



## DEVELOPING THE TEACHING MATERIALS FOR WRITING SHORT STORIES BASED ON THE SAVI APPROACH (SOMATIC, AUDITORY, VISUALIZATION, INTELLECTUAL)

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### ABSTRACT

This need analysis research aimed to know the source of information that students' need in the necessities, lacks and wants related to the students' vocational area. This study was a qualitative research and the data collected by the primary data of questionnaire to 39 students, teacher interview and the secondary data was the documentation of syllabus. According to Target Situational Analysis (TSA) of students needs in Hospitality Industry Department of Muhammadiyah Vocational High School 3 of Palembang, synchronized with interview and documentation, the students questionnaire revealed the "Necessities" were 81.5% or slightly high to upgrading their skills, not only for the requirement at school. Students "Lacks" in learning English for Specifics Purpose were 61.45% because the students lack of vocabulary. And the potential skills that students need according the "wants" in learning English shows that the most wanted skill is, 1) Speaking (80.95%), 2) Listening (80.8%), 3) Reading (75.9%) and lastly, 4) Writing (75%). Related to the students needs, the students must practice more and aware with the English as the future needs in academic, career and personal interest to become capable and proficient as the communicative skills. This research was tried to discover the information about the potential needs on English for Specifics Purposes for vocational needs.

**Keywords:** *Need Analysis, Target Situational Analysis (TSA), English for Specifics Purposes (ESP), Hospitality Industry Department*

### 1. INTRODUCTION

Based on the four language skills that humans possess, writing is a skill that must be mastered because it enables humans to interact even when they are not face-to-face. Writing is a form of communication, which can be a form of self-expression, something that is generally conveyed to readers, and a method of learning that can be performed at any time and in any location, depending on the writer's circumstances.

The importance of mastering writing for students is that they can express their ideas and ideas in writing according to (Yarmi, 2017, p. 2).

One of the many forms of literary work in writing skills, particularly for students in class V, is composing short stories as a means of expressing their creativity. Students in elementary school need language skills and imagination to compose brief stories (Tanata et al., 2021, p.

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129 ), then according to (Fitriani, 2018, p. 35) a short story is a fictional essay that describes an event in a brief and intense life. In an effort to develop the ability to express thoughts and ideas, including linking one sentence to the next so as to create a complete story (Susanti, 2016, p. 122).

Based on the observations of researchers, it has been determined that learning tends to be teacher-centred, resulting in passive learning; consequently, each subject is not separated, resulting in student confusion. The material presented is still insufficient; the book contains queries that do not correspond to the material; and the language employed is not appropriate for student development. Consequently, there is no development of teaching materials in schools because instructors have not mastered how to develop their own, resulting in less appealing teaching materials. In addition, teachers do not assess students' abilities when instructing and do not employ effective learning strategies.

From the research that has been done by (Prasrihamni & Intika, 2019, p. 80) with the title "Development of Teaching Materials for Literary Appreciation Skills (Pantun) Based on the SAVI Approach in Fourth Grade Elementary Schools" received the average results of teaching materials from expert validators, 3.90% in the valid category, and the average RPP implementation from expert validators, 3.87% in the valid category. The teacher's response questionnaire scored 95% in the

extremely practical category, whereas the student's response questionnaire scored 90%. The results of the evaluation of appreciation skills are in the very high range.

While research (Putra & Hadiyanto, 2022) also conducted research with the title "Development of Integrated Thematic Teaching Materials Using the SAVI Approach in Elementary Schools" obtained with an efficacy rate between 80 and 126 percent, the developed textbooks met the criteria for being highly effective. The content is also applicable in terms of implementation, convenience, and required time. The percentage of practice is 93.3% for instructors and 92.9% for students. Additionally, a score of 88.5 for Class II B and 88 for Class II A indicates that this textbook is effective in raising student academic achievement. On the basis of the study's findings, it can be concluded that the instructional materials utilize the SAVI method, which has been devised and deemed practical, efficient, and effective.

Then the research conducted by (Wardani et al., 2021) with the title "Development of E-Book-Based Interactive Media Through the SAVI Approach in Class IV Elementary School Science Learning" on the basis of a 95% eligibility percentage. With a score of 94%, the media validator's evaluation also revealed positive results and very feasible eligibility criteria. The results of the small-group trial evaluation, which yielded a percentage value of 96%, demonstrated that the student response to the

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product was also very positive and met the very feasible criteria. And based on the outcomes of this evaluation, it can be concluded that ebook-based interactive media through the SAVI approach to learning science in class IV is a highly suitable medium for science education.

In order to address the preceding issues, the researcher intends to develop new teaching materials that include pictures with sentences that are appropriate to the text and made appealing, and then use one of the approaches to improve the quality of material delivery in learning, namely the SAVI approach. The SAVI (Somatic, Auditory, Visualisation, and Intellectual) approach is therefore a suitable learning strategy for the development of short story writing teaching materials. The SAVI strategy encourages students to be more active and imaginative when completing learning assignments. The repetition stage also prevents students from readily forgetting previously studied material. Based on the description of the problems that exist in the field as well as previous studies that have been conducted in this area,

**2. LITERATURE REVIEW****Definition of Teaching Materials**

Teaching materials are subject-matter materials that have been meticulously conceptualised and will be used in the teaching and learning process. With this definition, it is possible to discuss the development of teaching materials, which consist of a series of material components

that must be delivered to students (Octaviani, 2017, p. 94). According to Perwitasari et al. (2018) (p. 278), teaching materials are specific or general learning resources that can take the form of pictures that are properly packaged for alternative learning and then used for educational purposes. In addition, Monica, T. (2020, p. 448) states that teaching materials are the instruments, information, and texts required by teachers or educators for learning planning and implementation.

**Definition of Writing**

Writing is a talent in language based on knowledge of how to convey messages using written language as the medium (Patty, 2015, p. 73). Writing is an activity of compiling and recording as well as expressing ideas, which are interactive to achieve certain goals so that they can be viewed by readers. Writing also has a purpose other than simply assembling words; therefore, the purpose of writing must be clearly considered prior to writing.

Students have the opportunity to consider what they will write during the drafting, refining, and editing phases of the writing process. The stages of writing include pre-writing, while writing, and post-writing, according to Novalia et al. (2022, pp. 55–60). Passing through a series of these stages will produce high-quality writing with elegant language. Then (Siregar & Maharani, 2022, p. 6), it is revealed that the purpose of writing is to inform, persuade,

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and express oneself so that the reader understands what is written.

**Definition of short stories**

This short story is an essay written in the form of a story or prose (Lindawati, 2019, p. 35). According to Ulfah (2017, p. 3), a short story is a literary work written in prose with a simplified plot. According to Khulsum et al. (2018), a short story is a form of literary fiction that is relatively brief and intriguing and tells only a small portion of the life of a fictional character; therefore, short stories cannot be separated from facts. According to Sugiarto (2014), short stories are composed of building blocks known as narrative elements. Intrinsic elements are those that directly contribute to the construction of a literary work, whereas extrinsic elements contribute indirectly.

Before composing a short story, the author must pay attention to the indicators of short story writing to ensure that the short story presented will not bore the reader. With short story writing indicators, the presented stories will appear well-structured. An indicator of the ability to write short stories is the ability to narrate the plot, describe the setting, and characterise the characters and their characteristics. According to (Rahmawati, 2013, p. 49) indicators for writing short stories, namely: determining the theme, determining the characterizations, compiling the framework for the short story, determining the title.

**Learning approaches**

Teachers use the learning approach as a method to pinpoint all learning-related issues. By employing a learning approach in the classroom, the instructor will reap the following benefits: 1) The trajectory and goals of learning can be mapped out precisely. 2) The teacher's activities are arranged in a systematic manner. 3) designing learning by maximising students' potential 4) The ability to provide feedback between teachers and students to accomplish learning objectives

**Understanding the SAVI Approach**

The SAVI learning technique is one that can be used as a substitute to address issues that may arise during the learning process. The SAVI method of learning makes use of all five senses and limbs. In this situation, the SAVI approach can support teachers in directing and developing students' creativity to comprehend the information, produce a work, and solve a problem by helping students in the learning process with each learning style so that they can understand what is learned.

The SAVI approach is an approach that combines physical movement with intellectual activity and uses all the five senses so that it has a major influence on the learning process (Pratama et al., 2017, p. 73). Then the SAVI approach has four elements according to (Suhartiningsih, 2019, p. 99), namely somatic elements of learning by moving and doing, auditory speaking and

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listening, visualization observing and describing, intellectually solving problems.

The four components of the SAVI approach are broken down into steps in which students learn about them. For example, during the preparation stage, students observe events, which is a visual activity; later, they engage in discussions and question-and-answer sessions, which is an auditory activity; they also conduct experiments, which is a somatic activity; and finally, they draw conclusions about their learning, which is an intellectual activity according to (Novitayani et al., 2016, p. 23)

**Characteristics of the SAVI Approach**

The characteristics of the SAVI approach proposed by (Nisa et al., 2017, pp. 45–46) can be seen from:

- a) Somatic (learning by doing) a learning process by doing something.
- b) Auditory (learning by hearing) is a learning process by listening, listening, expressing opinions, and speaking.
- c) Visualization (learning by seeing) is a learning process by observing, seeing, then describing.
- d) Intellectually (learning by thinking) a learning process by using the brain to be able to solve a problem and think.

**Pros of the SAVI Approach**

According to (Sardi & Anistyasari, 2020, p. 392), the advantages of the SAVI approach are as follows:

- 1) Generating students' integrated intelligence in full through combining

physical movement with intellectual activity.

- 2) Creating a good, interesting, and effective learning atmosphere.
- 3) Able to arouse creativity and improve students' psychomotor abilities.
- 4) Maximizing the sharpness of students' concentration through visual, auditory and intellectual learning.
- 5) Learning is more interesting and fun with games.
- 6) Can create a positive learning environment.

Then according to (Wijayanti & Sungkono, 2020, p. 108) the advantages of the SAVI approach include:

- 1) Defender's approach student-centered.
- 2) The SAVI approach is applied to students who have low, medium and high abilities.
- 3) This SAVI approach cocok for students who are hyperactive.
- 4) Then the SAVI approach integrates the 4 elements of somatic, auditory, visual, and intellectual learning styles simultaneously a learning process in class.
- 5) Then the advantages of the SAVI approach train students to interact with friends and the environment.

**Disadvantages of the SAVI Approach**

According to (Sardi & Anistyasari, 2020, p. 392) The SAVI learning model has a number of drawbacks, including the following: It takes a while, needs

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comprehensive infrastructure, and calls for situation-appropriate modifications. The following are some disadvantages of this strategy: The SAVI technique tends to have more engaged students since it demands adjustments based on the learning environment and a perfect teacher; therefore, it requires a lot of comprehensive facilities and infrastructure to implement its four components.

**3. METHOD**

The research model used by researchers is the research and development model used to produce certain products and test the effectiveness of these products. The ADDIE concept was put forward by Robert Maribe Branch in the book *Instructional Design: The ADDIE Approach* (Coal, 2021, p. 275). The approach used in this study is ADDIE, which is an extension of Analysis, Design, Development, Implementation and Evaluation (Sugiyono, 2019, p. 752). In this stage of development, analysis is done by gathering the necessary data, including curriculum analysis, instructional material needs analysis, and student needs analysis. Next, during the design phase, The development of teaching materials is gathered and formulated during the design stage based on the information gleaned from the analysis stage in order to create a teaching material that is reliable, workable, and efficient for the teaching and learning process. The following actions can be taken to plan the design of this instructional material: Flowchart and GBIM level of

development At the design step of creating teaching materials, information is gathered and developed based on the data discovered during the analysis stage to create a teaching resource that is reliable, useful, and efficient for the teaching and learning process.

**Table 1 Media Validation Improvements**

Before Revision	After Revision

**4. RESULTS AND DISCUSSION**

The following table presents the outcomes of the expert validation assessment of content, media, and language on short story writing training materials based on the SAVI approach. Research and the creation of instructional materials by researchers result in instructional materials that are reliable, useful, and potentially effective. The ADDIE approach, which has five stages—analysis, Design, Development, Implementation, and Evaluation—is used for development (research and development). This study, which was conducted directly or in person, was done at SD Negeri 140 Palembang. Due to the fact that they had never utilised these teaching tools before,

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the students were quite excited to use them throughout the trial period.

Analyse begins with a teacher needs analysis, a curriculum needs analysis, and a student needs analysis. It is well recognised that the educational resources used in classrooms are minimal and uninteresting. Students are interested in utilising the educational resources that researchers have developed to supplement their learning, because they had never before been taught how to use instructional resources, particularly when learning Indonesian.

The second stage is design; the researcher creates a first draught of a strategy for how the instructional materials will be organised, starting with the material. The researcher utilised the Canva application and A4 print size to create this instructional material. Prototype I, often known as the initial design, is typically followed by product validation.

The third stage is development, when linguists, media specialists, and material experts evaluate the items that have been created. The validator will then offer feedback and suggestions on the created design, and changes will be made to create a high-quality end result.

The fourth stage is implementation. During this phase, students in the fifth grade at SD Negeri 140 Palembang participated in one-on-one and small group trials by answering a questionnaire that the researcher had created. Students then complete assessment questions—a total of five essay

questions—after learning how to use the teaching materials in order to determine the usefulness of the potential effect data. Following expert verification of the evaluation's fifth stage, the findings revealed that the linguistic aspects scored 96% with a very valid category, the media aspects scored 96.2% with a very valid category, and the material aspects scored 95.4% with a very valid category. Then, with a very valid category and an overall average of 95.8% across the three experts, The redesigned prototype II with specialists has been finished and is now ready for testing. In order to determine practicality, the researcher also completed a response questionnaire with students in one-on-one and small group settings. First, a one-on-one questionnaire yielded a score of 91.6% in the extremely practical area. Furthermore, the very practical category received 93.4% of the average small group questionnaire's results. The researcher then obtained an average of 84 for the results of the possible impact on teaching materials.

The aforementioned description and analysis lead to the conclusion that the SAVI-based short story writing tools are legitimate, useful, and may have positive effects on teaching and learning activities.

**5. CONCLUSION**

It is possible to draw the following conclusions from the research and development work done by researchers under the title "Development of Teaching Materials for Writing Short Stories Based on

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the SAVI Approach for Grade V Elementary School Students": the validity results obtained were 95.8%, the practical results based on one-on-one field tests were 91.6%, and the small group field tests were 93.4%. Using the highly possible effect category, the potential effect value is then 84.60%. Thus, it can be said that the SAVI-based instructional resources for short story writing for fifth-grade elementary school students are reliable, applicable, and potentially effective. According to the aforementioned conclusions, scholars can advise the following: (a). Researchers believe that teachers will be able to use the class V SD learning activities that have been designed as teaching resources. (b). The researcher expects that by providing students with this short story writing instruction, they will become more knowledgeable about how to create short stories. (c) For further researchers, the development of short story writing materials based on the SAVI technique can be built with an even more appealing appearance and can add insight, particularly on learning to write short stories in different ways.

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