

The Effect Of Applying Somatic Auditory Visual (SAVI) Approach On Students' Speaking Achievement In Oral Descriptive Text Of 2018/2019 Eleventh Year Students' Of SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat

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ABSTRACT

This study is conducted as an attempt to find out the effect of applying SAVI approach on Students' speaking Achievement in oral descriptive text. This study used the experimental design. The population of this study is the students of SMA Yayasan Pendidikan Harapan Bangsa . The sample of this study was the 2018/2019eleventh grade students of SMA Yayasan Pendidikan Harapan Bangsa . This study is conducted with two randomized groups namely experimental group and control group. The control group is taught by conventional method while experimental group is taught by applying SAVI Approach. The instrument used in this study was an oral test. To obtain the reliability of the test, the researcher used t-test formula.. The data were analyzed by using t-test. The calculation shows that t-observed (2.50) is higher than t-table (1.666) at the level of significance (α) 0.05 with the degree of freedom (*df*) 74. Therefore, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that SAVI approach significantly affect the students' speaking achievement in oral descriptive text.

Key Words: *Speaking, SAVI Approach, Descriptive Text*

INTRODUCTION

Language is one of the most important things in communication and it used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being.

English as international language since it is used around the world. Stem states that English is learning in many countries across the world, this is not with references to specified English speaking territories, but as means ofinternational communication across nation boundaries among speakers of other language.¹ It means that English is one of the important languages,because most of people from different countries use English as international language to communicate with others and also as a media tolerate the knowledge, scientific, technology, politics, trading, academic as well as education.

Due to the development of a country, English is much needed. Therefore in Indonesia, learning English as an international language is introduced to child at the early age. Considering that English is a foreign language in Indonesia, an appropriate and effective approach is needed to make learning English successfuland joyful.

¹ Stem, H.H, *Fundamental Concepts of Language Teaching*, Oxford University Press, New York, 1999, p.17.

In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing. The speaking skill became very important in the education field, students need to be exercised and trained in order to have a good speaking skill.

Speaking as a communication tool is an important basic language skill, which need to be mastered as a priority for the learners of English as a foreign and second language. Speaking is crucial part of second language learning and teaching. However today's world requires that the goal of teaching speaking should improve students' communicative skill because students can express themselves and learn how to use a language. "Speaking is the verbal use of language to communicate with others."² People put ideas into words, talking about perception or feelings that they want other people to understand them. Then, The listener tries to reconstruct the perceptions that they are meant to be understood.

"Speaking is the most important skill in English language Teaching to be mastered in school."³ Through speaking, students express their ideas, feelings and desires to others. In school, the students learn how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English.

Based on wtiter's interview to many students of different schools, most of the students said that they were not able to speak in English because they have some difficulties in using grammar, pronunciation and lack in vocabulary. Besidesthat the students feel shy to talk in front of the other students and do not want to show their weakness in speaking English.

Actually, the students' lack of mastering English at the school is influenced by the model of teaching. Teacher usually asks the students to read the dialogue then memorize it before it is spoken in front of the class. Therefore the English teaching learning process is not effective and passive.

Based on the researcher's observation at SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat especially on grade XI, there were many students who cannot speak English well. It means, still many students could not passed their KKM. While, Minimal Passing Criteria (Kriteria Ketuntasan Minimal: KKM) for the English subject is 70. The students did not have self-confidence to speak they were worry to make mistakes. From this fact, it can be concluded that the process of teaching and learning has not succeeded. That is why important to consider the use of model in learning so that they can express their English freely and full of self-confidence.

In order to solve problem above, the researcher has motivation to do the research by applying Cooperative Learning Models. Somatic, Auditory, Visual, and Intellectual (SAVI) is one of Cooperative Learning models."It is amodel of teaching that uses all of students' senses ."⁴ SAVI is short term Somatic, Auditory, Visual, and Intellectual.

"SAVI is a model emphasizing shall exploit all appliances sense owned by the student."⁵ Term SAVI is abbreviation of: Somatic: having a meaning of body movement (hands-on,

²Glenn Fulcher, *Teaching Second Language Speaking*, Pearson-Longman, New York, 2003, p.24.

³ M, Maxom, *Teaching English as a Foreign Language for Dummies*, John Willeyv, West Sussex, 2009.

⁴Dave, Meier, *The Accelerated Learning Handbook : A creative Guide to Designing and Delivering Faster, More Effective Training Programs*, The McGraw-HillCompanies, Inc, New York, 2000.

⁵Febriani, R.D, *An Alternate Way to Teach Writing by Combining Three Different Learning Styles SAVI Model*, Faculty of Languages and Arts State University of Jambi, Jambi, 2012.

physical activity) where about learn by experiencing and doing/conducting; Auditory: having a meaning of learning through listening, correct reading, conversing, presentation, argument, opening opinion and answering; Visual : having a meaning of learning use the sense eye through perceive, drawing, demonstrating, reading, using media physic appliance; and Intellectual : having a meaning of learning use the ability think the minds-on, learning with the mind concentration and exercise to use it through having natural investigating, identifying, finding, creating, constructing, solving problem, and applying.

There is previous researches related with this research. Under title, *The Effect of The Application of SAVI Method Toward Students' Speaking Ability of The Tenth Grade Students of SMK Muhammadiyah Slawi (An Experimental Research on the tenth grade students' of SMK Muhammadiyah Slawi in Academic Year 2012/2013)* by Anggoro Pancasilawan.

The researcher is interested in conducting this research in order to know that using SAVI is really effective in teaching oral descriptive text. And the result of this teaching analysis, the researcher expects that it will be useful for the teachers and the students in teaching- learning.

“Speaking is the verbal use of language to communicate with others.”⁶Speakers use language to communicate their ideas,most speaking involves interaction with one or more participants. It means that effective speaking need to be able to progress language in their own heads and involves a good deal of listening, an understanding of how the other participants feeling, and knowledge of how linguistically to take turns or allow other to do so.

Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking:ideas, what to say, language, how to use grammar and vocabulary, pronunciation aswell as listening to and reacting to the person you are communicating with.

“Speaking is fundamentally an interactive task; speaking happens under real time in processing constrains and it is more fundamentally linked to the individually who produces it.”⁷

Learning does not automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use of all sense can have profound effect on learning.

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. “It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage.”⁸ In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the

⁶ Glenn Fulcher, *Teaching Second Language Speaking*, Pearson-Longman, New York, 2003, p.24.

⁷Hughes, R, *Teaching and Researching Speaking*, PearsonEducation,Great Britain, 2002, p.45.

⁸Departemen Pendidikan Nasional, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*,. Departemen Pendidikan Nasional, Jakarta, 2006.

speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

“SAVI is abbreviation from Somatic Auditory Visual and Intellectual. SAVI approach is introduced by Meier. SAVI approach is an approach that combines physical movement with intellectual creativity and use all the senses in the learning process.⁹By Combining physical movement and intellectual activity and the use of all senses is able to make big influence in learning. “And this study is called SAVI.”¹⁰

The Elements of SAVI Approach

The elements of SAVI approach are Somatic, auditory visual and Intellectual, those four elements must exist in the learning process, so the process of learning will be optimal. For more detail bellow is the explanations.

a. Somatic

“Somatic” comes from Greek word. It means soma-body (as in psychosomatic). So somatic means study by using sense of touch, kinesthetic, practice-involves physical and gesture.

Somatic refers to the thought that spread throughout the body. In essence, the body is the mind. The mind is the body. The two are one completely integrated electrical-chemical biological system. So by inhibiting somatic learners from using their full physical bodies in learning, we are hampering the full functions of the mind.¹¹

To stimulate the mind-body connection, the learning atmosphere created by making people up and out of their seats and physically active from time to time. Not all learning needs to be physically active, but by alternating between physically active and physically passive learning activities will be greatly assist the learning process.¹²

b. Auditory

Learn by speaking (reading) and listening, ears always catch and save auditory information unconsciously, when someone creates voice by reading, some important areas in the brain become active.¹³This can be interpreted that teachers should talk about what they are studying, asking student to read loudly, translating the experience of students with sound, Inviting them to talk when solving problems, gather information, create work plans, master skills, make the learning experience review, or create meaning for themselves.

c. Visual

Visual acuity is strongest senses in the process of reading, because in the brain to process visual information is more than all the other senses. Therefore, students will be easier to learn if they can see what is being learned,

The result of the research from Dr. Owen Caskey from Texas Tech university showed that people who use the metaphor/symbol for the study of technical and scientific information gained

⁹ Dave Meier, *The Accelerated Learning Handbook Panduan Kreatif dan Efektif Dalam Merancang Program Pendidikan Dan Pelatihan*, KAIFA, Bandung, 2002, p.90.

¹⁰ *Ibid*, p.91.

¹¹ Hernowo, *Quantum Reading Cara Cepat nan Bermanfaat Untuk Merangsang munculnya Potensi Membaca*, MLC, Bandung, 2003, p.157.

¹² Dave Meier, *The Accelerated Learning HandBaak Panduan Kreatif dan Efektif Dalam Merancang Program Pendidikan Dan Pelatihan*, KAIFA, Bandung, 2002, p.92.

¹³ *Ibid*, p.95.

the average 12% better for short-term memory compared to those who do not use the metaphor / symbol, and 26% better for long-term memory. This statistic applies to every person regardless of age, ethnicity, and gender.¹⁴

SAVI approach is an approach that combines physical movement with intellectual creativity and use all the senses in the learning process.¹⁵ SAVI supposes the readers to empower their psychomotor senses to perform their understanding of the speaking materials, maximize their hearing and seeing to help readers comprehend the content of the speaking, and intellectual capacity to make understandable experiences from the discourse they have read already.

The implementation of SAVI approach in teaching learning can be done as follow.

a. Somatic.

To stimulate the mind-body connection, the learning atmosphere created by making people up and out of their seats and physically active from time to time. Student can get physical while them:

- a. Build a model of a process or procedure
- b. Physically manipulate components of a process or system
- c. Create large pictograms and peripherals
- d. Act out a process, system, or set of concepts
- e. Have an experience, then talk about and reflect on it
- f. Complete a project that requires physical activity.
- g. Do an active learning exercise (a simulation, a learning game, etc.)
- h. Take a field trip. Then write, draw, and talk about what was learned
- i. Interview people outside the class
- j. In teams, create active learning exercises for the whole class

b. Auditory.

Learn by speaking (reading) and listening, ears always catch and save auditory information unconsciously, when someone creates voice by reading, some important areas in the brain become active. Here is a brief list of starter ideas for increasing the use of the auditory in learning.

- a. Have learners read out loud from manuals and computer screens.
- b. Have learners read materials a paragraph at a time paraphrasing each paragraph into a tape.
- c. Recorder. Then ask them to listen to the tape several times for reinforcement.
- d. Ask learners to create their own audio tape of key words, processes, definitions, or procedures.
- e. Tell learners stories that have the learning material embedded in them.
- f. Have learners in pairs describe to each other in detail what they just learned and how they are going to apply it.
- g. Ask learners to practice a skill or perform a function while describing out loud in great detail what they're doing.
- h. Have learners create a rap, rhyme or auditory mnemonic out of what they are learning.
- i. Ask learners in groups to talk nonstop when doing creative problem solving or long-term

¹⁴ Hernowo, *Quantum Reading Cara Cepat dan Bermanfaat Untuk Merangsang munculnya Potensi Membaca*, MLC, Bandung, 2003, p.163.

¹⁵ Dave Meier, *The Accelerated Learning Handbook Panduan Kreatif dan Efektif Dalam Merancang Program Pendidikan Dan Pelatihan*, KAIFA, Bandung, 2002, p.90.

planning. (The conversations can be recorded to capture the ideas).

c. Visual

Visual acuity is strongest senses in the process of reading, because in the brain to process visual information is more than all the other senses. Therefore, students will be easier to learn if they can see what is being learned. Here are a few more things you can use to make learning more visual.

a. Picturesque language (metaphors, analogies)

b. Vivid presentation graphics

c. 3-dimensional object

d. Dramatic body language

e. Vivid stories

f. Pictogram creation (by learners)

g. Icon jobs aids

h. Field observations

i. Colorful decorations

j. Room peripherals

k. Mental imagery exercise

d. Intellectual.

The empowering of brain capacity to absorb particular information from reading materials reflects to the employment of human's intellectual area in SAVI reading strategy. Brain as reflection of intellectual is devised to translate the written symbols in reading materials into meaningful information by which readers could understand ideas similarly as been intended by the writer. The Intellectual aspect of learning gets exercised when you have learners engage in activities such as:

a. Solving problems

b. Analyzing experiences

c. Doing strategic planning

d. Generating creative ideas

e. Accessing and distilling information

f. Formulating questions

g. Creating mental models

h. Applying new ideas to the job

i. Creating personal meaning

j. Thinking through the implications of an idea¹⁶

S-A-V-I: Putting It All Together. Learning is optimized when all four SAVI components are present in a single learning event. For example, people can learn something by watching a presentation (V), but they can learn much more if they can do something while it is going on (S), talk about what they are learning (A), and think through how to apply the information being presented to their job (I). Or they can enhance their problem-solving skills (I) if they are

¹⁶ Dave Meier, *The Accelerated, A Creative Guide to designing and delivering faster, more effective training programs*, McGraw-Hill, New York, 2000, p.45-50.

simultaneously manipulating something (S) to produce a pictogram or 3-dimensional display (V) while they talk out loud about what they are doing(A).

“A Hypothesis is a temporary answer of research , until it can be proved by data collection. Hypotheses taken from hypothesa , which is consist of two word , hypo means under and these a mean truth.”¹⁷. Thus , the meaning of hypothesis is a temporary answer of research problem that its truth must be verified empirically.

The hypothesis will make the researcher to focus the researcher’s work easier. Therefore, in this study, the researcher purposes two hypotheses. The formulated as follows :

H_a: There is the effect of applying SAVI approach on students’ speaking achievement in oral descriptive text of eleventh grade students of SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat in academic year of 2018/2019 is effective.

H_o :There is nothe effect of applying SAVI approach on students’ speaking achievement in oral descriptive text of eleventh grade students of SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat in academic year of 2018/2019 is not effective.

RESEARCH METHODOLOGY

This study was conducted at SMA Yayasan Harapan Bangsa Kabupaten Langkat. It is a formal education institution located at Jl.Binjai – Kuala Km.18,5 Pekan Kuala, Kec.Kuala , Kab.Langkat Prov. Sumatera Utara .

This research design is the researchers’ plan how to proceed to understanding of some groups and phenomenon in its natural setting. Research design is all process that be needed in conducting the research.its means that be the process includes planning and doing the research. The design begins with a general statement of a research problem or topic. In the beginning, the researcher need to think about some topic in which he or she has an interest and wants to know more aboutit.

Experimental research design was applied in this study. The design is quantitative design. The researcher chose it because this design has a purpose tofind out the differences between before and after being taught by using descriptive text. Experimental research is research to know the possibility influence caused and effect by applying one to one or more experimental group. This study uses experimental design with one groupis experimental group, pre-test, post-test and treatment, because this study uses the experimental group as the students’ achievement in speaking after being taught by using descriptive text.

The experimental group firstly was given pre-test without SAVI approach. In the teaching speaking and learning process, descriptive text is used as media of teaching visual. After the treatments gave to the experimental group, post-test of speaking will be gave. The design was applied in order to investigate the effect of applying SAVI approach. Clearly, the research design can be figured as following:

Name of	Pre-Test	Treatment	Post-
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¹⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Rineka Cipta. Jakarta, 2006.

Group			Test
Experimental	T ₁	M _x	T ₂
Control	T ₁	M _y	T ₂

The population of this research his the Grade XI students of SMA Yayasan Pendidikan Harapan Bangsa in the academic year 2018/2019, located inJl.Binjai – Kuala km.18,5 Pekan Kuala, Kec.Kuala , Kab.Langkat Prov. Sumatera Utara .In this research is choosen the Grade XI students of SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat because some of the students have problem in oral descriptive text. The students’ competence in speaking English is very low. Lack of vocabularies and the feeling of fear to speak in front of others became the top reasons for them to be unable to speak English, and then they felt unmotivated in taking part in speaking activities.

The total number of eleventh grade students at SMA Yayasan Harapan Bangsa Kabupaten Langkat are 76 students distributed into 2 classes. The number of population can be seen as follows:

No.	Classes	Number of Students
1.	XI IPA 1	39
2.	XI IPA 2	37
	Total	76

In conducting the test, there is three steps applied. They are: doing the pre-test, treatment, and going to post-test as the following clarifications to each terminology:

1. Pre-test

Before the treatment (teaching presentation) will be start , a pre- test is give to the samples (experimental and the control groups). It is intend to know whether the students’ in both groups is relatively homogenous in their ability.

2. Treatment

The experimental and control group is taught by using the same topics but different treatments. In this case, in the experimental group, this research SAVI approach on students’ speaking achievement and in the control group, the writer used conventionalmethod.

3. Post-test

The post test was administered after the treatment is completed to the experimental group. The post test will be given to both experimental and control group in order to find out the difference of mean score of both experimental and control groups.

T-Test was used to test the hypothesis of the research and statistical methods for determining the hypothesis test to be used must be adapted to the statistical assumptions, for example assumption of distribution and homogeneity of variants. The following condition of assumption of distribution and homogeneity of variants of research data and hypothesis test that should be used:¹⁸

¹⁸*Ibid*, p. 128—131.

In this study the researcher was used the formula bellow :

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{X^2 + Y^2}{N_x + N_y - 2}\right] \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

Explanation :

M_x = mean of experimental group

M_y = mean of control group

N_x = the number of students in experimental group

N_y = the number of students in control group

X^2 = deviation of experimental group

Y^2 = deviation of control group

Hypothesis statistical was a statement or allegation regarding one or more of the population. To test the hypothesis, the writer uses T-test and calculate the data. And then, the criteria will used as follows:

1. If $t_{obs} > t_{table}$ (t_0) H_0 (null hypothesis) is accepted. It means that the rates of mean score of the experimental group are higher than the control group.
2. If $t_{obs} < t_{table}$ (t_0) H_0 (null hypothesis) is rejected. It means that the rates of mean score of the experimental group are lower than the control group.

THE DATA ANALYSIS

After conducting the pre-test and post-test to the control group and experimental group, it was obtained the students' scores from the data which had been collected.

From the score of the tables above, the following data were obtained.

$$M_x = 12.03$$

$$M_y = 9.45$$

$$X^2 = 724.94 \text{ (The data can be seen in appendix)}$$

$$Y^2 = 839.1 \text{ (The data can be seen in appendix)}$$

$$N_x = 39$$

$$N_y = 37$$

The data showed from tables above, than were calculated and analyzed by using the t-test formula:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{X^2 + Y^2}{N_x + N_y - 2}\right] \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

$$t = \frac{12.03 - 9.45}{\sqrt{\left[\frac{724.94 + 839.1}{39 + 37 - 2}\right] \left[\frac{1}{39} + \frac{1}{37}\right]}}$$

$$t = \frac{2.58}{\sqrt{\left[\frac{1564.04}{74}\right] - [0,05]}}$$

$$t = \frac{2,58}{\sqrt{21.13 \times 0,05}}$$

$$t = \frac{2.58}{\sqrt{1.05}}$$

$$t = \frac{2.58}{1.03}$$

$$t = 2.50$$

The basis of testing hypothesis in this research is:

- If $t_{\text{observed}} > t_{\text{table}}$, the alternative hypothesis will be accepted; the null hypothesis will be rejected
- If $t_{\text{observed}} \leq t_{\text{table}}$, the null hypothesis will be accepted; the alternative hypothesis will be rejected

In this research, the value of t-table for the degree of freedom (df) 74 at level of significance (α) 0.05 is 1.666. The result of computing t-test shows that the value of t-test is higher than the value of t-table as follows.

Based on the calculation of the data, the critical value or t-observed (t_0) is higher than the value of t-table ($t_0 = 2.50 > t_t = 1.666$). It means that the alternative hypothesis is accepted. In other words, using SAVI model significantly approach on Students' speaking achievement in oral descriptive text of 2018/2019 eleventh year students' of SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat.

The result of this research shows that there is difference of out between both of groups. Based on statistics calculation, the mean of control group and experimental group is different. The mean score of the experimental group is higher than control group. The calculation of the t-test shows that the t-observed (2.50) is higher than t-table value (1.666) for the degree of freedom (df) 74 at the level of significance (α) 0.05. The difference took place because the effect of different treatment for each groups. The experimental group was taught by SAVI Approach while the control group was taught by applying conventional or lecturing method. Based on theoretical and statistical findings, the researcher concludes that teaching speaking in oral descriptive text by applying SAVI Approach has more significant effect than that without applying SAVI Approach. It was proven by the students' speaking achievement in oral descriptive text taught by applying SAVI Approach was higher than taught without SAVI Approach.

CONCLUSIONS

Based on the research findings, the researcher concludes that there is a significant effect of applying SAVI approach on senior high school students' speaking achievement since the students' speaking achievement in oral descriptive text by applying SAVI approach is higher that taught without applying SAVI approach.

Therefore, the alternative hypothesis is accepted and null hypothesis is rejected. It was proven statistically with $t_{\text{observed}} > t_{\text{table}}$ $2.50 > 1.666$; $df = 74$, $\alpha = 0.05$

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