ENGLISH EDUCATION JOURNAL
(EEJ)
Journal Homepage: http://www.jurnal.unsyiah.ac.id/EEJ/

USING AUDITORY, VISUAL, AND INTELLECTUAL (SAVI) TECHNIQUE TO IMPROVE STUDENTS' SPEAKING

Dahlinar*
Sofyan A. Gani
Asnawi Muslem

Universitas Syiah Kuala, Banda Aceh, Indonesia

ABSTRACT

The objective of this experimental study is to investigate the effect of using Somatic, Auditory, Visual, and Intellectual (SAVI) technique on students' speaking at SMAN Model 12 Banda Aceh. Furthermore, it is also to investigate the students' responses toward the implementation of SAVI technique in teaching speaking at SMAN Model 12 Banda Aceh. Two classes (respectively 33 students) are chosen as the sample. The students in experimental class were taught by using SAVI technique and the students in control class were taught without using SAVI technique. The data about the students' ability were collected through giving test. Meanwhile, the students' responses toward teaching speaking by using SAVI were collected by giving questionnaires. The data from test were analyzed by using SPSS version 23. Meanwhile the data from questionnaires were analyzed by using percentage formula suggested by Sugiyono (2015). The finding showed that using teaching speaking by using SAVI technique significantly improved students' speaking ability, especially their speaking sub-skills. The study proved the improvement by the result of z-test in which the z-score for post-test result of experimental and control class is 3.73. It was found against the hypothesis that there is a significant difference in speaking achievement between the students who were taught by using SAVI technique and those who were taught without using SAVI technique at second year students of SMA 12 Banda Aceh.

Keywords: *teaching speaking, SAVI, speaking skill.*

* Corresponding author, email: melatidahlinar@gmail.com

https://doi.org/

INTRODUCTION

According to (Burns & Joyce, 1999) speaking is an active process of negotiating meaning and using social knowledge of situation. It means that speaker and listener should understand each other about the topic that they are talking or discussing so that the conversation can run smoothly. Therefore, the main goal of learning a second or foreign language is to be able to speak fluently in expressing and contextual communicative skill as in real life situation.

However, speaking skill is considered as a very complex skill. It covers some important aspects such as grammar, vocabulary, pronunciation, accent, and comprehension (Hughes, 2003). All of these aspects are further regarded by many researchers and teachers to assess and evaluate their students' speaking ability.

In Indonesia, teaching speaking English for senior high school is regarded as compulsory. It is stated in curriculum 2013 that teachers are required to use their effort to help students to speak English fluently. Students are taught to be able to express meaning of transactional and interpersonal text, and sustained in the daily life context (Daryanto, 2014). Senior high school students in Indonesia are directed to have speaking skill to build good communication to meet people, to find a job, and continue their study to higher level. In level of senior high school, the students are expected to to be able to use language in social context such as to introduce people, to greet, to invite, to ask and to give permission whether in formal or in informal context. It is stated that speaking is one of the skills found in the standards content, in which it is described in the competency standard, content in which the national curriculum has set this skill, to be taught and applied in teaching and learning process.

As a matter of fact, Indonesia has put English as one of the important subjects to be taught at school beginning from, junior high school, senior high school and even at university level and stresses that speaking is one of speaking skill that is crucial. On the contrary, even though National curriculum obliges students to learn English, the implementation of teaching and learning this skill at school is still problematic. Many students still have limited ability practice English in the classroom and outside of it (Kasim, 2003).

There are two factors which cause this problem. They are external and internal factors. The external factors are mostly related to teachers

and their ability in handling the teaching and learning process, such as teaching strategy class management, and materials mastery, evaluation, and media. The internal factors come from students themselves. Most of students are afraid to make mistake when they speak to the teacher or their friends (Taiqin, 1995). It is a fact that there are some students still not able to use English as it is expected in the curriculum. From their daily activities in the schools, the researcher still listen that a lot of students still use mother tongue language in communication.

Regarding to the types of learner problems in learning speaking skills as mentioned above, the researcher tried to observe English teaching and learning problems at SMA 12 Banda Aceh grade XI. The researcher found out some problems related to the instructional activities in this school. The problems are the students' low speaking ability, students' low motivation in learning English and the teacher's monotonous and inappropriate teaching techniques in which those problems are closely connected and correlated each other.

To overcome or minimize the problem faced by those students, it definitely needs an effective and efficient solution. The researcher believed that by applying a suitable technique during the teaching and learning process will help the students much to fade the problem away. Applying an appropriate technique in classroom practice is very crucial to attract students' participations or activity and to achieve the learning goals (Wiliam, 2007). Therefore, it is crucial that teachers apply some appropriate methods and techniques to intensify teaching and learning process in every language skill.

The researcher, then, perceives that one of learning strategies suitable enough to be applied in teaching speaking skill is an experimental study use SAVI technique. There are four elements in SAVI learning namely somatic (learning by moving and acting), Auditory (learning by listening and speaking), visual (learning by observing and describing) and intellectual (learning to solve problem). SAVI stands for somatic which means hands-out, physical activity where learning is experienced and done; Auditory which means that learning must be through listening, speaking, presentation, argumentation, expression opinions and responding; Meaningful visualization of learning must use the sense of the eye through observing, drawing, demonstrating, reading, using media and teaching aids; and intellectually which means that learning must use thinking skill (minds-on) learning must be with concentration of mind and practice using it through reasoning, investigating, identifying discovering, creating

constructing, solving problems and applying. According to (Meier, 2002) the somatic auditory visual and intellectual (SAVI) learning model combine physical movements with intellectual activity with the use of all senses that have a major influence on learning. If the four elements of SAVI exist in one learning event, the learning will be optimal (Astuti, 2015) . A student can learn a little by watching the presentation, but he can learn far more if he can do something while the presentation is going on, talk about what they learn, and think about how to apply the information in the presentation to solve existing problems

Based on the elaboration above the researcher intends to conduct a study about the application of SAVI technique in speaking class. The researcher wants to examine the theory about the SAVI technique and to prove the result of the previous theory done by some people as mentioned above. Therefore, the researcher conducts it in an experimental study entitled "The Effectiveness of Using SAVI Technique in Teaching Speaking Skill (An Experimental Study at SMAN 12 Banda Aceh)".

LITERATURE REVIEW

SAVI Technique

SAVI method is one of the learning methods that says learning have to use the students' senses and the best learning occurs when all parts of the brain-mind-body connection are used simultaneously. That is where SAVI comes in (Meier, 2002). Learning doesn't automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. Archer (2003, p. 11) describes that "Learning does not automatically improve by having people stand up, wave their hands in the air and reciting the numbers 1 to 10 in Japanese". It is likely to improve by combining physical movement with intellectual activity and using all the senses.

Furthermore, SAVI provides the students opportunities to become active learners. The students enjoy learning well because the components in SAVI give them learning experience which they can use to help them develop their thought into meaningful texts because the learning success comes from what the learners see, say, think, and do in the learning process. This goes in line with Meier (2002: 42) who explains that "The components of teaching and learning cover: 1) Somatic activity, it is learning by moving and doing; 2) Auditory activity, it is learning by talking and hearing; 3) Visual activity, it

learning by observing and picturing; and 4) Intellectual, it is learning by problem solving and reflecting". It means that the components of SAVI (Somatic, Auditory, Visual, Intellectual) provide good atmosphere for students in their writing activity because SAVI is accelerated learning in which it is motivating students' mind, acquiring the information, searching the meaning out, triggering the memory, exhibiting what the students' know, and reflecting on how the students have learned.

Learning is optimized when all four SAVI components are present in a single learning event. These four components must exist in the learning process and can't be separated one each other because these four elements are complementary. Meier (2002) asserts that all four of these learning modes have to be present for optimal learning to occur. Since these elements are all integrated, the best of learning occurs when they are all used simultaneously.

The elements of SAVI learning are somatic Learning, Auditory learning, Visual learning, and Intellectual learning. If the four SAVI elements are in each learning, students can learn optimally. According to Meier (2002:92), the explanation of the elements of the SAVI learning model is as follows:

a. Somatic

Somatic comes from Greek which mean body. Somatic learning mean learning with the sense of touch, kinesthetic, practical physical involvement and use of the body when studying regularly. Meier also reinforced his opinion by conveying the result of neurotically studies that found that the mind was through the body. So, from these findings it can be concluded that with somatic learning they use the body completely.

b. Auditory

Auditory thoughts are stronger than what we realize. The ears work continuously capturing and storing auditory information. And making your own voice by talking, then some important areas in brain become active. In designing lessons that appeal to auditory channels that are strong in the learner, then by encouraging learning to express with sound. Auditory learning is the best learning when hearing and expressing word.

c. Visual

Everyone's sharpness is strong, because the human mind is more an image processor than the word processor. The image is easy to remember than word because it is abstract; so, it is difficult to save. In the brain, there are many devices for processing visual information than all other senses. Visual learning learns best if you can see example the

real world, diagrams, maps of idea, icons, and images of all kinds of things while studying. By making the visual the least is parallel with the verbal so that it can help learners to learners to learn faster and better.

d. Intellectual

Intellectuals are parts of those who contemplate, create, solve problems that build meaning intellectuals are creators of meaning in the mind, a means by which humans think, unite experiences, create new neutral networks and bells teach. Intellectuals are identical to involving the mind to create its own learning. Learning is not storing information but creating meaning, knowledge and values that can be practiced by the learning mind principles of the SAVI instead of consuming.

Steps of SAVI Technique

The steps of the SAVI learning model are as follows:

a. Preparation

It is related to preparing students for learning. The purpose of the preparatory stage is to generate interest in the learners giving them a positive role about the upcoming learning experience and placing them in optimal situation for learning. The things done at the preparation stage are as follows.

1. Apperception and explain learning objectives (auditory)
2. Divide the class into several groups (somatic)
3. Generating interest, students' motivation and student curiosity (auditory).

b. Delivery

This stage has the purpose to help students to find good learning material in an interesting and fun way. The delivery stage in learning is not only something that is done by the facilitator, but something that actively involves students to create knowledge in each step. The function of this stage is to help learners find the new learning material in ways that are interesting, fun, relevant, involve the five senses and match for all learning styles as for the steps taken at this stage such as delivering the material by giving real examples (somatic and auditory). From such examples, the teacher then explains the material in detail (auditory).

c. Training

The purpose of the training stage is to help students integrate and integrate new knowledge or skills in various way: to invite students to think, to say, and to do new material with the problem-solving training

activities. The function of this stage is to help learners integrate and absorb knowledge and skills new in various ways. The steps taken at the training stage are as follows:

1. Provide a question sheet to be solved by discussing according to their respective group (visual and intellectual).
2. Ask some students to represent the group to display the results of their work and ask others to respond to the results of their work and give them the opportunity to ask questions (somatic, auditory, visual, inntellectual).
3. Assess the result of students work and correct answer if there are errrors the results of the work (auditory).

d. Appearance (performance)

The goal in the appearance of results is to help students apply and develop their knowledge and skills on the job, so that learners remain attached and achievements continue to increase. The steps taken at the appearance stage are as follows:

1. Giving an evaluation in the form of a question sheet to know
2. Developing the level of understanding and skills of students after the learning process (somatic and intellectual).

The Advantage and Disadvantages of SAVI Technique

SAVI technique provides some advantages. According to (Kurniawati, Waluyo, & Slamet, 2013), SAVI method trains students to interact with their friends, informants, and environment to obtain a variety of information. The information collected will later be utilized as the materials used in discussions. In this case, students are placed as the center of attention in instructional process as what the constructivist paradigm explains. The students construct their knowledge based on their own experience to formulate the best solution. Meanwhile, Camm (2011 as cited in Gaol, 2014) mentions two advantages of SAVI method. first, the students could clarify their values, actualize self-realization, understand the self better, monitor, and modify their attitudes. It means that applying SAVI technique in teaching increase motivation, attention, comprehension, and achievement.

Second, they strengthen interpersonal skills, enabling experimentation of new ideas and develop positive attitudes through a

mechanism of receiving feedback on a concurrent and continual basis in a supportive and secure environment.

Furthermore, (Lie & Shoimin, 2006, p. 182) also suggested some disadvantages of using SAVI strategy as follows:

a. The embarrassed student does not want to demonstrate what the teacher instructed him or many less-active students.
b. Not all students have the same opportunity to do it or explain it back to their friends due to time limitations of learning.
c. It is not easy for students to draft a concept map or briefly explain the teaching materials.
d. Existence of the same opinion so that only some are skilled.

The application of this learning requires complete learning facilities and infrastructure that are comprehensive and must be in accordance with what is needed so that it requires relatively large tuition fee. Because students are accustomed to being informed first. Thus, it is difficult to find answer or even put forward their own ideas.

Using SAVI in English Language Teaching

There are some studies showing this SAVI is a better, more interesting, more fun, and more enjoyable, which can be chosen by the teacher in teaching speaking skill. Sholihin (2015) conducted an experimental research about using of SAVI (Somatic, Auditory, Visual and Intellectual) technique to improve students' vocabulary at the seventh grade of SMPN 01 Monta Bima. After using SAVI in experimental class, he found that the students' vocabulary aspect significantly improved. The data analyzed using t-test showed that the value of t-test was higher than the value of t-table (2.244>2.021). It can be said that SAVI (Somatic, Auditory, Visual, and Intellectual) was effective to improve students' vocabulary.

Furthermore, Ni'mah (2016) conducted classroom action research at the Seventh Grade of SMP Negeri 23 Semarang about the use of SAVI approach to improve students' writing skill. The researcher aimed to elaborate classroom action research as one of research types used in this research. She used quantitative form to analyze the data. The data was collected from documentation, observation, and test. Documentation such as students name list, students English score, and lesson schedule. Observation was aimed to see and know the condition of class and students during learning process. Test was used to know students' achievement, so the researcher can know the students

improvement and achievement in mastering descriptive text. The approach used by the researcher in this study is SAVI approach that belong's to Dave Meier. The results of this research indicate that SAVI approach can improve the students writing skill of descriptive text at VII grade students of SMP Negeri 23 Semarang in the academic year of 2015/2016 based on the result of the research was done two cycles (cycle 1 and cycle 2). It can be taken the conclusions that there was good significance. The students writing skill of descriptive text improved after being taught by using SAVI approach.

Meanwhile, Aprilia, Sutisnawati, and Amalia (2019) did a study about to using Somatic, Auditory, Visualization, Intellectually (SAVI) strategy to find out the empirical evidence of the students' ability to build up the sentences. After analyzing the data, the result showed that there was a significant effect of using SAVI strategy on the students' ability to build up the sentences n simple present tense for the results of analysis, t-count was higher than ($t_{count} > t_{table}$ or 2.295>1.671) at α 0,05. It means students' ability after the implementation of SAVI strategy was increased.

In addition, Vinarti (2019) conducted a study about the effect of SAVI approach on speaking achievement in oral descriptive text at SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat, North Sumatera. After analayzing the data by using t-test, she found that te t-test is 2.50 which is beyond the limit -1.96 and 1.96. It means that SAVI approach significantly affect the students' speaking achievement in oral descriptive text.

RESEARCH METHODOLOGY

Research Design

This research is an experimental study with some additional data to support the result, which is intended to obtain information by using SAVI Technique in teaching speaking. This experimental research was conducted to be able to predict phenomenon or to explain some kinds of causes. It is conducted in an experimental study, which is important for society. It is typically carried out by manipulating variables (It is changing that occurs in an experimenter/researcher). This variable affects the experimental group. The effect that the writer is interested in is that students' speaking ability become better. It is called dependent variable.

This study is intended to prove whether there is a significant

difference in students speaking achievement in teaching speaking by using SAVI technique at senior high school or SMA level, and by comparing the result of teaching speaking by using SAVI technique (as an experimental group) with teacher centered or traditional technique (control group) at second class students of SMA 12 Banda Aceh. Besides, the researcher wants to know the responses of the students toward SAVI technique used in teaching speaking.

Population and Sample

The population of this research is second year students of SMA 12 BANDA ACEH which is consist of seventh classes and there are 168 students of the second-grade students altogether.

Meanwhile, the writer selected two classes that are XIMIA-1 and XIMIA-2 which respectively consists of 33 students In the process of selecting respondents of this research the writer uses random sampling. Random sampling is a sampling technique where the samples are gathered in a process that gives all the individuals in the population equal chances of being selected.

Research Instrument

In this research, the researcher used test and questionnaires to collect the data. Test is the most often used to measure the effects, improvement or achievement of the object of the research (Arikunto, 2013). In this research, the purpose of the test was to find out the students' achievements of the two groups to enrich students' speaking and to prove hypothesis. The test was given in the first meeting (pre-test) and the last meeting (post-test). In designing the test, the writer used the curriculum 2013 for first year students in speaking skill. The test was kind of oral test in which the students were required to perform a dialogue (role-play) based on the theme/situation given. The test was about "visiting historic places" where the students were asked to describe a place to inform their fiends about an interesting place. For example, the students were asked to make a dialogue about visiting Mesjid Raya Baiturrahman, or Tsunami Museum. The dialogue should be five to seven minutes for every pair.

Meanwhile, in this study, the writer used a multiple- choice questionnaire in which, the respondents only select one of the provided answers (by crossing A, B, C or D in each question). The total statement provided in questionnaires is 10 statements which is concerning about using of SAVI technique in teaching speaking.

Technique of Data Collection

In collecting the data, the researcher gave pretest, treatment on the sample, post-test, and the questionnaires. The test was given to measure students ablity in learning English before using SAVI technique. Treatment is given in both experimental and control group. In this case, experimental group is students in class XIMIA1 and control group is students in class XMIA2. In experimental group, the students were taught by using SAVI technique. Meanwhile, in control group, the students were taught by using traditional method. The post-test was given after applying SAVI technique in the teaching and learning process in the classroom. Conducting the post-test in the last meeting, aiming to find out if the students achieve a better achievement after the researcher teaches speaking skill by applying SAVI technique. In post-test, the students were asked to perform dialogue about visiting famous places based on the pictures given by the teacher. The time allocation was 2x45 minute. The result of the test would give information about the students' speaking performance after giving treatment. The post-test was also given in control class as the control to the post-test of experimental class. Meanwhile, the questionnaires were given in the last meeting (30th January 2020). It was only given for the experimental group where the researcher applied SAVI technique in teaching speaking. In this research, the result of the questionnaires would answer the second research questions.

Technique of Data Analysis

The researcher used SPSS version 23 to analyze the data from pre-test and post-test. The main difference of the students' speaking scores between experimental and control groups were analyzed by using procedures such as mean, standard deviation and z-test. In this research, z-test was used because the total sample for every experimental and control group was more 30 students (it is respectively 33 students). Furthermore, the data from questionnaires were analyzed by using percentage formula proposed by Sugiyono (2005).

RESULTS AND DISCUSSIONS

Results

Data from the tests

In this section, the data were analyzed in order to find out the significant difference of speaking sub skills scores between the pretest

scores of control group and the pretest scores of the experimental group. The researcher analyzed it by using z-test on SPSS 2015 version 23. The critical value of z-score is between 1.96 at the level of significance 5% (0.05). The criterion of z-test analysis at the level of significance is:

- It z-score is between -1.96 and 1.96, Ho is accepted and Ha is rejected
- If z-score is out of the limit between -1.96 and 1.96, Ho is rejected and Ha is accepted.

The hypotheses for this analysis are:

- Ho: There is no significant different in speaking score between students who are taught speaking by using SAVI technique and those who are taught without using SAVI technique.
- Ha: There is no significant different in speaking score between students who are taught speaking by using SAVI technique and those who are taught without using SAVI technique.

The summary result of z-test for the total score of pretest result of experimental and control class is tabulated in following table.

Table 1 The Result of Z-test of Pretest of Experimental and Control Class

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	Z	df	Sig. (2-tailed)
Pair 1	pretest_experiment - pretest_control	-.636	7.541	1.313	-3.310	2.037	-.485	32	.631

The table 1 displays the result of z-test of pretest for experimental and control group. It shows that the z-test value of pretest EG and CG is 0.48 at the level of significance 5% ($\alpha = 0.05$). It accepts the null hypothesis (Ho) because it is in the limit given (between -1.96 and 1.96). It implies that there is no significant different in pretest score between the students in experimental class and control class. In other words, it means that the students' speaking ability in experimental class and

control class in same. Thus, the hypothesis for this result is:

Ho: *There is no significant different in speaking score between students in experimental class and the students in control class in term of pretest*

Table 2 Statistical Summary of Pretest for Experimental and Control Group

		Levene's Test for Equality of Variances		Z-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	Z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pronunciation	Equal 248ariance assumed	.282	.598	-1.111	64	.271	-.303	.273	-.848	.242
	Equal 248ariance not assumed			-1.111	63.726	.271	-.303	.273	-.848	.242
Grammar	Equal 248ariance assumed	.085	.772	.205	64	.838	.061	.295	-.529	.650
	Equal 248ariance not assumed			.205	63.729	.838	.061	.295	-.529	.650
Vocabulary	Equal 248ariance assumed	1.000	.321	1.200	64	.235	.394	.328	-.262	1.050
	Equal 248ariance not assumed			1.200	59.528	.235	.394	.328	-.263	1.051

Fluency	Equal 249ariance assumed	.161	.689	-2.045	64	.045	-.576	.282	-1.138	-.013
	Equal 249ariance not assumed			-2.045	63.899	.045	-.576	.282	-1.138	-.013
Comprehension	Equal 249ariance assumed	1.076	.303	2.669	64	.010	.818	.307	.206	1.431
	Equal 249ariance not assumed			2.669	61.187	.010	.818	.307	.205	1.431

The table 2 displays the equality and the differences between the students' pretest of experimental and control class. The equality score of variance for pronunciation is 0.59, grammar is 0.77, vocabulary is 0.32, fluency is 0.68, and comprehension is 0.30. The equality of variance scores for all of those speaking sub skills are higher than the level of significance 0.025 (0.59, 0.77, 0.32, 0.68, and 0.30 > 0.25). It implies that the variances of the population of pronunciation, grammar, vocabulary, fluency, and comprehension scores for experimental and control group is equal. It implies that all of variance of sub skills scores is equal on pretest.

In term of pronunciation, the table shows that z-score for pronunciation is -1.11. It is between -1.96 and 1.96. It means than it Ho is accepted and Ha is rejected. Thus, the hypothesis for pronunciation sub skill on pretest is:

Ho1: There is no significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of pronunciation.

The z-scores for grammar is 0.20. It also between the limit -1,96 and 1,96. It indicates that there is no significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of grammar. So that, the hypothesis for grammar sub skill on pretest is:

Ho2: There is no significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of grammar.

The z score for vocabulary is 1.20. It is between -1.96 and 1.96. It means than Ho is accepted and Ha is rejected. It indicates that there is no significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of vocabulary. Therefore, the hypotheses for vocabulary in pretest score is:

Ho3: There is no significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of vocabulary.

However, the z-scores for fluency is -2.04 0. It is out of the limit -1,96 and 1,96. It indicates that there is a significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of fluency. So that, the hypothesis for fluency sub skill on pretest is:

Ho4: There is a significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of fluency.

Furthermore, the z-scores for comprehension is -2.04 0. It is also out of the limit -1,96 and 1,96. It indicates that there is a significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of comprehension. So that, the hypothesis for comprehension sub skill on pretest is:

Ho5: There is a significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of comprehension.

In the next sessions, the students' post-test score of experimental and control group are also analyzed. The aim is to find out difference of the means of post-test for every speaking sub-skill between the experimental and control group. The statistical summary of post test

score for both groups is tabulated in following table:

Table 3 The Result of Z-test of Post-test of Experimental and Control Class

		Paired Differences					Z	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttets_experimental - Posttest_controlclass	6.182	9.511	1.656	2.809	9.554	3.734	32	.001

The table 3 shows the result of z-test for post-test of experimental and control class. It shows that the z-score is 3.73. It is higher than the limit given (between -1.96 and 1.96) at the level significance 5%. It means that the scores of the two classes are significantly different. In other words, the technique of teaching in experimental class provided more significant result than in control class. It proved the hypothesis that the SAVI technique has given the positive effect on the students' speaking achievement. Thus, the hypothesis for this result as follows:

Ha: There is a significant difference in students' score between the students who were taught by using SAVI techniques and those who were taught without using SAVI technique.

Table 4 Statistical Summary of Post-test for Experimental and Control Group

	Levene's Test for Equality of Variances		Z-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	Z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

pronunciation	Equal variances assumed	.118	.732	9.765	64	.000	2.727	.279	2.169	3.285
	Equal variances not assumed			9.765	63.260	.000	2.727	.279	2.169	3.285
Grammar	Equal variances assumed	8.804	.004	7.421	64	.000	2.788	.376	2.037	3.538
	Equal variances not assumed			7.421	54.273	.000	2.788	.376	2.035	3.541
Vocabulary	Equal variances assumed	1.203	.277	5.516	64	.000	2.545	.461	1.624	3.467
	Equal variances not assumed			5.516	45.719	.000	2.545	.461	1.616	3.474
Fluency	Equal variances assumed	.094	.760	7.565	64	.000	2.394	.316	1.762	3.026
	Equal variances not assumed			7.565	62.054	.000	2.394	.316	1.761	3.027
Comprehension	Equal variances assumed	1.008	.319	11.628	64	.000	3.455	.297	2.861	4.048
	Equal variances not assumed			11.628	62.327	.000	3.455	.297	2.861	4.048

The table 4 shows that the variance of pronunciation, vocabulary, fluency, and comprehension of post-test on experimental and control group are equal. The equality score of variance for pronunciation is 0.73, vocabulary is 1.27, fluency is 0.76 and comprehension is 0.31. All of those equality scores of variances are higher than the level of significance 0.025. It implies that the variances of the population of pretest and post-test are not different for pronunciation, vocabulary, fluency, and comprehension sub skills. In other words, it is identically

same. However, the result shows that the variance score for grammar is 0.00. It means that the variances of the population of pretest and post-test are different for grammar.

Furthermore, the table show that z-score for pronunciation on post-test is 9.76. It is beyond the limit between -1.96 and 1.96. It means than Ha is accepted and Ho is rejected. Thus, the hypothesis for pronunciation sub skill on post-test is:

Ha1: There is significant difference in post-test score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of pronunciation.

The z-score for grammar on post-test is 7.42. It is also the beyond the limit between -1.96 and 1.96. It indicates that there is a significant difference in post-test score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of grammar. So that, the hypothesis for grammar sub skill on pretest is:

Ha2: There is significant difference in post-test score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of pronunciation.

For vocabulary, the z score is 5.51. It is beyond the limit between -1.96 and 1.96. It means than it accepts Ha and rejects Ho. It indicates that there is a significant difference in post-test score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of vocabulary. Therefore, the hypothesis for vocabulary in post-test score is:

Ho3: There is a significant difference in post-test score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of vocabulary.

The z-score for fluency is 7.56. It is between -1.96 and 1.96. It mean than it accept Ha and reject Ho. It indicates that there is no significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of fluency. Thus, the hypothesis for fluency in pretest score is:

Ho4: there is a significant difference in post-test score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of fluency.

Meanwhile, the z-score for comprehension is 11.62. It is beyond the limit -1.96 and 1.96. It means than it Ha is accepted and Ho is rejected. It indicates that there is a significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of fluency. Thus, the hypothesis for comprehension in post-test score is:

Ha5: there is a significant difference in pretest score between students who are taught by using SAVI technique and student who are taught without using SAVI technique in term of fluency.

Data from the Questionnaires

The data from questionnaires are analyzed in order to know the students' responses toward the using SAVI technique in teaching speaking at SMAN 12 Banda Aceh. In this research, the questionnaires is kind of Likert Scale. The data from questionnaires are analyzed by using percentage formula. Then, the result of questionnaires are drawn in the following chart.

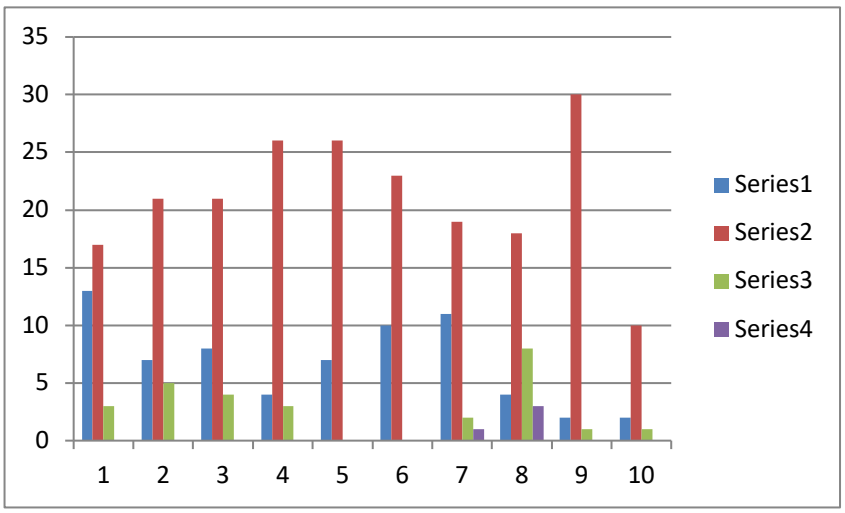

Figure 1. The resume of the questionnaires Result

Discussions

There are three points that are needed to be elaborated in this discussion. First, it is about the finding of the effect of SAVI technique on students' speaking improvement. Second, the effect of SAVI technique on students' speaking sub skills. Third, the finding of the students' responses toward the implementation of SAVI technique in teaching speaking at SMAN Model 12 Banda Aceh.

The Effect of Using SAVI technique in Teaching Speaking

After the implementation of SAVI technique in teaching speaking at SMAN Model 12 Banda Aceh, it was found that the students' speaking scores improved. The improvement was indicated by the result of z-score in which the z-score for post-test result of experimental and control class is 3.73. It proved the hypothesis that there is a significant difference in speaking achievement between the students who were taught by using SAVI technique and those who were taught without using SAVI technique at second year students of SMA 12 Banda Aceh.

This result proved the theory that using SAVI technique helps students to construct knowledge because they learn based on their own experiences and what they saw (Camm, 2011 as cited in Gaol, 2014). Students, in this case, learning speaking by looking at the pictures or videos and they combined the information with their own experiences. In other words, the SAVI technique provides the students the opportunities to relate the material with their real life situation. It also supports the finding by Sapti and Suparwati (2011) applying SAVI technique in teaching increase motivation, attention, comprehension and achievement.

This finding also corroborates the result of previous research by Vinarti (2019) that using SAVI technique improve students' oral descriptive text. Using SAVI technique empower the students' psychomotor senses to perform their understanding of the speaking materials, maximize their hearing and seeing to help students comprehend the content of the speaking, and intellectual capacity to make understandable experiences from the discourse they have read already.

The Effect of SAVI Technique on Students' Speaking Sub Skills

The result of the data analysis shows that the students' speaking scores were improved after the researcher implemented. The table shows that the Z score of pronunciation, grammar, vocabulary, fluency, and comprehension of post-test on experimental and control group are

beyond the limit given -1,96 and 1.96. The z-score for pronunciation on post-test is 9.76, the z-score for grammar on post-test is 7.42, the z score for the vocabulary is 5.51, the z-score for fluency is 7.56 and the z-score for comprehension is 11.62. These z-scores imply that there are significant differences in sub-skills scores between the students who were taught by using SAVI technique and those who were taught without using SAVI technique.

This finding supports the findings of the previous researches. In term of using SAVI technique to improve grammar, Aprillia, et al. (2018) proved that SAVI had significant effect to the students' grammar improvement. It helped students to build up correct sentences because the students learnt by seeing, hearing and experiencing that activate their sense of intellectuality. Thus, the finding in this present study supports the previous theory about using SAVI technique to improve grammar sub-skill.

Moreover, the finding in this present study also in line with the previous finding about using SAVI to improve students' vocabulary (Sholihin, 2015). Students were helped to memorize know vocabulary by providing some audio and visual aid such pictures or videos. It implies that using SAVI technique provided significant effects on students' vocabulary.

The Students' Responses toward the Implementation of SAVI Technique

The result of questionnaires analysis shows that the students gave positive responses toward using SAVI in teaching speaking. The students believed that using SAVI technique mad their learning easier and reduced their anxiety in learning speaking. There were 11 students strongly agreed and 19 students agreed with this statement. Moreover, all the students also believed that they felt motivated to learn speaking and they felt confident to practice speaking when they were learning by using SAVI technique. This finding implies that the alternative hypothesis for the third research question is improved in which there is a positive responses toward the implementation of SAVI technique in teaching speaking at SMAN Model 12 Banda Aceh.

This finding proved the theory by Sapti and Suparwati (2011) that applying SAVI technique in teaching increase students' motivation,

attention, comprehension, and achievement. Furthermore, it also in line with the finding by Camm (2011 as cited in Gaol, 2014) who mentions that the students could clarify their values, actualize self-realization, understand the self-better, monitor, and modify their attitudes when they are learning by applying SAVI technique. The students construct their knowledge based on their own experience to formulate the best solution.

CONCLUSION AND SUGGESTION

Conclusion

This study investigated about the effect of using SAVI technique in teaching speaking and the students' responses toward the implementation of SAVI technique in teaching speaking at SMAN Model 12 Banda Aceh. The finding showed that using teaching speaking by using SAVI technique significantly improved students' speaking ability, especially their speaking sub-skills. It proved by the result of z-test in which the z-score for post-test result of experimental and control class is 3.73. It proves the hypothesis that there is a significant difference in speaking achievement between the students who were taught by using SAVI technique and those who were taught without using SAVI technique at second year students of SMA 12 Banda Aceh.

Furthermore, the result of questionnaires analysis shows that the students gave positive responses toward using SAVI in teaching speaking. All of the students also believed that they felt motivated to learn speaking and they felt confident to practice speaking when they were learning by using SAVI technique. The majority of the students believed that using SAVI technique mad their learning easier and reduced their anxiety in learning speaking. This finding implies that the alternative hypothesis for the third research question is improved in which there is a positive responses toward the implementation of SAVI technique in teaching speaking at SMAN Model 12 Banda Aceh.

Suggestion

Based on the finding of this research, the researcher gave some suggestions for teachers and other researchers. SAVI technique has many positive effects on students' speaking skills. This is the reason of the teacher should apply SAVI in teaching speaking. However, the researcher suggested English teachers to be active to control the students during the implementation of SAVI because it needs students' focus and participation. Furthermore, the researcher suggest the teachers to find

suitable and interesting audio and visual aid for students because it is very important to grap the students' attention at the beginning steps of learning by using SAVI technique.

Furthermore, it was recommended for other researchers to do the similar research in the field of using SAVI technique in teaching English. The findings of this research are expected to be a starting point for further research in the same field. The researcher also suggested other researcher to conduct more specific research about using one of the SAVI elements in learning English such as the impacts of somatic or intellectuality only in teaching speaking.

REFERENCES

Aprilia, S., Sutisnawati, A., & Amalia, A. R. (2019). Pengaruh model Somatic, Auditory, Visual, Intellectual (SAVI) terhadap kemampuan berpikir kreatif matematis di sekolah dasar Caruban *Jurnal Ilmiah Ilmu Pendidikan Dasar, 2*(1), 24–39. doi:https://doi.org/10.33603/.v2i1.2245

Archer, L. (2003). *Race, masculinity and schooling: Muslim boys and education*: McGraw-Hill Education (UK).

Arikunto, S. (2013). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.

Astuti, S. P. (2015). Teachers' and students' perceptions of motivational teaching strategies in an Indonesian high school context.

Burns, A., & Joyce, H. (1999). *Focus on Speaking*. Sydney: Macquarie University

Daryanto. (2014). *Pembelajaran Tematik, Terpadu, Terintegrasi (Kurikulum 2013)*. Yogyakarta: Gava Media.

Gaol, H. A. L. (2014). The Effect of Applying Somatic Auditory Visual Intellectual (SAVI) Method on Students' Achievement in Writing Report Text. *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED, 3*(4).

Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.

Kasim, U. (2003). Classroom Interaction in the English Department Speaking Grade at State University of Malang. *Unpublished Dissertation, State University of Malang*.

Kurniawati, E. D., Waluyo, H., & Slamet, S. Y. (2013). Developing a Model of Thematic Speaking Learning Materials Using SAVI

Approach (Somatic, Auditory, Visual, Intellectual) in Senior High School in Sambas Regency, West Kalimantan Province, Indonesia. *Online International Interdisciplinary Research Journal, 3*(5), 444-455.

Lie, A., & Shoimin, A. (2006). Coorporative learning 68 Model Pembelajaran Inovatif dalam Kurikulum. *Jakarta: PT Gramedia Widiasarana Indonesia*.

Meier, D. (2002). *The Accelerated Learning Handbook* Bandung: Mizan Media Utama.

Ni'mah, S. (2016). *The use of SAVI approach to improve students' writing skill of descriptive text (a classroom action research at the seventh grade of SMP Negeri 23 Semarang in the academic year of 2015/2016).* UIN Walisongo,

Sapti, M., & Suparwati. (2011). *An Experiment of Mathematics Teaching Using SAVI Approach And Conventional Approach Viewed From Motivation of Student of Sultan Agung Junior High School In Purworejo.* . Paper presented at the International seminar and Fourth National Conference on Mathematics Education, Yogyakarta.

Sholihin. (2015). The Use of SAVI (Somatic, Auditory, Visual, and Intellectual) Technique in Improving The Students Vocabulary at The Seventh Grade of SMPN 1 Monta Bima *Gane Swara, 9*(2), 54-59.

Sugiyono. (2005). *Memahami Penelitian Kualitatif: dilengkapi dengan contoh proposal dan laporan penelitian*. Bandung: Alfa Beta.

Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.

Taiqin, D. (1995). *I can try it at least": A strategy for Effective Inter-Class Oral Communication".* Paper presented at the English Teaching Forum.

Vinarti. (2019). *The effect of SAVI approach on speaking achievement in oral descriptive text at SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat, North Sumatera.* (Bachelor Degree). STKIP Budi Daya, North Sumatera.

Wiliam, D. (2007). Changing classroom practice. *Educational leadership, 65*(4), 36.