Jurnal Ilmu Pendidikan, Bahasa, Sastra dan Budaya (MORFOLOGI)
Volume. 2 No. 2 April 2024
E-ISSN : 3025-6038 dan P-ISSN : 3025-6011, Hal. 273-281
DOI: https://doi.org/10.61132/morfologi.v2i2.569

The Effect Of Using The Savi (Somatic, Auditory, Visualizing, And Intellectual) Method Toward Writing Skills Across Gender

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Abstract. *The purpose of this study was to examine the significant effects across genders of the use of the Somatic Auditory Visual Intellectual (SAVI) on the writing of students in SMA Negeri 1 Payakumbuh District. The sample was two classes of 52 students, an experimental class XI IPS 2 taught using SAVI and a control class XI IPS 4 taught by a conventional model (Teacher Center). Each class consisted of two groups based on gender (male and female). The data were then analyzed using the ANOVA test. Before running the ANOVA test, we performed assumption tests, i.e., normality and homogeneity tests. Here are the results of this study:(1) SAVI is more effective than traditional models. (2) Female students have better writing skills than male students. (3) There is a correlation between teaching methods and students using SAVI in writing instruction. English teachers are therefore encouraged to use SAVI in writing classes. This method positively contributes to improving the student's writing skills.*

Keywords: *SAVI model, writing skill, gender.*

INTRODUCTION

Writing is a form of communication that must be mastered because it uses specific characters and symbols to express language in a text medium so that others can respond and provide feedback. One of four language skills. How writing is experienced as an embodied, sensuous, emotional, social, and identity-related activity (Kiriakos & Tienari, 2018). Sharples (1999:3) Stated that writing is a special activity that is both easy and difficult. The more I think about how it was done, the more difficult it becomes. Effective text is a difficult and protracted achievement of cognitive development that contrasts sharply with the acquisition of speech (Kellogg, 2018). However, many students said writing skills are not easy to acquire and are considered the most difficult of the four language skills to acquire, and students are not enthusiastic about acquiring skills. Many of our students are not accustomed to writing at all; most of them do not write as fluently, as perceptively, or even as correctly as we might wish (Gollins & Gentner, 2016). Students' ability in productive skills particularly writing is very low, although they have been studying English since Junior High School, they are still unable to write a good single paragraph (Hasan & Marzuki, 2017).

Learning writing is very interesting because many learners consider writing to be the most difficult of all other skills. Writing is a communicative act, a way of sharing and observing information, thoughts, and ideas with ourselves and others. Writing allows people

Received Februari 19, 2024; Accepted Maret 15, 2024; Published April 29, 2024
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to describe and explain many things. As a result, people at a distance from the author can also gain information by reading the written message. The model proposes that writing is simultaneously shaped and bound by the characteristics, capacity, and variability of the communities in which it takes place and by the cognitive characteristics, capacity, and individual differences of those who produce it (Graham, 2018).

As stated by Boardman (2002: 54) state that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. In this case, referring to writing skills, based on character based curriculum in one of basic competence, the students are expected to structure an oral and written text stating meaning that initiated delivery of news or information that surprised by observing the social function, the structure of the text and correct linguistic elements according to the context. Additionally, with academic writing, writers and readers must learn special conventions, such as using a capital letter in a certain place (Bailey, 2017).

As Harnoi (2013) adds some factors cause students to have many problems in writing, (1) the students' lack of vocabulary mastery so they are not able to express their ideas in appropriate English words, (2) the students seldom practice writing, even in their native language, (3) the students are still confused to start writing, how to write systematically and how to organize their ideas. teachers and educators need to address these challenges by providing adequate vocabulary instruction, encouraging regular writing practice, and offering guidance on the writing process to help students become more proficient writers. Although students may see themselves as learners rather than researchers, they nevertheless do their learning under the direction of people who are trained as researchers and who read and write research publications (Giltrow et al., 2021).

Based on the experience of some preliminary researchers, students have some difficulties in writing and their writing ability is very low. High school students are still not good at writing. Harmer (2004: 330) explains that in teaching writing, the English teacher will motivate the students, creating the right conditions for the generation of ideas, persuading them of useful activities, and encouraging them to make as much effort as possible for maximum benefit. In teaching writing, the teacher should remember that one of the important purposes of learning English in school is to increase students' interest in learning English. A prescribed process for acts of writing during instruction does not take into account individual differences of writers and generates writing instruction that is narrow, rigid, and inflexible (Sharp, 2016).

Furthermore, to improve the writing skills of students, English teachers should provide suitable materials for the curriculum and appropriate methods in the teaching and learning

process. Teachers have different kinds of methods and strategies when teaching writing. These measures are combined into more overarching measures they show systematic relationships with text quality and the development of understanding through writing (Galbraith & Baaijen, 2019). Teachers should know which strategies are suitable for their students. One of her suitable strategies for teaching is the somatic-auditory-visual-intellectual (SAVI) method.

SAVI method is one of the learning methods that says learning has to use the students' senses and the best learning occurs when all parts of the brain-mind-body connection are used simultaneously. That is where SAVI comes in (Meier,2000). Learning doesn't automatically improve by having people stand up and move around. However, combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. Archer (2003:11) describes that learning does not automatically improve by having people stand up, wave their hands in the air, and recite the numbers 1 to 10 in Japanese. It improves by combining physical movement with intellectual activity and using all the senses.

According to Meier (2000), SAVI combines different kinds of bits of intelligence and learning styles :

1. S stands for Somatic: it is learning by moving and doing.
2. A stands for Auditory: it is learning by talking and hearing.
3. V stands for Visual: it is learning by observing.
4. I stands for Intellectual: it is learning by Thinking.

Learning is optimized when all four SAVI components are present in a single learning event. These four components must exist in the learning process and can not be separated one each other because these four elements are complementary. Meier (2000) asserts that four of these elements are all integrated, and the best learning occurs when they are all used simultaneously.

1. Somatic Learning

Somatic comes from the Greek word body soma (as in psychosomatic medicine). This means tactile, kinesthetic, and hands-on learning. In other words, you learn by moving your body and using your body to move your body. Somatic learning means being active from time to time. For modeling processes or procedural models, for use in active learning exercises (simulations, educational games), or for creating large pictograms or peripherals.

2. Auditory Learning

Our auditory is more powerful than we think. Our ears continuously capture and store auditory information, even if we are not conscious of it. And we make our own sounds by speaking, activating several important remnants of the cerebrum. Auditory learning has been the norm in most cultures since recorded history. People were talking loudly to each other, telling stories, and everyone was listening. When designing courses that appeal to people's powerful auditory channels, look for ways to get learners to talk about what they're learning. Let your experience translate into sound. If necessary, ask them to read aloud dramatically. Solving problems, manipulating models, gathering information, creating action plans, mastering skills, reviewing learning experiences, and creating your meaning Sometimes I ask them to speak out loud.

3. Visual Learning

Visual learners learn best when they can see real-world examples, icons, pictures, and various kinds of images while they are learning. Sometimes visual learners do even better when they create idea maps and diagrams out of what they are learning.

4. Intellectual Learning

Intelligence shows what the learner is doing internally as they use their intelligence to reflect on their experiences and make connections, meaning, plans, and value from them. It's part of a person that thinks, solves problems, and makes sense.

Intellectuals are the sense makers of the mind, the means by which humans think, integrate experience, create new neural networks, and learn. It connects the mental, physical, emotional, and intuitive experiences of the body to create new meaning. It is the means by which the mind transforms experience into knowledge, knowledge into understanding, and understanding into wisdom. Intellectual learners enjoy engaging in activities such as problem-solving, analyzing experiences, executing strategic plans, generating creative ideas, and grasping and distilling. The SAVI method can make teaching and learning activities become fun and enjoy (Prasetyo, 2020)

Based on the above issues, educational learning taught by the SAVI model yielded different outcomes between men and women.

METHODS

This research was conducted in SMA Negeri 1 Payakumbuh District. The study was conducted in the 2022/2023 academic year. The reason researchers chose this school is that they found that students had problems with their writing skills. The population of this study is

the sophomore year of SMA Negeri 1 Payakumbuh District in the 2022/2023 academic year, two classes, XI IPS 2 with 26 students and XI IPS 4 with 26 students. Thus, the total population was 52 students. The sample for this study was class XI IPS 2 with 26 students in the experimental group and XI IPS 4 with 26 students in the control group. Studies were sampled from maps using a cluster random sampling technique. Cards contain characters such as Experiments and Controls. Three methods were used to collect data in this study. They were pretest, treatment, and posttest given to experimental and control groups. This study was conducted using an experimental quantitative study consisting of a pre-test and a post-test to determine the effects of the written application of the somatic-auditory-visual-intellectual (SAVI) method. When conducting experimental studies, the samples were divided into two groups, an experimental group, and a control group. The experimental class was taught using the somatic-auditory-visual-intellectual method and the control group was taught using the conventional method. The design of this research was illustrated in Table 1 describes the factorial design employed in the research.

Table 1 the factorial design

		Experiment Classroom	**Control Classroom**
SAVI	High	F	M
	Low	M	F

Table 2 Results of MILLA

Number ofStudents in Experiment Group		**Number ofStudents in Control Group**
F	9	15
M	17	11

FINDINGS AND DISCUSSION

Two-way analysis of variance (ANOVA) without replication is used to determine if there is a significant difference between means of several subpopulations (groups) dependable on two independent factors (Balakrishnan et al., 2007); Fraser, 2016; Randolph & Myers, 2013). Apply ANOVA with two factors without replication when explaining differences of revenue generation in different stores for different seasons where store would be one factor and particular season other factor by which we test differences in revenue generation (Knežević & Žmuk, n.d.). Two-way ANOVA is employed to answer the three research questions. Normality and Homogeneity test are carried out prior to the analysis, and the results are shown in Table 4. It indicates that the significance level is 0,000, which is smaller than 0,05. It means that the data is normally distributed Table 3 Result of Normality Test.

Table 3 Result of Normality Test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov[a]					
		Statistic	df	Sig.	Statistic		Sig.
Hasil_Belajar_Siswa	Control	0.358	26	0	0.728	26	0
	Experiment	0.336	26	0	0.821	26	0
a. Lilliefors Significance Correction							

Source: data Processing result

Table 4 Result of Homogeneity Test

Levene's Test of Equality of Error Variances Dependent Variable: Writing_Achievement

Levene Statistic	df1	df2	Sig.
3.311	1	50	.075

Source: data Processing result

Table 4 describes that the significance level is 0,075, which is higher than 0,05. It means that the data is homogenous. After the normality and homogeneity test are carried out, two-way ANOVA is conducted, and the result is described in Table 5.

The result of two-way ANOVA in Table 5 indicates three points. First, students who conducted learning by using the SAVI model have better writing skills than those who conduct learning by using the conventional model. It can be seen from the result of two-way ANOVA, where the significance level of the independent variable (writing) is 0,000, which is higher than 0,005.

Using the SAVI model for writing skills compared to the conventional model is advantageous both for teachers and students for several reasons. For teachers, it can be very efficient. Teachers can teach the students efficiently by using SAVI by giving them videos, and recognizing vocabulary directly while writing sentences. Teachers can also monitor the student's activities.

Table 5. ANOVA

ANOVA					
Kelas					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	24.222	1	24.222	.543	.000
Within Groups	2231.548	50	44.631		
Total	2255.769	51			

Source: data Processing result

From the results of this research, a big difference was seen between the lighting by SAVI and the lighting by the conventional model (CM). SAVI is more effective than commercials in teaching writing. Students taught in SAVI have higher average scores than those taught in CM. SAVI is a method of teaching writing that explores a student's

imagination, skills, and cognition in teaching and learning activities, especially writing. Students need to be involved in the discovery of knowledge or new concepts by giving them the opportunity to use all their senses, whether physical or intellectual. In addition, SAVI is a learning style classified as Accelerated Learning (AL), and it is classified as this learning style because it can use a wide range of methods and media flexibly. The learning environment can be explored and adapted using methods that match the student's preferred learning style, making learning natural, fast, and fun while writing. Meier (2000:42), although learning does not automatically improve when a person just sits up and moves, using all the senses, and combining physical movement with intellectual activity, has a significant impact on learning. There is a possibility.

A significant difference between the effectiveness of SAVI and conventional methods of teaching writing. SAVI is a teaching method that focuses on exploring a student's imagination, skills, and cognition in the context of writing activities. It emphasizes the importance of involving students in the discovery of new concepts and knowledge by utilizing all their senses, both physical and intellectual.

SAVI is classified as an accelerated learning style because it utilizes a wide range of methods and media to match the student's preferred learning style, making learning more natural, fast, and fun. By combining physical movement with intellectual activity, SAVI has been shown to have a significant impact on learning. According to Meier (2000:42), learning is not automatically improved when a person just sits up and moves, but when all the senses are used, it can have a positive effect on the learning process.

The study also found that students taught using SAVI had higher average scores than those taught using conventional methods, highlighting the effectiveness of SAVI in teaching writing. Overall, this research suggests that SAVI is a promising method for teaching writing that should be considered by educators.

CONCLUSIONS AND SUGGESTION

There are some research results that can be adopted. (1) SAVI is more effective than commercials in teaching writing. (2) In writing classes, there is an interaction between teaching methods and student gender. In this case, the female student outperforms the male student when taught at SAVI, and her writing skills are also better. However, when taught in CM, male students outperform female students and have better writing skills.

The research highlights the effectiveness of SAVI as a method for teaching writing, showing that students taught with SAVI have higher average scores than those taught with

conventional methods. The method places a strong emphasis on engaging students in the discovery of knowledge and new concepts through the use of a wide range of methods and media, making learning a natural and enjoyable process.

SAVI's classification as an accelerated learning style underscores its potential to adapt to each student's preferred learning style, providing a personalized approach that matches the student's individual needs. By using physical movement and combining it with intellectual activity, SAVI can have a significant impact on learning outcomes.

These findings suggest that SAVI could be a valuable addition to the teaching repertoire of educators, particularly those teaching writing skills. Future research could explore the efficacy of SAVI in other subjects and contexts and investigate the best methods for implementing SAVI in the classroom. By adopting SAVI, teachers could help students to develop their writing skills while fostering their imagination, skills, and cognition.

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