Using the SAVI Model through Video and Peabody Media in Learning Arabic Speaking Skills

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Abstract

The purposes of this study were to find out how Arabic speaking skills were taught at MTs. Darut Taqwa 02 Sengonagung Purwosari by applying the SAVI-based learning model, and to determine the effect of students' learning outcomes after the application of the SAVI model and to find out whether there were differences between the SAVI and conventional learning models on the learning outcomes of Arabic speaking skills. This study used a quantitative approach, with a quasi-experimental research design with a non-equivalent control group. The subjects were the students of class VII I, consisting of 35 students as the experimental class, and class VII K, comprising 37 students as the control class. Several tests were conducted, including a descriptive test, normality test, paired sample t-tests, homogeneity test, and independent sample t-test. The results obtained through several tests showed an increase in the average score between the pre-test (47.49) and post-test (67.97). Additionally, a comparison of the average post-test scores between the experimental class (67.97) and the control class (59.51) showed a difference of 8%. The conclusion is that the SAVI model using video and Peabody media for learning Arabic speaking skills is more influential than the conventional model.

Keywords: Peabody; SAVI model; video; speaking skills

Introduction

Language is the most important dialogue device to communicate with all human beings.[1] There are so many languages on this earth, and languages are designed to make it easier to communicate with other people. Language is a tool of dialogue that is most important, creative, and a medium of fast delivery in conveying an idea, a thought, and a feeling. In human life, it cannot be separated from language because language itself is used by humans to interact.[2,3] Language also works to communicate an idea to other people so that it is known to many audiences.[4]

Arabic is a foreign language used by students in Indonesia for dialogue.[5] Arabic has advantages over other languages, namely a high literary value for people who study it. Arabic is the language destined for the language of the Qur'an, which contains the words of Allah. It contains an arrangement of language that is extraordinarily beautiful and astonishing to mankind.[6]

When teaching and learning, there needs to be a clear end goal and a standard for putting together learning components. The learning flow must lead to the expected learning objectives. The flow of learning activities is presented in a learning model. The flow of learning activities in a learning model is called syntax, which can develop situationally. This requires teachers to be creative in using learning models according to the situation or conditions in the classroom.[7]

The results of observations at MTs. Darut Taqwa 02 Sengonagung Purwosari Pasuruan found that learning Arabic is one of the subject matters, but teachers have difficulties in teaching Arabic due to several factors, including: 1) the low motivation of students to study Arabic language knowledge and skills being studied; 2) students finding it difficult to understand Arabic material; and 3) students being less able to practice what they have learned in the context of interactions in class and outside the classroom. In essence, interactions using

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[1] Partomuan Harahap, "Perbandingan Pengajaran Keterampilan Berbicara Bahasa Arab Dan Bahasa Inggris Di Sekolah Tinggi Agama Islam Negeri Curup," *Arabiyatuna: Jurnal Bahasa Arab* 1, no. 2 (2017), https://doi.org/10.29240/jba.v1i2.323.

[2] Nandang Sarip Hidayat, "Problematika Pembelajaran Bahasa Arab," *Jurnal Pemikiran Islam* 37, no. 1 (2012).

[3] Muhammad Arif Mustofa, "Analisis Penggunaan WhatsApp Sebagai Media Pembelajaran Bahasa Arab Di Era Industri 4.0," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 2 (2020), https://doi.org/10.29240/jba.v4i2.1805.

[4] Mufidatul Munawaroh and Syarifuddin, "Strategi Pembelajaran Maharah Al-Kalam Di Lembaga Pendidikan Bahasa Arab (LPBA) OCEAN Pare Kediri," *Studi Arab* 5, no. 1 (2014): 1–22, https://doi.org/10.35891/sa.v11i2.2474.

[5] Miftachul Taubah, "Problematika Mahasiswa Dalam Berbicara Bahasa Arab," *Studi Arab* 5, no. 1 (2014): 23–36, https://doi.org/10.35891/studi%20arab.v5i1.43.

[6] Hidayat, "Problematika Pembelajaran Bahasa Arab."

[7] Isrok'atun & Amelia Rosmala, *Model-Model Pembelajaran Matematika* (Jakarta: Bumi Aksara, 2018).

language can develop speaking skills because language is an initial skill that is the main means of communicating something with other people.[8],[9]

In the light of the problems that have been described, it can be concluded that when learning speaking skills, a learning model that is appropriate, fun, and easy to understand is needed.[10] This can be pursued by using innovative learning models, one of which is the SAVI learning model.

The SAVI model is a way of learning that uses all of a person's senses and combines physical activity with mental activity. By using the SAVI model, it can align the abilities of the right and left brains by utilizing the five senses to do everything: listen, see, and think.[11] The SAVI model is also a good choice because students must be proactive, interactive, and have fun in the learning process. This learning model can also use various media, such as audiovisual and educational game tools (APE). By using the SAVI learning model, teachers need to provide material in an innovative and creative way to achieve learning objectives. The use of the SAVI model in speaking skills can make the learning process more active and effective and can improve students' intelligence in the aspects of hearing, seeing, and being active in using their kinetic movements.[12]

Video learning is a form of audiovisual learning that contains learning information in the form of concepts, principles, procedures, and understanding application theory to help students understand the learning material.[13] Video media is also one of the learning media that can facilitate students in learning languages.[14],[15] Video media can stimulate students visually and auditory, as well

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[8] Husnatul Hamidiyyah Siregar, Nur Hadi, and Danial Hilmi, "Analisis Pembelajaran Berbasis SAVI (Somatis, Auditori, Visual Dan Intelektual) Dalam Maharah Kalam," *Jurnal Shaut Al-Arabiyah* 9, no. 1 (2021): 32–42, https://doi.org/10.24252/saa.v9i1.20588.

[9] Abdul Wahab Rasyidi and Suci Ramadhanti Febriani, "Uslub Ta'lim Maharah Al-Kalam Bi Asas Al-Dzaka'at Al-Muta'addah Fi Al-Marhalah Al-Ibtidaiyyah," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 2 (2020), https://doi.org/10.29240/jba.v4i2.1432.

[10] Uril Bahruddin, Abdul Malik Karim Amrullah, and Noor Amalina Audina, "Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021), https://doi.org/10.29240/jba.v5i1.2396.

[11] Siregar, Hadi, and Hilmi, "Analisis Pembelajaran Berbasis SAVI (Somatis, Auditori, Visual Dan Intelektual) Dalam Maharah Kalam."

[12] Siregar, Hadi, and Hilmi.

[13] Sarnoko Sarnoko, Ruminiati Ruminiati, and Punadji Setyosari, "Penerapan Pendekatan SAVI Berbantuan Video Pembelajaran Untuk Meningkatkan Aktivitas Dan Hasil Belajar IPS Siswa Kelas IV SDN I Sanan Girimarto Wonogiri," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 1, no. 7 (2016), https://doi.org/10.17977/jp.v1i7.6524.

[14] Mark Teng, "The Effects of Video Caption Types and Advance Organizers on Incidental L2 Collocation Learning," *Computers & Education* 142 (2019), https://doi.org/10.1016/j.compedu.2019.103655.

as provide opportunities for students to see, hear, and practice speaking in real-life situations.

Peabody is a tool for learning that Elizabeth Peabody made and gave out in the form of two hand puppets that help or act as mediators. The educational game tool is a basic program that helps with different parts of learning a language, especially vocabulary. The topic used must be in accordance with the students being taught. Elizabeth Peabody developed this educational game tool as a basis for developing hand and finger puppets in learning.[16]

Koderi's earlier research on making electronic modules based on SAVI gave a good assessment of the results of several tests. This meant that the SAVI-based e-module model could be used to teach Arabic at MTs, even though students have different levels of intelligence. And the results of the validity test give a good value for student achievement.[17] The results of other studies related to the application of the SAVI-based learning model have a good effect on student learning outcomes in the first semester of class VIII at MTs Negeri 2 Bandar Lampung.[18] Research by Sholihah et al.[19] in applying the SAVI learning model to fourth-grade students showed an increase in speaking skills. Meanwhile, research conducted by Zumazy Habibiyah using quantitative research methods showed that 70% of the results of the SAVI learning model were considered good and effective in increasing interest in learning.[20]

Based on some of these studies, we can say that the SAVI model makes it easier for students to learn by using things like intelligence, hearing, seeing, moving, and thinking. The SAVI-based learning model can have a positive impact on student development despite having different bits of intelligence. To increase intelligence in paying attention, managing, analyzing, and expressing the

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[15] Hung-chun Wang and Cheryl Wei-yu Chen, "Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube," *Innovation in Language Learning and Teaching* 14, no. 4 (2020), https://doi.org/10.1080/17501229.2019.1607356.

[16] Asnawi, Mufti Riyani, and Hanafiah, "Pengembangan Alat Permainan Edukatif Model Peabody Berbasis Kearifan Lokal Bagi Pendidik PAUD," *Global Science Society: Jurnal Ilmiah Pengabdian Kepada Masyarakat* 2, no. 1 (2020).

[17] Asnawi, Riyani, and Hanafiah.

[18] Koderi Koderi, "Penerapan Model Pembelajaran Bahasa Arab Berbasis SAVI (Somatis, Auditori, Visual, Intelektual) Dalam Meningkatkan Hasil Belajar Pada Peserta Didik," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 1 (2018): 75–86, https://doi.org/10.24042/albayan.v10i01.2596.

[19] Aqmarina Mar'atus Sholihah, Sandi Budi Iriawan, and Dwi Heryanto, "Penerapan Model Pembelajaran SAVI Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas IV Sekolah Dasar," *Jurnal Pendidikan Guru Sekolah Dasar* 2, no. 1 (2017): 52–62, https://doi.org/10.17509/jpgsd.v2i1.13249.

[20] Zumazy Habibiyah, "Model Pembelajaran SAVI (Somatic, Auditory, Visualization, Intellectually) Dalam Meningkatkan Minat Belajar Dan Kemampuan Berfikir Siswa Kelas VIII Pada Mata Pelajaran Fikih Di MTs Al-Ihsan Blambangan" (Universitas Islam Negeri Maulana Malik Ibrahim, 2021).

language that students understand, they can direct certain senses.[21] Unlike previous research, this research will apply the SAVI model by utilizing Peabody videos and media to learn Arabic speaking skills.

The study used quantitative methods with quasi-experiments. The purpose of using this method was to allow learning to occur naturally and for students not to feel like they were participating in an experiment.[22] The design used in this study was a non-equivalent control group design, which consisted of multiple groups: the experimental group and the control group. Both groups were given pre-test questions to assess their initial level. The experimental group was taught Arabic speaking skills using the SAVI model through video media and Peabody, while the control group used a non-SAVI model, which involved group discussions. At the end of the lesson, both groups were given post-test questions using the same set of tests as the pre-test questions, and the results were observed and analyzed. The sample for this study consisted of students from class VII K MTs. Darut Taqwa 02, with a total of 35 students as the control class, and class VII I with a total of 37 students as the experimental class. Data analysis involved descriptive tests, tests for normality, paired sample t-tests, tests for homogeneity, and independent sample t-tests.

Result and Discussion

The results showed that the activities and learning outcomes of students had increased. After implementing the SAVI model (Somatic, Auditory, Visualization, and Intellectual), video media and Peabody helped achieve this increased activity and learning outcomes. This was reinforced by the results of the research conducted by Koderi in his two studies, and the results of the research conducted by Koderi showed that the use of the SAVI-based learning model improved students' learning outcomes better.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	35	24	74	47.49	11.364
Post-test Experiment	35	43	85	67.97	12.634

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[21] Siregar, Hadi, and Hilmi, "Analisis Pembelajaran Berbasis SAVI (Somatis, Auditori, Visual Dan Intelektual) Dalam Maharah Kalam."

[22] Edi Junaedi, "Pengaruh Modul Elektronik Berbasis Mobile Learning Terhadap Peningkatan Hasil Belajar Siswa Pada Mata Pelajaran Teknologi Informasi Dan Komunikasi: Kuasi Eksperimen Terhadap Siswa Kelas X SMA Laboratorium Percontohan UPI, Bandung" (Universitas Pendidikan Indonesia, 2013).

Pre-test Control	37	15	65	45.49	11.246
Post-test Control	37	45	73	59.51	6.850

Based on data analysis with *SPSS*, the results obtained from the descriptive test were as follows: for the experimental class, the average score before the test was 47.49, the average score after the test was 67.97. For the control class, the average value of the test before was 45.49, and the average value of the test after was 59.51.

Table 2. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Student learning outcomes	pre-test experiment	.121	35	.200	.956	35	.172
	post-test control	.152	35	.041	.932	35	.032
	pre-test experiment	.142	37	.056	.950	37	.097
	post-test control	.123	37	.172	.960	37	.204

The interpretation of the normality test that has been carried out as shown in the output shows that the significance value for all data is in both the Kolmogorov-Smirnov test and the Shapiro-Wilk test> 0.05, therefore it can be said that this research is normally distributed.

Table 3. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test experiment	-20.48	12.992	2.196	-24.949	-16.02	-9.32	34	0.000

	– post-test experiment	6				3	9		
Pair 2	pre-test control – post-test control	-14.027	8.591	1.412	-16.891	-11.163	-9.932	36	0.000

The interpretation of the paired t test that has been carried out, as shown in the SPSS column above, yields the result that, based on the output pair 1, a significance value has been obtained. (2-tailed) of 0.000< 0.05, therefore it can be said that there is an inequality in the average learning gain of students for the pre-test and the post-test in the experimental class (SAVI model). And according to the output pair 2, a significance value of (2-tailed) 0.000< 0.05, therefore it is considered that there is an inequality in the average learning gain of students for the pre-test and the post-control class test (conventional model).

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student learning outcomes	Equal variances assumed	20.808	.000	3.558	70	.001	8.458	2.377	3. 716	13.200
	Equal variances not assumed			3.503	51.759	.001	8.458	2.414	3.613	13.303

As for the interpretation of the homogeneity test that has been carried out, it can be seen that the significance value based on the mean is as much as 0.000< 0.05 and it can be responded that the kinds of test data after the trial class and the tests after the control class are not normal (non-homogeneous), and the value can be considered homogeneous if the significance value is greater than 0.05.

Table 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	20.808	1	70	.000
	Based on Median	20.196	1	70	.000
	Based on Median and with adjusted df	20.196	1	61.697	.000
	Based on trimmed Mean	20.968	1	70	.000

The interpretation of the output above is that the sig. equal vallen ces not assumed (because the value is not homogeneous) as much as 0.001 < 0.05, therefore it can be concluded that there is an inequality in the average learning gain of students between the SAVI learning model and the conventional learning model.

These results show that the SAVI model using video and Peabody media is a way for teachers to help students learn how to speak Arabic better. Teachers must pay attention to how they run their classes so that they are good places to learn from start to finish. Because the learning model is an important factor to motivate students and make learning activities meaningful, interesting, and exciting. In addition, learning strategies will also enable students to have a good learning focus and a good attitude in the classroom, as well as establish dynamic social relationships between teachers and students. Therefore, in teaching, the teacher must be really prepared and ready, especially in the selection and use of learning strategies. The use of the SAVI model through video and Peabody media is a good choice for learning Arabic, especially for improving students' speaking skills.

The use of the SAVI (Somatic, Auditory, Visualization, and Intellectual) model with video media and Peabody media led to the growth of these learning activities and skills. This is in line with Koderi's research findings in two of his research titles, which show that the use of the SAVI-based learning model produces the best student learning. This is also corroborated by research conducted by Husnatul Hamidiyah and Zumazy Habibiyah showing that the SAVI learning model is an alternative for students to improve their learning outcomes.

Learning using the SAVI model is learning that requires the use of all the five senses possessed by students. Meier[23] holds that people learn best in positive physical, emotional, and social environments, environments that are quiet but uplifting in which a sense of wholeness, security, interest, and fun are essential for optimal learning. The presence of a sense of integrity, security, interest and well-being is essential to further optimize learning. It is said that one

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[23] Dave Meier, *The Accelerated Learning Handbook* (Bandung: MMU (Mizan Media Utama), 2002).

of the criteria for a good learning climate is the existence of supportive environmental conditions and an interest in learning which in turn can optimize learning.

Using the SAVI model through video and Peabody which has never been done by previous researchers has the aim that students can develop their imagination to master vocabulary and develop their creativity, and a means to express the feelings they face in everyday life such as anxiety, fear, happy, sad, hope and so forth.

Conclusion

These findings indicate that the SAVI model through video media and Peabody improves students' Arabic speaking skills at MTs Darut Taqwa 02. In other words, this model is an alternative for teachers to manage learning to obtain effective and efficient learning outcomes. In addition, the results of this research can also make an important contribution to the development of learning models that integrate technology and innovative learning techniques and provide important information for curriculum developers, teachers, and researchers who are interested in improving the quality of learning and student learning outcomes. Therefore, this research is expected to encourage teachers to improve their ability to manage classes through various self-development activities and continuous professional development.

Furthermore, the researcher realizes that this research has limitations, one of which is that this study only observes student learning outcomes and does not take into account other factors such as student motivation, level of intelligence, and other factors that can affect student learning outcomes. In addition, this study only uses the pre-test and post-test as measurement tools, which may not be sufficiently representative in assessing students' success in learning. Finally, in this study, the use of the SAVI model through video and Peabody media was only applied to learning Arabic speaking skills, so further research is needed to test the effectiveness of this model in other skills or different languages.

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