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A Comparative Study of Learning Models in Improving Reading Comprehension Skills in Elementary School

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ABSTRACT

This research study aimed to determine: the effect of Contextual learning model on 5th grade students' reading comprehension skills; the effect of SAVI learning model on 5th grade students' reading comprehension skills; which learning model that can be used to improve these 5th grade students' reading comprehension skills. A total number of 50 students of grade 5 from two 'A' accredited Public Elementary Schools in Tangerang, Indonesia, participated in this study. This quantitative study applied quasi-experimental research design and used validated pre- and post-tests of reading comprehension as the instruments to collect the data. Statistical analysis of both t-test and ANOVA test was used in analysing the data. The results of t-test revealed that both computation of SAVI and Contextual learning models gained smaller sig value (2-tailed) than 0.05 which also confirmed that these two learning models gave significant effect on reading comprehension skills of the students. Additionally, the average achievement reached by the students who were taught reading comprehension by SAVI was 81.54 and those who were taught by Contextual learning model was 83.12. These findings indicated that Contextual learning model was more effective to be used in improving students' reading comprehension skills.

Contribution/Originality: This study contributes to the existing literature especially in the application of learning models to improve elementary students' reading comprehension in Indonesia during COVID-19. Besides, teachers could get benefits from the research findings to expand their knowledge in terms of applying effective learning models in reading classes.

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1. Introduction

Reading comprehension is important to be mastered by pupils in relation to comprehension process for other lesson materials in the elementary schools. If there is a pupil who is not able to read, it will affect his/her other academic capability. Therefore, Lerner explained that children have to learn reading and so, he/she is able to read for his/her learning activities (Sutrina & Supandi, 2013).

The importance of learning reading comprehension, according to Indonesian Ministry of Education and Culture is to comprehend the content, absorb thinking and feeling of others through the form of writing (Putri, 2019). Reading can make individuals increase their working skills and mastering a variety of academic fields as well as have achievement and fulfill emotional need as well. Reading comprehension specifically has positive relationship with academic achievement that pupils reach in their school activities (Wibowo, 2017).

Teachers have an important role in the learning and teaching process. They have responsibility and duty to master a set of knowledge required by pupils in their learning activities in the classroom. Particularly in reading comprehension skill, a teacher should have a set of knowledge and teaching techniques. However, in facts the results of interviews to the classroom teachers and field observation in two elementary schools in Tangerang District, Banten Province, Indonesia, the researchers found that 30% of 50 fifth grade students of State Elementary School Larangan 06 Utara were lack of reading comprehension in the story questions and did not understand the story plot used in the research sample. There were many pupils who were difficult to find the story plot and main idea in the story questions. Moreover, some pupils in the fifth grade of State Elementary School SDN Larangan 01 Utara in Tangerang City also had difficulty in their reading comprehension ability (Fitri, 2021). It was because of the effects of the online learning system and hence, it caused decreasing interest in reading activities and it also occured to their reading comprehension ability (Fitri, 2021). Furthermore, the learning method used by the teachers in presenting the learning materials applied classical method. Based on the Mid-Term Evaluation (PTS) and the Final Semester Evaluation (PAS) in the Academic Year of 2020/2021 in the subject of Bahasa Indonesia, the average score obtained by some pupils in State Elementary School SDN Larangan 01 Utara was under the category of medium with the score of 70.00. Meanwhile, the limitation of the Minimal Completeness Criteria (KKM) in the subject of Indonesian language is 75.00. Kim (2023) said that the outbreak of virus in pandemic posed various problems in all sectors of life as well as in teaching in which teachers were fighting to adapt their practices of teaching and their curricula.

From the problem above, during the pandemic, it was found that there two factors that decreased reading comprehension ability of the students, i.e., the methods teachers used in teaching reading skill and the skill of pupils in understanding the story content. The researchers carried out the quasi-experiment research by selecting two learning model to be applied at the said state elementary schools, i.e., the SAVI and contextual model. The selection of the two model bases on the previous research journals in relation to the two models. For the researches relating to the SAVI and Contextual model, the research conducted by Agustin concludes that the researches depart from a field phenomenon that frequently occurs, i.e., lack of teachers' preparation in designing the learning process particularly that with an appropriate learning approach. The SAVI learning approach is considered very suitable for increasing the learning results of his/her pupils (Agustianti,

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2020). The previous research was conducted by Setiyaningsih and Romdani (2021). The research results show that the use of the contextual learning of the modeling and asking components can improve reading comprehension ability to the third grade elementary school pupils in SDN 08 Pemalang Ramba (Setiyaningsih & Romdani, 2021).

The SAVI learning model is a learning model that has some characteristics, i.e., *Somatic, Auditory, Visualization and Intellectual*. The SAVI learning model was introduced at first by Meirer (2000). The SAVI is abridged from Somatic, Auditory, Visual and Intellectual (Rusman, 2018). The SAVI learning model also emphasizes the active involvement of pupils by combining physical and intellectual activities as well as directing them to find out alternative information from several sources obtained through the five senses (Indrawan, 2018). Johnson states that the contextual learning model is a teaching process with the aims of helping pupils to understand subject matter that they are learning by connecting the subject matter with its application in everyday life (Hasnawati, 2006). The contextual model is an approach model with the learning concept of relating the subject material taught by the teacher with real word situations. It definitely can stimulate the pupils to make a relationship between the knowledge they read and its application in real life. The aims of the research are:

i. To know the influence of the contextual learning model on reading comprehension ability among the fifth-grade elementary school pupils.
ii. To know the influence of the SAVI learning model on reading comprehension ability among the fifth-grade elementary school pupils.
iii. To find out which the learning methods are more appropriate to be used to improve the reading comprehension ability among the fifth grade elementary school pupils in Tangerang District.

2. Literature Review

2.1. The SAVI Learning Model

SAVI learning model, according to Indrawan (2018), Sholihah and Iriawan (2017), Agustianti (2020) and Lestari (2021), is a learning model that prioritizes the body movements and senses in the teaching and learning process, and can be applied in the learning process in which the activities are to give priority to provide direct experiences. SAVI model has four core elements which must be present in each learning step, i.e. 'Somatic' which refers to body movement and thinking, 'Audio' as the ability to hear and speak, 'Visual' which means the ability to see every things, and 'Intellectual' or the ability to think (Lestari, 2021). Moreover, the principles of applying SAVI learning process, Morison in Lestari (2021), includes (1) Connecting between motion, hearing and visual senses, (2) Analyzing the observation results, (3) Pupils to conduct observations and actions. Finding out through the conclusion of these activities. SAVI learning steps cover: preparation (preliminary activities), resentation (core activities), training (core activities) and the performance of the results (closing). According to Nelwati and Putri (2019), the advantages of SAVI learning model is to awaken the integrated intelligence of pupils in full through the combination of physical movement and intellectual activities. The pupils do not forget because they build their own knowledge. SAVI learning model is fun learning activities, prioritizing the cooperation between group members, better learning atmosphere, generating creativity, training concentration, making the pupils motivated and dare to express opinion, suitable for all learning styles. However, SAVI learning model also has several disadvantages as proposed by Azizah et al. (2018), including: 1. It demands a perfect teacher in teaching activities that involve the four

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senses; 2. It requires a variety of media completeness; 3. It takes a longer time and it is inappropriate for pupils who have physical handicap; 4. It requires a change adjusted to the learning situation.

2.2. Contextual Model

Contextual Model, as opined by several scholars (Nurhadi, 2021; Kartika & Jauzaa, 2019; Hasnawati, 2006), is an approach with learning concepts made by linking the materials taught by the teachers with real world situations. This certainly can encourage pupils to make an attachment relationship between the knowledge they have and their application in real life. Sears (2003) cited in Lestari (2021) explained that Contextual Model has the principles of application when being applied in learning activities, i.e., teaching and learning activities in this learning model must be able to polish the pupils' emotions and knowledge; in the learning process it must focus on the pupils' interests; learning to develop the pupils' creativity when working on their assignments; and teaching materials for pupils must pay attention to the psychological development of the pupils or be adjusted to their age in thinking activities. The characteristics of Contextual Model according to Lestari (2021) are: learning is a process of activating the existing knowledge; developing knowledge; understanding knowledge; applying knowledge to gain experiences and reflecting the knowledge development strategy. According to Lipiah and Septianti (2022) contextual learning steps includes: activating pupils to learn independently; creating learning activities based on topics; being dare to ask questions due to their curiosity; creating a learning atmosphere; presenting real examples; making reflection; making assessment. The advantages of Contextual model as proposed by Jilin (2018) are as follows: the pupils' initiatives based on their interests; improving experiences based on surrounding knowledge; creativity must be child-centered; the application of knowledge on the subjects to use the language skills. Meanwhile, the disadvantages of the Contextual Model are learning activities need a long period of time; the classroom is not conducive if the teachers cannot manage it; the teachers need extra energy to guide the pupils; and stimulating pupils to learn independently (Sulistiyaningsing & Rahman, 2021).

2.3. Reading Comprehension

Ambarita (2021) and Lestari (2021) formulated the definition of reading comprehension as individuals' ability to translate word coding in understanding texts influenced by their cognitive ability and their ability to process information. The success of pupils who follow the learning activities and increase their knowledge is strongly influenced by their reading ability. Therefore, teaching reading has a very important strategic position. However, not all individuals and the community are aware of this, thus, reading has not yet become a basic need.

The performance factors in both text connecting and concluding are the ability to understand "Reading comprehension skill is additionally associated to children's knowledge about particularly story features: notably titles, beginnings and endings." (Snowling & Hulme, 2008). Snowling and Hulme (2008) found factors affecting the level of children's ability in understanding texts they are reading are: a. Verbal ability, b. The identification of the connecting words in relation to the past knowledge, and c. The construction of a coherent mental representation of a text in the memory of the readers. In another research, Michelle Cates-Darnell (2002) explained the successful factors of reading comprehension are: first, the complexity of the text affected by the strength and

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fluency of the readers in the language and their understanding on the different application. Second, the factor related to the anxiety during the reading comprehension, since, for example, exams, class assignments and homework situations can give more pressure on the readers' reading than reading for pleasure. Third factors, interest and motivation, are very important in developing a reading comprehension ability. The fourth factor is the monotonous reading materials which make pupils have a lot of problems concentrating on their understanding. Fifth factor relates to decoding and speeding of word recognition. The dissertation research of Michelle Cates-Darnell (2002) formulated three factors that influence the improvement of pupils in understanding a reading, i.e. teachers, the support for understanding the word structure, and the teaching strategy of reading comprehension.

2.4. Reading Comprehension Competency to the Fifth Grade Elementary Schools

The Minimum Competency Assessment (AKM) aims to achieve the main goals of the National Education Units, i.e. the development of student competency and characters (Andikayana et al., 2021). The form of the AKM test made by Ministry of Education and Culture has adapted PISA standards formulated that "the ability to understand, use and reflect on the written materials to achieve personal goals, shape personal knowledge and potential, and participate in social activities (Kemendikbud, 2020). The AKM competency as the measurement of success of the application of three learning models, i.e., SAVI, Scientific Inquiry and Contextual on the effectiveness of elementary school pupils' reading. The components of Minimum Competency Assessment (AKM) that have been formulated by the Ministry of Education and Culture of Indonesia are presented in Table 1 below:

Table 1: Components of Minimum Competency Assessment (AKM)

Instrument	Reading Literacy
Content	Information Test, the text that aims to give facts, data and information in the context of developing scientific insights and knowledge Fiction text, the text that aims to give experiences, provide entertainment, enjoy the stories and make reflection for the readers
Cognitive Process	Finding Information, seeking, having access and finding explicit information from the discourse Interpretation and integration, understanding implicit and explicit information, integrating the interpretation between parts of the text to produce inferences. Evaluation and reflection, assessing the credibility, suitability and reliability of the text and being able to relate the contents of the text to other things outside the text.
Context	Personal, relating to the his/her own interest personally Social Culture, relating to the inter-individual interest, culture and social issues Scientific matters, relating to issues, activities as well as scientific facts having been done and futuristic ones.

Source : Kemendikbud (2020)

Standard indicators of assessing reading comprehension according to Grellet (1981) and Jonassen (2011), can be formulated as a group of basic skills for reading comprehension. The nine basic skills are as follows: 1. Knowledge of word meaning; 2. The ability to select the right meaning for a word based on a particular context; 3. The ability to organize a section; 4. The ability to determine the main thinking of a section; 5. The ability to answer

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specific questions in a section; 6. The ability to answer questions in the section that is not in the intended questions; 7. The ability to draw conclusions from the reading contents; 8. The ability to recognize the literary devices used to determine tone and feeling; 9. The ability to make conclusion to a reading. These nine basic reading comprehension skills can be used as guidelines for making teaching plans, activities and making evaluation questions.

2.5. Development of Language Skill for Children Aged 10-12 Years Old

Children aged 11-to 12-year-olds are a development towards pre-adolescence called young or pre-teens. The pre-teens (11-12 years) enters the concrete operation where they are able to think abstractly. The thinking ability affects to their language skill as well (Allen & Marotz, 2010).

3. Research Methods

3.1. Research Location

This research was carried out in two elementary schools with "A" accreditation in Larangan Utara Sub-District, Tangerang District, Banten Province. The research location was in State Elementary School Larangan Utara 01 and Larangan Utara 06, Tangerang District. The research was conducted from March 22-30, 2022.

3.2. Research Procedure

This research work applied quasi experimental research design called "One group pretest - post-test", as Seniati et al. (2017) described that in this type of research design the research subjects are selected in non-random way in the experiment groups where the manipulation occurs to independent variables and tight control to dependent variables.

3.3. Data Collection and Data Analysis

The research had the population from two State Elementary Schools with "A" accreditation in Tangerang City, Indonesia. The population of the two schools was 162 pupils of the fifth-grade class. There were 50 samples used in the research. Each 25 samples were pupils of the fifth-grade class in State Elementary School Larangan Utara 01 and the other 25 samples from State Elementary School Larangan Utara 06 Tangerang consecutively.

4. Research Results

4.1. Normality Test

The results of the SPSS data processing used Kolmogorov-Smirnov and Shapiro-Wilk test. The results of the normality test indicates that the significance value of SAVI Learning Model for the pre-test is 0.200 and the post test is 0.80. The two significance values are greater than 0.05. H_0 is accepted and it is normally distributed. On the other hand, the significance value of the Contextual Model for the pre-test is 0.044 and the post test is 0.131, the significance value for the pretest is not normally distributed because the value of is H_0 smaller than 0.05 and the posttest value is greater than 0.05. The results are not normally distributed. H_0 is accepted and it is normally distributed.

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4.2. Homogeneity Test

The results of the homogeneity test can be seen in Table 2. In this matter, it is known that the significance value (Sig.) of SAVI Learning Model amounts to 0.209. Moreover, the significance value (Sig.) of Contextual Learning Model is 0.976. Based on this decision making criterion, the significance value of SAVI Learning and Contextual Model is greater than 0.05 and therefore, H_0 is accepted, and the data is homogeneous.

Table 2: Homogeneity Test of SAVI and Contextual Model

	Levene Statistic	**df1**	**df2**	**Sig.**
SAVI Model	1.619	1	48	.209
Contextual Model	0.001	1	48	.976

4.3. Hypothesis Test

4.3.1. Results of the t-test to determine the effects of SAVI Learning Model on reading comprehension Ability

Based on SPSS data processing in Table 3 below, it is known that the sig value (2-tailed is 0.000 < 0.005. The Sig value (2-taled) is smaller than 0.05 and it means that there is an effect in the application of the SAVI learning model on the pre-test and post-test reading comprehension to the fifth-grade elementary school pupils.

Table 3: T-Test of SAVI Learning Model

Paired Samples Test								
		Paired Differences						
					95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre test SAVI - Post test SAVI	-35.04000	15.37444	3.07489	-41.38626	-28.69374	-11.396	24	.000

4.3.2. Result of t-test to determine effects of Contextual model on reading comprehension ability

Based on the SPSS data processing at Table 4, it is known that the value of sig (2-taled) is 0.000 < 0.005. The value of sig (2-taled) is smaller than 0.05 and it means that there is an effect of the Contextual learning model on the pre-test and post-test reading comprehension ability to the fifth-grade elementary school pupils.

Table 4: t-Test for Contextual Learning Model

	Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**

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					Lower	Upper		
Pair 1	**Pre Contextual Post Contextual**	**test-test00**	**5.17945**	**1.03589**	**-6.05797**	**-1.78203**	**-3.784 24**	**.001**

4.4. One way ANOVA

The results of the SPSS processing at Table 5 are the description on the difference of average value of the reading comprehension from the application of the three models in details as follows: 1. Average reading comprehension ability to the fifth-grade elementary school pupils taught by their teacher using the SAVI learning model is 81.54. 2. Average reading comprehension ability to the fifth-grade elementary school pupils taught by their teacher using the Contextual learning model is 83.12.

Table 5: Descriptive of average and dan standard deviation of reading comprehension learning models

	N	Mean	Std Deviation	Std error	Lower Bound	Upper Bound	Mini mum	Maxi mum
SAVI	26	81.54	7.251	1.422	78.61	84.47	72	96
Contextual	25	83.12	7.350	1.470	80.09	86.15	72	96
Total	51	82.33	7.300	1,446	79.35	85,31	72	96

4.5. Testing the difference of the results from the application of the three learning models (Comparison Test)

Based on Table 6 above with the SPSS of One-Way ANOVA test, results for the three learning models are 0.786. the value is greater than 0.05 (0.786) > 0.05). Based on the data, it can be concluded that average value of the two-learning model, i.e., the SAVI and Contextual learning model has a significant difference.

Table 6: One -way Anova for the learning models of reading comprehension ability

Reading Comprehension	(J) Reading Comprehension	Mean Difference (I-J)	Std Error	Stg	Lower Bound	Upper Bound
SAVI	Kontekstual	-1.582	2.390	.786	-7.30	4.14
Contextual	SAVI-	1.582	2.390	.786	-4.14	7.30

5. Discussions

The prerequisite test in the research on reading comprehension was carried out to know the quality of the samples. The quality of the samples will affect the research results. The prerequisite test which is suitable to test the quality of the samples in this research is the normality and homogeneity test. The normality test in the research was to know whether the sample data collected were normally distributed or not. And the results indicate that the test results which use the data processing of Kolmogorov-Smirnov shows that the significance value of the Scientific Inquiry Table, SAVI and Contextual Learning Model is

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above 0.05 and therefore, it obtains the results that the data are normally distributed. Moreover, the results of the homogeneity test that uses the SPSS show that the results of the significance data using the two learning models, i.e., SAVI and Contextual Learning Model is above 0.05. Therefore, the data of the two learning models is homogenous.

There are two learning models used to increase the reading comprehension ability. It results in the increase of the reading comprehension competency totally. The description on the effect of each learning model to the research results in field on the reading comprehension ability as follows.

5.1. Effect of SAVI Learning Model on Reading Comprehension Ability

Based on the SPSS data processing at the tables above, it is known that the value of sig (2-taled) is 0.000 < 0.005. If considered from average value of the success of the reading comprehension competency, the use of the SAVI learning model is 81.44. Average value of the success of the reading comprehension ability with the SAVI model is considered good. The value of sig (2-taled) is smaller than 0.05 and it means that there is an effect of applying the SAVI learning model on the pre-test and post-test reading comprehension ability in the fifth-grade elementary school pupils. The SAVI term is abridged from Somatic, Audio, Visual and Intellectual. A learning approach which facilitates the subject material understanding being studied by the pupils is definitely easy. The advantages of the SAVI learning model including ; 1. To create a learning environment that reduce stress and grow positive feeling in people and so, they can "boost" into their brain maximally; 2. To provide them with the problem solving exercises and access information that stimulate them to think; 3. To make collaboration among the pupils which involve more of the brain activities maximally; 4. To give more opportunity to be active as a part of the learning process for the pupils in their learning activities in the classroom. 5. To describe and decompile information (Meier, 2000).

The involvement of the senses of hearing, sight and feeling or hand will be then processed in mind to solve a problem and it is the same as the technique of speeding up reading comprehending as stated by (Nathan, 2015). In SAVI Learning Model process, it always ends with the discussion of topic issues being discussed in group to be discussed later. It aims to facilitate and speed up the understanding of the subject materials. Therefore, in the fast-reading technique, to be able to comprehend sentences, the readers should look for keywords in each paragraph they are reading. The research results in field are strengthened with the theory of SAVI Learning Model, it approves that SAVI Learning Model has effect on the improvement of reading comprehension ability among the fifth-grade elementary school pupils.

5.2. Effect of Contextual Learning Model Reading Comprehension Ability

Based on the SPSS data processing in the tables above, it is known that the value of sig (2-taled) is 0.000 < 0.005. The value of Sig (2-taled) is smaller than 0.05 and it means that there is an effect on the use of Contextual Learning Model on the ability of the pre-test and post-testing reading comprehension among the fifth-grade elementary school pupils. Average value of the reading comprehension ability using the contextual reading model is 83.12. The reading comprehension ability using contextual model still has a good score if compared to the SAVI learning model. Opinions of several experts about Contextual Model (Nurhadi, 2021; Kartika & Jauzaa, 2019; Nathan, 2015) show that Contextual Learning Model is an approach to the concept of learning that is made by linking the materials

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taught by the teacher with real world situations. It certainly can encourage pupils to make an attachment relationship between the knowledge they have and their application in real life. Contextual Learning Model has the principles of application when used in learning activities according to Sears (2003), i.e., 1. Teaching and learning activities in this contextual learning model must be able to increase the emotions and knowledge of the pupils. 2. In the learning process must focus on the interests of the pupils. 3. Learning to develop the creativity of the pupils when working on assignments. 4. Teaching materials to the pupils must pay attention to the psychological development of the pupils or to be adapted to their age in thinking activities (Lestari, 2021). The characteristics of Contextual Model according to Sanjaya are: (1) The learning is a process of activating the existing knowledge. (2) Developing knowledge. (3) Understanding knowledge. (4) Applying the knowledge to gain experiences (5) Reflecting on the knowledge development strategy (Lipiah & Septianti, 2022). It can be seen that the learning activities build knowledge. One of the ways to gain knowledge is through reading books. In practice, it is proven both theoretically and practically that Contextual Learning Model is able to improve reading comprehension ability of the pupils.

5.3. Effectivity of Reading Comprehension Learning Models

Based on the SPSS data, it is known that average value of the highest language understanding obtained from the application of Contextual Learning Model is 83.12 if compared to SAVI learning model of 81.44 and the contextual one. In the SPSS table, the significance value of the two models is 0.014. The significance value that is smaller than 0.05 indicates that there is a difference in the learning outcomes, i.e., average scores of the comprehension achievement. Contextual Learning Model has the significance value of 0.078 and it means that it is smaller than the significance value and has an influence if compared to the other two models which has the significance value of more than 0.05, i.e., 0.99. It means that SAVI and Contextual Learning Model had a significance influence to the reading comprehension ability. From the application of the two compared learning model in this research it is found that the contextual learning model is a model which has effectivity as a learning model which is able to improve the reading comprehension ability if compared to the SAVI learning model. The difference in the point value of the contextual reading comprehension ability and SAVI model is 1.66. The reading comprehension ability using the contextual learning model still has good value. Contextual Learning Model can be applied to improve reading comprehension skill if compared to the application of SAVI Learning Model and therefore, it is more effective to choose Contextual Learning Model because the principles of this model, according to Sears (2003), are teaching and learning activities might be able to involve emotional and intellectual ability of the pupils; Learning to focus on the pupils' interests; Learning to develop students' creativity when working on assignments; The teaching material to the pupils must pay attention to the psychological matter of the pupils' development or be adjusted to the children's age in thinking activities Sears (2003). The characteristic of Contextual Learning Model with other learning models is that it places more emphasis on pupils' learning to experience real objects around them. Teachers make a web that becomes a web of learning themes. Concerning mapping the subject materials, ask about what will be taught, make hypothesis and identify reasons for action, and analyze similarities and differences. Pupils are asked for exploring objects which become the topic of learning activities. Moreover, discuss the performance having been done and compare it with the existing theories. The last phase in the learning activities ends by concluding the subject materials that have been studied (Jilin, 2018). If we look at the principles and contextual characteristics, it builds new knowledge that involves the cognition of pupils. One way to

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build knowledge is to involve the sources of information to be read in order to make pupils understand the activities being carried out at school. The disadvantage of SAVI learning model to improve reading comprehension as said by Nuryani (2019), is that it demands a perfect teacher who can teach a subject with the four senses. It requires a change inappropriate to the learning situation. The disadvantages of SAVI Learning Model applied in the field are that teachers have a little difficulty when they will involve the four senses. SAVI learning model only focuses on understanding knowledge by involving the four senses and it slightly uses Visual Sense as the source of knowledge needed to solve problems. The weakness of applying the SAVI learning model which slightly involves reading activities has an effect on the reading comprehension ability. It is because lack of reading comprehension ability causes the pupils to make conclusions less skilled. Lack of understanding ability makes the pupils drawing conclusions for an extended time. Moreover, lack of understanding ability makes their processing ability and conclusions limited as well ability to inform prior knowledge restricted (Snowling, & Hulme, 2008). The research tested the two learning models, i.e., SAVI and Contextual Learning Models. The results of data testing with the t-test and one-way ANOVA show that both models are able to improve overall reading comprehension ability. The results of one-way ANOVA test show that the results of comparing the two learning models that have a higher effect is Contextual Learning Model.

6. Conclusions

The research is a quasi experimental research which does not have an independent variable and only tests the controlled variable or y. The types of quasi experiment research are one group with pre-test and post test design and these give the measurement (pre-test) before the treatment to the research subjects. These provide information before giving treatment called with symbol 0_1. Moreover, the similar subjects are given treatment and measured (the post-test). The researchers conducted trials to the two learning models on reading comprehension ability to the fifth-grade elementary school pupils in Tangerang District, Indonesia. The two learning models as the experiment research are SAVI and Contextual Learning Models. These two models were tested in different classes in the research sample of the fifth-grade Elementary school pupils in Tangerang District.

For SAVI Model on reading comprehension ability, there are significant differences between pre-test and post test results for the value of the reading comprehension ability. It means that SAVI reading model has an influence on reading comprehension ability.

Average reading comprehension ability to the fifth grade elementary school pupils tought by the teachers applying Contextual Model is 83.12. The t-test research hypothesis indicates that there is an influence of Contextual Learning Model on reading comprehension ability. There are significant differences between both pre-test and post-test for the value of reading comprehension ability. It means that Contextual Learning Model has an influence on reading comprehension ability.

Based on the results of the SPSS data, it is known that average value of the highest language understanding obtained from the application of SAVI Model is 81.44 if compared to the contextual learning model, i.e., 83.16. The contextual learning model has the significance value of 0.078. It means that it is smaller than the significance value and has an influence if compared the two models, SAVI Learning Model has significance value of

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more than 0.05, i.e., 0.99. It means that Contextual Learning Model has a higher influence than SAVI Learning Model.

Ethics Approval and Consent to Participate

All research procedures in this study involved humans and were conducted according to ethical standard of the institutions. Informed consent was obtained from all participants.

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Conflict of Interest

The author reported no conflict of interest for this work and declare that there is no potential conflict of interests with respect to the research, authorship, or publication of this article.

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