Flash Card* media there is a highest score of 89 and a lowest score of 80. The average score obtained is 87.41. Thus, it can be seen that

there are students who get scores above the KKTP and the class average has reached the KKTP score.

**Table 2. Normality Test Pretest and Posttest**

| Tests of Normality | class | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| Learning Outcomes Speaking | Pretest Class SAVI | .150 | 34 | .052 | .948 | 34 | .106 |
| | Posttest Class SAVI | .142 | 34 | .081 | .941 | 34 | .067 |
| a. Lilliefors Significance Correction | | | | | | | |

Based on table 2, the normality test for the initial test ability of the Somatic, Auditory, Visual, Intellectualy (SAVI) with a media flash card in class shows a significant value of $0.052 > 0.05$ and the final ability test

shows a significant value of $0.081 > 0.05$. In conclusion, there is a significant value that the sample is normally distributed. After the normalitytest was carried out, the homogeneity test was carried out.

**Table 3. Class Homogeneity Test of Savi Model with Flash Card**

| Test of Homogeneity of Variances | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Learning Outcomes Speaking Text | Based on Mean | .607 | 1 | 66 | .439 |
| | Based on Median | .577 | 1 | 66 | .450 |
| | Based on Median and with adjusted df | .577 | 1 | 64.407 | .450 |
| | Based on trimmed mean | .644 | 1 | 66 | .425 |

Based on table 3, the results of the homogeneity test aim to explain that the experimental class SAVI model with flash card. From this explanation, it can be seen that the homogeneity test obtained a significance value of $0.439 > 0.05$, so the

two homogeneity tests performed showed that H0 was accepted and H1 was rejected. The conclusion of the data is that it is said to be homogeneous or there is no difference in the variance of the data.

**Table 4. Savi Model Class Paired T-Test**

| Paired Samples Test | | Paired Differences | | | | | t | df | Sig. (2- tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | PreTest - PosTest | -18.235 | 2.425 | .416 | -19.082 | -17.389 | -43.841 | 33 | .000 |

Table 4 of the paired t-test explains that sig (-2 tailed) in pair 1, the value of the initial test and the final test of Savi Model class = $0.000 < 0.05$, then H0 is rejected and H1 is accepted. The results of this analysis explain that there is a significant difference between the results of the initial test scores and the final test scores in the savi model class's speaking with flash card. The conclusion can be that the use of savi learning model is very innovative for use in learning speaking skills with a savi model berbantuan media

flash card based on personality types because the results of student scores continue to increase from the initial test to the final test.

## CONCLUSION

There is an increase in learning speaking using the latest innovation, namely Somatic, Auditory, Visual, Intellectualy (SAVI) model with a media flash card based on personality types. This innovation is applied to class VII students. This increase was evident because there was a significant

difference between the scores of the initial test and the final test of students' speaking skills. In the initial test, the average value for the savi model class was 44.47. In the final test, the average value for the SAVI model class was 87.41. The class average score after applying Canva media increased by a difference of 42.94.

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