Development of SAVI Model Speaking Skills Textbook Introduction to Surabaya Typical Food for BIPA 2 Learners

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Abstract

This research aims to develop a speaking skills textbook based on the Somatic, Auditory, Visual, and Intellectual (SAVI) model with introduction materials for Surabaya typical foods for Indonesian learners for Foreign Speakers (BIPA) level 2. The development of this textbook is based on the needs of learners who need a contextual and interactive learning approach to improve speaking skills in authentic communicative situations. The research method used is the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The results of the study show that this textbook is effective and interesting for BIPA learners. The validation of material experts and media experts showed the category of "very decent" with scores of 92% and 90%, respectively. Product trials in small and large groups also showed a significant improvement in learners' speaking skills, based on the results of the pre-test and post-test with an average increase of 35%. This textbook is designed to support learners in getting to know Indonesian culture, especially Surabaya's culinary specialties, through learning activities that involve movement, hearing, visual observation, and intellectual analysis. Thus, this textbook can be one of the innovative and relevant learning media for BIPA learners, as well as contributing to introducing Indonesian local culture to the international world. This study recommends the use of the SAVI model for other learning materials to create a more contextual and meaningful learning experience.

Keywords: Textbook development, speaking skills, SAVI model, BIPA

INTRODUCTION

Indonesian has many speakers in the world. Data from The Ethnologue, a journal of the center for research on language intelligence, in 2021 there were 199 million people who spoke Indonesian. This number is divided into 43,724,220 Indonesian speakers as a first language and 155,278,180 Indonesian speakers as a second language. This puts Indonesian as the 11th language with the most speakers in the world. The number of Indonesian speakers as a second language is more than the first language. This does not rule out the possibility that Indonesian speakers are not only Indonesians but also foreigners. This can also be seen from the interest of foreigners who want to learn Indonesian, both for academic motives, such as the importance of college, and practical motives, for example, to facilitate communication between the world of work and business in Indonesia.

To facilitate various motives for foreign learners to learn Indonesian, the Language Development and Development Agency under the auspices of the Ministry of Education and Culture developed the Indonesian for Foreign Speakers

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(BIPA) program. Indonesian for Foreign Speakers is a training program that is needed in order to improve the function of Indonesian as an international language and meet the needs of foreign workers for Indonesian training programs. The teaching orientation of BIPA is not limited to academic and practical purposes only, but also as a tool of government diplomacy so that the position of the Indonesian nation is stronger in the world. Through the BIPA program, foreign learners from various countries can get to know Indonesia and access to bilateral and multilateral cooperation will be open. Not only Indonesian, the BIPA program also introduces various Indonesian cultures.

Based on data quoted from the Ministry of Education and Culture's Network of BIPA Program Organizing Institutions (Jaga BIPA) page, the number of BIPA organizing institutions in 2024 will amount to 710 institutions. This institution is divided into 397 identified institutions, 301 facilitated institutions, and 12 validated institutions. These institutions are spread across Southeast Asia (Astara), Asia Pacific and Africa (Asapasaf), and the Americas of Europe (Amerop). Almost all BIPA organizing institutions collaborate with universities, language institutions, and embassies. The amount of interest of BIPA learners must be in line with the improvement of the quality of BIPA teaching, both in terms of management, institutions, teaching staff, and Indonesian learning resources, one of which is textbooks.

From the study of several literature, several problems related to textbooks are found that are currently faced by BIPA actors. The first problem is the variety of BIPA textbooks. The accessibility of this variety of textbooks is a problem that is often faced by both learners and BIPA teachers. Siroj (2015:12) stated that so far the interest of foreign Indonesian learners has not been accompanied by textbooks that suit their wishes. On the side of BIPA teachers, they often have difficulty in choosing the right material to achieve the desired learner competencies. Therefore, innovation in the preparation of BIPA textbooks is also something that needs to be considered until now. With the innovation of variety, it is hoped that BIPA textbooks can be accessed offline and online easily in various places such as bookstores and libraries.

The second problem is the content of Indonesian socio-cultural aspects in textbooks. Mustakim (in Fauzan, 2023:68-69) stated that Indonesia's socio-cultural aspects have been presented in BIPA textbooks, but not in all books. Of the 43 BIPA book titles, only 24 titles or 56% present socio-cultural aspects. The remaining 19 titles or 44% did not present them. In fact, according to Tupan (2019), BIPA teaching materials need to be equipped with cultural aspects. It is necessary to convey to BIPA learners that Indonesian culture does not only encompass things such as dance, customs, or religious practices, but also includes the concepts of manners, family, praise, apologies, and criticism. Moreover, the socio-cultural aspects in each region in Indonesia are different and have

peculiarities. Therefore, Indonesia's socio-cultural conditions need to be included in BIPA textbooks. This content will help BIPA learners to actualize themselves in Indonesian so that they not only know Indonesian but can also implement according to Indonesian culture. Moreover, the socio-cultural elements included are elements that focus on one peculiarity of the region where the BIPA organizer is located.

The third problem is the learning model contained in the textbook. In accordance with the Common European Framework of Reference for Language (CEFR), the four skills that must be mastered by BIPA learners are listening, reading, writing and speaking. In mastering these four skills, physical, sensory, and intellectual sensitivity is required. For example, listening requires auditory sensitivity, reading texts and graphics requires visual sensitivity, or composing sentences requires intellectual sensitivity. From the needs analysis, learners like when BIPA teachers use media that support learning activities that stimulate these sensitivities, such as videos, graphics, pamphlets, voice recordings, games, and problem exercises.

One of the skills taught is speaking skills. To master speaking skills, learners must master listening, reading, and writing skills. They have to pour out the ideas they hear, read, and write in oral form because that's the first way they connect with others. In connection with the purpose of BIPA learners learning Indonesian, namely practice and academics, speaking is very important for BIPA learners to master. Therefore, a model is needed that supports all audio, visual, and intellectual sensibilities in mastering speaking skills.

Based on these three problems, it is necessary to innovate BIPA speaking skills textbooks that include the content of social and cultural aspects of an area where BIPA is organized, as well as a learning model that involves sensory and intellectual activities. This textbook can also be accessed online and offline by BIPA teachers and learners.

The SAVI model was chosen for the model that will be applied in this speaking skills textbook. The concept of this model is learning by involving somatic, auditory, visual, and intellectual. This model can meet the needs of BIPA learners to stimulate their physical, sensory, and intellectual sensitivity in mastering speaking skills. The SAVI (somatic, audio, visual, and intellectual) learning model was introduced by Dave Meier. This learning model combines physical movement and intellectual activity by involving all senses so that learning can be improved (Meier, 2003:91). With SAVI learning, learners use three modalities, namely auditory (learning what is heard), visual (learning what is seen), and kinesthetic (learning what is touched) (de Porter, in Sari, 2011:27). In addition to these three senses, the intellectual ability of BIPA learners is also involved to show the intelligence of learners in applying the four language skills.

Development of SAVI Model Speaking Skills Textbook Introduction to Surabaya Typical Food for BIPA 2

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This textbook contains the socio-cultural aspects of an area where the BIPA organizer was established, namely Surabaya typical food. Food is the cultural heritage closest to humans. Every day humans do the activity of eating, ordering food, or cooking food. From the introduction of food materials, BIPA learners can get to know new vocabulary related to food taste, how to order food, how to cook, and how to eat people in certain areas. One of the unique food heritages is Surabaya's typical food. Surabaya's typical food is a heritage that needs to be introduced to BIPA learners because it is part of Indonesian culture. Surabaya, a city called the "City of Heroes" has a variety of historical legendary specialties that were born from a combination of Javanese, Madura, Chinese, and European cultures. By introducing Surabaya's typical food, BIPA learners not only know the language, but also the socio-cultural aspects in Indonesia. Thus, the learning of speaking skills in this textbook will depart from the context of Surabaya's typical food, such as reading texts, simakan texts, dialogues, and vocabulary learned.

The development of this textbook will be aimed at BIPA 2 learners. The selection of BIPA 2 test subjects is based on the need for the implementation of the socio-cultural aspects of a BIPA organizing area, namely food and comparison with the main textbook issued by the Ministry of Education and Culture entitled Sahabatku BIPA. Based on special learning outcomes and competency standards listed in Permendikbud No. 27 of 2017, it is stated that "learners are able to express an attitude of appreciating cultural diversity" and "are able to express and answer questions about direction, location, surrounding environment, and daily activities". This achievement is reflected through activities in the main textbook Sahabatku BIPA 2 of 2019 which introduces the material "Favorite Food" with two communication objectives, namely: 1) Able to express favorite foods and 2) Able to write procedural texts about favorite foods. These two foundations are the basis for the development of this textbook because BIPA 2 learners carry out daily activities related to food. Because of its nature to complement the main textbook in introducing the typical food of a region, eating in accordance with Permendikbudristek No. 25 of 2022 concerning the Assessment of Educational Books This book is classified as a companion book.

METHOD

The SAVI model speaking skills textbook for BIPA 2 learners was developed using the Successive Approximations Model (SAM) development model. The SAM model was developed by Allen and Sites (2012). The development of the SAM model is an alternative to the ADDIE development model which is considered less effective because there are too many syntax. This model has an iterative or repetitive concept. This means that the development of the SAM model prioritizes prototyping at the beginning and then continues with repeated product reviews so as to achieve a gold product or perfect product. Compared to the ADDIE model,

the SAM development model is considered to not consume the time of the ADDIE model researcher so that the focus of the researcher and the test subject will not be lost. The SAM model consists of three phases, namely: 1) preparation phase, 2) iteravite design phase, and 3) iterative development phase.

The product developed needs to be tested on subjects to establish the validity, practicality, and effectiveness of the textbook. The trial was carried out on three subjects, namely: 1) experts who act as validators to determine the validity of textbooks. The experts are divided into three types, namely material experts, linguists, and graphic experts; 2) BIPA 2 learners to obtain data on the effectiveness of the SAVI model speaking skills textbook for Surabaya food introduction materials for BIPA 2 learners; and 3) BIPA Speaking Skills teachers to obtain data on the practicality of the SAVI model speaking skills textbook material for the introduction of Surabaya typical food for BIPA 2 learners.

The types of data in the SAVI model speaking skills textbook trial of Surabaya typical food introduction material for BIPA 2 learners are divided into validity data, practicality data, and effectiveness data.

The types of validity data of the SAVI model speaking skills textbook for Surabaya typical food introduction materials for BIPA 2 learners include material validity data, language validity data, and graph validity data. The type of data on practicality, the SAVI model speaking skills textbook, the introduction of Surabaya typical food materials for BIPA 2 learners, includes BIPA 2 learner response data. Meanwhile, the data on the effectiveness of the SAVI model speaking skills textbook for Surabaya typical food introduction materials for BIPA 2 learners is in the form of observation results of BIPA 2 learners' speaking skills after using the textbook.

This study requires data on the results of the textbook quality test which includes 1) validity which includes material content, language, and graphics, (2) practicality, and (3) effectiveness. The quality data of sub-validity books which include the content of the material, language, and graphics were collected using a validation questionnaire of experts in the content of the material, language, and graphics. The quality data of the sub-practicality book was collected using a questionnaire of response questionnaires for speaking skills teachers and BIPA 2 learners using the SAVI model speaking skills textbook for Surabaya food introduction materials for BIPA 2 learners. Meanwhile, the quality data of the sub-effectiveness was collected through the observation sheet of the speaking ability of BIPA 2 learners.

The data analysis techniques used in this development are divided into two types, namely qualitative data analysis techniques and quantitative data analysis techniques. Qualitative analysis techniques are used to process data obtained through expert observation and validation. The results of this analysis are used to revise the products made. The four steps in analyzing qualitative data are (1) data

reduction, (2) data presentation, (3) drawing conclusions, and (4) application to produce a SAVI model speaking skills textbook based on the introduction of Surabaya typical food for BIPA 2 learners in accordance with the established procedures.

Data analysis was carried out to analyze the data of the expert validation questionnaire, the BIPA speaking skills teacher response questionnaire, the BIPA 2 learner response questionnaire, and the speaking skills observation sheet. The analysis is used to prove that the textbooks developed are included in the valid and effective category. The quantitative data analysis will use the following formula:

$$P = (\sum X)/(\sum X1) \times 100\%$$

Information:

P = Percentage of the score sought

$\sum X$ = Number of answers given by respondents

$\sum X1$ = Number of ideal values.

DISCUSSION RESULT

The Development Process of the SAVI Model Speaking Skills Textbook Introduction Material for BIPA 2 Learners

The process of developing the SAVI model speaking skills textbook for Surabaya food introduction material for BIPA 2 learners is carried out in accordance with the *Successive Approximations Model* (SAM) development model. There are three phases of development, namely 1) the preparation phase, 2) the iterative design phase, and 3) the iterative development phase. The results of each phase are as follows:

1. In the preparation phase, initial information collection in the form of needs is carried out. It was found that BIPA 2 learners need a textbook on speaking skills by involving activities and media with aspects of movement, sound, image, intellectual, and introduction to the local culture typical of Surabaya.

2. In the iterative design phase, an alpha product is produced that is ready to be validated by validators.

3. In the iterative development phase, gold products are produced from textbooks that have passed the validation process. This textbook is ready to be tested.

The quality of the SAVI model speaking skills textbook for BIPA 2 learners is reviewed based on validity (material, language, and graphics), practicality

(response of speaking skills teachers and BIPA 2 learners), and effectiveness (observation of speaking skills). These three aspects were assessed by involving validators from academics and teachers of BIPA 2 speaking team

Validity of the SAVI Model Speaking Skills Textbook Introduction Material for BIPA 2 Learners

The following are the answers given by the validators for each variable.

Table 1 Material Validation Score

No	Indicator	Number of criteria	Number of Validator Answers per Indicator
1	Model rationalization and conformity with the BIPA curriculum	4	15
2	Purpose of communication	2	6
3	Freshness of material	2	8
4	Accuracy of the material	5	19
5	Encourage curiosity	2	7
6	Conformity with the SAVI model concept	4	16
7	Serving technique	3	9
8	Serving support	1	4
9	Teaching and learning activities	5	20
10	The role of BIPA teachers	3	9
11	The role of BIPA learners	1	3
12	Coherence and collapse of the line of thought	2	6
	Number of answers across indicators		122

P is the validity score of the material sought, while is the number of answers given by the validator. Then is the ideal value. It is known that the sum of all elements of the question is 34 with a likert value range of 1-4. Then the ideal value is 136. The number of answers given by validators is 122 out of 136. So:

$$P = \frac{122}{136} \times 100\%$$

From this formula, a validity score of 89.70% was obtained (the percentage was rounded to 90%). When adjusted to the scale of achievement or qualification of validity according to Arikunto (2006:276), the validity of the SAVI model speaking skills textbook material for Surabaya food introduction material for qualified BIPA 2 learners is very valid. Meanwhile, for language validity, the following are the acquisition scores:

Table 2 Language Validation Score

No	Indicator	Number of criteria	Number of Validator Answers per Indicator
1	Conformity with Indonesian linguistic rules	2	6
2	Effectiveness	2	8
3	Cohesion and coherence	2	8
4	Compatibility with BIPA 2 learners' abilities	3	9
5	Language politeness	5	17
	Number of answers across indicators		48

P is the validity score of the language sought, while is the number of answers provided by the validator. Then is the ideal value. It is known that the sum of all elements is 14 with a likert value range of 1-4. Then the ideal value is 56. The number of answers given by validators is 48 out of 56. So:

$$P = \frac{48}{56} \times 100\%$$

From this formula, a validity score of 85.71% was obtained (the percentage was rounded to 86%). When adjusted to the achievement scale or validity qualification according to Arikunto (2006:276), the validity of the language of the SAVI model speaking skills textbook for Surabaya food introduction material for BIPA 2 learners is validly qualified.

The third is the validity of the graph to obtain the following scores:

Table 3 Graph Validation Score

No	Indicator	Number of criteria	Number of Validator Answers per Indicator
1	Layout elements	1	4

2	Layout element colors	1	4
3	Use of letters	3	11
4	Content cover illustration	2	6
5	Consistency of layout	2	6
6	Elements of a harmonious layout	2	6
8	Complete layout elements	2	8
9	Layout speeds up the page	2	7
10	The typography of the content of the teaching uku is simple	5	19
11	Content content typography makes it easy to understand	2	8
12	Illustration of the contents	3	9
	Number of answers across indicators		88

P is the validity score of the graph sought, while is the number of answers the validator provided. Then is the ideal value. It is known that the sum of all elements is 25 with a Likert value range of 1-4. Then the ideal value is 100. The number of answers given by validators is 88 out of 100. So:

$$P = \frac{88}{100} \text{ x } 100\%$$

From this formula, a validity score of 88% was obtained. When adjusted to the scale of achievement or qualification of validity, according to Arikunto (2006:276), the validity of the graph of the SAVI model speaking skills textbook, the introduction of Surabaya typical food for BIPA 2 learners, is validly qualified.

Practicality of the SAVI Model Speaking Skills Textbook Introduction to Surabaya Typical Food for BIPA 2 Learners

The following are the answers given by the speaking skills teacher for each variable:

Table 4 Practicality Score According to BIPA Speaking Skills Teacher

Indicator	Number of criteria	Number of Validator Answers per Indicator

1	Model rationalization and conformity with the BIPA curriculum	4	13
2	Purpose of communication	2	5
3	Freshness of material	2	
4	Accuracy of the material	5	16
5	Encourage curiosity	2	8
6	Conformity with the SAVI model concept	4	16
7	Serving technique	3	12
8	Serving support	1	4
9	Teaching and learning activities	5	20
10	The role of BIPA teachers	3	12
11	The role of BIPA learners	1	4
12	Coherence and collapse of the line of thought	2	8
	Number of answers across indicators		118

The number of answers to all indicators given by speaking skills teachers is 118. To determine the percentage of textbook practicality scores according to the speaking skills teachers sought, it is calculated using the following formula:

$$P = \frac{\sum X}{\sum X1} \times 100\%$$

P is the sought-after practicality score, while $\sum X$ is the number of answers given by the speaking skills teacher. Then is the ideal value. It is known that the sum of all elements is 34 with a likert value range of 1-4. Then the ideal value is 136. The number of answers given by the speaking skills teacher was 122 out of 136. So:

$$P = \frac{118}{136} \times 100\%$$

From this formula, a validity score of 86.76% was obtained (the percentage was rounded to 87%). When adjusted to the scale of achievement or practicality qualifications, according to Arikunto (2006:276), the practicality of the SAVI model speaking skills textbook, the introduction of Surabaya typical food materials for BIPA 2 learners, according to qualified speaking skills teachers, is effective.

The Effectiveness of the SAVI Model Speaking Skills Textbook Introduction to Surabaya Typical Food for BIPA 2 Learners

The following are the results of the assessment given by BIPA speaking skills teachers on the speaking ability of BIPA learners in the form of an assignment to tell their favorite food orally.

Table 5 Results of Assessment of Speaking Skills Mastery Level of BIPA Learners 2

No.	Assessment Elements	Assessment score per learner				
		1	2	3	4	5
1	Intonation	2	4	3	3	3
2	Vocal pronunciation	3	4	3	4	3
3	Diction	2	4	4	3	4
4	Sentence Arrangement	2	4	4	3	4
5	Smooth	3	3	3	3	3
6	Accuracy of answer goals	3	3	3	3	3
7	Facial expressions and gestures	3	3	3	3	3
8	Reasoning	3	4	3	4	3
	Number of grades per learner	21	29	26	26	26
	Percentage per learner	65,6%	90,6%	81,2%	81,2%	81,2%

From the table above, it is known the percentage of effectiveness scores per learner. For example, to calculate the percentage of the effectiveness score of learner data 1 is as follows:

The number of answers given by the teacher to learner 1 is 21. To determine the percentage of learner 1 practicality score that is sought, it is calculated using the following formula:

$$P = \frac{\sum X}{\sum X1} \times 100\%$$

P is the percentage of success score per learner sought, while $\sum X$ is the number of answers given by BIPA teachers. Then is the ideal value. It is known that the sum of all assessment elements is 8 with a likert value range of 1-4. Then the ideal value is 32 (the assessment element multiplied by the highest number of values). The number of answers given by BIPA 2 teachers is 21 out of 32. So:

$$P = \frac{21}{32} \text{ x } 100\%$$

From this formula, the percentage of effectiveness score of first learners was 65.6%. Similarly, the acquisition of learners' grades is processed with the same formula. Meanwhile, to find the effectiveness of the SAVI model speaking skills textbook for Surabaya food introduction material for BIPA 2 learners as a whole, it can be obtained from the average assessment results of all learners. The number of answers given by BIPA 2 teachers to 5 BIPA learners was 128. To determine the percentage of effectiveness score sought, it is calculated using the following formula:

$$P = \frac{\sum X}{\sum X1} \text{ x } 100\%$$

P is the effectiveness score of the textbook sought, while $\sum X$ it is the number of answers given by BIPA 2 teachers to the five BIPA 2 learners. Then is the ideal value. It is known that the sum of all elements is 8 with a Likert value range of 1-4. So the ideal score is 160 (The ideal value per student is multiplied by the number of BIPA 2 learners, which is 5). The number of answers given by validators is 128 out of 160. So:$\sum X1$

$$P = \frac{128}{160} \text{ x } 100\%$$

From this formula, the percentage of effectiveness of the overall textbook is 80%. When adjusted to the scale of achievement or validity qualification according to Arikunto (2006:276), the effectiveness of the SAVI model speaking skills textbook of Surabaya food introduction material for BIPA 2 learners is effectively qualified.

CONCLUSION
The quality of the SAVI model speaking skills textbook for BIPA 2 learners is reviewed based on validity (material, language, and graphics), practicality (response of speaking skills teachers and BIPA 2 learners), and effectiveness (observation of speaking skills). These three aspects were assessed by involving validators from academics and teachers of BIPA 2 speaking team.

The validity of the SAVI model speaking skills textbook for Surabaya food introduction material for BIPA 2 learners is declared suitable for use with the following explanation:

1. The validity level of the material in the textbook gets a score percentage of 90% so that it is included in the category of very valid.

2. The language validity level in the textbook gets a percentage of 86% so that it is included in the valid category.

3. The validity level of the graphs in the textbook gets a percentage of 88% so that it is included in the valid category.

The practicality of using the SAVI model speaking skills textbook for BIPA 2 learners is reviewed from two assessments, namely based on the responses of speaking skills teachers and BIPA 2 learners. The practicality is declared feasible to use with the following explanation:

1. The practicality of the textbook based on the response of the speaking skills teacher received a score percentage of 87% so that it was included in the practical category.

2. The practicality of the textbook based on the responses of BIPA 2 learners received a score of 96% so that it is included in the very practical category.

The effectiveness of the use of the SAVI model speaking skills textbook of Surabaya food introduction material for BIPA 2 learners is reviewed from the observation of speaking skills. The effectiveness of the textbook gets a score percentage of 80% so that it is included in the category of effective and suitable for use.

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