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Original Research Article

Beautiful Poetry Reading Skill through Savi Approach (Somatic, Auditory, Visualization, Intellectual)

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Abstract: This research is aimed to improve students' poetry reading skill after using SAVI (Somatic, Auditory, Visualization, and Intellectual) approach in elementary school. This research was conducted at SDIT AL Muchtar at KH. Muchtar Thabrani Street No. 32 Bekasi. The subjects of this study are the students of the 4th grade which amounted to 29 students. This research was conducted by using classroom action research method by Kemmis and Mc. Taggart and was done by using the cycle method. The result of the research shows that the percentage increases; the students who got the value of ≥ 75 equal to 47%, the percentage is 60% at the end of cycle I and 84% at the end of cycle II. The result of the poetry reading in cycle II has exceeded the target. Thus, the implication of using SAVI approach in poetry reading of Indonesian language learning process has achieved the intended goals in the classroom.
Keywords: Poetry Reading, SAVI Approach, Action Research

INTRODUCTION

Language is one of communication tools. Human beings are able to communicate each other, to share experience, to learn, and to improve intellectual skill by using a language (DeBaryshe, B. D. 1993). Language skill is an important matter in our daily activity. We can get the benefit of it when we want to deliver some information to others. The information we deliver is influenced by how we communicate it. If our communication skill is good, the information will be accepted well. Therefore, the language skill is needed. It is a skill to express something or an idea to others through spoken or written (Zulela, M. S. *et al.,* 2017).

According to Tarigan (Tarigan, H. G. 2013), language skill of school curriculum includes 4 (four) aspects, those are; 1) listening skill, 2) speaking skill, 3) reading skill, and 4) writing skill. Referring to the explanation, it can be concluded that reading is one of language skills. Someone should master reading skill before they can communicate well. They are able to choose the proper words to communicate through reading.

Reading is one of language skills which has to be taught in the elementary school. It can help someone to know the content of a text/a passage and to widen their knowledge states that reading is a process which is done and is used by the readers to get the message delivered by the researcher through words/written language (Sukirno. 2017).

Beautiful reading is often said as literal reading, emosional reading, expressive reading, and esthetic reading. The emphasis of beautiful reading is on correct pronunciation, proper intonation, and comprehension skill which shows beauty and emotion, and performance which is proper to the content and situation of the read text (Dadang, I *et al.*, 2016). Beautiful reading is a articulating skill which involves harmony between content and intonation appropriate with the text. In this reading, there are some important things; mental bravery, vocal, intonation, and comprehension of punctuation. Some skills that become part of this reading are: 1) short story reading; 2) drama reading; 3) tale reading; 4) myth reading; and 5) poetry reading (Grabe, W *et al.*, 2014; Knox, M. 2003).

It has to be understood that poetry reading is identical to how the technique of poetry reading or the focus on the reading performance. Thus performance is related to the use of rhythm, volume, expression, kinetic appropriate with the content. Aminuddin (Aminudddin, M. P *et al.*, 2000), states that poetry can be meant as "create" and "creation" because someone has created their own world through it. It may contain a message or an image of any condition physically or spiritually.

Observation result at SDIT Al-Muchtar Bekasi shows that the 4th grade students' skill in poetry reading has not resulted well. The result is shown by how the students perform the poetry. It means that they read the

poetry as what they want, not like how to read the poetry properly; unclear intonation, doubtful pronunciation, and less comprehension which makes them read it like a common text, and not good enough performance. The researcher has not seen the students who read it by paying attention to the intonation and voice volume. They sometimes laugh at what they read.

Therefore, alternative solution should be done to improve the students' poetry reading. It is SAVI approach (Somatic, Auditory, Visualization, and Intellectual). SAVI approach helps motivate the students in learning process. According to Wina Sanjaya (Sanjaya, W. 2006) an approach is a starting point or point of view towards learning process. The term 'approach' refers to point of view about a common process that happen; providing, inspiring, encouraging, and the learning method which becomes the background with some theoretical coverages.

According to Dave Meier (Meier, D. 2002), learning is not automatically improved by asking others to stand and move hither and thither. However, it is the combination of physic movement with intellectual activity and the use of all senses which can affect learning process.

This is called learning by using SAVI. The aspects are easy to be remembered. SAVI approach (Somatic: learning through moving and doing, Auditory: learning through speaking and listening, Visualization: learning through observing, Intellectual: learning through problem solving and thinking) (Meier, D. 2002; Kurniawati, E. D *et al.*, 2013). Based on the principals of Somatic, Auditory, Visualization, and Intellectual (SAVI), some steps that can be done to achieve success in learning process by using this approach are: preparation, delivery, training, and result performance. Teacher should prepare these steps well in any lesson.

Preparation Step (Introduction Activity); in this step, the teacher encourages students' interest, gives positive feelings about the next learning experience, and place them in an optimal situation to learn. Delivery Step (Core Activity); in this step, the teacher helps students to find the new learning material by involving senses and appropriate with all learning styles.

Training Step (Core Activity); in this step, the teacher helps students to integrate and absorb new knowledge and skill by applying all methods. Result Performance Step (Closing Step); in this step, the teacher helps students to apply and widen their new knowledge and skill in a project so the learning result will be embedded and their performance will be improved continuously (Horton, W. 2011).

SAVI learning approach helps poetry reading learning process more meaningful. The students are urged to involve all parts of their body in learning process. Students' intellectuality is also used to comprehend the material given by the teacher. Therefore, this action class research is aimed to improve the 4th grade students' poetry reading by using SAVI approach at SDIT Al Muchtar Bekasi.

METHOD

This research is applying Action Research. It is aimed to improve the 4th grade students' poetry reading by using SAVI approach at SDIT Al Muchtar Bekasi. The approach used is SAVI (Somatic, Auditory, Visualization, and Intellectual) approach.

This research is done at SDIT AL Muchtar Bekasi. Subject involved is the 4th grade students of SDIT Al Muchtar Bekasi consisting 29 students; 13 boys and 16 girls. Meanwhile, the participants involved are principal and partner (observer) who masters Indonesian language subject.

The procedure of learning using this method and to identify the problems faced consists of two cycles. Then discussing how to solve the problem faced in poetry reading. The discussion result needs remedial can be seen through implementation activity in a cycle.

The effectiveness of activity done through preparation step consists of; problem existence, problem analysis, and problem statement.

Preparation step consists of making learning scenario, preparing facility and supporting media needed at class, preparing instrument to record and to analyze data concerning the process and activity result, doing remedial activity simulation to test the implementation of the plan. The implementation including planned scenario is done in an actual situation. This activity coincides with observation and interpretation and followed by reflection.

Recording data is done in observation step. The purpose of this observation is to collect the activity product to get evaluated and to be reference to do reflection. Data analysis about process, problem, and obstacle faced and continued by reflection is done in reflection activity.

RESULTS

There are two aspects researched in poetry reading activity through SAVI approach at the 4th grade, they are; teacher's observation and students' activity in learning process. The explanation of success and failure aspects faced by the researcher is explained in learning reflection cycle I. Based on observation result through

teaching and learning process in cycle I, the result has not well-achieved, especially the students' activity in learning by using SAVI approach. It is because the teacher has not directed all students to participate actively in learning process. In this cycle, the students has not shown their confidence when they read a poetry, they show inappropriate expression and comprehension of the poetry content, and they also perform inappropriate pronunciation and intonation. Those things happen because the teacher doesn't re-read the lesson plan. The teacher is not ready yet to begin learning activity. However, the teacher has achieved the indicator to ask students to pray and check their presences in the beginning of learning activity.

There are some lacks done by the teacher in the core activity which make the indicator is not achieved, for example ineffective and inefficient learning activity and it doesn't encourage students to participate actively and make the situation not conducive to control them. The indicators achieved are giving enough time to task and delivering material.

The teacher has closed the learning process in the last activity but she doesn't do reflection activity with the students. Poetry reading by using SAVI approach has not fully achieved, from the target 70%. Therefore, the cycle II is done. This cycle is done to minimize teacher's dereliction in order to achieve all result in learning activity.

Based on the observer's notes, the implementation of SAVI approach to improve students' poetry reading skill in cycle II get better result on teacher's and students' activity than the cycle before. The performance result has achieved 75%. Therefore, the activity is stopped at cycle II. The teacher has done teaching steps well so the class condition was conducive, the students seem enthusiast, happy, and active when they are given explanation and task in a small group. This makes the students understand the material given.

DISCUSSION

This research was done in 2 cycles; cycle I and cycle II. Cycle II was the follow-up from cycle I because learning target was not achieved. The teacher applied SAVI approach in each cycle. It was applied in a fun learning activity. Each cycle was done in six meetings. The instruments used were test of the students' poetry reading skill and non-test instrument (observation sheet consisted of 20 questions for teacher and 10 questions for students).

Based on data result in cycle I, it is known that 17 students get score $\geq$ 75. The indicator should be 70% students get score $\geq$ 75. In fact, the indicator has not achieved yet. It can be concluded that only 60% students achieve the target.

The causes are, the teacher has not done all aspects written on teacher assessment, and some things are missing and not done maximally. Besides, there are some students who have not motivated yet to participate actively in learning activity. Learning activity and students' skill have not achieved maximally as what expected.

The percentage of researcher's observation in implementing SAVI approach is 87.5% while students' observation is 82.5% in cycle I. Based on the data calculation result in cycle II, it can be known that the students who get score $\geq$ 75 are 23 of 29 students and the percentage is 80%. That result has exceeded the target so the researcher and observer conclude that the research should be stooped at cycle II and it is not necessary to continue the next cycle. Meanwhile, the percentage of researcher's observation in implementing SAVI approach in cycle II is 94% while students' observation is 92.5%.

Table-1: Comparison Result of Beautiful Poetry Reading through SAVI (Somatic, Auditory, Visualization, Intellectually) Approach

1st Cycle	2nd Cycle	% 1st Cycle	% 2nd Cycle
17 students	23 students	60%	80%
12 students	6 students	40%	20%
29 students	29 students	100%	100%

The comparison of SAVI approach implementation in Indonesian language subject in cycle I and II is; the classical result expected has not achieved but along with the remedial implementation in cycle II, the result has exceeded 70%. It is indicated that implementing SAVI approach helps students improve their skill in poetry reading. It can be seen in Table-1.

CONCLUSION

Research result shows that beautiful poetry reading in Indonesian language subject through SAVI approach can improve the students' confidence. They are more confident to read poetry. Besides, SAVI approach can also be implemented in fun way by interspersing some simple games.

The students are able to enjoy and do learning activity with fully spirit, enthusiasm, and happiness, so the research result is achieved.

From the result analysis, the percentage in each cycle gets increased; the students who get score ≥ 75 in pre-research is 47%, 60% in cycle I, and 80% in cycle II. The percentage expected from this research is 70%. It can be concluded that 80% has exceeded the target. Based on the observation result, it is shown that there is improvement in teacher's and students' activity through SAVI approach; the percentage is 87.5% for teacher and 82.5% for students in cycle I; and 94% for teacher and 92.5% for students in cycle II. Therefore, it can be concluded that SAVI approach is able to improve the 4th grade students' beautiful poetry reading at SDIT Al Muchtar Bekasi. There is improvement in their skill and attitude, such as they are easier to be handled and they can read the poetry in an appropriate way.

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