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Implementation of The Savi Learning Model in Description Text Writing Skills: A Strategy to Improve Students' Writing Skills

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A B S T R A K

This study examines the effectiveness of the SAVI (Somatic, Auditory, Visual, Intellectual) Learning Model as a strategy to improve students' descriptive text writing skills. Students face significant challenges in selecting appropriate diction, constructing effective descriptive sentences, and organizing ideas. The SAVI model, which engages all learning modalities, especially through somatic and visual experiences, was implemented to enhance these skills. This research uses a two-cycle Classroom Action Research (CAR) design. Data were collected through classroom observations, product assessments of descriptive writing, and student response questionnaires. The findings reveal a significant increase in students' descriptive writing scores from the pre-action phase to Cycle II, demonstrating that the SAVI model effectively stimulates creativity and enhances the quality of students' written descriptions.

Keywords: *SAVI Learning Model, Writing Skills, Descriptive Text, Learning Strategies.*

1. INTRODUCTION

Writing is a complex and essential language skill. Descriptive text writing skills require the ability to observe detail, choose the right words (diction), and sentence structure that is able to transfer the writer's sensory experience to the reader. Writing skills are one of the most important aspects of language skills. This skill is useful in communicating an idea or thought in the form of writing. Jonah (2015:9) states that writing is a skill to express ideas and ideas in writing. Tarigan (2013: 3) stated that writing is a language skill that is useful for communicating indirectly, not face-to-face with others.

Descriptive text is a type of writing that aims to describe or move the author's sensory experience of an object, place, or event, so that the reader seems to be able to see, hear, smell, or feel it for themselves. However, mastering the skill of writing descriptive texts is often a big challenge for students. Preliminary observations and pre- research data show several key problems. The first is the limitation of diction and sensory details. Students tend to use common vocabulary and are poor in variety, so the resulting descriptions feel flat and fail to touch the reader's imagination. The linguistic aspects that should be rich in majas and strong adjectives are often overlooked. Second, students have difficulty in formulating and organizing ideas in a sequential manner, resulting in jumping and unfocused descriptions. Third, learning to write is often still dominated by conventional methods such as assignments without any real stimulus, which results in students not having enough sensory

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experience to be used as writing material. This problem indicates that the learning methods applied have not been able to accommodate the diversity of students' learning styles and have failed to provide adequate sensory experiences as a prerequisite for writing effective descriptions. Primary and secondary education units must be interactive, inspiring, fun, challenging, and motivate students to participate actively and provide sufficient space for initiative, creativity and independence in accordance with the talents, interests, and physical and psychological development of students (Permendiknas RI No. 41, 2007: 6). If you look closely at what is stated in the Ministerial Regulation, it shows that the active role of students in learning is a must.

To overcome these obstacles, innovation in the learning model is neede which is able to activate all the potentials and learning modalities of students in an integrated manner. The SAVI (Somatic, Auditory, Visual, Intellectual) Learning Model is believed to be a relevant solution. This model is based on the principle that the most optimal learning occurs when all learning modalities are activated, including movement (Somatic), auditory (Auditory), vision (Visual), and thinking (Intellectual).

In the context of improving descriptive text writing skills, the SAVI Model offers a holistic approach; Somatic (Movement), encourages students to physically observe, touch, and interact directly with the object to be described, creating rich primary sensory input. Auditory and Visual, utilizing audio-visual media or discussions to enrich perception and vocabulary, assist students in choosing strong diction. Intellectual, directs students to formulate a framework of thinking, analyze the results of sensory observations, and turn them into logical and interesting descriptive sentence arrangements. The use of large activities has value in learning, by carrying out activities in the learning process, students can seek their own experiences, foster harmonious cooperation among students, work according to their own interests and abilities, develop understanding and critical thinking and can develop all aspects of students' personal aspects, so that the activities carried out during learning become more enjoyable (Hamalik, 2004).

Based on the background of the problem that shows low skills writing descriptive texts due to less varied learning methods, as well as the potential of the SAVI Model in accommodating various learning modalities, this study has high urgency. This research aims to:

1. Describe the steps of implementing the SAVI Learning Model systematically in the descriptive text writing material.

2. Testing the significance of improving students' descriptive text writing skills after the implementation of the SAVI Learning Model.

Thus, the results of this study are expected to make a practical contribution in the form of recommendations for effective learning models for language teachers and become an academic reference regarding the implementation of SAVI in learning writing skills.

2. METHOD

The type of research used in this study is Classroom Action Research (PTK). Using a Cycle design (Cycle I and Cycle II). Each cycle includes: Planning → Implementation → Observation → Reflection.

Stages	Action Description
Planning	Prepare Action Plans, Learning Tools (SAVI Model RPP), media, Observation Instruments, and Assessment Rubrics.
Implementation (*Action*)	Implementing the SAVI Learning Model in the classroom according to steps that have been taken
Observasi (*Observation*)	Observe and record the activities of students and teachers during the implementation of the Action and collect data on learning outcomes (writing skills).
Refleksi (*Reflection*)	Analyze data from observations and writing results, evaluate the success of Actions, and formulate improvement plans for the cycle Next

Table 2.1 Stages or Cycles in Classroom Action Research

Assessment of student description text writing results (using assessment rubrics that focus on descriptive, diction, and structural aspects). Then, carry out observation to observe the activities of teachers and students during the implementation of SAVI. Provide a

questionnaire to measure students' responses and perceptions of SAVI learning. The data analysis technique in this study is the first one, Quantitative Data: Descriptive statistical analysis (average score, percentage increase) to compare the results of pre-action, Cycle I, and Cycle II. Second, Qualitative Data: Descriptive analysis of observation results and questionnaires to support quantitative findings.

3. RESULT AND DISCUSSION

Result

In this section, the results of the Classroom Action Research (CAR) conducted across two cycles are presented. Data was collected through classroom observations, student writing assessments, and student questionnaires.

Cycle I:

During the implementation of Cycle I, students participated in a series of activities designed to activate their somatic, auditory, visual, and intellectual modalities. The somatic activity involved physical observation of objects around the school, which allowed students to gather sensory details to use in their descriptive texts. However, despite this engagement, many students struggled to translate their sensory experiences into effective written sentences. As a result, the average writing score in Cycle I was 70, which did not meet the Minimum Mastery Criteria (KKM).

Cycle II:

In Cycle II, modifications were made based on the reflections from Cycle I. Emphasis was placed on refining drafting techniques and enhancing descriptive diction through focused exercises. These improvements led to a significant increase in students' ability to organize their ideas and select appropriate vocabulary. As a result, the average writing score in Cycle II rose to 85, and the KKM target was achieved. The following table summarize the students' average writing scores and their progression from Cycle I to Cycle II:

Table 1 Progression of Students' Descriptive Writing Scores

Cycle	Average Writing Score
Cycle I	70

Cycle	Average Writing Score
Cycle II	85

Discussion

The findings of this study align with previous research on the effectiveness of the SAVI Learning Model in enhancing students' learning outcomes. In Cycle I, although students were exposed to sensory activities, they initially struggled to integrate their somatic experiences into written descriptions. This challenge is consistent with previous studies that highlight difficulties in transferring sensory observations into writing, especially in descriptive tasks (Hamalik, 2004). The limited vocabulary and lack of structured organization in their writing further contributed to the suboptimal results.

In Cycle II, the introduction of focused drafting exercises and the emphasis on enhancing diction were crucial in improving the quality of students' writing. This approach is supported by findings from Meier (1999), who noted that structured writing activities and guided practice can significantly enhance students' writing skills, particularly in descriptive writing. Additionally, the use of a holistic learning model that incorporates all sensory modalities has been shown to foster deeper engagement and creativity in students (Arikunto, 2010). This was evident in the improvement in writing scores from Cycle I to Cycle II, as students were better able to organize their ideas and use richer, more varied vocabulary.

The increase in student engagement and writing quality supports the claim that the SAVI model, which stimulates multiple learning modalities, is an effective strategy for overcoming the challenges of descriptive text writing. As noted by Tarigan (2008), writing is an intellectual skill that benefits from a combination of sensory experiences and cognitive engagement, both of which are addressed by the SAVI Learning Model.

The results of this study contribute to the growing body of research suggesting that activity-based, multimodal learning models like SAVI can significantly improve writing skills by providing students with the tools and experiences necessary for effective written communication.

4. CONCLUSION

The research concludes that the learning process is a dynamic interaction where student activity—both physical and spiritual—serves as a vital indicator of learning success. The implementation of the **SAVI (Somatic, Auditory, Visual, Intellectual)** approach demonstrated that engaging students in direct activities, such as physical observations and sensory recording, significantly boosts their involvement. While Cycle I revealed that students initially struggled to translate somatic experiences into written sentences, resulting in a sub-KKM average score of 70, the reflective improvements made in Cycle II—specifically the emphasis on drafting and descriptive diction—successfully bridged this gap. Consequently, student performance improved to an average score of 85, proving that an activity-based approach not only fosters better teacher-student interaction but also effectively achieves mastery in writing skills.

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