



## The effectiveness of the SAVI method in improving poetry reading skills of elementary students

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### Abstract

This study examines the effectiveness of the Somatic, Auditory, Visual, Intellectual (SAVI) learning method in enhancing the poetry reading skills of fifth-grade elementary school students. Employing a quantitative approach with a one-group pretest-posttest design, the research involved 36 fifth-grade students from Muhammadiyah Condongcatur Elementary School. Data were collected through structured observation sheets and analyzed using a paired sample t-test. The results indicate a statistically significant improvement in students' poetry reading skills following the intervention, with a significance value of 0.001 ( $< 0.05$ ). The mean score increased by 30.72 points from pretest to posttest, demonstrating a substantial gain in performance. These findings lead to the conclusion that the SAVI method is an effective instructional strategy for significantly improving poetry reading proficiency in the target student population.

**Keywords:** SAVI Method; Poetry Reading Skills; Learning Effectiveness; Elementary Education; Quantitative Research

**How to Cite (APA):** Latif, A., Sugiarsih, S., & Novianto, A. (2025). Effectiveness of the SAVI method on fifth grade elementary school poetry reading skills. *Jurnal Penelitian Ilmu Pendidikan*, 18(2), 123 – 132. <https://doi.org/10.21831/jpip.v18i2.91473>

Received 06-10-2025; Received in revised from 12-10-2025; Accepted 13-11-2025

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### INTRODUCTION

Literature serves as written language representing human expression, encompassing ideas, beliefs, experiences, and emotions that are conveyed through imagination, factual reflection, or experiential insights, all wrapped in an aesthetic package through carefully chosen language (Shofia & Sujito, 2024). The study of literature is introduced from elementary levels up to higher education, encompassing various genres and instructional approaches. Literary education emphasizes recognizing, analyzing, and interpreting works such as poetry, prose, drama, and essays. Its goal extends beyond familiarizing students with different literary forms it also nurtures critical thinking, artistic sensitivity, and cultural awareness. This approach aligns closely with the process of learning to read poetry.

Poetry, composed in verse and rich in implicit meaning, serves as an artistic outlet that reveals the beauty of language through rhythm, sound patterns, deliberate word choice, and distinctive style (Deepa & Ilankumaran, 2018). Mastering the skill of reading poetry is a vital aspect of literary education, as it aims to nurture students' abilities to comprehend, interpret, and express the meanings embedded in poetic works. Developing proficiency in poetry reading offers numerous benefits: it enhances language proficiency and vocabulary, provides an avenue

for emotional and personal expression, stimulates imagination and creativity, and sharpens analytical thinking. Engaging with poetry has also been shown to foster literacy and higher-order reasoning skills (Ebrahimi & Zainal, 2018).

Effective poetry reading requires more than basic literacy; it involves performance aspects that bring a poem to life. Students are encouraged to explore their imagination and creativity, experiment with figurative language, and practice public speaking through poetry recitation (Piliang & Wulandari, 2025). In particular, vocal elements such as pronunciation, intonation, and expression are essential for delivering a poem in a meaningful way (Sari et al., 2019). In essence, reading poetry is fundamentally an affective experience, not merely an exercise in articulating words. Rather, it represents a communicative act wherein the emotions inherent in the poem are conveyed and shared with the audience, enabling them to feel and comprehend the poem's emotional depth.

The skill of pronouncing words clearly and accurately is essential for individuals who read poetry. Articulation refers to the clarity of word pronunciation when delivering a poem; a proficient poetry reader conveys verses with precise and distinct pronunciation (Husna et al., 2020), intonation represents the melodic aspect of speech that provides tone and nuance to each spoken sentence (Keraf, 2001). Equally important is expression, which reflects the reader's ability to internalize the poem's mood and project it through voice, facial expression, and gesture. A truly expressive poetry reader absorbs the feelings conveyed by the poem and transmits them to the audience (Mulyono, 2008). Therefore, a competent poetry reader must fully comprehend and appreciate the overall content of the poem being presented.

Despite the importance of poetry reading skills, many elementary school students struggle to read poetry proficiently. Preliminary observations and interviews with fifth-grade teachers in Depok District (Yogyakarta, Indonesia) revealed that most students exhibit low ability in poetry reading. Many were unable to articulate words in the poem clearly, and their voice intonation tended to be monotonous, resembling mere textbook reading. In addition, students showed limited appreciation for the meaning conveyed in the poems. Their tempo and pauses while reading was inconsistent, and they often appeared rushed, seemingly eager to finish rather than express the poem's emotional depth.

Several studies conducted in Indonesia indicate that students frequently face challenges in reading poetry, including feelings of embarrassment, low self-confidence, and difficulties in mastering vocal elements, intonation, and expression required for effective poetry reading. These issues often arise due to insufficient and shallow practice. For example, a study by Sellavia and Fradana (2024) found that many students paid little attention to proper intonation, articulation, and expression during poetry reading, resulting in flat and monotonous performances. Furthermore, research by Wiranty (2017) found that elementary school students' poetry reading abilities remained low, with 75% of students failing to complete the given tasks. More recently, in 2024, reports continued to show that many elementary students still struggled to read poetry with proper pronunciation, intonation, and expression (Dwinata et al., 2025).

One underlying cause of these shortcomings is the limitation of conventional teaching approaches for poetry reading. In many schools, poetry is taught in a perfunctory manner students might read aloud from textbooks without sufficient guidance on expressive techniques, or practice is too infrequent and superficial to build confidence. This lack of effective practice leads to persistently low proficiency. Students who do not receive engaging, in-depth training in poetry recitation often remain shy and unenthusiastic, which further hinders their performance. Research has noted that children who struggle with poetry reading tend to have low self-confidence in public speaking situations and less fluent oral reading in general (Prawiyogi & Cahyani, 2016). By contrast, students with strong reading fluency and expressiveness are better able to understand texts and make accurate inferences (Saglam, 2023). These observations suggest that improving poetry reading skills could not only enhance literary performance but also boost overall language proficiency and self-confidence.

In response to these challenges, educators have been exploring innovative teaching

models to make poetry reading more effective and engaging. One promising approach is the SAVI method, which stands for Somatic, Auditory, Visual, Intellectual. The SAVI method is a multisensory learning model that emphasizes active involvement of the whole body and mind in the learning process. Meier (2000) posits that “learning becomes most effective when it engages both the body and the mind,” meaning that students learn best when they are doing, hearing, seeing, and thinking rather than passively listening. In addition, Baihaki (2002) emphasizes that the learning process should not only involve the conscious, rational, left-brain, and verbal functions, but also engage the entire body and mind through emotions, the five senses, and the nervous system. Furthermore, the SAVI learning method is not only widely implemented in Indonesia but has also been adopted in several other countries, including Korea, Israel, and China (Sari et al., 2019).

The SAVI method emphasizes that the learning process becomes more effective when it involves physical movement (somatic), hearing (auditory), sight (visual), and thinking skills (intellectual). Through this approach, learning not only focuses on cognitive aspects but also develops students’ psychomotor and affective abilities. In the SAVI approach, actively engaging students in the learning process helps to enhance their interest and motivation to learn (Silitonga et al., 2019).

Reading poetry through the SAVI method is highly suitable for teaching poetry reading and recitation, as it engages students’ five senses, body movements, and intellectual abilities in one integrated activity (Santoso et al., 2020). Moreover, this method helps reduce shyness or lack of confidence, since students are actively involved both physically and emotionally in the learning process. In addition, this learning model accommodates various learning styles, including kinesthetic, visual, and auditory learners (Ismawanti et al., 2022). It is therefore expected to enhance students’ poetry reading skills in terms of vocal control, expression, and appreciation of the poem’s meaning. Similar findings were reported in another study, which indicated that the application of the SAVI method can help students improve their poetry reading performance, particularly in pronunciation, intonation, and expression (Fitriani et al., 2023).

Despite the pedagogical promise of SAVI, most prior studies on improving poetry reading skills in elementary schools have employed a Classroom Action Research (CAR) approach. Such studies typically focus on iterative classroom interventions and descriptive outcomes, rather than rigorously testing the effectiveness of a method through experimental means. Consequently, while they provide useful observations, they do not quantify how much a given teaching method can improve poetry reading skills. Moreover, there is a lack of quantitative research examining the effectiveness of the SAVI method specifically for poetry reading. Few studies have used a true experimental or even pre-experimental one-group pretest–posttest design to measure students’ improvement after applying the SAVI approach. In particular, hardly any research has simultaneously addressed pronunciation, intonation, and expression as integrated performance indicators within the SAVI framework. For instance, although (Dwinata et al., 2025; Sellavia & Fradana, 2024; Wiranty, 2017) documented low poetry reading proficiency among students, they did not provide quantitative analysis of improvements achieved through specific instructional methods. This leaves a clear gap in the literature regarding evidence-based evaluation of multi-sensory teaching strategies for poetry.

In light of the above context, this study aims to quantitatively examine the effectiveness of the SAVI method in improving the poetry reading skills of fifth-grade elementary school students in Depok District. Accordingly, we pose the research question: How effective is the SAVI method in enhancing the poetry reading skills of fifth-grade elementary school students? The objective of this research is to determine to what extent the SAVI approach improves these students’ poetry reading abilities, including their pronunciation, intonation, and expressive performance. By addressing this question, the study provides empirical evidence on the impact of a multi-sensory learning method in literary education, thereby filling the noted gap in quantitative research and offering insights into how integrated somatic, auditory, visual, and intellectual engagement can elevate young learners’ poetry reading skills.

## METHODS

This study employed a pre-experimental research design According to Sugiyono (2019), a pre-experimental one-group pretest–posttest design is a quantitative approach used to determine the effect or effectiveness of a treatment on a single group of subjects without involving a control group. In the present study, this design was used to examine the effectiveness of the SAVI method on the poetry reading skills of fifth-grade elementary school students. This design was considered appropriate because it allowed the researcher to compare students' performance before and after the SAVI-based instruction and thus to identify any improvement attributable to the treatment.

The structure of the one-group pretest–posttest design used in this study is presented in Table 1.

Table 1. One group pretest-posttest design

Group	Pretest	Treatment	Posttest
Experiment	O <sub>1</sub>	X	O <sub>2</sub>

Description:

O<sub>1</sub> = Pretest of poetry reading skills before treatment

X = Treatment in the form of applying the SAVI learning method

O<sub>2</sub> = Final test (posttest) of poetry reading skills after treatment

This pre-experimental study was conducted at Muhammadiyah Condongcatur Elementary School, located in Depok District, Sleman Regency, Special Region of Yogyakarta. The population of the study comprised all 144 fifth-grade students at the school, distributed across classes 5A, 5B, 5C, and 5D.

The sample consisted of 36 students from class 5A. This intact class was designated as the experimental group, and all students in the class participated in the learning activities using the SAVI method. These students received poetry reading instruction with SAVI as part of their regular Indonesian language lessons.

The data collection technique used in this study was direct observation. The main research instrument was an observation sheet designed to assess indicators of poetry reading skills. The observation sheet was used to evaluate students' performance in reading poetry aloud, including aspects such as pronunciation, intonation, and expression, in accordance with the competencies targeted in the curriculum.

Before the instrument was used in the main study, its validity and reliability were examined. The type of validity employed was content validity, which ensured that the items on the observation sheet adequately represented the construction of poetry reading skills being measured. The reliability of the instrument was tested using Cronbach's Alpha, where an alpha value greater than 0.70 is generally considered to indicate acceptable internal consistency.

Data were collected in three sequential stages in accordance with the one-group pretest–posttest design. First, before any treatment was given, students completed a pretest of poetry reading skills. In this stage, each student was asked to read a poem aloud, and their performance was assessed using the observation sheet, which recorded indicators such as pronunciation, intonation, and expression. The pretest scores reflected the students' initial level of poetry reading ability prior to the implementation of the SAVI method. Second, during the treatment phase, poetry reading instruction was delivered using the SAVI learning method as part of the regular Indonesian language lessons. In this phase, the teacher applied SAVI-based activities that engaged students somatically, auditorily, visually, and intellectually while practicing poetry reading. Third, after the treatment had been completed, students took a posttest using the same assessment procedure and instrument as in the pretest. The posttest scores provided data on students' poetry reading skills after experiencing SAVI-based instruction and served as the basis for comparing pre-intervention and post-intervention performance.

The data analysis technique used in this study was parametric statistics. Before conducting hypothesis testing, a normality test was carried out to examine whether the pretest

and posttest score distributions met the assumption of normality. The Shapiro–Wilk test was used because the sample size was fewer than 50 students.

If the data were found to be normally distributed, a paired-sample *t*-test was performed to compare the pretest and posttest scores. The paired-sample *t*-test was used to determine whether there was a statistically significant difference in students' poetry reading skills before and after the application of the SAVI method. In this way, the test assessed the effectiveness of the SAVI method on the poetry reading skills of fifth-grade elementary school students.

## RESULTS AND DISCUSSION

### Results

This section presents the study findings in a clear and objective manner, focusing on (1) the quality of the assessment instrument, (2) normality testing as an assumption check, and (3) hypothesis testing of the SAVI method's effectiveness on students' poetry reading skills. The research instrument's validity was evaluated by an expert in the field. The validator for this research instrument was Dr. Supartinah, S.Pd., M.Hum., an expert in Indonesian language and literature education. The instrument obtained a mean validity score of 4.5 on a 5-point scale, which is categorized as "highly valid". Subsequently, the reliability of the instrument was tested using SPSS, yielding a Cronbach's Alpha coefficient of 0.887, which indicated "good reliability". Afterward, the learning process was conducted with fifth-grade students at Muhammadiyah Condongcatur Elementary School to collect the research data.

Before providing the treatment using the SAVI method, a pretest was administered to assess the students' initial ability in reading poetry. Since this study employed a one-group pretest-posttest design, conducting a pretest was essential to establish a baseline. After obtaining the pretest data, the learning process or treatment using the SAVI method in poetry reading lessons was implemented in two instructional sessions. This was then followed by a posttest using the same instrument to measure the students' performance after receiving the treatment and to determine the final outcomes achieved by the students.

After successfully collecting the data, the next step was to conduct a normality test to determine whether the data were normally distributed. The normality test was performed using the SPSS (Statistical Package for the Social Sciences) version 27 program. The results of the normality test are presented in the following output.

### Normality Test

A normality test was conducted to determine whether the obtained data were normally distributed. The results of this test served as a prerequisite for further analysis. The Shapiro–Wilk method was used when the sample size is less than 50, whereas the Kolmogorov–Smirnov method was applied when the sample size exceeds 50. The results of the normality test using SPSS version 27 are presented in Table 2.

Table 2. Results of the normality test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.118	36	0.200*	0.975	36	0.584
Posttest	0.096	36	0.200*	0.962	36	0.255

\* This is a lower bound of the true significance.  
a. Lilliefors Significance Correction.

The decision criteria were as follows: if the Sig. value was greater than 0.05, the data were considered normally distributed; if the Sig. value was less than or equal to 0.05, the data were considered not normally distributed. For the pretest data, the significance value obtained was 0.584 ( $> 0.05$ ), indicating that the pretest scores were normally distributed. Similarly, the posttest data had a significance value of 0.255 ( $> 0.05$ ), which also indicates a normal distribution.



Therefore, both data sets met the normality assumption and were suitable for parametric hypothesis testing.

### Hypothesis Testing

Next, a paired samples t-test was conducted to determine whether there was a significant difference between the average pretest and posttest scores within the same group, that is, before and after learning through the SAVI method in teaching poetry reading to fifth-grade students. The t-test was selected because the normality test indicated that both the pretest and posttest data were normally distributed. If the data had not been normally distributed, a nonparametric alternative such as the Wilcoxon signed-rank test would have been applied instead. The research hypothesis used in the paired samples t-test analysis was as follows.

- a.  $H_1$  (alternative hypothesis): There was a significant effect of using the SAVI method on students' poetry reading skills.
- b.  $H_0$  (null hypothesis): There was no significant effect of the SAVI method on students' poetry reading skills.

The results of the paired samples t-test obtained using SPSS version 27 were presented in Table 3.

**Table 3.** Results of the paired sample t-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-30.722	1.186	0.198	-31.123	-30.321	-155.438	35	< 0.001

The decision criteria for the paired samples t-test were as follows: if the Sig. (2-tailed) value was less than 0.05,  $H_1$  was accepted and  $H_0$  was rejected; if the Sig. (2-tailed) value was greater than or equal to 0.05,  $H_1$  was rejected and  $H_0$  was accepted. Based on the results presented in Table 3, the Sig. (2-tailed) value was < 0.001, which is below 0.05. Thus,  $H_1$  was accepted and  $H_0$  was rejected, indicating a significant difference between the pretest and posttest scores.

### Discussion

The study results show that implementing the SAVI (Somatic, Auditory, Visual, Intellectual) method significantly improves fifth-grade elementary students' poetry reading skills. This finding is supported by the paired sample t-test results, which yielded a significance value of  $0.001 < 0.05$ , indicating a significant difference between the pretest and posttest scores after applying the SAVI method. The average score increase of 30.72 demonstrates that this method has a strong positive effect on students' poetry reading skills.

These findings reinforce [Meier's \(2000\)](#) theory that learning becomes more effective when students are actively involved through physical, auditory, visual, and intellectual activities. In the context of poetry reading, such multisensory engagement enables students to grasp poetry not only on a cognitive level but also emotionally and expressively. The somatic aspect encourages students to use body movements to convey the meaning of the poem, while the auditory aspect supports proper pronunciation and intonation. The visual aspect stimulates imagination related to the poem's content, and the intellectual aspect develops critical thinking skills in interpreting its underlying meaning.

The findings of this study are consistent with those of [Fitriani et al. \(2023\)](#) and [Santoso et al. \(2020\)](#) who found that the application of the SAVI method significantly enhances students' reading and poetry recitation skills, especially in terms of articulation, intonation, and expression. Likewise, research conducted by [Sihombing et al. \(2021\)](#) demonstrated that the SAVI

method motivates students to be more active and confident when reading poetry in front of the class, as the learning process is designed to be enjoyable and interactive.

In addition, the enhancement of poetry reading skills through the SAVI method can also be viewed from a psychological perspective. Based on accelerated learning theory, students' physical and emotional engagement in the learning process fosters meaningful learning experiences that strengthen their memory and comprehension of the material Baihaki (2002). In this study, students who were initially lacking in confidence and tended to read poetry monotonously became more expressive after participating in learning activities using the SAVI method. This indicates that the method not only improves technical skills in poetry reading but also positively influences affective aspects such as self-confidence and the courage to speak in public.

Compared to previous studies that employed the demonstration method, the SAVI method offers more comprehensive outcomes because it incorporates multisensory elements. While the demonstration method primarily emphasizes visual examples provided by the teacher, the SAVI approach integrates active learning experiences that enable students to engage directly. Therefore, the implementation of the SAVI method in teaching poetry reading can be considered more effective in developing students' overall reading skills.

In practical terms, the findings of this study hold significant implications for elementary school teachers. Educators are encouraged not only to focus on the cognitive aspects of literature learning but also to incorporate multisensory approaches such as the SAVI method. This approach enables students to become more active, creative, and confident in reading poetry. The implementation of this method can serve as an innovative alternative in Indonesian language learning, particularly in enhancing students' literary appreciation skills at the elementary level.

### CONCLUSION

This study provides empirical evidence that the SAVI (Somatic, Auditory, Visual, Intellectual) learning method is significantly effective in enhancing elementary school students' poetry reading skills. The findings demonstrate that integrated multisensory engagement produces measurable improvements not only in technical aspects (pronunciation, intonation) but also in affective dimensions (confidence, expression). Theoretically, this research extends accelerated learning theory by validating that somatic, auditory, visual, and intellectual engagement together create meaningful learning experiences. Furthermore, the study addresses a critical gap in the literature by providing quantitative evidence for SAVI's effectiveness in poetry literacy a domain previously dominated by qualitative classroom action research. Practically, these findings offer elementary school educators a validated, implementable strategy that accommodates diverse learning styles and fosters students' confidence in public expression.

Future research should employ comparison or control groups and replicate the study with larger, geographically diverse samples to strengthen the evidence base. Additionally, longitudinal investigations examining the durability of SAVI effects over extended periods would provide valuable insights into the sustainability of this pedagogical approach. By pursuing these avenues, subsequent studies can build upon this foundation and advance the field's understanding of effective multisensory literacy instruction in Indonesian language education.

### ACKNOWLEDGEMENT

The author expresses sincere gratitude to Muhammadiyah Condongcatur Elementary School for granting permission to carry out this research. Appreciation is also extended to all the students who kindly participated in this study.

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