Effectiveness Of English Material By Applying Savi Models

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Abstract

This study was to determine the effectiveness of teaching materials English language has been developed for students of Elementary Teacher Education (PGSD), how effectiveness English language materials that have developed. This study was classified as research and development (R & D) by using 4-D model of development (Four-D). Data collection instrument in this study was the observation, questionnaires and documentation. Data analyzed used research instruments for further analysis of data validity and practicality of using data analysis techniques to study the instrument analyzed the data validity and effectiveness of product. The result of the stage dissemination teaching materials in English that has developed indicate a difference in mean score of student learning outcomes PGSD between a control class 19,000 and Experiment class amounted about 24,114, on the test experiment there is a significant difference between the experimental class with a control with a level of significant shows 0000, it scores mean difference, it showed show effectiveness English language teaching materials have developed used SAVI models.
Keywords: *Affectivity, English material, SAVI model.*

Background

[1] Language is a symbol and [2] Language is a symbol system, both in the form of sound and writing, which are used and agreed upon by a social group. There is no single human activity that. [3] language is very important in human life.[1], [4] Learning English is important because all of the world use English as native or second language and as foreign language. [5], [6] but learning English as foreign language is difficult because more rules.

The background of this research is the lack of understanding, English mastery of Elementary Teacher Education Program (PGSD) students in general, as well as the inability to communicate properly and correctly according to the method of communicating English.

[7] Besides the unavailability of learning resources and learning tools that support increasing interest and motivation to learn English. [8], [9]The low achievement of students towards English is partly because students consider English very difficult to learn because there are differences in writing and reading, there is intonation, different pronunciation, so they are not interested in learning English, this needs to be given an immediate solution that to provide learning tools, learning resources and textbooks in English and by providing language laboratory facilities to develop speaking skills (reading), and listening (listening).[10]

This research have develop a model of teaching materials and English learning that could improve students' reasoning, creativity, and innovation, so that they can improve their ability to practice communicating English correctly and correctly.[11] Learning English for the foreign language is difficult, it has more challenge,[12] the student must mastering of 4 skills of English language there reading, listening, speaking and writing, they must practice their English,[13] have more vocabulary, intonation, spelling words, create suitable sentences, [14]they must think critically, [15]cleverly process; this is the problem in learning English.

The function of spoken language are interactional and transactional, the primary intention of the former is to maintain social relationship,[16] whereas that the latter is convey information and ideas. Language

instructor should be providing students with opportunity for the meaningful communicative behavior about the relevant topics, communication devices essentially from interaction.[17] Communication in the classroom is embedded in the meaning focus on activity the require teachers to tailor their instruction carefully to need of the students to teach them how to listen to other, how to talk another, how to negotiate meaning in the share context.[18] Out of the instruction the students learn how to communicate verbally and nonverbally as their language store and language skill develop. [1], [19] Consequently, the give and the take exchanges of message will enable them to create courses that convey their intention in the real life communication.

The ability of English learners PGSD in South Sulawesi are generally based on the initial survey results PGSD still in the low category, ability to speak English, the ability to read and write the English language learners who obtained PGSD are in the low category. It should be anticipated with the availability of teaching materials in accordance with the needs of the students, teaching materials that can increase the interest in learning and easily understood by the learner, in this research SAVI (Somatic, auditory, visual and intellectual) in the learning process of students will be actively [20]involved, working groups, discussions, presentations, and using the media interest, that students pursued discover new ideas and innovate, work and work together and respect each other , sharing ideas[21].

Based on the problems and obstacles faced by students, this study wants to find out the effectiveness of teaching materials that have been developed.

Method

This research is classified as research and development (R&D) using a 4-D (Four-D) development model. It includes; Define, Design, Develop, and Disseminate stages. [22]The data collection instruments in this research are observation, questionnaire and documentation. Data analysis techniques used research instruments to further analyze validity and practicality data. Data analysis techniques used research instruments to further analyze validity and effectiveness data.[23] In the Decimation stage, an assessment of the effectiveness of product development is carried out with field trials involving 2 classes for large-scale trials. The normality of the distribution of research data is determined using the SPSS 20 program, and then analyzed. The pretest and posttest scores of the subject group were tested for difference. Pretest values were tested using the T test for free samples in the SP SS 20 programs, and the difference test was analyzed using the General Linear Model-

Repeated Measures SPSS 20, the difference in learning outcomes using the General Linear Model - Multivariate Program SPSS 20.

Finding and Discussion

The result of the stage dissemination teaching materials in English that developed indicate a difference in mean score of student learning outcomes PGSD between a control class 19,000 to class Experiment amounted to 24 114 on the test experiment in found there is a significant difference between the experimental class with a grade control with a level of significant shows 0.000, score mean difference score results showed show affectivities English language teaching materials have been developed using SAVI models. It shows in table 1

This data shows a very significant difference in learning outcomes obtained by the experimental class and the control class.

Table 1: One Sample of Statistics Average Learning Outcomes of English Using Materials through the application of the SAVI Model

Class	N	Mean	STD Division	STD Mean	Error
CONTROL	45	19.000	2.5673	3827	

EXPERIMENT	35	24. 114	9.0416	1.5283	

Description of average of Pre-test and Posttest of Control Class and Experiment Class in learning English used SAVI Model.

Table 2. Comparison of differences in Pretest and Post-test Average Mean English Learning Outcomes of PGSD students

Class	Pretest	Post Test
CONTROL	28.5	72.7
EXPERIMENT	20,5	80,25

Table 2 illustrates the summary of average acquisition values in the control class and experiment class. The control class got a mean value of 28.5 for Pretest while the experimental class got a mean value of 20.5. The mean value in the control class was 72.7 there was an increase when compared to the average value of Pretest, after being treated using English material by applying the SAVI Model then Post Test obtained the average value in the experimental class 80.25 there was a very significant improvement and this shows the effectiveness of the English Teaching material by applying the SAVI Model.

Description of the average English learning outcomes by applying the SAVI Model there is a difference between the control class and the Experiment class this can be known through the large value of the English learning outcomes at each meeting when the control class is given a pre-test, then the average value is 28.5 while in the post The test obtained a value of 72.2. But there is a significant difference in the mean value with the experimental class, the experimental class when it is pre-tested it gets an average value of 20.5 and after being given treatment using English Teaching material with the application of the SAVI model it obtains an average value of 80.25. In this case it can be concluded that the development of English teaching materials by applying the SAVI model is very effective

Conclusion

From the results of the study it can be concluded that through learning to use English material by applying the SAVI model is very effective in improving the learning outcomes of PGSD students at Makassar State University.

Suggestion: for lecturers in English courses to be more creative in developing English teaching materials that are tailored to the needs of students, and the environment of students to improve their English language skills as a foreign language.

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