THE EFFECT OF SOMATIC AUDITORY VISUAL INTELLECTUAL (SAVI) LEARNING APPROACH ON READING SKILLS OF ELEMENTARY SCHOOL STUDENTS

(Quasi Experiments Research on Class 3 Theme 8 Praja Muda Karana Sub Theme 1 I Like Adventure in SDN 103 Coblong The City of Bandung 2022/2023 Academic Year)

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ABSTRACT

The low reading comprehension skill in elementary school causes a lack of acceptance of various kinds of information. Thus, the authors are interested in applying the Somatic Auditory Visual Intellectual (SAVI) learning approach. The purpose of this study was to determine the effect of reading comprehension skills using the Somatic Auditory Visual Intellectual (SAVI) approach. The research method used in this study is a quasi-experimental research design with Non-equivalent Control Group. Collecting data through observation, tests, and documentation. The tests used were in the form of pretest and posttest to collect data on students' reading comprehension results. The sample used is class III-A as the experimental class using the Somatic Auditory Visual Intellectual (SAVI) approach and III-B as the control class using the Scientific approach at SDN 103 Coblong, Bandung City. The data processing technique was carried out using the normality test, homogeneity, t test, Shapiro-Wilk test, normalized gain test, and effect size test carried out with the help of the SPSS 25 application. Intellectual (SAVI) on reading comprehension skills of third grade students at SDN 103 Coblong, Bandung City in the 2022/2023 academic year based on the results of the Independent Sample T-Test, the value of Sig. (2-Tailed) of 0.000 < 0.50 which means H_0 is rejected and H_a is accepted, in addition to the t-test, the effect of the Somatic Auditory Visual Intellectual (SAVI) learning approach is 2.37 which is categorized as large through the effect size test. Thus, the Somatic Auditory Visual Intellectual (SAVI) approach has a major influence on students' reading comprehension skills in grade III SD.

Keywords: SAVI Approach, Reading Comprehension