Indonesian Language Skills through Somatic, Auditory, Visually, Intellectually Learning Model

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Abstract—**The objective of this research is to explain the learning model using SAVI (Somatic, Auditory, Visually, Intellectually). It came from the underlying consideration that Curriculum 2013 brings up personal experience through observation activities (listening, seeing, reading, speaking), associating, asking, concluding, communicating, and presenting. Therefore, it is remarkably expected that the effectiveness of interaction, comprehension, and acquisition are to be made. Considering that matters, teachers are expected to make changes on learning paradigm. In that case, teachers should commit on the willingness to utilize recent effective learning models.**

Keywords—*SAVI, Language Skills, Curriculum 2013*

I. INTRODUCTION

A fun learning and generate maximum learning achievements happen when the teaching and learning activity has already adjusted between methods and appropriate learning models provided by the learners conditions so that in the implementation of teaching and learning activity students feel comfortable and not bored. SAVI learning is a learning which emphasizes that learning must utilize all five senses owned by the students. SAVI term itself stands for Somatic which means body movement where the learning was experiencing and doing; Auditory which means that learning must be through listening, focusing attention, speaking, presentations, argumentation, expressing opinions, and responding; Visually which means that learning must use eyes sense through observing, drawing, demonstrating, reading, using the media and props; and Intellectually means the learning must use the thinking skills, learning must use concentration of the mind and practice using it through reasoning of thought, investigating, identifying, finding, creating, constructing, problem solving, and implementing.

The problem that often occurs when learning Indonesian language is the wrong learning way. It can affect the number of students who still have learning difficulties that resulting not maximum achievement in learning Indonesian language. However, basically, Indonesian language which is taught aims to help and train the four Indonesian language skills namely listening, speaking, reading, and writing.

In the current learning pattern, children are required to be more active from mentors or educators. There are many factors that can affect it, one of which is confidence because in the world of education, especially for the students, self-confidence is the key to a successful and happy life. For instance, a student who is reserved and cannot express his/her feelings has a duty to give a presentation. Of course, for students who are passive, this is not an easy task, and it needs his/her own struggle to carry out this task. Apart from that, it means that without training on the four skills, there is a possibility on risk of failure or not doing optimal job. Physical movement increases mental processes. Parts of the human brain involved in movement of the body are located right next to a part of the brain used for thinking and problem solving. Therefore, blocking the movement of the body means blocking the mind to function optimally.

In SAVI approach, students are actively in learning such as experimenting, observing, and presenting the material they are getting. Then, the process is resolving the problem based on the knowledge or science that has been obtained by the students during the learning. Involvement in the study will interest students in learning. In addition, with the help of instructional media such as props and students worksheets as an intermediary for the transfer of materials, students can describe all the things so that they get better understanding on the material and get help on train their mindset to understand the concepts learned.

Curriculum 2013 emphasized the importance of the balance of competences attitudes, skills, and knowledge. This is in line with the language skills required through continual learning. It started from the improved knowledge of types, rules, and context of a text. Then, it is followed by the skills of presenting a written and oral text either planned or spontaneous, and lead to the formation of the attitude of modesty and precision of language and attitude award against Indonesian as the nation's cultural heritage.

Indonesia Curriculum 2013 has a structure similar to the structure of the curriculum of the countries all over the world. It was built through three main objectives, namely knowledge, skills and attitude development. Curriculum 2013 has a Core Competences (CC) and the Basic Competences (BC) which were built through a holistic curriculum concept. This holistic curriculum can be viewed through CC, BC, and indicators that give students access to learn holistically. The students learn to

understand the concept (cognitive), practice to use appropriate language skills, and determine the attitude toward environment simultaneously through various types of texts learned (social process or genre). Curriculum 2013 is also recognized to play the vital role as a vehicle to express feelings and thoughts aesthetically and logically. In line with that role, learning Indonesian language presented in the book with a text-based both verbal and written by placing Indonesian is a vehicle to express feelings and thoughts. In the textbook, various ways of presenting feelings and thoughts in various types of text are described.

Textbooks are minimal effort the students must do to achieve the expected competencies. In accordance with the approach used in the Curriculum 2013, students are accustomed to seek other learning sources. Teachers are asked to increase and adjust the absorption of students with the availability of the activities of students' language. Teachers must enrich the teaching and learning with the creation in the form of other activities that are relevant and are sourced from the social environment, culture, and nature.

Textbooks in Curriculum 2013, in particular the Indonesian language subject, are text based designed. The learning approach activity-based learning is with learning steps in accordance to a scientific approach. In addition, the assessment of learning used authentic scoring. Understanding against type, rules, and context of a text are taught so that students catch the meaning contained in a text and present feelings and thoughts in a text form that is appropriate. Based on this background, the researchers conducted this research entitled "Development of Language Skills Through The effectiveness of the Model Somatic, Auditory, Visually, Intelectually (SAVI)".

II. INDONESIAN LANGUAGE LEARNING IN SCHOOLS

Education emphasizes systematic and rigorous control of the learning process to provide flexibility to learners to develop their learning strategies. Learning a language is essentially a learning to communicate. Therefore, learning the language is directed to improve the ability of students in communication, both verbal and written. This is relevant to the curriculum in 2004 that the competence of language learners targeted into four sub aspects, namely listening, speaking, reading, and writing [1].

One of the main objectives of language teaching is to prepare students to conduct meaningful interactions naturally. In order for the language interaction can be meaningful for students, language learning program needs to be designed in depth. It is the learning design program that relies on contextual, constructive, communicative, and integrative, and quantum based on the students basic competence. Indonesian language ability means Indonesian students skill in using it as communication tool [2]. Being good in language means skilful listening, speaking, reading, and writing in Indonesian language. To live with Indonesian language and literature means students have knowledge of Indonesian language and literature, and have a positive attitude toward language and literature Indonesia.

III. SAVI LEARNING MODEL (SOMATIC, AUDITORY, VISUALLY, INTELLECTUALLY)

SAVI learning is a learning which emphasizes that learning must take advantage of all the sensory organs possessed by students [3]. Learning is not automatically increased by having people stand and move here and over there. However, combining physical movement with intellectual activity and the use of all the senses can have a big impact on learning. The approach can be used is the SAVI approach. Learning to use SAVI is a learning approach that combines physical movement with intellectual activity with the use of all the senses that can have a big impact on learning [3].

SAVI learning approach lead to a concept called Activity Based Learning (BBA). Activity-based learning (BBA) means moving physically active when learning, by utilizing the senses as much as possible, and making the whole body and mind involved in the learning process [4]. Conventional learning tends to make people physically inactive in the long term. Learning can be optimal if the four characteristics of SAVI are in a learning event. For example, people will be able to learn a little bit by watching presentation (Visually), but they can learn much more if they can do something when a presentation is in progress (S), to talk about what they are learning (A), and think about how to apply the information in presentation to their work (I). In other words, the brain accepts the fact from senses then interpreted with related information. So, the facts can be interpreted from the merger of the information. In accordance to the SAVI stands for itself, then its characteristics are four parts:

(1) Somatic

It is associated with learning to move and doing. So Somatic is a learning that utilizes and involves the body.
(2) Auditory

This is learning to speak and hear. This can be interpreted in learning, teachers should encourage students to discuss what they are learning, translating their experience with sound, talking to them when solving problems, making the model, gathering information, or creating personal meanings.
(3)Visually

It is learning by observing and drawing. There are more devices in our brain for processing visual information than all the other senses.
(4) Intelectually

It is learning to solve problems and contemplate them. Students do activity/something with their minds internally when using intelligence to reflect an experience and create relationships, meaning, purpose, and value from the experience.

IV. ASPECTS OF LANGUAGE SKILLS

Aspects of language skills includes four of the following skills [5]:
(1) Listening skill

Listening is one type of language skills included as the receptive. Thus, listening is not only the skill to listen but also to understand the activities. There are two types of situations in listening, listening interactive situation and the situation in a non-interactive listening.
(2) Speaking skill

Speaking is one type of spoken language skills that is

productive. Relatively with speaking skill, there are three types of situation namely interactive, semi-interactive and non-interactive.

(3) Reading skill

Reading is one type of diverse language skills that are receptive as well. Reading skill can be developed alone or separated from listening and speaking skills. However, to people who have literacy tradition that has evolved, reading skill is frequently developed by integrating reading skill with listening and speaking skills.

(4) Writing skill

Writing is one type of language skills that is productive. Writing can be claimed to be the most complicated language skill among other language skills. Writing is not only copying the words and sentences, but also developing and pouring thoughts in a structure of regular posts.

V. CURRICULUM 2013

The curriculum is an education device is the answer to the needs and challenges of society [7]. Semantically, the curriculum is always associated with learning activity. Conceptually, the curriculum is educational device which is a response to the needs and challenges of society.

The strategy for improving the effectiveness of learning in the Curriculum 2013 emphasizes personal experience through observation (focusing attention, seeing, reading, and listening), associating, asking, concluding, communicating, and making presentation. Thus, the effectiveness of the interaction, the effectiveness of the understanding, and the effectiveness of absorption are expected to be created. Basically, effective learning is the learning process which is not only focused on the outcomes of learners, but also to what an effective learning process capable of delivering behavior change and apply it in their lives [6] .

Curriculum 2013 is a replacement of Kurikulum Tingkat Satuan Pendidikan (KTSP), while according to [7] Curriculum 2013 is refinement and strengthening of KTSP. Thus, the Curriculum 2013 is the latest in the world of education in Indonesia after KTSP [8]. Curriculum is a device of the subjects taught at educational institutions. The curriculum is a plan drawn up to launch the process of learning under the guidance and responsibility of the school or educational institution and its staff faculty.

According to some sources above, it can be concluded that a curriculum at least contains of (a) the person in charge, (b) actors, (c) plans, (d) content, (e) means, (f) activities/ processes, and (g) guidelines. These components constitute a unity in teaching and learning, both inside and outside the classroom. The curriculum main components are syllabus and Lesson Plan. Syllabus is a framework element of educational courses presented in a logical rule. Components of syllabus includes: identity, core competency, indicator, learning materials, learning, assessment, allocation of time, and learning resources. Meanwhile, the Lesson Plan is an agenda related to teaching plan. Teaching plan is designed in accordance with the syllabus which refers to the content standards. Lesson plan components include: the identity of subjects, grade/semester, the main subject, the allocation of time, learning objectives, basic competency, learning materials, teaching methods, and learning resources. The syllabus and lesson plan are suited to the learning approach that will be used.

One aspect that was perfected in Curriculum 2013 is a graduate competency standard (SKL). SKL is the criterion regarding the qualifications of graduates capabilities that include attitudes, knowledge, and skills. SKL is the main reference for the development of content standards, process standards, assessment standards of education, educational standards and educational personnel, facilities and infrastructure standards, management standards, and financing standards. The scope of basic competence in Indonesian subject is divided into three, namely attitude domain, knowledge domain, and skill domain [4].

The attitude domain of the social aspects of Indonesian language is different for each class. KD focuses on honest character, caring, loving the homeland, the spirit of nationalism, democratic, creative, polite and confident when performing speaking activity both orally and written. Knowledge domain and skill domain in the Curriculum 2013 implemented is text based learning. Literacy competency is a core competency learning of Indonesian language to solve life problems using text as the primary means of communication.

VI. LEARNING STRATEGIES IN TEXTBOOK

Learning strategies should be aimed at facilitating the achievement competences which have been designed in curriculum documents so that every individual can become lifelong independent students. In turn, they become an essential component for realizing a learning society. To achieve the quality that has been designed in the curriculum document, learning activities need to use principle-centered learning, develop students' creativity, create pleasant and challenging condition, has charged ethics, aesthetics, and logic, as well as provide learning experiences that vary through the implementation of various strategies and methods of learning, fun, contextual, effective, efficient, and meaningful.

Curriculum 2013 adheres to the basic view that knowledge can not be moved away from the teacher to the students. Therefore, learning must regard to the opportunity given to students to construct knowledge in their thinking process [7]. The learning process happens internally on students. The process appears due to outside stimulus provided by the teacher, peers, environment, or due to curiosity. The learning process can occur as a combination of inner and outer stimuli. In the process of learning, teachers need to develop both stimuli on students. In the study, students were facilitated to engage actively in developing the potential itself into competence. Teachers provide learning experiences of students to perform a variety of activities that allow them to develop their potential to be applied competence in curriculum documents or more.

The Curriculum 2013 developed two modes of learning, namely direct and indirect process. Direct process is a process of education in which students develop the knowledge, thinking, and skills through direct interaction with learning resources designed in syllabus and lesson plans in the form of learning activities. In direct learning, students do activities to observe, ask, gather, associate and communicate what is already found in the analytical work. Meanwhile, indirect learning is

the education process that occurs during the direct learning process but it is not designed directly in specific activities. Indirect learning associated to the development of values and attitudes. In the process of learning the Curriculum 2013, all activities that occur during learning in school and beyond in curricular and extracurricular activities there happen learning process to develop the moral and behavior associated with an attitude.

Either learning directly or indirectly, learning occurs in an integrated manner and not separated. Direct learning regarding to learning that concern with KD is developed from KI-3 and KI-4. Both of them are developed simultaneously in the learning process and become a platform to develop the KD-1 and KI-2. Indirect learning regarding to learning involving KD is developed from KI-1 and KI-2 [8].

In the learning practice of Indonesian language books, the students are given the priority to learn in groups, in pairs, and independent. Principally, learning in the classroom is only to convey basic knowledge and provide the foundations for the deepening of the material to carry out the task group, in pairs, and independent. Curriculum 2013 textbook encourages the use of a variety of learning resources which are references, objects and/or materials used for learning activities in the form of print and electronic media, speakers, as well as the physical environment, natural, and socio-cultural.

VII. Assessment in the Textbook

Scoring in textbook can be done using tests and non-tests in written and oral form, observation of performance, attitude measurement, assessment of the work in the form of assignments, projects and / or products, the use of portfolio and self-assessment [2]. Assessment is a series of activities to acquire, analyze, and interpret data about processes and student learning outcomes are carried out systematically and continuously, so it becomes meaningful information in decision making. Related to students learning in the process of teaching and learning Indonesian, assessment is done by:

(1) Assessing the exercises performed by students. Assessment of any kind of text into independent tasks can be done by the students in pairs to provide a circle/underline on the indicators that reflect desired aspects. This activity educates students to appreciate the work of friends and provide support for improvement efforts, and the teacher's task to check these pairs ratings to find out about the formation of attitudes, knowledge, and skills in each lesson type of text. Paired learning outcomes in terms of quality of the learning process and results as well as the cooperation of students are a major concern in assessment.

(2) Formative assessment and summative. Mid-term assessments can be done after the students learn some kind of texts. Summative scoring at the end of the first and second semesters is done after the students learn all types of text in the book. The form of tests is provided by teacher.

(3) Assessment of students learning progress are done by providing a statement of self-assessment as a means of preparing the syllabus.

(4) The reporting functionality of portfolio is to demonstrate mastery of the language and to provide learning which already or are in progress.

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