

Research Article

# Improvement of Inspirational Story Writing Skills with a Savi Approach (Somatic, Auditory, Visual, Intellectual) in Grade IX Students of State Junior High School 1 Paliyan, Gunungkidul Regency

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**Abstract:** This study aims to improve the inspirational story writing skills of ninth grade students at SMP Negeri 1 Paliyan, Gunungkidul Regency, through the SAVI (Somatic, Auditory, Visual, Intellectual) approach. The background of this research is the students' low ability to express ideas coherently, meaningfully, and attractively in the form of inspirational stories. The SAVI approach is expected to make the learning process more enjoyable, active, and meaningful by involving various student learning styles. This research employs a Classroom Action Research (CAR) method conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The subjects of the research were 32 ninth-grade students. Data were collected through observation, interviews, documentation, and writing skill tests. The data were analyzed using both qualitative and quantitative descriptive methods to assess the improvement in students' writing skills. The results of the study indicate that the SAVI approach effectively enhances students' inspirational story writing skills. In the first cycle, students showed initial improvements, though they had not yet reached the success criteria. After revisions in the second cycle, students' writing skills significantly improved and met the expected indicators. The improvements were evident in aspects such as text structure, language use, and idea development. Therefore, the SAVI approach is effective in teaching inspirational story writing.

**Keywords:** Inspirational Story; Learning Motivation; Ninth Grade Students; SAVI Approach; Writing Skills.

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## 1. Introduction

Indonesian lessons are one of the compulsory subjects at all levels of education. In the process of learning Indonesian, text is the main focus. The 2013 curriculum identifies various types of texts as the main components so that this curriculum is known as the Text-Based Curriculum. In practice, this is often referred to as the text-based teaching and learning method or genre-based teaching and learning.

Indonesian lessons focus on four aspects of language skills, namely the ability to listen, read, speak, and write. Writing skills are one of the competencies that are given attention in the 2013 Curriculum. As a skill, writing does not arise spontaneously, but must go through a continuous learning process and practice. Writing activities involve interrelated intellectual and logical thinking aspects, which are then followed by efficient and well-communicated word selection to express ideas in writing.

In the core competencies and basic competencies (KI and KD) in the 2013 Curriculum for junior high school level, students are expected to have the ability to write inspirational stories. This competency learning is carried out in grade IX in the even semester. The process of writing this inspirational story requires innovative ideas so that the story made can develop and be interesting to readers. Innovative concepts in the process of writing short stories often arise thanks to sensory stimuli, such as visuals, audio, personal experiences, and narratives from everyday life that have been experienced. Therefore, certain stimuli are needed to be able to come up with interesting ideas in the creation of inspirational stories.

Based on the results of observations made on April 2, 2025 and April 5, 2025 in grade IX of SMP Negeri 1 Paliyan, it was found that students' writing skills are still relatively low, especially in writing inspirational stories. Most of the students' written works have not met the indicators of writing success, such as the existence of a flowing flow, deep idea development, and effective use of language. Students tend to produce flat writing, with minimal variation in word choice. Observations also show that students seem less enthusiastic in participating in learning, and show a limited understanding of the elements that build inspirational stories. Low motivation to learn and lack of implementation of appropriate learning strategies are suspected to be the main causes of students' weak writing skills.

The selection of class IX E as the subject of the study was based on the actual conditions of the class which showed the most significant weakness in writing skills compared to other classes at the same level. In addition, the subject teacher said that students in the class tend to have difficulty expressing ideas in writing, and need an approach that can stimulate their creativity and active involvement in the learning process. To achieve this, the SAVI method (relying on somatic, auditory, visual and intellectual aspects) is used. This approach inspires children to explore creative ideas through body movements, the use of sound, the use of images, and the knowledge they have.

Therefore, the SAVI approach (somatic, auditory, visual, and intellectual) is seen as relevant to be applied. This approach offers a variety of multisensory stimuli that can help students build ideas, increase motivation, and develop writing skills more optimally. This research is expected to contribute to developing an effective and applicable writing learning model at the junior high school level, especially in the context of inspiring story writing.

## **2. Literature Review**

### **2.1. Writing Skills**

This section must contain a state-of-the-art explanation. It can be explained in several ways. First,

Writing is the process of expressing ideas or feelings into the form of written language. Smith (1982) states that writing is a graphic symbol that represents language. According to Moon (Venkatesh, 2013), writing turns experience into learning. Writing is also a reflective and creative process (Chen, 2021). Multisensory learning such as SAVI can improve writing outcomes (Zorluoglu & Uysal, 2020; Yildirim, 2020).

Writing aims to inform, persuade, educate, and entertain (Elina et al., 2009; Gie, 2002). Semi (2012) added writing also to tell, explain, and convince. The right strategy helps to organize the ideas and structure of the text (Limpo & Alves, 2020). Writing consists of the stages of pre-writing, drafting, revising, editing, and publishing (Tomkins, 2004). Each stage helps students organize ideas, develop writing, and refine them until they are worth reading (Williams, 2003; Kapka & Oberman, 2001). According to Hyland (2004), learning to write includes focusing on the structure, function of the text, creative expression, writing process, and content. This learning also requires students to think systematically and critically (Nuckles et al., 2009).

### **2.2. Inspirational Story Text**

Inspirational stories are narratives that arouse enthusiasm, motivation, and positive values, both in the form of true stories and fiction (Nurgiyantoro, 2010; Wicaksono, 2018; Zulfa, 2016). These stories usually feature characters who face life's challenges and provide moral lessons. Elements include themes (Esten, 2000), plots (Suharianto, 2008), characters and characterization (Abrams, 2007), setting (Laksana, 2009), and points of view (Aminudin, 2009). All the elements form a whole, emotional, and meaningful story.

### 2.3. SAVI Approach

SAVI (Somatic, Auditory, Visual, Intellectual) is an experiential, multisensory approach that encourages physical, mental, and emotional engagement in learning (Meier, 2002).

1. Somatic: learning through movement and physical activity.
2. Auditory: learning through listening and speaking.
3. Visual: learning through observation and drawing.
4. Intellectual: learning through reflection and problem-solving.
5. This approach increases the effectiveness of writing learning (Rashidi & Heidari, 2021; Hutchinson & Bass, 2020).

### 2.4 Implementation of SAVI in Learning to Write Inspirational Stories

1. Preparation Stage: Teachers build interest and readiness to learn.
2. Delivery Stage (Somatic): Discussion and direct observation to the surrounding environment.
3. Training Stage (Auditory, Visual, Intellectual): Students write down observations, develop stories, and edit writing.
4. Performance Stage: Students present work, expand the learning experience, and receive feedback.

## 3. Materials and Method

This research is a classroom action research that emphasizes actions by using an idea into learning practices. Burn (1999: 30) stated that class action research is the application of the discovery of facts to become practical solutions in social situations that aim to improve the quality of it by involving practitioners, collaborators, and laypeople. The model used in the implementation of the action is the result of an adaptation of the model developed by Kemmis and Mc Taggart, which consists of four steps, namely planning, implementation, observation, and reflection.

## 4. Results and Discussion

### 4.1 Research Result

Classroom action research using the SAVI (somatic, auditory, visual, and intellectual) approach in learning expresses sympathy, empathy, concern, and feelings in the form of inspirational stories by paying attention to the structure of the story and linguistic aspects carried out in stages. The activity began with the preparation of plans, the implementation of learning, followed by the implementation of actions, observation and reflection. The matters obtained as a result of class action are further outlined below.

#### 4.1.1 Initial Information on Inspirational Story Writing Skills

Before the implementation of the action process, observations were made on students' interest in Indonesian learning in the classroom. The data obtained through the questionnaire is the initial information on students' experience in participating in Indonesian learning. The data can be seen in the following table.

**Table 1.** Pre-Action Student Survey Results.

Yes	Pre-Cycle Questionnaire Question	Answer		Answers in %	
		Yes	Not	Yes	Not
1	Are you happy with your Indonesian lessons?	19	11	63%	37%
2	Do you enjoy writing?	17	13	57%	43%
3	Do you master the writing material Ever taught by a teacher?	15	15	50%	50%
4	Are you happy with the way you deliver lessons done by teachers?	16	14	53%	47%
5	Is your Indonesian score always good?	18	12	60%	30%

Based on the questionnaire table, information was obtained that out of 30 students, 19 students liked Indonesian learning by answering "yes" and 11 students disliked Indonesian learning by answering "no". Most of the students also liked the writing activity, namely as many as 17 students answered "yes" and 13 students answered "no". Based on the students' answers on the questionnaire sheet above, it can be concluded that most students do like Indonesian lessons, especially writing lessons, but there are still some students who do not like writing lessons. They don't like learning to write because learning to write is difficult. This is proven by 15 students stating that they do not master writing learning materials, and 15 students stating that they master writing learning materials.

The teacher's way of teaching is also less interesting for students in learning to write. Although most students were happy with the way the material was delivered by the teacher. This is proven by 16 students answering "Yes" they are happy and 14 students answering they are "No" or not happy with the way the teacher delivers the lesson. However, many of the students get good Indonesian grades. This is in accordance with the student questionnaire data above which shows that 18 students admitted that their Indonesian grades were unsatisfactory and 12 students admitted that they were quite satisfied with the grades they got so far.

No	NAMA	Nilai	KET
1	S1	50	Tidak Tuntas
2	S2	40	Tidak Tuntas
3	S3	35	Tidak Tuntas
4	S4	45	Tidak Tuntas
5	S5	70	Tidak Tuntas
6	S6	55	Tidak Tuntas
7	S7	45	Tidak Tuntas
8	S8	35	Tidak Tuntas
9	S9	45	Tidak Tuntas
10	S10	45	Tidak Tuntas
11	S11	60	Tidak Tuntas
12	S12		Sakit
13	S13	50	Tidak Tuntas
14	S14	35	Tidak Tuntas
15	S15	35	Tidak Tuntas
16	S16	50	Tidak Tuntas
17	S17	45	Tidak Tuntas
18	S18	40	Tidak Tuntas
19	S19	40	Tidak Tuntas
20	S20	45	Tidak Tuntas
21	S21	40	Tidak Tuntas
22	S22	40	Tidak Tuntas
23	S23	40	Tidak Tuntas
24	S24	45	Tidak Tuntas
25	S25	55	Tidak Tuntas
26	S26	35	Tidak Tuntas
27	S27	40	Tidak Tuntas
28	S28	60	Tidak Tuntas
29	S29	50	Tidak Tuntas
30	S30		sakit
31	S31	55	Tidak Tuntas
32	S32	50	Tidak Tuntas
<b>JUMLAH NILAI</b>		<b>1325</b>	
<b>UMLAH PESERTA MENGIKUTI</b>		<b>30</b>	
<b>RATA-RATA</b>		<b>45,8333</b>	
<b>NILAI TERENDAH</b>		<b>35</b>	
<b>NILAI TERTINGGI</b>		<b>70</b>	

Figure 1. List of Pre-Action Values.

Based on the results of observations in the initial survey and the acquisition of pre-action data, researchers and collaborators tried to discuss to improve the quality of the process and the results expressed sympathy, empathy, concern, and feelings in the form of inspirational stories in grade IX E students of SMP Negeri 1 Paliyan. Based on the results of the discussion, an agreement was reached to use the SAVI (somatic, auditory, visual, and intellectual) learning approach. In this case, the writing competence to be applied is to express sympathy, empathy, concern, and feelings in the form of inspirational stories.

Of the 32 students, there were 2 students who did not attend school because they were sick, namely having an accident and were in the recovery period. Meanwhile, of the 30

students who took the pre-action test, none of the students reached the minimum completeness criteria (KKM). This can be seen from the following data.

**Table 2.** Percentage of Pre-Action Student Completeness.

Competence	Conclusion	Incomplete
Expressing sympathy, empathy, care, and feelings in the form of stories Inspiring	0%	100%

Based on the table, it can be explained that the average score of students is 41.4. This value is still below the specified KKM. Based on the results of the pre-action score table, it was obtained that all student scores have not reached the KKM score limit. The lowest score is 35 while the highest score is 70.

The implementation of Class Action (PTK) is carried out in two cycles, each including the stages of planning, implementation of actions, observation, and reflection. The research was conducted collaboratively between researchers and Indonesian teachers as collaborators, with the aim of improving the ability of grade IX e students of SMP Negeri 1 Paliyan in writing inspirational stories that reflect sympathy, empathy, care, and feelings, through the SAVI (Somatic, Auditory, Visual, and Intellectual) learning approach.

#### 4.1.2 Cycle I

1. It was held in two meetings, namely Friday, April 26 and Tuesday, April 30, 2024.

##### Planning

- Co-designed with collaborators on April 24, 2024, including:
- Preparation of schedules and lesson plans.
- Preparation of learning materials with the SAVI approach.
- Coordination of learning and preparation of data collection instruments.

2. Execution of Actions

- Meeting 1 (26 April 2024):

Learning begins with class attendance and conditioning. Two students were absent due to illness. The teacher reviews the previous material and introduces the SAVI approach. Students listen to the video "Hajj for Father" and take notes on important points. The discussion continued after the Friday Prayer break, then the students concluded the content of the story and collected the results.

- Meeting 2 (April 30, 2024):

The teacher starts with the presence and review of the previous material. Students are then directed to write inspirational stories based on impressions and observations of the surrounding environment (health centers, markets, schools, kabanewon offices). Students were given 10 minutes of field observation time and completed writing tasks for 120 minutes.

#### 4.1.3 Observation

It was conducted by researchers and collaborators using field notes and photo documentation.

1. Process:

It was seen that there was an increase in student participation and enthusiasm compared to pre-action. The discussion was active and interactive.

2. Result:

There was an improvement in the quality of students' writing in expressing sympathy, empathy, and concern through inspirational stories after the implementation of the SAVI approach.

The following is described in table 4, the score of the results expresses sympathy, empathy, concern, and feelings in the form of inspirational stories in cycle I.

No	NAMA	Nilai Pratinjaka	KET	Nilai Siklus 1	KET
1	S1	50	Tidak Tuntas	60	Tidak Tuntas
2	S2	40	Tidak Tuntas	50	Tidak Tuntas
3	S3	35	Tidak Tuntas	50	Tidak Tuntas
4	S4	45	Tidak Tuntas	70	Tidak Tuntas
5	S5	70	Tidak Tuntas	65	Tidak Tuntas
6	S6	55	Tidak Tuntas	65	Tidak Tuntas
7	S7	45	Tidak Tuntas	50	Tidak Tuntas
8	S8	35	Tidak Tuntas	75	Tuntas
9	S9	45	Tidak Tuntas	55	Tidak Tuntas
10	S10	45	Tidak Tuntas	55	Tidak Tuntas
11	S11	60	Tidak Tuntas	75	Tuntas
12	S12		sakit		sakit
13	S13	50	Tidak Tuntas	70	Tidak Tuntas
14	S14	35	Tidak Tuntas	45	Tidak Tuntas
15	S15	35	Tidak Tuntas	55	Tidak Tuntas
16	S16	50	Tidak Tuntas	65	Tidak Tuntas
17	S17	45	Tidak Tuntas	60	Tidak Tuntas
18	S18	40	Tidak Tuntas	60	Tidak Tuntas
19	S19	40	Tidak Tuntas	60	Tidak Tuntas
20	S20	45	Tidak Tuntas	60	Tidak Tuntas
21	S21	40	Tidak Tuntas	60	Tidak Tuntas
22	S22	40	Tidak Tuntas	60	Tidak Tuntas
23	S23	40	Tidak Tuntas	70	Tidak Tuntas
24	S24	45	Tidak Tuntas	65	Tidak Tuntas
25	S25	55	Tidak Tuntas	70	Tidak Tuntas
26	S26	35	Tidak Tuntas	70	Tidak Tuntas
27	S27	40	Tidak Tuntas	75	Tuntas
28	S28	60	Tidak Tuntas	75	Tuntas
29	S29	50	Tidak Tuntas	65	Tidak Tuntas
30	S30		sakit		sakit
31	S31	55	Tidak Tuntas	70	Tidak Tuntas
32	S32	50	Tidak Tuntas	65	Tidak Tuntas
JUMLAH NILAI		1325		1890	
JUMLAH PESERTA MENGIKUTI		30		30	
RATA-RATA		45,8333333		63	
NILAI TERENDAH		35		45	
NILAI TERTINGGI		70		75	

Figure 2. List of Cycle I Values.

Based on the results of the first cycle of actions (see Table 4), two of the 32 students did not take the assessment due to illness. Of the 30 students who participated, four students have reached the KKM. The average score increased from 45.8 in the pre-action to 63 in the first cycle, or an increase of 17.2 points. All three aspects of the assessment show an improvement, as well as the lowest and highest scores. This shows a significant improvement in inspirational story writing skills after the implementation of the SAVI approach.

#### 4.1.4 Analysis and Reflection Cycle I

The learning process in cycle I showed an increase compared to pre-action. SAVI's approach has been proven to increase students' interest and understanding in writing inspirational stories.

Positives:

- Students' understanding increases.
- The average score is higher than the pre-action.

Negatives:

- Learning time is less efficient.
- The content of the story has not been explored to the maximum.
- There are still spelling and diction errors.
- It needs follow-up in cycle II for improvement.

#### 4.1.5 Results of Cycle II Class Actions

Implementation:

- Cycle II was held in two meetings, namely Friday, May 3 and Tuesday, May 7, 2024.
- Planning includes evaluation of cycle I, preparation of lesson plans, material adjustments, and coordination with collaborators.

Meeting 1 (May 3, 2024):

It starts with class arrangement and attendance. Two students were absent due to illness. Teachers review students' difficulties in writing inspirational stories, such as determining ideas and developing stories. The activity continued with the screening of the video "Father Memorabilia", filling out the LKPD, and student presentations after the Friday Prayer break.

Meeting 2 (May 7, 2024):

Starting with prayer and presence, two students remained absent. Teachers review the material, then distribute LKPD for assignments to write inspirational stories based on the theme of the surrounding environment (schools, markets, health centers, sub-districts). Students complete the assignment for 120 minutes and the results are collected.

#### 4.1.6 Observation

##### 1. Process

Learning runs more effectively than cycle I. Students are more active in asking questions, answering, and focusing on learning. Seat rotation also increases concentration and participation.

##### 2. Result

A significant improvement was seen in the quality of students' stories. The SAVI approach has proven effective in encouraging students to express sympathy, empathy, and concern in writing. The results are better than the previous cycle.

No	NAMA	Nilai Pratindaka	KET	Nilai Siklus 1	KET	Nilai Siklus 2	KET
1	S1	50	Tidak Tuntas	60	Tidak Tuntas	75	Tuntas
2	S2	40	Tidak Tuntas	50	Tidak Tuntas	75	Tuntas
3	S3	35	Tidak Tuntas	50	Tidak Tuntas	75	Tuntas
4	S4	45	Tidak Tuntas	70	Tidak Tuntas	80	Tuntas
5	S5	70	Tidak Tuntas	65	Tidak Tuntas	80	Tuntas
6	S6	55	Tidak Tuntas	65	Tidak Tuntas	80	Tuntas
7	S7	45	Tidak Tuntas	50	Tidak Tuntas	65	Tidak Tuntas
8	S8	35	Tidak Tuntas	75	Tuntas	90	Tuntas
9	S9	45	Tidak Tuntas	55	Tidak Tuntas	80	Tuntas
10	S10	45	Tidak Tuntas	55	Tidak Tuntas	65	Tuntas
11	S11	60	Tidak Tuntas	75	Tuntas	85	Tuntas
12	S12		sakit		sakit		sakit
13	S13	50	Tidak Tuntas	70	Tidak Tuntas	80	Tuntas
14	S14	35	Tidak Tuntas	45	Tidak Tuntas	70	Tidak Tuntas
15	S15	35	Tidak Tuntas	55	Tidak Tuntas	70	Tidak Tuntas
16	S16	50	Tidak Tuntas	65	Tidak Tuntas	75	Tuntas
17	S17	45	Tidak Tuntas	60	Tidak Tuntas	75	Tuntas
18	S18	40	Tidak Tuntas	60	Tidak Tuntas	80	Tuntas
19	S19	40	Tidak Tuntas	60	Tidak Tuntas	75	Tuntas
20	S20	45	Tidak Tuntas	60	Tidak Tuntas	75	Tuntas
21	S21	40	Tidak Tuntas	60	Tidak Tuntas	80	Tuntas
22	S22	40	Tidak Tuntas	60	Tidak Tuntas	85	Tuntas
23	S23	40	Tidak Tuntas	70	Tidak Tuntas	80	Tuntas
24	S24	45	Tidak Tuntas	65	Tidak Tuntas	80	Tuntas
25	S25	55	Tidak Tuntas	70	Tidak Tuntas	85	Tuntas
26	S26	35	Tidak Tuntas	70	Tidak Tuntas	80	Tuntas
27	S27	40	Tidak Tuntas	75	Tuntas	80	Tuntas
28	S28	60	Tidak Tuntas	75	Tuntas	90	Tuntas
29	S29	50	Tidak Tuntas	65	Tidak Tuntas	80	Tuntas
30	S30		sakit		sakit		sakit
31	S31	55	Tidak Tuntas	70	Tidak Tuntas	80	Tuntas
32	S32	50	Tidak Tuntas	65	Tidak Tuntas	75	Tuntas
<b>JUMLAH NILAI</b>		<b>1325</b>		<b>1890</b>		2345	
<b>JUMLAH PESERTA MENGIKUTI</b>		<b>30</b>		<b>30</b>		30	
<b>RATA-RATA</b>		<b>45,8333333</b>		<b>63</b>		78,1666667	
<b>NILAI TERENDAH</b>		<b>35</b>		<b>45</b>		65	
<b>NILAI TERTINGGI</b>		<b>70</b>		<b>75</b>		90	

Figure 3. Cycle 2 Value List.

Based on the results of the score taking test in cycle 2, it can be said that 90% of students who took the skill scoring test expressed sympathy, empathy, concern, and feelings in the form of inspirational stories in cycle 2 have met the Minimum Graduation Criteria. The students who took part in the pre-action process until the post test cycle 2 were 30 people.

In pre-action, the average score obtained from 30 students was 45.8. After the action was taken in cycle 1, the average score of students increased by 17.2 points, from 45.8 to 63 with 30 students taking the score taking test. In the treatment of action 2, the average score of students increased by 15.6 points to 78.6 with 30 students taking the score taking test. In addition to the increase in average scores, there is also an increase in 3 aspects of assessment which are reflected in table 5.

Thus, it can be concluded that learning expresses sympathy, empathy, concern, and feelings in the form of inspirational stories with the SAVI approach (somatic, auditory, visual, and intellectual) is able to improve students' skills in expressing sympathy, empathy, concern, and feelings in the form of inspirational stories with the SAVI (somatic, auditory, visual, and intellectual) approach.

#### 4.1.7 Analysis and Reflection

During the action cycle 2 the process of teaching and learning activities went very well compared to the pre-action and the action of cycle 1. The application of the SAVI approach (somatic, auditory, visual, and intellectual) is able to stimulate the interest and enthusiasm of students in class IX e SMP Negeri 1 Paliyan in learning to express sympathy, empathy, concern, and feelings in the form of inspirational stories. This is evidenced by the results obtained by the students increased compared to the results of pre-action and cycle 1 actions. In the reflection cycle 2, it is also supported by the results of the questionnaire after cycle 2 in the following table 6.

No	ANGKET PASCASIKLUS	Jawaban		Jawaban dalam %	
	PERTANYAAN	Ya	Tidak	Ya	Tidak
1	Apakah anda senang dengan pelajaran bahasa Indonesia khususnya menulis cerita inspiratif dengan pendekatan SAVI (Somatis, Auditori, Visual, Intelektual)?	27	3	90%	10%
2	Apakah anda menguasai dengan kegiatan menulis cerita inspiratif dengan pendekatan SAVI (Somatis, Auditori, Visual, Intelektual)?	25	5	83%	17%
3	Apakah menurut anda pembelajaran menulis cerita inspiratif dengan pendekatan SAVI (Somatis, Auditori, Visual, Intelektual) itu mudah?	27	3	90%	10%
4	Apakah anda merasa kesulitan dalam materi menulis cerita inspiratif yang diajarkan oleh guru?	28	2	93%	7%
5	Apakah cara guru dalam mengajar dapat menarik minat belajar anda?	29	1	97%	3%
6	Apakah anda senang dengan cara menyampaikan pelajaran yang dilakukan oleh guru?	29	1	97%	3%

Figure 4. Action Questionnaire Results 2.

Based on the table of questionnaire results, it can be concluded that learning expresses sympathy, empathy, concern, and feelings in the form of inspirational stories with the SAVI approach (somatic, auditory, visual, and intellectual) can improve the process and results of writing skills of students in grade IX e SMP N 1 Paliyan. The results obtained from cycle 2 have shown excellent improvement. Based on this, the researcher and collaborator agreed to stop the action. In addition, it is also because the increase that occurred was in accordance with the expected results.

The discussion of classroom action research is focused on (1) the description of students' initial abilities before the application of the SAVI approach (somatic, auditory, visual, and intellectual) in learning to express sympathy, empathy, concern, and feelings in the form of inspirational stories and (2) the implementation of classroom action research and the improvement of the ability to express sympathy, empathy, care, and feelings in the form of inspirational stories for students in grade IX e SMP Negeri 1 Paliyan by using the SAVI (somatic, auditory, visual, and intellectual) approach.

#### 4.1.8 Initial Description of Inspirational Story Skills

Based on initial information on inspirational story writing skills, it is known that most of the students of grade IX E SMP Negeri 1 Paliyan still have difficulties when participating in learning to express sympathy, empathy, concern, and feelings in the form of inspirational stories. This is because students rarely practice expressing sympathy, empathy, care, and feelings in the form of inspirational stories at home and at school. The average score of students before being subjected to action was 45.8. The results of learning observations revealed feelings of sympathy, empathy, concern, and feelings in the form of inspirational stories at the pre-action stage in the category of lack. This is proven by the average score of students who have not yet reached the KKM limit. Therefore, researchers and collaborators applied the SAVI (somatic, auditory, visual, and intellectual) approach to improve the skills of expressing sympathy, empathy, care, and feelings in the form of inspirational stories.

### 4.2 Discussion

#### 4.2.1. Discussion of the Results of the Implementation of Class Action

Based on field notes, the results of observations, questionnaires, and pre-action tests show that students' ability to express sympathy, empathy, concern, and feelings in the form of inspirational stories is included in the low category and needs to be improved for the better. This encourages researchers to use the SAVI (somatic, auditory, fvisual, and intellectual) approach in learning to express sympathy, empathy, care, and feelings in the form of inspirational stories.

The implementation of learning expresses sympathy, empathy, concern, and feelings in the form of inspirational stories with the SAVI approach (somatic, auditory, visual, and intellectual) is carried out in two cycles and the following is the discussion.

#### 4.2.2. Process Improvement

The steps of learning inspirational stories are carried out in stages, first students are directed to see and listen to inspiring videos. Second, students work on the LKPD which contains instructions to analyze the video and explain the results of their work. Third, students learn how to tell inspirational stories in writing with the SAVI (somatic, auditory, visual, and intellectual) approach. Fourth, at the last meeting, students took grades.



**Figure 5.** Photos of the Learning Process Cycle 1.

Teachers and collaborators must pay attention to the steps of learning activities to express sympathy, empathy, concern, and feelings in the form of inspirational stories using the SAVI approach (somatic, auditory, visual, and intellectual) properly so that the results obtained can be maximized. Teachers must carefully observe every process of taking information in the field and the process of writing story texts from the beginning to the end of learning.

The learning process of the first cycle has improved, although the increase is still not in line with the researchers' expectations. These shortcomings include the lack of concentration of students in participating in learning.

Although there are still some shortcomings in the first cycle, such as the lack of students' concentration in participating in learning. However, these shortcomings can be overcome in cycle II by changing the seat position/seat rotation.



**Figure 6.** Photo of the Learning Process Cycle 2.

The classroom situation began to be conducive, students began to write and express their sympathy, empathy, concern, and feelings in the form of inspirational stories, and there were no more students who disturbed other friends. Students are more responsible and provide positive responses to learning expressing sympathy, empathy, concern, and feelings in the form of inspirational stories using the SAVI (somatic, auditory, visual, and intellectual) approach.

#### **4.2.3. Improved Results/ Capabilities**

The assessment process expresses sympathy, empathy, concern, and feelings in the form of inspirational stories. This increase is shown by the average score obtained from pre-action to cycle 1, which is from an average pre-action score of 45.8 to 63 in cycle 1 action or an increase of 17.2 points. Although there has been an increase, the increase is still not felt. This is because there are still many students who have not reached the KKM limit. The lack of ability to express sympathy, empathy, concern, and feelings in the form of inspirational stories in students is influenced by several aspects, both from teachers and students. From the students due to the lack of story ideas, developing the storyline and developing the main contents into a cohesive story.

In cycle 2 there was another increase, although the increase was not as much as at the time of pre-action to cycle 1, but in cycle 2 the number of students who did not reach the KKM limit dropped to 3 students out of 30 students who did not complete. In cycle 2, there was an increase of 90% from 30 students who followed the process from pre-action to post-test cycle 2. Based on this, it can be concluded that learning to express sympathy, empathy, concern, and feelings in the form of inspirational stories with the SAVI approach (somatic, auditory, visual, and intellectual) is able to improve students' skills in expressing sympathy, empathy, concern, and feelings in the form of inspirational stories with the SAVI (somatic, auditory, visual, and intellectual) approach.

The use of the SAVI approach (somatic, auditory, visual, and intellectual) has been proven to be able to improve students' ability to express sympathy, empathy, concern, and feelings in the form of inspirational stories in writing. The average initial pre-action score of students was 45.8. The average score in cycle 1 increased to 63 while the average score in cycle 2 increased to 78.16. The increase in the mean value from cycle 1 to cycle 2 was not as significant as that occurred in the increase in the pre-action average value towards the average value of cycle 1. However, in cycle 2, the ability to express sympathy, empathy, concern, and feelings in the form of inspirational stories for students is more evenly distributed.

## **5. Conclusion**

Based on the results of the research that has been described in the previous chapter, it can be concluded that the SAVI approach (*somatic, auditory, visual, and intellectual*) can be used to improve the skills of expressing sympathy, empathy, concern, and feelings in the form of inspirational stories in writing in grade IX E students of SMP Negeri 1 Paliyan. The increase that occurs after the action includes process improvement and increased product yield.

The improvement in terms of process can be seen in the implementation of learning that goes well. It can be said to be good, because students feel comfortable and understand the material presented. Process improvement also includes the overall behavior of students during the learning process. Students pay more attention and respond enthusiastically to the teacher's explanation.

During the process of expressing sympathy, empathy, concern, and feelings in the form of inspirational stories in writing, students actively participate in interaction or cooperation activities with other students. Students responded positively to the learning techniques used. In addition, there was a good question and answer process between teachers and students. This makes learning to express sympathy, empathy, concern, and feelings in the form of inspirational stories in writing more conducive and interesting.

The increase in results can be seen from the average grade of the class obtained from the pre-action stage to cycle 2. In the pre-action stage, an average score of 51.2 was obtained, increasing to 69 at the 1st cycle stage. Furthermore, there was an increase in the average score of expressing sympathy, empathy, concern, and feelings in the form of inspirational stories in writing in cycle 2 to 75.8. This shows an increase of 24.6 points from the pre-action stage to the cycle 2 stage.

From the above research stage, it is proven that the use of the SAVI Approach (*somatic, auditory, visual, and intellectual*) in learning to express sympathy, empathy, concern, and feelings in the form of inspirational stories in writing is considered successful and can improve the ability of students in grade IX e SMP Negeri 1 Paliyan. For Indonesian teachers, they should use various learning methods, techniques, or strategies so that learning activities can be more interesting, innovative, and fun. Teachers should pay attention and understand every student's difficulties and then find solutions so that students are more interested in learning activities.

For the participants, this research is expected to help students in learning to express sympathy, empathy, concern, and feelings in the form of inspirational stories in writing, so that students can reach and exceed the limit of completeness scores. For other researchers, it is hoped that they can use the results of this research as a reference material in carrying out further research.

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