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The Effectiveness of Somatic, Auditory, Visual, Intellectual (SAVI) Methods in Learning Description Text Writing Skills In Class VII Students of SMP Negeri 24 Makassar

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ABSTRACT

The aim of this study is to determine the effectiveness of the Somatic, Auditory, Visual, Intellectual (SAVI) method in teaching descriptive text writing skills to seventh-grade students at SMP Negeri 24 Makassar. This research employed an experimental design using the one-group pretest-posttest model. The population of the study consisted of all seventh-grade students at SMP Negeri 24 Makassar. Data collection was carried out through written tests administered before and after the treatment. Data analysis techniques showed that the SAVI method was effective in teaching students' descriptive text writing skills. The results of the Paired Sample T-Test indicated that the t-value for class VII.1 was $10.204 > t\text{-table } 2.093$, for class VII.2 it was $14.426 > t\text{-table } 2.085$, and for class VII.4 it was $14.523 > t\text{-table } 2.085$, with a significance value (Sig. 2-tailed) for all three classes = $0.001 < 0.05$, thus H1 was accepted. The average skill in writing descriptive texts among students improved from the "poor" category to the "fair" category.

1. Introduction

The Independent Curriculum (Kurikulum Merdeka) is a reform in Indonesia's education system that emphasizes the freedom to learn based on students' interests, talents, and abilities. One of the main focuses of this curriculum is strengthening literacy competence, including the ability to write critically and creatively. According to Simbolon (2023), literacy is the ability to understand, analyze, evaluate, and use information in various forms and contexts. The implementation of literacy in the Independent Curriculum aims to provide a holistic education, focusing on the development of students' abilities in reading, writing, speaking, and listening.

Writing skills are one of the fundamental language skills in Indonesian language learning. According to Situmorang (Suprayogi et al., 2021), writing is a skill that must be mastered by students because it involves the ability to organize ideas both orally and in writing. Writing allows students to develop logical thinking skills and systematically arrange their ideas. In the Independent Curriculum, writing is not only viewed as a technical skill but also as a means of expressing ideas and creativity. One important form of writing that students need to master is descriptive text.

According to Nita (2021), descriptive text is a paragraph that contains explanations or depictions of an object, place, and so on, in accordance with the topic presented to readers, so they can understand the topic being described in a detailed and clear manner. By mastering descriptive text, students will be better prepared to write other types of texts, such as narrative, expository, and argumentative texts, which are essential components in advanced Indonesian language learning. Therefore, the researcher chose descriptive text in this study to help students convey information clearly, logically, and structurally.

However, in reality, students' ability to write descriptive texts at SMP Negeri 24 Makassar is still relatively low. Based on interviews with Indonesian language teachers, this low ability is caused by the use of conventional teaching methods that make students feel bored and disengaged. Student difficulties include the inability to compose coherent sentences, lack of clarity in describing objects, and difficulty in expressing ideas in an organized and engaging way. This aligns with the opinion of Fatkasari (Inggriyani et al., 2021), who stated that a key challenge faced by students in learning descriptive writing is the continued use of conventional teaching methods. This condition results in a monotonous learning process and decreases students' interest and participation, especially in writing activities. Therefore, a more innovative learning approach that engages multiple aspects of students' intelligence is needed.

One effective learning method is the Somatic, Auditory, Visual, Intellectual (SAVI) method. This method was developed by Meier (2003) in his book *The Accelerated Learning Handbook*, stating that SAVI involves all of the students' senses in the learning process. The somatic component involves learning through movement, auditory through listening and speaking, visual through observation, and intellectual through thinking. Meier (2003) emphasized that all four elements must be present for optimal learning to occur. Because these elements are integrated, the best learning happens when all components are used simultaneously. This approach aligns with the principles of differentiated instruction in the Independent Curriculum, which emphasizes recognition of students' varying learning styles, readiness, interests, and cultural backgrounds (Sarnoto, 2024).

Sihombing et al. (2021:54) stated that the SAVI method offers several advantages, such as creating a more engaging and effective learning environment, stimulating holistic intelligence, and integrating physical activity with intellectual processes. This encourages students to be more focused, increases creativity, and improves

concentration. In the context of learning to write descriptive texts, the SAVI method is believed to comprehensively develop students' writing skills.

The effectiveness of the SAVI method has been proven by previous studies. One such study is by Anamas (2019), titled "The Influence of the SAVI Method on Student Response and Learning Outcomes of Grade X Students at SMA Negeri 2 Sungai Raya." Based on analysis of response questionnaires and posttest results using the Mann-Whitney U-test ($\alpha = 5\%$), the Asymp.Sig (2-tailed) values were 0.000 and 0.039 respectively. This indicates a significant difference in student responses and learning outcomes between those taught using the SAVI method and those taught with conventional methods. The SAVI method had an effect of 80.78% on student responses and 25.18% on learning outcomes.

Based on previous research, the SAVI method has proven effective in improving learning outcomes, writing skills, as well as student engagement and response. However, it is important to note that each school has different characteristics, so the effectiveness of the method may vary. Therefore, this study is important to conduct, particularly at SMP Negeri 24 Makassar within the context of the Independent Curriculum. This research is relatively new, as few studies have examined the effectiveness of the SAVI method on descriptive writing skills in Grade VII, which requires integration of creativity and critical thinking in line with the Pancasila Student Profile, a core component of the Independent Curriculum.

2. Methodology

A. Type of Research

This study uses a quantitative approach. According to Sugiyono (2019:8), quantitative research is an approach based on the philosophy of positivism (a phenomenon that truly occurs and can be experienced as a reality), and it is used to study specific populations and samples. The type of research used in this study is experimental research. Experimental research can be defined as a research method used to examine the effect of a particular treatment on another variable under controlled conditions.

B. Research Design

This study uses a Pre Experimental design with a one-group pretest-posttest model. There is only one experimental group, which begins with a pretest or initial test conducted before the treatment to obtain the students' baseline scores. The group is then given a treatment (intervention), followed by a final test or posttest. The following is the research design using the one-group pretest-posttest model, as shown in Table 1.

Table.1 One Group Pretest Posttest Design

Pretest	Treatment	Posttest
O1	X	O2

Explanation:

- O1 : Pretest (administered before the treatment)
 X : Somatic, Auditory, Visual, Intellectual (SAVI) method
 O2 : Posttest (administered after the treatment)

C. Population and Sample

The population in this study consists of all Grade VII students at SMP Negeri 24 Makassar in the academic year 2024/2025, comprising ten classes with a total of 353 students. The sampling technique used in this study is simple random sampling, which involves randomly selecting samples without considering the strata within the population. This method is applied when the population members are considered to be homogeneous, as explained by Sugiyono (2019:129). Based on this approach, the sample was determined through a lottery method. As a result of the random draw, the selected sample classes were VII.1, VII.2, and VII.4, each consisting of 36 students.

D. Data Collection Technique

The data collection technique used in this study is testing, specifically written tests. The testing was conducted over a period of 60 minutes. Prior to the test, the researcher provided an explanation of the descriptive text writing material to classes VII.2, VII.4, and VII.7. Afterwards, students were instructed to write a descriptive text based on the guidelines provided in the test questions.

E. Instrument

The instrument used in this study is a descriptive text writing skills test. This test was administered to all groups both before and after the learning intervention. The test results were assessed using a score range of 1 to 4, which was then converted into a value on a scale of 0 to 100. The following formula was used to convert scores into numeric grades:

$$\text{Value} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

The scores obtained were then interpreted to determine the level of descriptive text writing skills, referring to the score interpretation intervals used by Adelia (2024), as shown in Table 2.

Table 2. Categories of Descriptive Text Writing Skills

Score Range	Category
92–100	Very Good
82–91	Good
72–81	Fair
<72	Poor

F. Data Analysis Technique

Data analysis was carried out in two main stages, namely descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis in this study was used to describe the characteristics of students' learning outcomes, including the highest score (maximum value), the lowest score (minimum value), the average score (mean), the median, the most frequent score (mode), standard deviation, frequency distribution tables, and frequency distribution histograms. Sugiyono (2019: 207) explains that inferential analysis is a statistical technique used to analyze sample data and whose results can be generalized to the population. In analyzing the research data, SPSS version 29 for Windows was used. Inferential statistical analysis was employed to test the research hypothesis. Before conducting hypothesis testing, a normality test was performed first.

3. Result and Discussion

This section presents the results of the data analysis from the descriptive text writing skills test given to the students. Initially, both classes were given a pretest with the same questions to determine their initial level of descriptive text writing skills. Subsequently, a treatment using the SAVI method was applied. After the treatment, the students were given a posttest with the same questions. The following is the analysis of the data obtained.

A. Results of Descriptive Statistical Analysis of Class VII.1 Research Data

1) Pretest Results of Descriptive Text Writing Skills in Class VII.1

The pretest results of descriptive text writing skills for students in class VII.1 showed that the highest score obtained was 65 and the lowest score was 15. The average score (mean) was 35.75, the median was 30, the most frequently occurring score (mode) was 20, and the standard deviation was 16.325. To determine the class range, the formula of maximum value minus minimum value was used, resulting in a class range of $65 - 15 = 50$, as shown in Table 3.

Table 3. Frequency and Percentage Distribution of Pretest Scores in Descriptive Text Writing Skills of Class VII.1

No	Class Interval	Frequency	Percentage (%)
1	15-24	7	35
2	25-35	8	40
3	36-46	2	10
4	47-57	2	10
5	58-68	1	5
	Amount	20	100

To determine the number of class intervals, the formula used is: number of classes = $1 + 3.33 \log n$, where n is the sample size. Based on the calculation, $n = 20$, resulting in: $1 + 3.33 (\log 20) = 5.33$, which is rounded to the nearest whole number

to obtain 5 class intervals. Meanwhile, the class width, which is the range divided by the number of classes ($50 / 5$), is 10. This can be seen in Table 3.

2) Posttest Results of Descriptive Text Writing Skills in Class VII.1

The posttest results of descriptive text writing skills for students in class VII.1 showed that the highest score obtained was 88 and the lowest score was 53. The average score (mean) was 74.75, the median was 76.50, the most frequently occurring score (mode) was 85, and the standard deviation was 11.763.

The data range was calculated using the formula: maximum value minus minimum value, resulting in a range of $88 - 53 = 35$.

Meanwhile, the class width was obtained by dividing the range by the number of classes: $35 \div 5 = 7$, as shown in Table 4.

Table 4. Frequency and Percentage Distribution of Posttest Scores in Descriptive Text Writing Skills of Class VII.1

No	Class Interval	Frequency	Percentage (%)
1	53 – 60	4	20
2	61 – 68	2	10
3	69 – 76	4	20
4	77 – 84	3	15
5	85 – 92	7	35
	Amount	20	100%

To determine the number of class intervals, the formula used is: number of classes = $1 + 3.33 \log n$, where n is the sample size. Based on the calculation, $n = 20$, resulting in: $1 + 3.33 (\log 20) = 5.33$, which is rounded down to the nearest whole number, resulting in 5 class intervals. Meanwhile, the class width is obtained by dividing the range by the number of classes: $35 \div 5 = 7$. This is detailed in Table 4.

3) Results of Inferential Statistical Analysis of the Research Data for Class VII.1

a) Normality Test

The normality test was conducted to determine whether the research data were normally distributed or not. The Shapiro-Wilk normality test was used in this study, employing SPSS version 269 for Windows. The criteria for the normality test are as follows: if the significance value (sig.) is greater than 0.05, the data are normally distributed; whereas if the sig. value is less than 0.05, the data are not normally distributed. The results of the normality test are presented to show the data distribution, as shown in Table 5.

Based on Table 5, it can be seen that the significant value of the results of writing descriptive texts of students before being given treatment (pretest) using the Shapiro Wilk normality test is 0.71. While the results of writing descriptive texts of students after being given treatment (posttest) are 0.133. Both results are greater than 0.05, so it can be concluded that the data is normally distributed.

Table 5. Normality Test Result of Pretest and Posttest Scores of Writing Skills of Grade VII.1 Students

		Tests of Normality					
Class VII.1		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest	.185	20	.070	.912	20	.071
	Posttest	.163	20	.172	.927	20	.133

a. Lilliefors Significance Correction

b) Hypothesis Test

Hypothesis testing was conducted to determine significant differences in the results of writing descriptive texts of class VII.1 students before (pretest) and after (posttest) using the SAVI method. Hypothesis testing was conducted using the Paired Sample T Test analysis. The Paired Sample T Test is a parametric test used to determine whether there is a difference in the average between two related sample groups. The criteria for testing the hypothesis of this study, namely if the t count $< t$ table ($\alpha / 2$), then the SAVI method is not effective in the descriptive text writing skills of class VII students of SMP Negeri 24 Makassar. Meanwhile, if t count $> t$ table ($\alpha / 2$), then the SAVI method is effective in the descriptive text writing skills of class VII students of SMP Negeri 24 Makassar, as seen in Table 6.

Table 6. Results of the Normality Test for Pretest and Posttest Writing Skills Scores of Class VII.1 Students

		Paired Samples Test						Significance	
		Paired Differences				t	df	One-Sided p	Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	Pretest	-	16.794	3.755	-	-	-	19	<,001
	Posttest	-43.400			51.260 35.540	11.557			<,001

Based on Table 6 shows the sig. value (2-tailed) is $0.001 < 0.05$, so there is a significant difference between the students' pretest and posttest. In addition, the mean Paired Differences value of -43.400 is the difference between the average (mean) results of the descriptive text writing skills pretest (31.20) and posttest (74.55). The table also shows the t -count value of 11.557. Then the t -table is searched based on the df value (degrees of freedom) and the Sig. value ($\alpha / 2$). Based on the table, it is known that the df value is 19 and the Sig value is $0.05 / 2 = 0.025$ so that the t -table value is 2.093. Because the t -value is $11.557 > 2.093$, it can be concluded that the use of the Somatic, Auditory, Visually, Intellectual (SAVI) method is effective in learning descriptive text writing skills for class VII students of SMP Negeri 24 Makassar.

B. Descriptive Statistical Analysis Results of Research Data for Class VII.2

1) Pretest Results of Descriptive Text Writing Skills of Class VII.2

The results of the pretest of students' descriptive text writing skills in class VII.2 showed that the highest score obtained was 55 and the lowest score was 20. The average score (mean) was 35.24, the middle score (median) was 33.00, the most frequently occurring score (mode) was 25, and the standard deviation was 10.232. The data range was calculated using the formula maximum value - minimum value, so that the data range was $55 - 20 = 35$.

Table 7. Frequency and Percentage Distribution of Pretest Scores in Descriptive Text Writing Skills of Class VII.2

No	Class Interval	Frequency	Percentage (%)
1	20 – 27	5	24
2	28 – 35	9	43
3	36 – 43	3	14
4	44 – 51	1	5
5	52 – 59	3	14
	Amount	20	100%

To determine the number of interval classes, the formula used is the number of classes = $1 + 3.33 \log n$, n is the number of samples. Based on the calculation, it is known that $n = 21$ so that the number of classes obtained is $1 + 3.33 \log (21) = 5.4$ rounded to the smallest unit to become 5 interval classes. Meanwhile, the length of the class is the range divided by the number of classes $35/5 = 7$. This can be seen in table 7.

2) Posttest Results of Descriptive Text Writing Skills of Class VII.2

The posttest results of students' descriptive text writing skills in class VII.2 showed that the highest score obtained was 88 and the lowest score was 60. The average score (mean) was 78.43, the middle score (median) was 80.00, the most frequently occurring score (mode) was 75, and the standard deviation was 6.630. The data range was calculated using the formula maximum value - minimum value, so that the data range was $88 - 60 = 28$, as shown in Table 8.

Table 8. Frequency and Percentage Distribution of Posttest Scores in Descriptive Text Writing Skills of Class VII.2

No	Class Interval	Frequency	Percentage (%)
1	60 – 66	1	4,5
2	67 – 73	2	9,5
3	74 – 80	10	47,5
4	81 – 87	7	34
5	88 – 94	1	4,5
	Amount	20	100%

To determine the number of interval classes, the formula used is the number of classes = $1 + 3.33 \log n$, n is the number of samples. Based on the calculation, it is

known that $n = 21$ so that the number of classes obtained is $1 + 3.33 \log(21) = 5.4$ rounded to the smallest unit to become 5 interval classes. Meanwhile, the length of the class is the range divided by the number of classes $28/5 = 5.6$ rounded to 6. This is explained in table 8.

3) Results of Inferential Statistical Analysis of the Research Data for Class VII.2

a) Normality Test

The normality test used in this study is the Shapiro Wilk normality test using SPSS software version 29 for Windows. The results of the normality test analysis can be described in Table 9.

Table 9. Results of the Normality Test for Pretest and Posttest Writing Skills Scores of Class VII.2 Students

		Tests of Normality					
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
pretest	pretest	.176	21	.089	.918	21	.081
	posttest	.160	21	.172	.913	21	.063
a. Lilliefors Significance Correction							

Based on Table 9, the results of the normality test show that the significant value of the results of writing descriptive texts of class VII.2 students before (pretest) being given treatment has a Shapiro Wilk statistic of 0.081. while the results of writing descriptive texts of students after being given treatment (posttest) are 0.063. Both results are greater than 0.05, so it can be concluded that the data is normally distributed.

b) Hypothesis Test

Paired Sample T Test is used to determine whether there is a significant difference between the mean scores of the pretest and posttest, or to examine the impact of the SAVI method on the descriptive text writing skills of the seventh-grade students at SMP Negeri 24 Makassar after the treatment. As shown in Table 10 below.

Table 10. Results of the Paired Sample T-Test on Descriptive Text Writing Skills of Class VII.2 Students

		Paired Samples Test								
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	pretest - posttest	-43.190	9.847	2.149	-47.673	-38.708	-20.100	20	<.001	<.001

Based on Table 10 shows the sig. value (2-tailed) is $0.001 < 0.05$ so that there is a significant difference between the pretest and posttest. In addition, the mean Paired Differences value of -43.190 is the difference between the average results of the descriptive text writing skills of the pretest (35.24) and posttest (78.43). The table also shows the t-count value of 20.100. Then the t-table is searched based on the df value (degrees of freedom) and the Sig value ($\alpha / 2$). Based on the table, the df value is 20 and the value of $0.05 / 2 = 0.025$ so that the t-table value is 2.085. Because the t-count value of $20.100 > 2.085$, it can be concluded that the use of the Somatic, Auditory, Visually, Intellectual (SAVI) method is effective in learning the descriptive text writing skills of class VII students of SMP Negeri 24 Makassar.

C. Descriptive Statistical Analysis Results of Research Data for Class VII.4

1) Pretest Results of Descriptive Text Writing Skills of Class VII.4

The results of the pretest of students' descriptive text writing skills in class VII.4 showed that the highest score obtained was 53 and the lowest score was 20. The average score (mean) was 32.10, the middle score (median) was 33, the most frequently occurring score (mode) was 20, and the standard deviation was 10.319. The data range was calculated using the formula maximum value - minimum value, so that the data range was $53 - 20 = 33$. as shown in Table 11.

Table 11. Frequency and Percentage Distribution of Pretest Scores in Descriptive Text Writing Skills of Class VII.4

No	Class Interval	Frequency	Percentage (%)
1	20 – 27	9	43
2	28 – 35	5	24
3	36 – 43	4	19
4	44 – 51	2	9,5
5	52 – 59	1	4,5
	Amount	20	100%

To determine the number of interval classes, the formula used is the number of classes = $1 + 3.33 \log n$, n is the number of samples. Based on the calculation, it is known that $n = 21$ so that the number of classes obtained is $1 + 3.33 \log (21) = 5.4$ rounded to the smallest unit to become 5 interval classes. Meanwhile, the length of the class is the range/number of classes $33/5 = 7$. This is explained in table 11.

2) Posttest Results of Descriptive Text Writing Skills of Class VII.4

The posttest results of students' descriptive text writing skills in class VII.4 showed that the highest score obtained was 90 and the lowest score was 65. The average score (mean) was 82, the middle score (median) was 83, the most frequently occurring score (mode) was 80, and the standard deviation was 6.173. The data range was calculated using the formula maximum value - minimum value, so that the data range was $90 - 65 = 25$.

Table 12. Frequency and Percentage Distribution of Posttest Scores in Descriptive Text Writing Skills of Class VII.4

No.	Class Interval	Frequency	Percentage (%)
1	65 – 70	1	5
2	71 – 76	3	14
3	77 – 82	7	33,5
4	83 – 88	7	33,5
5	89 – 94	3	14
	Amount	20	100%

To determine the number of class intervals, the formula used was: number of classes = $1 + 3.33 \log n$, where n is the sample size. Based on the calculation, $n = 21$, resulting in: $1 + 3.33 \log (21) = 5.4$, which was rounded down to the nearest whole number, giving 5 class intervals. This is explained in table 12.

3) Results of Inferential Statistical Analysis of the Research Data for Class VII.4

a) Normality Test

The normality test used in this study is the Shapiro Wilk test using SPSS version 29 for windows. The results of the normality test analysis are described in Table 13 normality test.

Table 13. Results of the Normality Test for Pretest and Posttest Writing Skills Scores of Class VII.4 Students

		Tests of Normality					
Result	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest	.183	21	.065	.915	21	.069
	Posttest	.182	21	.066	.913	21	.064

a. Lilliefors Significance Correction

Based on Table 13, the normality test shows a significant value of students' descriptive text writing skills before (pretest) being given treatment using the Shapiro Wilk statistic of 0.069. While the results of students' descriptive text writing after (posttest) being given treatment are 0.064. Both results are greater than 0.05 so it can be concluded that the data is normally distributed.

b) Hypothesis Test

Paired Sample T Test is used to determine whether there is a significant difference between the mean scores of the pretest and posttest, or to examine the impact of the SAVI method on the descriptive text writing skills of the seventh-grade students at SMP Negeri 24 Makassar after the treatment. As shown in Table 14 below. Based on Table 14 shows the sig. value (2-tailed) is $0.001 < 0.05$, so there is a difference between the pretest and posttest of students' descriptive text writing skills. In addition, the mean Paired Differences value of -49.905 is the difference between the average results of the pretest (33) and posttest (82) descriptive text writing skills.

Table 14. Results of the Paired Sample T-Test on Descriptive Text Writing Skills of Class VII.4 Students

Paired Samples Test										
		Paired Differences				t	df	Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	pretest - posttest	-49.905	13.431	2.931	-56.018	-43.791	-17.027	20	<,001	<,001

The table also shows the t-count value of 17.027. Then the t-table is searched based on the df value (degrees of freedom) and the Sig. value ($\alpha / 2$). Based on the table, the df value is 20 and the value of $0.05 / 2 = 0.025$ so that the t-table value is 2.085. Because the t-count value of 17.905 $>$ 2.085, it can be concluded that the use of the Somatic, Auditory, Visually, Intellectual (SAVI) method is effective in learning the descriptive text writing skills of class VII students of SMP Negeri 24 Makassar.

Discussion

This study discusses the effectiveness of the Somatic, Auditory, Visual, Intellectual (SAVI) method in improving the descriptive text writing skills of grade VII students of SMP Negeri 24 Makassar. Before the SAVI method was applied, the pretest results showed that students' writing skills were in the low category in all three classes (VII.1, VII.2, and VII.4), with average scores of 31.20; 35.24; and 32.10, respectively. Students' weaknesses lie in the arrangement of text structures, vocabulary selection, and errors in spelling and punctuation.

After the implementation of the SAVI method, the posttest results showed a significant increase. The average score of each class increased to 74.55 (VII.1), 78.43 (VII.2), and 82 (VII.4). This increase reflects students' better ability to compose descriptive texts in detail and systematically, with more effective use of language and more varied vocabulary. The effectiveness test was conducted using the Paired Sample T-Test which showed that the t-count value was much greater than the t-table, and the significance value was <0.05 in all classes, indicating a significant difference between the pretest and posttest. The data also met the normality test based on the Shapiro-Wilk test.

SAVI has been proven effective because it involves various learning styles: physical (somatic), auditory, visual, and logical thinking (intellectual). This method facilitates students in understanding the structure of the text and developing ideas concretely. This is in line with the findings of Ayudiani et al. (2021) which show that the SAVI approach significantly improves student learning outcomes and activeness.

This study has advantages because it targets the independent curriculum and uses three experimental classes, different from previous studies that focused on other

texts. However, the limitation is that the time for working on it is felt to be insufficient by students. Another important finding is that there have been no previous studies examining the effectiveness of SAVI in the context of descriptive texts in the independent curriculum, thus opening up opportunities for further research for other language skills.

4. Conclusion

The use of the Somatic, Auditory, Visually, Intellectual (SAVI) method has proven effective in learning descriptive text writing skills for grade VII students of SMP Negeri 24 Makassar. The average value of students' descriptive text writing skills before being given treatment was in the less category, while after treatment it increased to sufficient.

This study also emphasizes that the use of learning methods that involve all students' learning styles can create a pleasant learning atmosphere, stimulate students' learning methodologies, and improve learning outcomes, especially in descriptive text writing skills in the independent curriculum. These new findings open up opportunities for further research, such as the use of the SAVI method in other language skills, such as listening, speaking, and reading, especially at different levels of education.

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