Conference Paper

Application of the SAVI Model in Learning to Listen to Short Stories

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Abstract.
The purpose of this research is to describe: (1) the components of short story listening skills, (2) the ability to listen after using the SAVI learning model; (3) the level of effectiveness of using the SAVI Model to teach students to listen to elements of short stories. It is a design that imagines a pseudo-experiment. The study population includes 20 students from class X. Cluster sampling was used, and pre- and posttest procedures were employed. Descriptive and inferential statistical approaches were used to analyze the data. As a result, (1) the ability to hear short story elements before the SAVI model is classified as low, (2) the ability to hear short story elements before the SAVI model is classified as high, and (2) the SAVI model showed an ability to hear elements of short stories before being classified as high. (3) The SAVI model applies effectively to learning story elements with $t$count > $t$table or 11.88 > 2.0414 at the 0.05 significance level. Based on the results of this study, the following suggestions are made: (1) Indonesian language and literature learning, especially literature listening, should be further improved by always providing students with short story listening training. (2) Teachers must use innovative teaching methods and learn to listen to elements of short stories. (3) To further improve their skills, students should actively practice listening to elements of short stories.

Keywords: short stories, SAVI model, listening

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1. Introduction

Literature learning in schools, especially MA/SMA, appears to be very inadequate. This is evidenced by students' lack of reading enthusiasm and capacity to understand literary works. Several factors contribute to poor literature learning in schools, as well as writer complaints. For starters, the government's commitment appears to be less serious. The percentage of learning literature in the Indonesian Language and Literature curriculum is quite small in comparison to learning language. According to the findings of an early study conducted by researchers with Indonesian Language Subject teachers for Class X MA DDI Alliritengae Maros Regency who teach Indonesian, appreciation learning does not improve student creativity since educators only teach short stories.

One aspect of learning literature that needs attention is the appreciation of short stories. Learning short stories can achieve results or at least be able to approach the direction and goals if the factors that are obstacles to learning short story appreciation can be overcome. Factors that influence the increase in short story appreciation learning is the use and application of innovative learning models. Another phenomenon shows that based on the results of initial observations in the schools studied, there are still many students who have a low ability to appreciate short stories. This may be observed in the preceding semester's learning outcomes, which demonstrate that student scores remained extremely low. According to the most recent data, the number of students in classes X IPA 1 to X IPA 2 is 40, and the average score is still low, namely 65.00. This demonstrates that there are still many students who have not met the standards specified by the Minimum Learning Competency Criteria (KKBM), notably getting a score of 70 or having 70% of students complete the course.

This fact necessitates that teachers innovate and be creative in their study in order to have the appropriate approaches and methods for instructing students. A process-based learning paradigm provides hope for tackling these challenges. Process-based learning will be more meaningful for students since they will be able to sense and experience learning firsthand. The SAVI Model is the most frequent name for this method.

1.1. SAVI models

According to Meier, the SAVI model is a learning approach based on the learner's activities that use all of the senses, involving the entire body and mind in the learning process. This paradigm necessitates a learner's full participation in the learning process in order to receive varied information and experiences. We are required to combine bodily/physical actions with intellectual activity and the use of the senses in this approach. The SAVI model's components are Somatic, Auditory, Visual, and Intellectual [1]

The four elements of the SAVI model, namely somatic, auditory, visual, and intellectual, will be discussed one by one below.

1.1.1. Somatic Learning

Somatic learning, in the context of language learning, means learning language by utilizing the physical senses of touch and kinesthetic to carry out an activity. Thus, learning is not only directed at achieving verbal abilities but also directed at physical

activities that accompany these verbal activities so that there is cohesion in the mind and body physically, getting up from his seat to carry out meaningful activities.

1.1.2. Auditory Study

Auditory language learning emphasizes the activity of listening to voices through dialogues that are created in class, both between students and students with the teacher directly or from audio devices. Thus, it is necessary to create a classroom atmosphere that provides flexibility for students to have dialogue orally about various matters. For example, recreating interesting experiences, gathering information from others about a matter/event, solving problems, and so on.

1.1.3. Visual Learning

Visual language learning requires the availability of various forms/media that can be observed directly by the learner to then talk about it in spoken or written form. Pictures, diagrams, graphs, charts, and other visual forms that can be enjoyed will really help students to get and develop certain information. The important thing that can be done in class to improve students' visual and language skills is to ask them to observe certain real situations, think about them, then talk about them to others accompanied by describing the processes, principles, or meanings they observe [1].

1.1.4. Intellectual Learning

According to Meier, the SAVI model is a learning approach based on the learner's activities that use all of the senses, involving the entire body and mind in the learning process. This paradigm necessitates a learner's full participation in the learning process in order to receive varied information and experiences. We are required to combine bodily/physical actions with intellectual activity and the use of the senses in this approach. The SAVI model's components are Somatic, Auditory, Visual, and Intellectual [1]. Intellectual abilities can be improved by inviting students to solve a problem that has been formulated in written text, generating creative ideas from the process of filtering information, and formulating various main ideas from a discourse.

1.2. Listening effectiveness, barriers, and solutions

1.2.1. Effective Listening

Listening is a process of communication. Communication here is the process of sending and receiving information. Listening is a process of receiving information or listening to listening that is receptive in nature. To listen effectively is not easy. A person must be able to be objective and be able to understand the message conveyed by his communication partner. Affective listening requires concentration, experience and skill. So, effective listening is listening objectively and understanding the message conveyed by the communication partner.

1.2.2. Barriers to Effective Listening

According to Tarigan [2], the obstacles to effective listening that cause listening learning to not be carried out properly are the lesson of listening is relatively new in the school curriculum, the theory of principles and generalizations about listening has not been widely disclosed, understanding of what is and how to listen is still minimal, textbooks and teacher's handbooks in listening lessons are scarce, Indonesian teachers lack experience in teaching listening, listening teaching materials are lacking, Indonesian teachers are not yet skilled in compiling listening teaching materials

These obstacles are increasing in learning literature because there is an assumption that learning literature is less useful for students' lives. The models used in learning literature are less varied, causing boredom in students. In addition, teachers tend to lack motivation for students to study literature and the media for learning literature is insufficient and students do not yet have a culture for learning literature[3][4].

1.2.3. Causes of Less Listening Students

Factors that cause students to pay less attention: students' understanding of listening skills is still lacking, students feel less benefit from learning to listen less motivated to learn, insufficient listening learning media and not used effectively, less varied listening learning techniques, too many students, the study room does not yet support listening learning.

1.2.4. Solutions to Face Barriers to Effective Listening

The solutions for effective listening include, trying to understand the main idea or main idea of the speaker, avoid distractions from the surrounding environment, trying to control emotions Good listeners always try to put emotions aside, make notes clear and concise, try to be empathetic, paying attention to nonverbal communication, look at the other person and pay attention to their body language, listening selectively Often in a conversation, the speaker provides important information, ask in place, postpone the questions and ideas you want to convey until the speaker is finished, make a conclusion on what is the main point of the conversation, provide feedback.

1.3. Elements of short stories

For a basic understanding of a short story, it is necessary to study six aspects carefully, namely: (1) plot, (2) character, (3) point of view, (4) storytelling techniques, (5) place and time (setting), (6) theme (Supratiningsih, 2015: 20). In this regard, the requirements that must be met in a short story: (a) theme or basis, (b) plot, (c) character delineation, (d) foreshadowing, suspense, (e) continuity and atmosphere (immediacy and atmosphere), and (f) concentration and unity. In addition, the requirements for a short story are as follows: (a) theme, (b) plot, (c) character delineation (d) foreshadowing, suspense, (e) continuity and atmosphere (immediacy and atmosphere), and (f) concentration and [5].

1.3.1. Channel

In a short tale or work of fiction in general, an inner groove is a series of stories generated by the phases of events that establish a story that is given by the actors in a story. Although it is not directly related to the events mentioned, the storyline can be observed in the objectives discussed in the short narrative. Of course, the short story writer is allowed to handle the information he selects so that the reader is convinced by his thought process [6]

1.3.2. Figure

In terms of involvement in the whole story, fictional characters are divided into two, namely the central character, the main character, and peripheral characters or additional (subordinate) characters because often a fictional prose involves several characters.

1.3.3. Character

Two things need to be considered in observing the character. In an effort to understand the character of the actor, the reader can trace it through (1) the author's speech on the characteristics of the actor, (2) the description given by the author through a description of his living environment and the way he dresses, (3) showing how his behavior is, (4) seeing how the character talks about himself, (5) understand his way of thinking, (6) observe how other characters discuss him, (7) observe how other characters interact with him, and (8) observe how other characters react to it. (9) Examine how the character interacts with other characters [6][7].

1.3.4. Background

Setting is also called setting, which is the place or time when the story takes place. A story is essentially nothing but a painting of events or incidents that happen to or are carried out by one or several characters at a time in a place. Humans or story characters can never be separated from space and time, so there can be no story without a background or setting.

1.3.5. Viewpoint

Burhan Nurgiantoro defines three types of viewpoints: 1) the third charm point of view, 2) the first charm point of view, and 3) the mixed point of view [5].

1.3.6. Storytelling Technique

This technique describes in language in a serious, playful, admirable, boring way, and so on. The overall presentation technique is a very important component in understanding a short story. The effect concerns the total use of language and the total pattern of detailed choices.

1.3.7. Theme

The term theme, according to Scharbach, is derived from a Latin phrase that means "a place to put a device." It is so named because the theme is the notion that drives a story, and it also acts as the author's beginning point in describing the fictional works

he makes. To comprehend the topic, the reader must first comprehend the key aspects that compose a story, as previously indicated [6].

1.3.8. Mandate

According to [8] the author's mandate is a moral teaching or message that he or she wishes to impart to the reader. The author neatly stores and conceals the message throughout the novel. Therefore, to find it, it is not enough to read two or three paragraphs, but must finish it completely. A good short story should be able to inspire readers to better understand and appreciate great and universal human values [6].

2. Methods

This study's variables are two: studying the SAVI Model as the independent variable (X) and listening to the elements of short stories as the dependent variable (Y). This research was designed through experimental research to collect correct data based on the research challenge. As a result, the study's research design is a quasi-experimental research design. Observations were made twice, once before and once after the experiment. Observations made before using the SAVI Model (Y1) are referred to as pretest, whereas observations made after using the SAVI Model (Y2) are referred to as posttest.

The total thing to be investigated is the population. This study's population consisted of all students from class X IPA MA DDI Alliritengae Maros, a total of 40 participants divided into four classes. Because students in class X are taught by the same teacher, method, and material, the nature and features of the study population are the same (homogeneous). The sample is a representative drawn from the population who will serve as a research subject. As many as 20 people were allocated to class X-IPA 1 as the experimental class for this investigation.

Observation, examinations, and lesson plans are utilized to collect research data. Observations were made in order to provide a first impression of short story appreciation learning in the investigated class. Test technique, which is a test to determine the elements of a short story to assess students' abilities to determine the elements of a short narrative. With the SAVI Model, the learning implementation plan serves as a reference and learning guideline. Data collection methods include test and observation approaches. In practice, students are assigned to determine the elements of short tales in accordance with class X basic competences, namely determining the elements of short stories. Two meetings are held to facilitate learning. The first meeting was used

as a pretest, and the second meeting was used to administer treatment (action) and continue the posttest to students. Each meeting lasts two hours and forty minutes. The schedule is changed to coincide with the hours of Indonesian language instruction at the school in question.

The steps of the study procedure, namely the preliminary activity (pretest) and the treatment as a posttest. The following actions were taken before to treatment as the starting activity: (1) The researcher performed learning without employing the SAVI Model in determining the elements of the short tale, and (2) Students were tasked with determining the elements of the short story. This learning activity was completed in a single meeting. Treatment as a posttest in learning is carried out across two encounters. The researcher conducts learning by offering explanations and directions on how to use the SAVI Model. The processes are as follows: (1) teach the content to determine the elements of short tales; (2) introduce and apply the SAVI Model; and (3) assign students.

The steps for statistically descriptive data analysis are as follows: Tabulate student results, average student scores, and generate a frequency distribution from raw data. In general, test data generated from rectification efforts is still questionable. To facilitate the investigation, a frequency distribution that may be used for additional calculations must be created.

In inferential statistical analysis, the t-test was used to assess the study hypothesis. However, before analyzing the hypothesis, the normality and homogeneity tests were performed. To assess whether the data following the population is normally distributed, the Kolmogorov-Smirnov normality test is utilized. The learning outcomes data are deemed to follow a regularly distributed population if the p-value is greater than 0.05. Meanwhile, a test of variance homogeneity is used to assess whether the variances of the two data sets are homogeneous. The learning outcomes data are said to be homogeneous if the p-value is greater than 0.05. Hypothesis testing is performed to answer the research hypothesis that has been proposed. The t-test is used for testing, but with the help of a computer, notably the SPSS tool.

3. Result and Discussion

There are two phases to learning to listen to the ingredients of short stories. The findings of data analysis are presented in two ways: descriptive statistical analysis and inferential statistical analysis on pre-test and post-test. The following is an explanation of the presentation:

3.1. Descriptive statistical analysis

3.1.1. Short Story Listening Ability Pretest Results (O1)

Descriptive statistical analysis is used to describe student learning outcomes in learning to listen to the elements prior to using the SAVI Model (pretest). The acquisition of student scores from highest to lowest is described in descriptive statistical analysis. An overview was acquired from the findings of data analysis on the ability to listen to the elements of short stories before implementing the SAVI Model for class X IPA 1 MA DDI Alliritengae Maros (pretest), with 20 students being analyzed, with the highest score being 72 and the lowest score being 46.

The maximum score obtained by students was 72, obtained by two students, and the lowest score obtained by one student was 46. The sequential acquisition of student scores from highest to lowest can be defined as follows: the highest score obtained by a student, namely 73 obtained by two students (10.0%); the sample that scored 68 was two students (10.0%); the sample that gets a score of 66 is one student (5.0%); the sample that scored 65 was three students (15.0%); the sample that got a score of 63 was two students (10.0%); the sample that gets a score of 62 is one student (5.0%); the sample that gets a score of 59 is one student (5.0%); the sample that scored 53 was three students (15.0%); the sample that gets a score of 50 is one student (5.0%); the sample that scored 46 was one student (10.0%).

Before implementing the SAVI Model, the data analysis results can be translated into a classification of the ability to listen to the aspects of students' short stories. Table 1 below contains further information:

TABLE 1: Classification of Ability to Listen to Short Story Elements Prior to the Application of the SAVI Model.

No.	Value Intervals	Ability Level	frequency	Percentage (%)
1. 2. 3. 4. 5.	90 – 100 80 - 89 70 - 79 40 - 69 0 - 39	Very high Tall Currently Low Very low	0 0 2 18 0	0.00 0.00 10.00 90.00 0.00
	Amount		20	100.00

According to Table 1, the very high group has a score of 90-100, the high group has a score between 80-89, the medium group has a score between 70-79, the low group has a score between 40-69, and the very low group has scores below 39 and below.

Prior to the implementation of the SAVI Model, the results of the categorization of learning to listen to the elements of short stories revealed that none of the students

earned very high, high, or very low ratings. For this pretest, just two students (10.00%) received the medium rating, while 18 students (90.00%) received the low classification.

Table 2 shows the findings of the descriptive statistical analysis connected to the learning value of listening to the elements of short stories before using the SAVI Model (pretest) above:

TABLE 2: Description of Student Learning Outcomes in Listening to Short Story Elements Prior to the Implementation of the SAVI Model (Pretest).

Statistics	Statistical Value	
Sample Range Lowest value The highest score ideal value Average(mean) sum Standard deviation variance	20 46.00 100.00 1220.00 51,368	26.00 72.00 62.50 7,17

According to Table 2, the degree of student learning outcomes was generally poor among the 20 students who were utilized as study samples for learning to listen to short story elements prior to implementing the SAVI Model. The average score attained by pupils, 61.00, demonstrates this.

Students must get a score of 70 in MA DDI Alliritengae Maros Regency for the completion of student learning results, particularly in the Indonesian language topic. Thus, prior to the implementation of the SAVI Model, student learning outcomes can be divided into two categories: complete and incomplete. As a result, the frequency and percentage values presented in Table 3 are obtained. The following are examples:

TABLE 3: Distribution and Percentage of Mastery Learning Outcomes Criteria.

No.	Mark	Category	frequency	Percentage (%)
1.	≥ 70	complete	2	10.00
2.	< 70	Not Completed	18	90.00
	Amount		20	100.00

Based on Table 3 above, it can be seen that the frequency and percentage of the ability to listen to elements of short stories for class X IPA 1 MA DDI Alliritengae Maros Regency before the application of the SAVI Model (pretest), were students who scored ≥ 70 as many as two students (10, 00%) of the total sample while students who scored <70 were 18 people (90.00%) of the total sample.

Based on the previous description, it is possible to conclude that two students satisfied the Minimum Completeness Criteria (KKM) and eighteen students did not. The number of students in the incomplete category much outnumbers those who achieve learning mastery. The average value of student learning outcomes is 61.00. As a result,

students who were educated prior to using the SAVI Model did not achieve classical mastery.

3.1.2. Posttest Results of Ability to Listen to Short Story Elements (O2)

The findings of data analysis on the ability to listen to the elements of short stories following the application of the SAVI Model for class X IPA 1 MA DDI Alliritengae Maros Regency, with 20 students examined, revealed that no student was able to reach a maximum value of 100. One student achieved the highest possible score of 91, while two students received the lowest possible score of 78.

The sequential acquisition of student scores from highest to lowest can be defined as follows: the highest score obtained by a student, namely 91 obtained by one student (5.0%); the sample that scored 88 consisted of three students (15.0%); the sample that scored 85 consisted of six students (30.0%); the sample that scored 82 consisted of six students (30.0%); the sample that scored 79 consisted of two students (10.0%); the sample that scored 78 consisted of two students (10.0%).

After applying the SAVI Model to the data analysis results, it can be translated into a classification of the ability to listen to the aspects of students' short stories. Table 4 below contains further information:

TABLE 4: Classification of Ability to Listen to Short Story Elements After Application of the SAVI Model

No.	Value Intervals	Ability Level	frequency	Percentage (%)
1. 2. 3. 4. 5.	90 – 100 80 - 89 70 - 79 40 - 69 0 - 39	Very high Tall Currently Low Very low	1 15 4 0 0	5.00 75.00 20.00 0.00 0.00
Amount			20	100.00

According to Table 4, the classification level of student ability is quite high, as demonstrated by 1 student (5.00%). The student evaluation results showed that 15 students (75.00%) received a high score, while 4 students (20.00%) received a medium rating. Meanwhile, none of the pupils received that score (0%) for the low and very low groups. As a result, the results of listening to the aspects of students' short stories after using the SAVI Model are rated as excellent.

Table 5 shows the findings of the descriptive statistical analysis on the learning value of listening to the elements of short stories after applying the SAVI Model (posttest) above:

According to Table 5, the degree of student learning outcomes is generally high among the 20 students who served as the research sample for learning to listen to the

TABLE 5: Description of Student Learning Outcomes in Learning to Listen to Short Story Elements After the Application of the SAVI Model (Posttest).

Statistics	Nilia Statistics
Sample Range Lowest value The highest score ideal value Average(mean) sum Standard deviation Variance	20 13.00 78.00 91.00 100.00 83.55 1671.00 3.59 12,892

elements of short stories after the application of the SAVI Model (posttest). Like the pre-test, the criteria for completeness of student learning outcomes after application of the SAVI Model are divided into two categories in this post-test: complete and incomplete. As a result, the following frequency and percentage values are obtained, as given in Table 6:

TABLE 6: Distribution and Percentage of Mastery Learning Outcomes Criteria.

No.	Mark	Category	frequency	Percentage (%)
1.	≥ 70	complete	20	100.00
2.	< 70	Not Completed	0	0.00
	Amount		20	100

According to Table 6, the frequency and percentage of students who scored 70 after the application of the SAVI Model (posttest) for class X IPA 1 MA DDI Alliritengae Maros Regency were students who scored 70 as many as 20 students (100, 00%) of the total sample, while no student scored 70 from the total sample. Based on the above description, 20 students satisfied the Minimum Completeness Criteria (KKM). The average value of student learning outcomes is 83.55. As a result, students taught utilizing the SAVI Model have achieved classical mastery.

3.2. Inferential statistical analysis

It was analyzed after the application of inferential statistical analysis to determine the differences in the effectiveness of the application of the SAVI Model in learning to listen to the elements of short stories prior to the application of the SAVI Model. Inferential statistical analysis utilizing the SPSS version 20 program with computer aid. The results of inferential statistical analysis are meant to answer previously defined research hypotheses. Prior to undertaking inferential statistical analysis, the normality and homogeneity tests were performed as a prerequisite for conducting a t test or hypothesis test. The following are the tests:

3.2.1. Normality test

In this study, the normality test is used after the Kolmogorov-Smirnov to determine whether the data that follows the population is normally distributed. The normality test resulted in a value of p = 0.482, with the condition that if the value of p > = 0.05, the data is normally distributed. The SPSS analysis results suggest that the value of p = 0.482 > = 0.05. This demonstrates that the data on student learning outcomes in the fundamental competencies of listening to short story pieces originate from regularly distributed populations. More information can be found in table 7 below.

TABLE 7: Normality Test.

	The Value of Listening to Short Stories	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Student scores	Pretest	.140	20	.200	.957	20	.482
	posttest	.167	20	.145	.936	20	.200

3.2.2. Variance Homogeneity Test

The second prerequisite that must be met before conducting the t test is the homogeneity of the variance of the data. The condition for homogeneity of variance is if p > α = 0.05. Test the homogeneity of the variance of the population of learning outcomes data listening to the elements of short stories for this study population, using the Text of Homogeneity of Variances. From the analysis of the data in SPSS after applying the population variance homogeneity calculation, the value of p = 0.632 was obtained. The conditions that must be met as a condition for the data to come from a homogeneous (same) population are p > α, α = 0.05. Because the value of p = 0.632 > α = 0.05, it can be concluded that the population variance comes from the same (homogeneous) population.

3.2.3. Hypothesis Test (t)

The normality and homogeneity tests were run as warm-ups before the hypothesis test (t), and the findings met the criteria for running the t test. As a result, the previously supplied hypotheses will be answered using a t test. The study's hypothesis is that the SAVI model is beneficial in teaching students to listen to the elements of class X MA

TABLE 8: Test of Homogeneity of Variance.

		Levane Statistics	df1	df2	Sig.
Student scores	Based on Means	8,251	1	38	007
	Based on Median	6,499	1	38	.015
	Based on Median and with adjusted Df	6,499	1	26,007	.017
	Based on trimmed mean	7,987	1	38	007

DDI Alliritengae Maros Regency. To determine the efficacy of this strategy, consider the basic differences between student learning results in pre-test activities and student learning outcomes in post-test activities. In this study, it was discovered that students' scores increased after using the SAVI Model to learn to listen to short story elements compared to student scores before using the SAVI Model to learn to listen to short story elements. After performing the analysis prerequisite tests, namely the normality and homogeneity tests, the hypothesis test employed was the t-test analysis technique for the pre-test and post-test group design, and the results obtained were that the data was normal and homogenous. The student acquisition value is then analyzed using the independent t test, yielding the following results:

TABLE 9: Independent t Test Results.

	Paired Differences					t	Df	Sig. (2-tiled)
	Means	std. deviation	std. Error Means	95% Confidence Interval of the Difference				
Pair of Pretest Student Scores Posttest Student Scores	22,550	7,647	1,710	26,129	18,188	13,188	19	,000

According to Table 9, H0 is rejected, but H1 (research hypothesis) is approved. Thus, using the SAVI Model to learn to listen to the elements of the short story MA DDI Alliritengae Maros Regency is helpful.

3.3. Discussion of research results

Cooperative learning is a component of the SAVI paradigm. The implementation is as follows: the teacher must understand the ins and outs of the literary works to be taught more deeply, then the teacher and students determine the literary works or short stories to be taught, the next step is the stage of presenting literary works, and the first presentation begins with the teacher reading literary works, for example, and

then the discussion led by the teacher, and the final step is reinforcement, which is intended to hone students' understanding of the literary works to be taught[9–11].

The findings of this study reveal that for MA DDI Alliritengae students in Maros Regency, learning to listen to the elements of short stories using the SAVI model is better or more successful than learning with standard learning models. Students are unable to listen properly when using the conventional learning model or pretest activity, namely learning to listen to the elements of a short story before using the SAVI Model, because we all know that in order to listen to the elements of a short story, they must read a lot, so the short story that is read must be read again so that it can be listened to as best as possible. Furthermore, because learning is more dominated by the teacher, this learning paradigm appears monotonous. The average student cannot identify the theme, mandate, storyline, point of view, characters, setting, storytelling techniques, or characterization. from brief stories that the teacher accurately heard. The majority of them compose items that create conflicting challenges in establishing the theme of the previously heard short stories. Similarly, many students are unaware that the forward plot and backward plot are distinct; instead, they determine the plot in the story by writing back and forth plot, which is due to the teacher's lack of mastery of the teaching materials that will be taught to students.

The traditional learning approach used in the pre-test is lecture, participation, and assignment techniques. The teacher explains the information sequentially and occasionally provides pupils time to ask questions and take notes during this learning process. The teacher then tells one of the students to read short stories in front of the class, while the other students take notes. Students identify the elements of the short narrative, and then the teacher and students reflect on the lessons that have been completed, and then tasks in the form of eight number objective questions are given. At the end of the session, the teacher motivates pupils to learn while also closing the lesson [12–14].

The preceding is consistent with Wardani's assertion that the traditional learning approach first calmed children. Students sit and listen intently as the teacher explains the subject. Because pupils who don't understand don't want to ask questions, this makes it harder for professors to understand their students' understanding. The SAVI model is more effective than traditional learning methods in teaching people to listen to brief story elements. This is due to the fact that the two learning approaches differ greatly in terms of presentation. As previously stated in relation to traditional learning methods, there are numerous issues in delivering teaching materials to pupils. The most fundamental issue is that teachers do not fully understand the teaching materials [15,16].

Unlike the SAVI Model, the teacher must first comprehend the intricacies of the literary works to be taught before teaching them. The teacher must also be clever or clever in selecting the short stories to be read, meaning short stories that are easy to understand and look enthusiastic when students ask them to choose literary works in the form of short stories to be read later.

The success attained is also due to the bond between members who support, help, and care for one another. Weak pupils receive input from relatively strong students, which increases their learning motivation. This incentive influences learning results positively. under general, learning under the SAVI Model fosters critical thinking skills and cooperation, healthy interpersonal ties between people from various backgrounds, the application of mentoring amongst friends, and the creation of an environment that respects scientific ideals, all of which can increase students' learning motivation. Student activity is higher when students learn the SAVI model because they obtain more direct experience than in pre-test activities that use traditional learning models.

The SAVI methodology proved to be quite beneficial for children learning to listen to the reading of short tale elements. This may be observed in students' ability to define the theme, mandate, point of view, storyline, characters, characterizations, storytelling styles, and settings, which is superior than traditional ways. As a result, the adoption of the SAVI model in teaching students of MA DDI Alliritengae Maros Regency to listen to elements of short stories is more effective than traditional techniques.

For more details, the results of this research data analysis can be described based on the findings of the use of the SAVI Model in learning to listen to elements of short stories for class X IPA 2 MA DDI Alliritengae Maros Regency. From the results of inferential statistical calculations for the type of t test, it is obtained that tcount = 13.188 and db = 38 at a significant level of 0.975, so the ttable value is 2.0414. The test criteria are: H1 is rejected if tcount < ttable and H1 is accepted if tcount > ttable. So tcount > ttable with a value of 13.188 > 2.0414.

Comparison of data analysis results between the pretest and posttest, namely the pretest acquired by the average student score of 62.50 and the posttest obtained by the average student score of 83.50. This suggests that after using the SAVI Model, students' ability to listen to the aspects of their short tales improved. As a result, there are substantial variations in learning outcomes for class X IPA 1 MA DDI Alliritengae Maros Regency when using the SAVI model versus when not using the SAVI model in learning to listen to aspects of short stories.

4. Conclusion

Based on the findings of the data analysis and discussion, the following conclusions may be drawn about the usefulness of utilizing the SAVI Model in developing the ability of MA DDI Alliritengae Maros Regency class X students in listening to the elements of short stories:

1. The ability to listen to the elements of short stories before applying the SAVI Model is categorized as low for class X students of MA DDI Alliritengae, Maros Regency (pretest), with an average score of 62.50.

2. The ability to listen to the elements of short stories after the application of the SAVI Model for MA DDI Alliritengae Maros Regency class X pupils (posttest) is classified as high, with an average value of 83.50.

3. The SAVI model is helpful in teaching students in class X MA DDI Alliritengae Maros Regency to listen to aspects of short stories, with a tcount > ttable or 13.88 > at a significant level of 0.975.

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