

## Basic Literacy Training based on SAVI (Somatis Visual Intellectual Auditries) and YouTube at SDN 01 Jombor Sukoharjo)

Nurnaningsih<sup>1</sup>, Arin Arianti<sup>2</sup>, Veronika Unun Pratiwi<sup>3</sup>, Evi Cahyani<sup>4</sup>,  
Winanda Santi Hutami

<sup>1</sup>Veteran Bangun Nusantara University of Sukoharjo  
E-mail: [nurnananinxoncad@gmail.com](mailto:nurnananinxoncad@gmail.com)

<sup>2</sup>Veteran Bangun Nusantara University of Sukoharjo  
E-mail: [ariantiarin7@gmail.com](mailto:ariantiarin7@gmail.com)

<sup>3</sup>Veteran Bangun Nusantara University of Sukoharjo  
E-mail: [veronikaup@gmail.com](mailto:veronikaup@gmail.com)

<sup>4</sup>Veteran Bangun Nusantara University of Sukoharjo  
E-mail: [evycahyanigmail.com](mailto:evycahyanigmail.com)

<sup>5</sup>Veteran Bangun Nusantara University of Sukoharjo  
E-mail: [winandasnt65@gmail.com](mailto:winandasnt65@gmail.com)

**Abstrak:** Kurikulum Merdeka adalah kurikulum yang sekarang digunakan di Indonesia, meskipun tidak semua lembaga pendidikan formal menggunakananya. Beberapa sekolah terus menggunakan K13 sementara secara bertahap beralih ke kurikulum Merdeka. Berdasarkan hal ini, Kemendikbud mendirikan Gerakan Literasi Sekolah GLS untuk mendukung literasi siswa dan mempromosikan pengembangan budaya literasi di lingkungan pendidikan. Secara umum, SAVI adalah pendekatan belajar yang, menurut Meier, mengintegrasikan gerakan motorik (fisik) dengan aktivitas otak dan menggunakan semua indera yang dimiliki siswa untuk membantu memecahkan masalah yang sudah ada melalui pemikiran asli. Pengamatan, demonstrasi, praktik yang berdekatan, dan evaluasi adalah metode yang digunakan. Siswa di kelas keempat dapat mendapatkan banyak keuntungan dari YouTube dalam hal meningkatkan keterampilan literasi dasar mereka. Pemahaman siswa tentang berbagai genre teks, keterampilan membaca dan menulis, ekspansi kosa kata, motivasi dan minat belajar, dan keterampilan berpikir kritis dapat ditingkatkan dengan menggunakan YouTube sebagai alat pengajaran. Tentu saja, pengawasan hati-hati dan pemilihan konten diperlukan saat menggunakan YouTube. YouTube dapat menarik siswa lebih sukses daripada platform belajar lainnya. Siswa mungkin menjadi lebih terlibat dan tertarik pada informasi yang disampaikan dengan menonton film animasi dan cerita menarik di YouTube.

**Kata Kunci:** Bahasa Inggris, SAVI, YouTube

**Abstract:** The Merdeka Curriculum is now being used in Indonesian education, although not all formal educational institutions are utilizing it. Some schools continue to use K13 while gradually switching to the Merdeka curriculum. Based on this, Kemendikbud founded the Literacy Movement of GLS Schools to support students' literacy and foster the development of a literacy culture in the educational setting. In general, SAVI is a learning approach that, according to Meier, integrates motor (physical) movement with cerebral activity and makes use of all the senses that students have in order to help solve problems that already exist through original thought. Observation, demonstration, adjacent practice, and evaluation are the methods employed. Students in the fourth grade can gain a lot from YouTube in terms of improving their foundational literacy abilities. Students' comprehension of various text genres, reading and writing proficiency,

*vocabulary expansion, learning motivation and interest, and critical thinking skills can all be improved by using YouTube as a teaching tool. Of course, careful supervision and content selection are required when using YouTube. YouTube can draw learners more successfully than other learning platforms. Students might become more engaged and interested in the information being delivered by watching animated films and compelling stories on YouTube.*

**Keywords:** English, SAVI, YouTube

## Introduction

The development of education in Indonesia is going fast. The Indonesian people are very self-reliant on improving the quality of their human resources. Various things related to education are in the interests of the government, one of which is the development of curricula that are constantly undergoing gradual changes for the better. And at the moment, education in Indonesia is running the Merdeka Curriculum; namely, not all formal educational institutions are using this curriculum. There are some schools that are still using K13 and gradually replacing it with Merdeka curriculum. (Rahmadayanti & Hartoyo, 2022).

An independent curriculum is one with diverse intra-curricular learning. Learning will be maximized so that students have enough time to deepen their concepts and strengthen their competences. (Dharma, 2020). Learning activities are one of the stages that greatly determine student learning success. There are several characteristics used in this curriculum, namely: 1. Project-based learning to develop soft skills and characters according to the profile of students Pancasila, 2. focus on essential materials so there is time for in-depth learning for basic competences, among others: literacy and numeration, 3. flexibility of teachers to conduct differentiated learning according to student ability

One of the schools that supported the literacy movement was the National Education (Sisdiknas) No. 20 of 2003, chapter 4, paragraph 5, which reads, "Education is organized by developing a culture of reading, writing, and counting for all citizens" (Ramandanu, 2019). Based on this, Kemendikbud developed the Literacy Movement of GLS Schools to promote students' literacy so that a literacy culture can be created in the school environment. Kemandikbud (2016:7) explained that the Literation Movement (GLS) is a collaborative social movement with the support of various elements.education. It shows that the activities of the School Literacy Movement (GLS) involve school citizens (students, teachers, school leaders, and parents) and the community. The purpose of the School Literacy Movement (GLS) is to promote students' interest in reading. Student literacy activities can be carried out in the school library, reading corner, and reading area. The School Literation Movement is a central government program through the Ministry of Education and Culture. One of the activities in the movement is a 15-

minute reading of non-learning books before learning time begins. This activity is carried out to cultivate the interest of learners in reading and improve reading skills so that knowledge can be better mastered. It will inspire students to be able to pick up insights that are highly focused on being able to develop art in the form of writing. GLS is also implemented through the library. This GLS is one of the ways that the government uses to enhance the interest and literacy of students, especially those at the elementary school level. At this level, basic education that refers to good character needs to be emphasized at all times in order to cultivate good habits for the future.

This growth of good habits needs to be implemented immediately, as there are findings based on the data obtained. Today, Indonesia is in a critical state of literacy in terms of reading interest. (Didik et al., 2017) explain that from the results of UNESCO research and the national reading index in 2013, the reading number of all Indonesians is still less than 0.01, which means there are only 1 in 100 people who love reading. The results of the PISA (Programme for International Student Assessment) survey in 2012 show that Indonesia ranks 64th out of 65 countries. Efforts to improve the quality of education and teaching can be made against various components such as students, teachers, learning indicators, content of lessons, methods, media, and evaluation. Teachers, besides being facilitators and mediators in the component of teaching, have a very important role in achieving the objectives. Learning and determines the success of the educational process because the teacher is directly involved in the teaching and learning process. The student's learning outcomes are greatly influenced by the teaching strategy of the teacher. The way students learn is also related to their learning motivation as well as the strategies taught by their teachers both cooperatively and in groups. Therefore, the teacher is obliged to condition his pupils to be fully prepared for receiving lessons, especially in English. Based on the above considerations, English is one of the subjects taught in elementary schools. (SD).

The common attempt is to implement innovative learning models. The use of appropriate innovative models is expected to be used as an alternative in an effort to facilitate students in developing their creative thinking abilities. Innovative learning is learning that is used by teachers as one of the forms of newly evaluated ideas so that students can make progress in learning processes and learning outcomes (Sholihah et al., 2017). (Somatic, Auditory, Visual, and Intellectual). In general, according to Meier, SAVI is a learning model that combines motor (physical) movement with intellectual activity and utilizes all the senses that students possess in order to solve existing problems through creative thinking (Birkeland, 2019). (Meier, 2000). More specifically, this learning model can be understood based on the compiler of the SAVI abbreviation itself. According to the opinion presented by Meier, Somatic contains the meaning that in learning that applies such a model, the

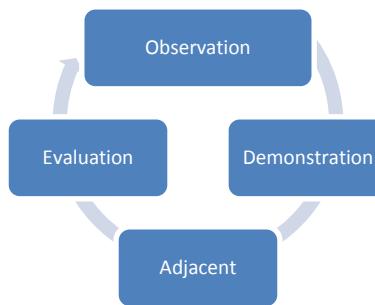
learning material is presented to students in an effort to facilitate students to engage in. He actively uses all his abilities to ask questions and build knowledge. Auditory means that in such learning, students are provided with the maximum opportunity to listen, express opinions, and ask questions when something is not understood. Visual means that in the learning that implements the model, students are facilitated to observe and visually pay attention to the knowledge they are building. Intellectual means that students are facilitated to use the intelligence or thinking ability they have to think and solve problems. (Meier, 2000).

The conclusion that can be drawn is that the student's sensory tools are used during the learning process that implements the SAVI model; according to Handoko, students' creative attitudes can be developed (Widyastuti, 2020). The school that was targeted by the dedication team, namely SDN Jombor 01, is the favorite primary school in Sukoharjo district. SDN Jombor 01 is one of the schools that implements an independent curriculum. Prior to the introduction of an independent curriculum, this primary school was still implementing the Curriculum 2013. Where subjects are integrated with each other. SDN Jombor 01 has facilities that can support the continuity of the literacy program. So far, although this school has implemented GLS, it has not been fully implemented using a particular learning model, especially in class 4, which is the prototype class of the application of the Free Curriculum.

Literacy words in the School Literacy Movement (GLS) have six types of literacy. (Kemendikbud, 2017). The six types are reading, writing, calculating, science and technology, finance, culture, and citizenship, critical thinking, and sensitivity to the environment. Based on all these types of literature, reading and writing are the earliest known literature in the history of human civilization. (Didik et al., 2017). Both are functional literacy and very useful for everyday life. Based on the existing facts and the implementation of GLS in class 4, the dedication team moved to provide basic literacy training based on SAVI and YouTube. This needs to be done so that students can learn to write and read independently.

## Method

In order to address the problems faced by the partners, a solution will be given that is realized with the following activities;



Picture 1. The diagram of method

#### A. Observation

Conduct an initial observation or field orientation on the knowledge of students in 4th grade at SD State Jombor 01 Sukoharjo about basic literature. Presentation of materials by introducing the teaching methods and media used in learning English, especially the media that use IT is YouTube by providing interesting stories, and these images become the main tool in the learning process. He also explained to the students what was done by the dedication team led by Veronika Unun Pratiwi, S.P.D., M.P.D., for about 30 minutes.

#### B. Demonstration

This dedication is to provide training on the use of SAVI methods. According to Meier, "SAVI learning means moving physically active while learning, using as many of the senses as possible, and making the whole body and mind involved in the learning process." This activity was conducted by Nurnaningsih, M.P.D.

The steps for the implementation of basic literacy training based on SAVI and YouTube are as follows:

##### 1. Preparation phase

The goal of the preparatory phase is to motivate students, give them a positive feeling about the learning experience ahead, and put them in an optimal position to learn.

##### 2. Stage of delivery

The goal of this phase is to help learners discover new material in a way that is interesting, fun, relevant, engaging, and suitable for all learning styles.

##### 3. Stages of training

At this stage, teachers should help students integrate and absorb new knowledge and skills in a variety of ways.

##### 4. The level of appearance of the result

At this stage, it should help students apply and expand their new knowledge

or skills to the job so that the learning results will be inherent and continuously improving.

#### C. Adjacent

The accompaniment took place for five months, from November to March 2022. The dedication team came to SDN Jombor 01, where the teaching partners do this activity on a regular basis.

#### D. Evaluation

The evaluation was conducted with a pre-test and a post-test. The pre-test used a questionnaire to determine the extent to which the students in the 4th grade of SD State I Jombor knew about the basic literacy skills they had understood. It was conducted by Arin Arianti, M.P.D., for 15 minutes. Meanwhile, after the deliberation and training, the dedication team conducted an evaluation using a questionnaire to find out the progress and improvement of the students' knowledge about the material.

SDN 01 Jombor Sukoharjo: This dedication is to select the students of SD State I Jumbor 4th grade, which is 24. The method of implementation of the activities of dedication to the community is direct training for the students from SD State I Jombor 4th class in the form of practical practice both orally and in writing. The training lasted six months and was carried out in four stages, as described.

## Results

Basic literacy is one's basic ability to read and write. Basic literacy is a very important basic ability in everyday life. Good reading and writing skills will help one understand information, develop knowledge, enhance communication skills, and broaden insights. Reading is the process of interpreting and understanding the meaning contained in a written text. The ability to read helps one acquire information, develop understanding, and expand knowledge. Reading can also help one to improve language skills, express themselves better, and enrich their imagination. Writing is the process of creating or expressing ideas through written words. A good writing skill will help one to communicate ideas, clarify understanding, and produce quality written work. Writing can also help one improve language skills, develop critical thinking skills, and enhance creativity.

Basic literacy has many functions and benefits in everyday life. Here is a detailed description of some basic literacy functions: Understanding information: Basic literacy helps a person understand the information contained in a variety of texts. With good reading and writing skills, one can extract information from a variety of sources, such as books, magazines, newspapers, and online media. This information can help one acquire new knowledge and broaden insights. Moreover, good reading and writing skills can help one broaden their knowledge and insight. By

reading books, articles, or online media, one can gain new and diverse information about a particular topic. In addition, by writing, one can reflect on their thinking and clarify their understanding of a topic. Developing communication skills: Basic literacy also helps a person develop communication skills, both verbally and in writing. With good reading and writing skills, one can express ideas clearly and accurately. It's very important to communicate with others both in everyday life and at work.

Improve critical thinking skills. A good reading and writing ability also helps a person improve critical thinking skills. In reading, one is expected to be able to understand and analyze the information obtained, while in writing, one must be capable of composing ideas logically and argumentatively. Good critical thinking skills are crucial to making the right decisions and making strong arguments. Improving language skills: A good reading and writing ability also helps a person improve language skills. By reading a variety of texts, one can enrich their vocabulary and improve their grammar. Meanwhile, by writing, one can practice expressing ideas accurately and effectively.

By mastering basic literacy skills, one can develop himself holistically and enhance their ability to participate actively in society. Mastering basic literacy skills is crucial for 4th grade SD children because, at this stage, they begin to deepen their understanding of languages and explore their knowledge through reading and writing. Here are some specific benefits of mastering the basic literature skills for 4:

## 1. Improve reading skills.

At this stage, children begin to learn to read better and faster. With better reading skills, they can understand information better and develop critical thinking skills. Moreover, reading also helps children expand their vocabulary and understanding of the world around them. 4th grade SD students in Jombor State SD, many of whom initially picked a pretest average on reading ability from a 6.6 pretest result to a score of 9 on the posttest result. It shows that students easily understand readings after previous readings. YouTube helps students with reading. YouTube reads the existing text with the help of an existing avatar, so students can watch YouTube without turning on the sound of an avatar who is reading the text well.

## 2. Improve writing skills.

At this stage, children begin to learn to write better and more organized. With good writing skills, children can express themselves better and make communication with others more effective. Moreover, writing can also help children develop creativity and imagination.

SSW's fourth grade has improved writing skills. Students feel comfortable and happy when YouTube is used as a learning medium in the 4th grade. The pretest before students see YouTube is 5.6. It didn't last long. Once YouTube is used as a learning medium, the average class score is 8 when the post-test is completed. At a time

when YouTube was used as a learning medium, students were pleased to observe ongoing learning using YouTube.

### 3: Improve speech skills

Mastering basic literacy skills can also improve children's speaking skills. In the process of reading and writing, children learn how to organize their thoughts and communicate them clearly. This can help children speak more effectively and gain confidence in oral communication. SD student \$SD N I Jombor has a tendency to be shy. So students have to be filled with questions that make them voice their opinions about the material discussed together. At the time, YouTube is used as a tool of encouragement or incentive for students to form opinions on the materials discussed that are about saving and the usefulness of saving for their lives. It's clear when you see a pretest with a 5.3 riding score that goes up to 8 on the post-test that's been done. Based on the test's rise to 50.1, it means that almost all students dare to express their opinions.

## Discussion

Improving technology skills—in this case, YouTube. In today's digital age, good basic literacy skills can also help children develop technological skills. Children who are skilled in reading and writing can easily access information from a variety of digital sources and use technology to enhance their learning skills.

Besides, good reading and writing skills are highly sought-after in many fields of work. By mastering basic literacy skills at an early age, children can increase their chances of success in their future careers. Mastering basic literacy skills can also help children improve their overall life skills. In reading and writing, children learn how to organize their thoughts and communicate their ideas clearly. It helps them solve problems, make decisions, and overcome the challenges of everyday life. Overall, mastering basic literacy skills is crucial for 4th grade children, as it can help them develop a range of cognitive, academic, social, and technological skills that are critical to their future lives. Using YouTube as a teaching medium can provide many benefits for 4th grade SD students in developing their basic literacy skills. Here are some ways in which YouTube can help improve the basic literature skills of 4th grade SD students:

Introducing students too many kinds of text: YouTube provides a variety of types of text, such as video tutorials, presentations, animations, and documentary videos. This can help students broaden their knowledge of different types of texts and improve their understanding of a wide range of topics. Helping students enrich their vocabulary: Through its rich visual and audio use, YouTube can help students enrich their vocabulary by introducing them to many new words and phrases relevant to the subject they are studying. Increasing motivation and interest in learning: Using

YouTube as a teaching medium can also enhance student motivations and interests in learning. Interesting and interactive videos can help students become more interested and engaged in learning, thereby helping them to better understand the materials they are learning. Facilitating reading and writing skills: YouTube videos can help students improve their reading and writing skills by providing good language models, helping them correct grammatical errors, and providing examples of how to write clear and coherent text.

Improve critical skills: YouTube can help students improve their critical abilities by providing information from a variety of sources and teaching them to evaluate the information they receive. This can help the students develop their criticism and improve their ability to choose the right and accurate information. Thus, using YouTube as a teaching medium can help 4th grade students improve their basic literacy skills and help them build a strong foundation for more advanced reading and writing skills in the future. However, of course, YouTube use should be done with proper supervision and content selection to ensure maximum security and benefit for students. YouTube provides many kinds of text, ranging from video tutorials to presentations, animations, and documentary videos. Class 4 SD students can broaden their knowledge of various types of text by watching videos on YouTube. These videos can help students understand how to present information with different types of texts and help them better understand different texts in textbooks.

Through watching videos on YouTube, 4th grade SD students can improve their reading and writing skills. YouTube videos can provide a good language model and help student's correct grammatical errors, thereby improving their writing ability. Moreover, these videos can also help improve students' reading skills through video transcriptions or video subtitles.

YouTube can also help 4th grade SD students enrich their vocabulary. Videos on YouTube can introduce many new words and phrases that are relevant to the subject they are studying. This can help students expand their vocabulary and understand the use of words in the right context.

Using YouTube as a teaching medium can also enhance student motivation and interest in learning. Interesting and interactive videos can help students become more interested and engaged in learning, thereby helping them to better understand what they are learning. Moreover, videos on YouTube can also provide healthy entertainment and a pleasant learning environment for students.

YouTube can help students improve their critical skills by providing information from a variety of sources and teaching them to evaluate the information they receive. It can help learners develop critical thinking and improve their ability to choose the right and accurate information. Furthermore, using YouTube as a teaching medium can assist students in improving their ability to find, choose, and

use information resources.

Overall, YouTube can provide many benefits for 4th grade students in developing their basic literacy skills. Using YouTube as a teaching medium can help students understand different types of text, improve their reading and writing skills, enrich their vocabulary, increase their learning motivation and interest, and enhance their critical abilities. However, of course, the use of YouTube should be done with proper supervision and selection of content.

The interest of 4th grade students in YouTube can be used as a benefit to enhance their basic literacy skills. YouTube can attract the interest of students by making it a medium for basic literature learning.

4th grade students generally have a high interest in storytelling and animation. YouTube can be a learning medium that attracts students' interests through animated videos or stories presented in visual and sound forms that can help students understand concepts and topics in an easier and more enjoyable way.

Besides, YouTube also has a lot of things that can be used as a tool for student browsing. YouTube not only provides animated videos and stories but also interactive educational tutorials and videos, educational music and songs, and video content related to student interests.

So it can be said that YouTube can attract the interest of students in 4th grade SD and serve as an effective and enjoyable medium for basic literacy learning. Animated videos and stories, interactive educational tutorials and videos, educational music and songs, as well as video content related to students' interests, can be options to enhance the basic literacy skills of 4th grade SD students. By using YouTube as a learning medium, students can gain a better understanding of different types of text, improve their reading and writing skills, enrich their vocabulary, increase their learning motivation and interests, and enhance their critical abilities.

Animated videos and interesting stories on YouTube can help 4th grade SD students become more interested in learning basic literacy in some of the following ways:

1. Animated videos and interesting stories on YouTube can attract students in a more effective way. This can help students focus more on the material presented and gain a better understanding of basic literacy concepts.
2. Animated videos and stories can help students visualize basic literacy concepts in a clearer and easier-to-understand way. Students can see and follow the stories presented in videos, so they can understand basic literary concepts more easily and with more fun.
3. Animated videos and stories on YouTube can also entertain students. In basic

literacy learning, it can help students stay interested and motivated to learn. In addition, animated videos and interesting stories can also help students acquire social and emotional skills that are important in children's development.

Animated videos and stories on YouTube can also help students enrich their vocabulary. In these videos, students can learn new words and see how they are used in the right context. This can help students improve their reading and writing skills. Animated videos and interesting stories can increase student learning motivation. When students feel entertained and interested in the material presented, they will be more motivated to continue learning and improve their basic literacy skills. Thus, animated videos and interesting stories on YouTube can be an effective means of motivating 4th grade students to learn basic literacy. Such videos can help students visualize basic literature concepts, entertain students, enrich their vocabulary, and increase their learning motivation.

## Conclusion

Using YouTube as a learning medium can attract students in a more effective way. Animated videos and interesting stories on YouTube can help students be more focused and interested in the material presented. Moreover, animated videos and interesting stories can also help students enrich their vocabulary, increase learning motivation, and visualize basic literacy concepts in a clearer and easier-to-understand way. Therefore, YouTube can be an effective means of helping 4th grade students improve their basic literature skills.

The participants were delighted that, with the advanced technology of YouTube, they entered the classroom for the learning process. And it's been used correctly, never used to understand readings. Which they've never met before in teaching activities. The service team obtained this information from confessions from several partners and from associated teachers.

From the evaluation of speaking training with cartoon movies, the results of the pretest showed that the participants' understanding before the training was still poorly understood about the description material, but after the training took place, the partners were increasingly able to use basic literacy skills accurately. It shows that community dedication activities have successfully improved the knowledge and skills of partners in speaking and writing about literacy programs using YouTube. It also shows that participants in the training are very enthusiastic about wanting to add knowledge.

## Acknowledgements

All praises and thanks are only for Allah SWT, The Almighty God that gives blessing and helps so that the writer could finish this dedication with title " Basic Literacy Training based on SAVI (Somatis Visual Intellectual Auditories) and

YouTube at SDN 01 Jombor Sukoharjo)" In the process of this dedication, the writer got some difficulties but the writer received support, contribution, and assistance from many people. Thus, there are honorable people that are important to the researcher. The writer can only express her gratitude to:

1. Dr. Singgih Subiyantoro, M.Pd as the Dean of Teacher Training and Education Faculty.
2. All the teacher of SDN 01 Jombor Sukoharjo
3. All the students of SDN 01 Jombor Sukoharjo
4. All the writer

Nothing is perfect expect Allah SWT, and neither is this dedication. The writer accepts gratefully every comment and suggestion. However, the researcher hopes that this article will be useful to the improvement of the English teaching and learning in Asia

## References

Birkeland, J. (2019). How to Implement the Savi Learning Model for Students with Reading Difficulties. *Universal Journal of Educational Research*, 7(9), 44–55. <https://doi.org/10.13189/ujer.2019.071606>

Brown, Douglas H. 1987. *Principle of Language Learning and Teaching*. Englewood Cliffs, New Jersey: Prentice Hall Regents.

Dharma, K. B. (2020). Implementasi Gerakan Literasi Sekolah Dalam Menumbuhkan Minat Baca Siswa Sekolah Dasar. *Jurnal Edukasi Nonformal*, 1(2), 70–76. <https://ummaspul.e-journal.id/JENFOL/article/view/403>

Didik, S., Muhammad, H., Iskandar, H., Suprananta, S., Farid, H., Daryanto, & Suprayitno, T. (2017). *Materi Pendukung Literasi Baca Tulis (Tim Penyusun)(z-lib.org).pdf*.

Hymes, Dell. 1988. *Foundation in Sociolinguistics: an Etnographic Approach*. Philadelphia: University of Pennsylvania Press.

Kemendikbud, T. G. (2017). *Materi pendukung literasi digital*. Kementerian Pendidikan Dan Kebudayaan.

Meier, D. (2000). *The Accelerated Learning Handbook*.

Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://doi.org/10.31004/basicedu.v6i4.3431>

Ramandanu, F. (2019). Gerakan Literasi Sekolah (Gls) Melalui Pemanfaatan Sudut Baca Kelas Sebagai Sarana Alternatif Penumbuhan Minat Baca Siswa. *Mimbar Ilmu*, 24(1), 10. <https://doi.org/10.23887/mi.v24i1.17405>

Rivers, W. (1993). *Communicating Naturally in a Second Language* Cambridge: Cambridge University Press.

Sholihah, A. M., Iriawa, S. B., & Heryanto2, D. (2017). Penerapan Model Pembelajaran Savi Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas Iv Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 2(1), 52–62. <http://herdy07.wordpress.com>