Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 4, Juli 2026
DOI: https://doi.org/10.55909/jpbs.v5i4.1651

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

The Influence of the SAVI Learning Model on the Poetry Reading Skills of Class X Students of SMAN 1 Grogol Kediri

Amelia Puspitasari[1]*, Andri Pitoyo[2], Moch. Muarifin[3]
[123]Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Nusantara PGRI Kediri, Jawa Timur, Indonesia
*E-mail: ameliapuspitasari888@gmail.com

ABSTRACT
This study aims to: 1) describe the posttest results of poetry reading skills of class X students of SMAN 1 Grogol Kediri without the SAVI learning model; 2) describe the posttest results of poetry reading skills of class X students of SMAN 1 Grogol Kediri with the SAVI learning model; 3) whether or not the SAVI learning model has an effect on poetry reading skills of class X students of SMAN 1 Grogol Kediri. This study uses a quantitative descriptive method through a quasi-experimental design with a pretest posttest control group design. This study took place at SMAN 1 Grogol Kediri in the 2025/2026 academic year. The population of this study was 36 class X-1 students and 36 class X-4 students who took the poetry reading skills pretest, who took the poetry reading skills learning, and who took the poetry reading skills posttest. The sample was determined at 62 students with the same number per class; drawn by simple random sampling without replacement. Data on poetry reading skills were collected using a poetry reading performance test instrument. Poetry reading skill data were analyzed using descriptive statistics to determine poetry reading skills and inferential statistics, namely the independent sample t test to calculate the effect of the SAVI model on poetry reading skill learning outcomes. The data analysis technique used the SPSS version 27 application with a significance value (2-tailed). The results of the study: 1) the posttest results of poetry reading skills of class X students of SMAN 1 Grogol Kediri without the SAVI learning model were in the low category; 2) the posttest results of poetry reading skills of class X students of SMAN 1 Grogol Kediri with the SAVI learning model were in the high category; 3) the SAVI learning model on poetry reading skills of class X students of SMAN 1 Grogol Kediri because the t value is 4,81had a sig. 0.00 <0.05.

Keywords: SAVI learning model, reading skills, poetry

Pengaruh Model Pembelajaran SAVI terhadap Keterampilan Membaca Puisi Siswa Kelas X SMAN 1 Grogol Kediri

ABSTRAK
enelitian ini memiliki tujuan untuk: 1) mendeskripsikan hasil posttest keterampilan membaca puisi siswa kelas X SMAN 1 Grogol Kediri tanpa model pembelajaran SAVI; 2) mendeskripsikan hasil posttest keterampilan membaca puisi siswa kelas X SMAN 1 Grogol Kediri dengan model pembelajaran SAVI; 3) ada-tidaknya pengaruh model pembelajaran SAVI terhadap keterampilan membaca puisi siswa kelas X SMAN 1 Grogol Kediri. Penelitian ini menggunakan metode deskriptif kuantitatif melalui quasi experimental design dengan bentuk desain penelitian adalah pretest postest control group design. Penelitian ini berlangsung di SMAN 1 Grogol Kediri tahun pelajaran 2025/ 2026. Populasi penelitian ini adalah 36 siswa kelas X-1 dan 36 siswa kelas X-4 yang mengikuti prates keterampilan membaca puisi, yang mengikuti pembelajaran keterampilan membaca puisi, dan yang mengikuti postes keterampilan membaca puisi. Sampel ditetapkan sebanyak 62 siswa dengan jumlah yang sama banyak per kelas; ditarik secara random sederhana tanpa pengembalian. Data keterampilan membaca puisi dikumpulkan menggunakan intrumen tes performansi membaca puisi. Data keterampilan membaca puisi dianalisis menggunakan statistik deskriptif untuk mengetahui keterampilan membaca puisi dan statistik inferensial yakni uji t sampel independent untuk menghitung pengaruh model SAVI terhadap hasil belajar keterampilan membaca puisi. Teknik analisis data menggunakan aplikasi SPSS versi 27 nilai signifikasi (2-tailed). Hasil penelitian: 1) hasil posttest keterampilan membaca puisi siswa kelas X SMAN 1 Grogol Kediri tanpa model pembelajaran SAVI berkategori rendah; 2) hasil posttest keterampilan membaca puisi siswa kelas X SMAN 1 Grogol Kediri dengan model pembelajaran SAVI berkategori tinggi; 3) model pembelajaran SAVI terhadap keterampilan membaca puisi siswa kelas X SMAN 1 Grogol Kediri karena nilai t = 4,81 memiliki sig. 0,00 < 0,05.

Kata kunci: model SAVI, keterampilan membaca, puisi

Submitted	Accepted	Published
18/06/2026	18/07/2026	20/07/2026

Citation	Puspitasari, A., Pitoyo, A., & Muarifin, M. (2026). The Influence of the SAVI Learning Model on the Poetry Reading Skills of Class X Students of SMAN 1 Grogol Kediri. *Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 4, Juli 2026, 3135-3142*. DOI: https://doi.org/10.55909/jpbs.v5i4.1651

Publisher
Raja Zulkarnain Education Foundation

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355
Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 4, Juli 2026
DOI: https://doi.org/10.55909/jpbs.v5i4.1651

INTRODUCTION

Learning is a state in which a person experiences changes within themselves. These changes occur in behavior that changes from previous behavior to better behavior after experiencing specific guidance or treatment that has been conditioned according to the circumstances. As stated by Pitoyo (2016), learning is a process carried out to create behavioral changes in individuals. These changes occur due to treatment or direction, thus controlling the conditions and situations that have been implemented.

Learning Indonesian aims to improve students' communication skills, especially in everyday life, so that they use good and correct Indonesian. Language learning in schools encompasses four aspects of language skills: listening, speaking, reading, and writing (Pitoyo, 2015). It is clear that learning Indonesian is crucial for both the individual and others when communicating. During communication, both parties will understand each other, resulting in effective communication. Furthermore, mastering these four language skills will make it easier for someone to express themselves appropriately and provide a strong foundation for critical thinking and learning.

Reading skills are activities and techniques that a person undertakes or goes through to achieve success at each predetermined stage (Burns in Sukma & Puspita, 2023). This demonstrates that reading skills are an activity accompanied by specific techniques to achieve each stage. This activity is carried out to achieve predetermined goals. This aligns with Puspitoningrum's (2018) opinion, which states that reading is a language skill and a crucial factor in the learning process. This is because through reading, students can acquire information, making reading a key component of literacy.

Poetry is a literary work formed from rich or profound meaning and presented monologue-like. The content of poetry uses beautiful words, evident in the use of diction, figures of speech, rhyme, and rhythm. Poetry is also rich in meaning, as evidenced by the density of each linguistic element. Furthermore, poetry uses concise or concise language, yet still creates profound meaning (Kosasih, 2008). Therefore, a poem can be defined as a literary work formed from a deep sense of meaning. Poets selectively choose beautiful words with connotative language and condense these words while still conveying a strong and profound sense of meaning. This beauty is achieved by considering diction, figures of speech, rhyme, and rhythm. Lailiyah & Rahmayantis (2021) argue that the main elements that construct a poem include physical and spiritual elements. These two main elements bring poetry to life.

Literature is a product of culture originating from society, created from the thoughts and feelings of the author as part of society (Muarifin & Waryanti, 2021). According to Aminuddin (Rahmayantis, 2016), reading literature can also be described as aesthetic reading, namely reading beauty. In reading beauty, the main goal is for readers to easily enjoy, appreciate, and even appreciate the elements of beauty reflected in a literary work. In line with Qomariyah's (2022) opinion, reading literature is essentially a skill based on experience. Therefore, to master literary reading effectively, teachers must apply it both practically and continuously in the literature learning process.

According to Kosasih (2008), reading poetry is a beautiful act. This beautiful act is typically performed aloud or declamated, where a person reads poetry accompanied by movements and facial expressions tailored to the theme and content of the poem. Therefore, when someone reads poetry, they not only pronounce or recite the words but also expressively present the meaning, feelings, and messages within the poem written by the poet. Therefore, it can be concluded that reading poetry is a beautiful act. Beautiful reading involves not only conveying the written text but also expressing the poet's meaning, feelings, and message. An important initial step is to understand the meaning

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

the poet is trying to convey, thus creating an appreciation for the poem.

Researchers identified a problem in the form of low poetry reading rates. This problem is caused by several factors, including a lack of interest and motivation to learn. These problems result in a suboptimal learning process because students experience difficulties reading poetry, including aspects of appreciation or soulfulness, movement, vocalization, and overall performance, which influence the message or content conveyed to the listener. The learning model applied to poetry reading utilizes a lecture method, delivering material using slides. The learning process focuses solely on delivering the material without involving students in the learning process. This obstacle highlights the importance and necessity of implementing a more effective learning model to improve poetry reading skills.

The SAVI learning model is a viable alternative. This learning model encompasses the first stage: somatic, where learning activities are carried out through movement; auditory, where learning activities are carried out through listening; visual, where learning activities are carried out through observation; and intellectual, where learning activities are carried out through problem solving (Meier, 2004). One learning model that aims to prioritize full student involvement or active participation; learning that involves the entire body, mind, emotions, and senses; and learning that emphasizes the joy of learning, meaning it can stimulate interest and foster understanding in the learning process. This makes learning more enjoyable and satisfying. Learning situations that collaborate students' five senses, body movement, and critical thinking make learning more enjoyable, lively, and understandable.

By combining these four elements, the SAVI model makes poetry reading more enjoyable, interactive, and accessible to students' diverse learning styles. Students not only understand the theoretical content of poetry but also experience and express it fully. Therefore, the SAVI learning model is highly appropriate and beneficial for poetry reading instruction because it creates a comprehensive and in-depth learning experience. The following is the research problem formulation:

1) What are the post-test results of the poetry reading skills of grade 10 students at SMAN 1 Grogol Kediri without the SAVI learning model?
2) What are the post-test results of the poetry reading skills of grade 10 students at SMAN 1 Grogol Kediri with the SAVI learning model?
3) Is there an effect of the SAVI learning model on the poetry reading skills of grade 10 students at SMAN 1 Grogol Kediri?

The following research objectives consist of three things:

1) To describe the post-test results of the poetry reading skills of grade 10 students at SMAN 1 Grogol Kediri without the SAVI learning model.
2) Describe the posttest results of poetry reading skills of class X students of SMAN 1 Grogol Kediri with the SAVI learning model.
3) Describe whether or not there is an influence of the SAVI learning model on poetry reading skills of class X students of SMAN 1 Grogol Kediri.

Previous research relevant to this study, which found that the SAVI (Somatic, Auditory, Visual, Intellectual) learning model significantly impacted other variables studied, comprised three studies: The first was conducted by Lyansari et al. (2024) entitled "The Effect of the SAVI (Somatic, Auditory, Visualization, Intellectual) Learning Model on the Learning Outcomes of Fourth-Grade Science Students at SDN Pucakwangi 01." The second was conducted by Veriansyah (2022) entitled "The Effect of Implementing the SAVI (Somatic, Auditory, Visualization, Intellectuality) Learning Model on the Learning Outcomes of Grade X Students at SMAN 6 Pontianak." The third was conducted by Ningsih et al. (2022) entitled "The Effect of the SAVI (Somatic, Auditory, Visual, Intellectual) Learning Model on

the Learning Outcomes of Civics Education in Fourth-Grade Students at SD Negeri 14 Tanah Abang."

METHOD

There are three stages of research procedures that will be implemented in learning using the SAVI learning model. The research preparation stage includes determining the research design, research location, population, sample and research steps. The implementation stage of this research includes administering a pretest, administering the SAVI learning model to the experimental class and the visual, auditory, and kinesthetic (VAK) learning model to the control class, and administering a posttest. The final stage of the research includes data collection, processing and analyzing the data obtained from the test results between the experimental and control classes, and finally, drawing conclusions from the research results.
This research uses experimental research.

According to Sugiyono (2024), experimental research is used as a means to examine the cause-and-effect relationships resulting from administering certain treatments to research subjects under structured, controlled conditions. This study uses a quasi-experimental design, a research design that focuses on testing the effect of independent variables on dependent variables, involving an experimental group as the recipient of the treatment and a control group as a comparison to obtain a clear picture of the results of the treatments. Both groups were given a pretest and a posttest. The experimental group received treatment, while the control group received no treatment. The design used was a Pretest/Posttest Control Group Design. The researchers conducted the study at SMAN 1 Grogol Kediri in the 2025/2026 academic year.

The population of this study was 10th-grade and 4th-grade students who took the poetry reading skills pre-test, the poetry reading skills instruction, and the poetry reading skills post-test. Each class had 36 students.

The sample size was determined at 62 students. This sample size was determined based on statistical formulas (Amin et al., 2023; Razak, 2017; Santoso, 2023). Each sample group consisted of 36 students. Each sample member was drawn from the population using simple random sampling without replacement.

The instruments or tools needed to be adjusted based on the objectives previously determined by the researcher so that they could be used to collect data. In this study, data were collected using action tests. Asrul et al. (2015) state that a performance test is a test in which students demonstrate actions or behaviors related to learning outcomes. The test aims to assess the quality of students' performance by following instructions. The test takes the form of practice, which students will undertake in poetry reading skills.

Data analysis is an activity that can only be carried out after all data has been collected (Sugiyono, 2025:47). Two types of analysis techniques were used: descriptive statistics to describe the data obtained. Both inferential statistics serve as conclusions for populations from sample data whose truth is probabilistic (Sugiyono, 2025). Inferential statistical testing was conducted using the SPSS version 27 application. After the data was collected, prerequisites were tested for normality and homogeneity. After fulfilling these two prerequisites, an independent sample t-test was then conducted to determine whether the effect was significant or not.

A normality test is conducted to determine whether the data falls within the criteria for normal distribution (Fraenkel et al., 2012; Widyastuti, 2022; Afifuddin, & Saebani, 2002, Piaw, 2006). The Kolmogorov-Smirnov test in this study, characterized by a sample size of >50, is evident from the 62 samples used by the researchers.

The homogeneity test is carried out to determine whether the data is included in the criteria for homogeneous distribution or not (Fraenkel et al., 2012; Widyastuti, 2022; Afifuddin, & Saebani, 2002, Piaw, 2006).

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

RESULTS

1. Control Group Posttest Results

Class X-4 served as the control class, consisting of 36 students. This class implemented the visual, auditory, and kinesthetic (VAK) learning model. The posttest results showed a mean score of 71.48. The frequency distribution of students in the control class is shown in the following table.

Table 1
Frequency Distribution of Reading Skills in the Control Class

	Frequency	Percent	Cumulative Percent
65	6	19,35	19,35
66	1	3,23	22,58
67	3	9,68	32,26
70	2	6,45	38,71
71	5	16,13	54,84
72	1	3,23	58,06
73	4	12,90	70,97
75	4	12,90	83,87
77	2	6,45	90,32
80	1	3,23	93,55
81	1	3,23	96,77
85	1	3,23	100,00
Total	31	100,00	
Mean	71,48		
Std. Deviation	5,21		

2. Posttest Results for the Treatment Group

Class X-1 served as the experimental class, consisting of 36 students. This class implemented the SAVI learning model. The posttest results showed a mean score of 78.23. The frequency distribution of students in the experimental class is shown in the following table.

Table 2
Frequency Distribution of Reading Skills in the Experimental Class

	Frequency	Percent	Cumulative Percent
65	1	3,23	3,23
67	1	3,23	6,45
71	2	6,45	12,90
73	5	16,13	29,03
75	3	9,68	38,71
77	1	3,23	41,94
79	5	16,13	58,06
81	1	3,23	61,29
82	1	3,23	64,52
83	6	19,35	83,87
85	4	12,90	96,77
88	1	3,23	100,00
Total	31	100,00	
Mean	78,23		
Std. Deviation	5,82		

3. Independent Sample t-Test Results

Normality and homogeneity tests were performed using SPSS version 27 software. The posttest significance value for the control class was 0.083 and the posttest significance value for the experimental class was 0.094. This indicates that the results meet the significance level guidelines of >0.05. Therefore, it can be concluded that the posttest results for both the control and experimental classes are normally distributed.

Normality Test Results

The significance value based on the mean was 0.135, indicating that the results meet the significance level guidelines of >0.05. Therefore, it can be concluded that the posttest results for the control and experimental classes are homogeneous, meaning that the variances of both classes are equal. The following table shows the results of the homogeneity test.

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 4, Juli 2026
DOI: https://doi.org/10.55909/jpbs.v5i4.1651

The independent sample t-test value is 4.807 at df 60 and sig. 0.00 (Table 3). Therefore, sig. 0.00 < 0.05. Thus, Ho is rejected. This means that the mean post-test of the control group of 71.48 is significantly different from the mean post-test of the treatment group of 78.23. The synthesis is that the SAVI learning model has a significant effect on poetry reading skills for class X students of SMAN 1 Gerogol Kediri.

Table 3
Independent Sample t-Test Results

Independent Sample Test				
	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	4,807	60	0,000	6,742
Equal variances not assumed	4,807	59,279	0,000	6,742

DISCUSSION

The control class implementing the VAK learning model still fell short of expectations. First, the visual aspect, in which students directly see the poetry text and then understand and examine it in terms of meaning and atmosphere. Second, the auditory aspect, in which students have the opportunity to listen and observe the pronunciation, intonation, voice character, and power used in the poetry reading. Finally, the kinesthetic aspect, in which students practice poetry reading directly with the help of peers who provide feedback and suggestions on their poetry reading performances.

Therefore, in the learning process, students only gain learning experiences through observation, listening, and movement, but not through analysis. As a result, students find it easier to understand the presentational form of a good poem than to deeply understand the underlying foundation of that presentation. This condition results in students' poetry reading skills tending to lack aspects that should be present when reading poetry. In the poetry reading skills of students in the control class without the SAVI learning model, students did not achieve optimal results, as evidenced by the average posttest score of 71.42. This is due to the learning model's inability to place a strong emphasis on critically understanding information. Meanwhile, the experimental class implementing the SAVI learning model in class X-1 significantly improved students' poetry reading skills, as evidenced by the average posttest score of 78.22. This achievement occurred because the SAVI learning model provided a more comprehensive learning experience through the involvement of somatic (body movement), auditory (hearing), visual (sight), and intellectual (thinking) aspects. The involvement of these four aspects enabled students to acquire, process, and apply information throughout the learning process.

During the learning process, students not only observed and listened to examples of poetry readings but also gained a thorough understanding of several versions of poetry presentations. This process helped students understand the rationale for using specific intonations, expressions, and movements when observing and listening to poetry readings. This allowed students to perform poetry readings not only technically but also reflected an understanding of the poem's content.

The first somatic aspect involves expressing the mood of the poem using facial expressions and gestures. This physical involvement facilitated students' appreciation of the poem's content, as they not only learned the material through comprehension but also experienced it directly. The second auditory aspect involved listening to video poetry readings and peer readings. The third visual activity, observing poetry readings, encompasses expression and movement. Finally, the intellectual activity, involves thinking, analyzing, and evaluating. These skills help students determine the appropriate use of intonation, articulation, vocal strength, and vocal character for the poem's atmosphere. This learning not only develops the ability to imitate poetry reading examples but also the ability to think and analyze the two previously observed poetry readings. After analyzing, students

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

reflect on and plan concepts related to their performance in reciting a poem.

Therefore, it can be concluded that the SAVI model places students at the center of learning. Students acquire knowledge through their own learning experiences, not solely through teacher explanations. Active engagement encompasses the use of the five senses, critical thinking, and encompasses all student learning styles. Therefore, student learning outcomes in the experimental class using the SAVI learning model were more optimal compared to those using the VAK learning model.

CONCLUSION

Students in the experimental and control classes showed a visible difference in their final learning scores. The class that received the SAVI model demonstrated better poetry reading skills compared to the class that implemented the VAK model. This stark contrast indicates that the SAVI model can encourage, develop, and stimulate students to achieve success. The impact also reflects students' achievement of the set learning objectives. Based on the posttest results, the score was 78.22 compared to 71.42. This is further clarified by the significance value of 0.001, which is lower than the 0.05 level, and the calculated t-value of 4.965, which exceeds the t-table value of 2.648.

Thus, the SAVI model has a significant impact on students' poetry reading skills. In addition to the effectiveness previously described, another important consideration in using the SAVI model is time management to balance the SAVI model components for students. This effort is made to ensure students can follow the learning process in a structured manner from beginning to end.

REFERENCES

Afifuddin, A. & Saebani, B. A. (2002). *Metodologi Penelitian Kualitatif. Bandung: Pustaka Setia.*

Amin, N. F., Garancang, S., & Abunawas, K. (2023). Konsep Umum Populasi dan Sampel dalam Penelitian. Pilar: Jurnal Kajian Islam Kontemporer. Volume 14 , No. 1, Juni 2023, 15-31.

Asrul, A., Ananda, R., & Rosnita, R. (2015). *Evaluasi Pembelajaran*. Bekasi: Citapustaka Media.

Elmustian, E., & Jalil, A. (2015). *Teori Sastra: Bahan Ajar.* Pekanbaru: Laboratorium Bahasa dan Sastra Indonesia, FKIP, Universitas Riau.

Fraenkel, J. R., Wallen, E. W., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.

Kosasih, E. (2008). *Apresiasi Sastra Indonesia*. Jakarta: Nobel Edumedi.

Lailiyah, N., & Rahmayantis, M. D. (2021). *Melukis Kata Lewat Puisi*. Bandung: Kepel Press.

Lyansari, A. P. L., Purnamasari, V., & Nuvitalia, D. (2024). Pengaruh Model Pembelajaran SAVI (Somatic, Auditory , Visualization, Intellectual) terhadap Hasil Belajar IPAS Kelas IV SDN Pucakwangi 01. *Jurnal Pendidikan Dasar*, *4*(2), 315–325. https://doi.org/10.26877/literasi.v4i2.20491

Meier, D. (2004). *The Accelerated Learning:Handbook*. Bogor: Mizan Pustaka.

Muarifin, M., & Waryanti, E. (2021). Representasi Budaya Jawa dalam Novel Ronggeng Dukuh Paruk Karya Ahmad Tohari. *Jurnal Bahasa, Seni, dan Pengajaran*, *5*(2), 34-46

Ningsih, S. W., Putra, M. J., & Dedy, A. (2022). Pengaruh Model Pembelajaran Savi (Somatic Auditory Visual Intellectually) Terhadap Hasil Belajar Pendidikan Kewarganegaraan Siswa Kelas IV SD Negeri 14 Tanah Abang. *Jurnal Pendidikan dan Konseling*, *4*(4), 1935–1939.

Pitoyo, A. (2015). *Model Pembelajaran Kooperatif dalam Pembelajaran Menulis*. Kediri: Dimar Intermedia.

Pitoyo, A. (2016). *Dasar-Dasar Interaksi Belajar Mengajar Bahasa Indonesia*. Kediri: Dimar Intermedia.

Puspitoningrum, E. (2018). *Implementasi Literasi untuk Meningkatkan Motivasi Pembelajaran pada Materi Membaca Aksara Jawa Siswa SMA*. *2*(1), 38-48

Qomariyah, U. (2022). Penguatan Standar Kompetensi Lulusan Membaca Sastra melalui Strategi Meta-Analisis bagi Mahasiswa Jurusan Bahasa dan Sastra Indonesia. *Jurnal Pendidikan Bahasa dan Sastra*, *21*(2), 257–258.

Rahmayantis, M. D. (2016). Pengembangan Bahan Ajar Membaca Indah Puisi untuk Siswa SMP Kelas VII. *Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, *2*(1), 47-56

Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia.* Pekanbaru: Ababil Press.

Piaw, C. Y. (2006). *Kaedah dan Statistik Penyelidikan Buku 1: Kaedah Penyelidikan, Edisi Kedua*. Kuala Lumpur: Mac Graw Hill.

Santoso, A. (2023). Rumus Slovin: Panacea Masalah Ukuran Sampel? SUKSMA: Jurnal Psikologi Universitas Sanata Dharma. Volume 4, Nomor 2, 24-43. DOI: https://doi.org/10.24071/suksma.v4i2.6434

Sugiyono, S. (2024). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.

Sugiyono, S. (2025). *Statistik untuk Penelitian*. Bandung: Alfabeta.

Sukma, H. H., & Puspita, L. A. (2023). *Keterampilan Membaca dan Menulis (Teori dan Praktik)*. Yogyakarta: K-Media.

Veriansyah, I. (2022). Pengaruh Penerapan Model Pembelajaran SAVI (Somatic, Auditory, Visualization, Intelegtuality) Terhadap Hasil Belajar Siswa Di Kelas X SMAN 6 Pontianak. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, *7*(1), 71–80.

Widyastuti, S. R. (2022). *Bahan Ajar Stratistika Inferensial:Jilid 1*. Cirebon: UNU Cirebon Press.