The Influence of SAVI (Somatic, Auditory, Visual, and Intellectual) Learning Model Activities in Improving Student's Speaking Skills

Leni Mardiah Napitupulu[1], Benni Ichsanda Rahman[2]
[1] *English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra*

Corresponding Email: lenimardiahnapitupulu@gmail.com

Abstract. This study intends to assess the oral communication proficiency of second-grade students at MTs Nurul Islam in Indonesia. This research utilised the Classroom Action Research methodology. The Class VIII students of the 2024–2025 academic year at MTs Nurul Islam Indonesia represent both the population and the sample. The purpose of this research is to find out how well the SAVI (Somatic, Auditory, Visual, and Intellectual) Technique works for improving the public speaking abilities of eighth graders at MTs Nurul Islam Indonesia. The purpose of this research is to find out how well the SAVI method works for enhancing students' ability to speak in front of an audience. The study's population comprised seventeen eighth-grade students from MTs Nurul Islam Indonesia. To demonstrate the effectiveness of SAVI in enhancing students' speaking abilities, researchers collected quantitative data that met the KKM Minimum Completeness Criteria. This information was derived from the data of Cycle I and Cycle II. Only one student attained success (6% success rate) and one student encountered failure (6% failure rate) on pre-test I. During the initial cycle, 5 students achieved a success rate of 29%, no students failed, and 2 students received a satisfactory score of 12%. Nine students, representing 53% of the total, successfully passed post-test II in cycle II, with no failures noted. Subsequently, eight students, representing 47% of the total, were categorized as proficient in their English speaking abilities. The outcomes demonstrated by the students following the intervention substantiate the assertion that the SAVI method significantly improves students' speaking abilities.

Keywords: SAVI (Somatic, Auditory, Visual, Intellectual), Speaking Skills, Learning Model

Introduction

To improve proficiency in speaking and writing English, learners must actively engage in all four language domains (Newton & Nation, 2020). Educators commonly use the SAVI approach, which stands for "Somatic, Auditory, Visual, and Intellectual" (Marchand, 2008), to teach language skills effectively. This SAVI model provides a comprehensive framework for teaching English by actively engaging multiple senses (Natsir, T., 2023).

The SAVI model offers diverse experiential learning opportunities that can significantly improve students' English language proficiency. According to Simbolon (2020), the SAVI educational model aims to improve students' subject-specific competencies by providing them with an interactive and sensory-rich learning environment. A different approach to educational problems is SAVI learning integration, which can be used in a variety of subjects to increase student involvement and competence (Leksono & Cholid 2019).

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Students' ability to express themselves orally is greatly improved when critical thinking is combined with other successful teaching strategies, such as the SAVI technique. The ability to think critically, articulate one's thoughts precisely, and communicate effectively are all skills that students should work on developing (Bean & Melzer 2021). Through practicing their critical thinking skills in front of an audience, students develop the ability to evaluate claims, examine supporting evidence, and come up with compelling arguments. By teaching students to adapt their speech to different groups and contexts, it promotes adaptability.

Students' speaking abilities were found to be substantially improved by using the SAVI technique, which incorporates somatic, auditory, visual, and intellectual components (Ndraha, 2022). By appealing to a variety of senses, this approach successfully helps people with a wide range of learning styles improve their public speaking abilities. By having students express themselves in a variety of ways, the SAVI method improves both comprehension and memorisation. Improve your students' communication abilities and subskills with the SAVI method. Together, critical thinking and the SAVI technique give students the tools they need to assess their presentation materials critically and improve their delivery to make it more convincing.

Students showed very little interest in learning English, especially when it came to speaking it, according to the researcher. Students' disinterest was exacerbated because classroom teaching methods failed to engage them. Since most of the class time was devoted to workbook exercises or multiple-choice questions, students did not have enough opportunity to practise speaking in class. Students showed less enthusiasm for studying English and, as a result, were less motivated to participate or improve their public speaking skills.

An examination of the English education department's use of the SAVI (Somatic, Auditory, Visual, and Intellectual) framework to improve students' structural competences in language is one result (Rijal, 2020). A significant improvement in student performance was revealed by his data analysis using CAR. Only 43.75 percent of the students managed to get the desired score of 75. Until the goal was reached, more than 85 percent of the students reached the 75th percentile or above.

In 2023, (Hamsiah & Asdar) How the SAVI Learning Model Affects Primary School Students' Oral Competence. The results showed that by using the SAVI model, students were able to improve their public speaking skills. The t_count value of 2.47 was found to be greater than the critical value of 2.00, as revealed by the hypothesis testing. The findings of this study show that students' public speaking skills are greatly improved when they use the SAVI learning model. Several studies have shown that middle school students' speaking fluency is improved when the SAVI method is incorporated into the English language curriculum at MTs Nurul Islam Indonesia. This lends credence to the author's claims. To address the current lack of information, this study investigates how the SAVI learning model affected the fluency of speech among high school students in particular geographic areas. This study aims to investigate the possible effects of this model on the physical, aural, visual, and cognitive aspects of students' speech development and improvement. The effect of the SAVI model on students' ability to speak in front of an audience in junior high is the focus of this study, enabling the development of more effective learning strategies. This research seeks to clarify how this model can improve students' speaking abilities, thereby significantly advancing secondary education.

This research aims to illuminate the field of education, particularly in relation to primary school environments. The study aimed to evaluate the effectiveness of the SAVI model in enhancing students' speaking skills and overall academic performance by fostering comprehensive language development through active learning experiences that engage multiple senses.

Theoretical Framework

According to Agustina (2023), teachers can encourage more active learning and discussion by using the SAVI technique, which in turn helps students develop their critical

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thinking and communication skills. To help students better grasp the material and develop their public speaking skills, SAVI-oriented speaking activities can be enhanced by incorporating critical thinking exercises. in addition to honing students' critical thinking skills an asset in any field this approach also helps them become more effective public speakers.

Burns and Seidlhofer (2019) emphasize the integral relationship between speaking and pronunciation in language learning. They argue that effective communication in a second language requires not only the ability to produce sounds accurately but also the ability to use those sounds in a pragmatically appropriate way. Furthermore, the integration of pronunciation with speaking activities is essential to developing natural speaking skills. This approach involves moving beyond the traditional focus on individual sounds to include higher-level features such as intonation, sentence stress, and connected speech, which are essential for fluent communication.

Nevertheless, speaking, as a fundamental human activity, is defined by Nowicka and Wilczynska (2011) as a tangible, physical, and particularly auditory phenomenon. in the latter half of eighth grade at Junior High School, students must engage in conversation analysis, examination, observation, and identification as components of the English curriculum. It is universally acknowledged that effective speaking is a challenging endeavour, necessitating a diverse array of skills and expertise in domains such as syntax, vocabulary, pronunciation, accent, and comprehension (Hughes, 2003). To assess and measure students' speaking proficiency, educators and researchers commonly utilise these components. Fluency is an essential skill for any language learner or communicator. The capacity for effective and meaningful verbal communication is typically regarded as intricate and challenging, necessitating various interconnected skills.

As detailed explanation of each component, supported by references to scholarly perspectives: *Grammar*, According to Richards and Schmidt (2010), "accuracy in grammar is a critical element in ensuring clarity and the natural flow of communication." serves as the structural foundation of any language, guiding speakers on how to construct sentences that are both coherent and syntactically correct. *Vocabulary* is Nation (2001) emphasizes that vocabulary knowledge is pivotal for fluent communication, as it allows speakers to choose appropriate words for specific contexts, thus enriching their verbal output.

Pronunciation, According to Celce-Murcia et al. (1996), clear pronunciation significantly affects listeners' understanding and engagement in conversations. This aspect is particularly vital for second language learners. *Accent*, Jenkins (2000) introduces the concept of "Lingua Franca Core," suggesting that certain aspects of pronunciation are crucial for global intelligibility in English. *Comprehension*, Speaking is not only about producing language but also involves understanding others in a dynamic conversational context. Comprehension entails listening, processing, and responding appropriately. Brown (2001) highlights that comprehension skills are intertwined with speaking, as effective communication requires a two-way exchange of ideas.

Kemp (1995) defines learning strategies as techniques utilised by educators and learners to attain educational objectives efficiently and effectively. Dick and Carey (1985) contend that learning strategies consist of a combination of various learning materials and methods that students employ to achieve their educational objectives. The consensus among these authorities is that for educators and learners to attain their educational goals efficiently and effectively, a learning strategy must encompass carefully designed and implemented processes, activities, and resources. This approach entails collaboration between educators and learners to maximise the use of available resources and strategies to improve students' academic performance. A learning model is a framework that guides the progressive development of an educational curriculum over time (Joyce & Weil, 2009).

Educational resources that improve learning and facilitate instructional implementation across various contexts also employ it. Educators can benefit from learning models as they aid in identifying the most effective approach to fulfil their educational objectives. Examples of common educational models in the classroom encompass:

Students cultivate critical thinking abilities by addressing real-world challenges within the Problem-Based Learning (PBL) paradigm (Savery & Duffy, 1995). Students in this model strive to tackle real-world challenges. This learning model consists of the following stages: problem identification, strategy formulation, data collection, problem resolution, and result presentation. Students in a collaborative learning environment utilise strategies such as Jigsaw or Think-Pair-Share to attain common educational objectives (Johnson & Smith, 2008).

Students engage in collaboration in pairs or small groups to accomplish activities such as STAD, Jigsaw, or Think-Pair-Share. Project-Based Learning (PjBL). Students participate in research, strategising, and cooperation while implementing practical projects through this educational framework (Blumenfeld et al., 1991). Differentiated Instruction. This approach tailors instruction to each student's unique background, interests, and preferred learning modality (Tomlinson, 2014). Lessons are designed to accommodate the distinct needs, interests, and learning preferences of students. Blended Learning.Graham (2006) contends that this model offers a more flexible learning experience by combining online and face-to-face instruction. A hybrid instructional model combining in-person and online teaching is utilised. I am a candidate for the SAVI program. This educational model incorporates various cognitive and sensory components to fully engage students (Meier, 2002).

Characteristics of the SAVI Learning Model

The term "somatic learning" (S) describes a kind of learning that makes use of the whole body, including the senses of touch and movement (kinaesthetic learning). Knowledge acquisition through aural perception and verbal communication constitutes the second type of auditory learning (A). Our minds are more powerful than we give them credit for; our ears are constantly picking up and remembering things, often without us even realising it. When we speak, we use a lot of different parts of our brain to make noise. Observation and description constitute the third visualisation learning (V) component. There are more circuits in the brain dedicated to visual processing than to any of the other senses put together. Visual aids help students better understand what they read in class, whether it's in a textbook, on a computer screen, or in a lecture. Learning by analysing and solving problems is the fourth type of intellectual learning (I) (Meier, 2000:42). The mental exercise that students use to reflect on their past experiences in order to draw conclusions about their future actions, goals, and values. Research shows that students' learning abilities are improved when the SAVI learning model is implemented.

The Significance of the Study

There are several reasons why it is essential to instruct students utilising SAVI. This researcher is expected to significantly influence two primary areas within the field. Should the researcher examine the subject of teachers' English language proficiency from a theoretical perspective, they will be capable of providing valuable information and insights. Formulating and distributing critical information that improves comprehension and execution of effective teaching methodologies in this domain may constitute this process.

The second significant point is that the study's results will be beneficial for enhancing English language educational resources, particularly those emphasising oral communication. Educators ought to utilise the findings to improve the quality of their instructional materials and methodologies, especially concerning students' English language proficiency. This researcher's work will significantly enhance both the theorisation and development of effective models for learning English as a second language.

This research laid the groundwork for future studies focused on improving students' oral communication skills via the application of the SAVI learning model. in light of this, the researcher formulated two sets of inquiry questions: (1) to determine if the SAVI learning model improves students' speaking skills, and (2) to investigate the application of the SAVI learning model in English classes, focussing on students' speaking abilities.

Material and Method

Research Design

This research utilises Classroom Action Research (CAR). The CAR cycle, as articulated by Kemmis, McTaggart, and Nixon (2014:18), encompasses planning, execution, observation, and subsequent revision of the plan based on the observed results. The cycle begins with the modification phase. The principal criterion for evaluating CAR should be classroom activities. A class refers to a collective of students in CAR. This is applicable in various environments, including field trips, laboratories, workshops, and home settings, not exclusively in traditional classrooms. Included are instances of students completing assignments designated by their teachers in diverse locations, including school, home, or other settings. The four phases of each of the two cycles in this design are planning, execution, observation, and reflection. The aim of reflective research is to improve future practices by aiding educators in better understanding their classroom experiences. If the researcher has successfully completed the procedures of the first cycle, they may proceed to cycle II.

Participants and Instrument

Participants

This research focused on a second-grade class comprising seventeen students at MTs Nurul Islam Indonesia Junior School in Medan. The participants were selected to provide insights into the effectiveness of the implemented teaching strategies within the context of the classroom

Instrument

The cyclical methodology is a key aspect of Kemmis's model for classroom action research. This process is divided into two cycles, with a final evaluation conducted at the end of each cycle. The model consists of four main stages: preparation, implementation, evaluation, and reflection. The instruments used in this research are the pretest and posttest, along with assessments that serve as observational tools to measure whether there has been an improvement in the student's abilities.

Cycle I

Strategic Planning

In the initial phase, the researcher developed a curriculum-based lesson plan or module that aligns with the middle school curriculum. This foundational step was critical in establishing a structured approach to teaching English.

Acting

During the acting phase, the researcher took on the role of an English educator, engaging students through a video presentation. This method aimed to convey information effectively while fostering a dynamic learning environment. Furthermore, the researcher assigned the students a role-playing task, prompting them to enact a dialogue that reinforced their learning.

Observing

In this stage, the researcher focused on examining speech acquisition through the SAVI learning model, which emphasizes the integration of sensory experiences in the learning process to enhance comprehension and retention.

Reflecting

The objective of the reflecting phase is to gather data regarding the researcher's endeavors throughout the cycle. This involves self-evaluation and analysis of the implemented strategies to assess their effectiveness and identify areas for improvement in future cycles.

Cycle II

Cycle II is a result of the enhancements made in Cycle I, following the procedures established during that phase. The methodology for data collection ensures adherence to the procedures delineated in Phase I. Various techniques were employed for data collection. First, documenting notes involved monitoring student behavior during learning to capture their kinaesthetic, auditory, visual, and cognitive engagement. Second, contemplating was conducted to gather data regarding the researcher's activities and evaluate their efficacy. Third, evaluation was carried out to assess improvements, document post-test scores, and compare them with pre-test outcomes. Finally, a questionnaire was administered to explore additional factors, such as students' perceptions of the SAVI methodology.

Technique of Data Analysis

Improving students' verbal communication abilities via the SAVI (Somatic, Auditory, Visual, and Intellectual) approach was the focus of this quantitative classroom action research (PTK). To start the analysis, relevant data was extracted from field notes and then simplified to make sure it was clear and in line with the research goals. Results from both the pre-and post-tests administered to each cycle were compared. The statistical analysis involved calculating the mean scores and percentage improvements to quantify students' progress.

For the pretest, the results showed that students' speaking skills were relatively low. After the first cycle I, where the SAVI method was applied, there was improvement in students' speaking skills but not all students. in Cycle II, there were no unsuccessful students, which indicates a further improvement. This suggests that the SAVI method had a positive impact on students' speaking abilities, and the continued use of the method helped students improve even more. we can clearly see the improvement in students' speaking skills after each cycle.

Results and Discussion
Results
The Preliminary Study

At Medan's MTs Nurul Islam Indonesia, an exploratory investigation was carried out on Thursday, September 11, 2024. For this study, the researcher used a cohort of seventeen eighth graders.

Phase One of CAR

In the planning stage, a clear lesson plan is created with learning objectives focused on improving students' speaking skills. The action stage involves distributing questionnaires to gather data on students' interest and motivation in speaking. Students are then exposed to relevant dialogues and visual media to enhance their vocabulary and stimulate ideas. Small group discussions are conducted to encourage students to express opinions and share experiences in English. The evaluation process encompasses results from questionnaires, classroom observations, and oral presentations. The majority of students indicate increased comfort when conversing in English, whereas a minority express feelings of anxiety. The SAVI method enhances students' motivation and engagement in learning; however, challenges include insufficient time for equitable participation and a diverse spectrum of students' speaking abilities. To enhance the lesson plan for subsequent iterations, the researcher aims to.

Table 1.
The Result of Pre Test

NO	STUDENTS INITIAL	PRETEST
1	AP	75
2	AF	75
3	AZ	60

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4	AZS	55
5	AS	53
6	CI	58
7	DF	65
8	FA	67
9	HD	55
10	IS	55
11	KA	80
12	MR	78
13	MRA	75
14	RY	85
15	RN	55
16	RA	65
17	SC	58
	TOTAL Σ	1114
	MEAN SCORE	65,53

The table presents the results of a pretest conducted among 17 students, identified by their initials. Each student's score is recorded, ranging from a minimum of 53 to a maximum of 85. The total score of all students is 1,114, and the mean score is calculated to be approximately 65.53. This indicates that, on average, the students performed moderately well in the pretest. The highest individual score, 85, was achieved by student "RY," while the lowest score, 53, was recorded for students "AS" and "RN." This distribution of scores provides insight into the overall performance level of the group and highlights variability in their pretest outcomes, which may inform targeted interventions for improvement.

Based on the pretest results, the English-speaking skills of students at MTs Nurul Islam Indonesia in Medan, where the research was conducted, are shown in the following table.

Table 2.
The Percentage of Pre Test

NO	CATEGORY	INTERVAL	FREQUENCY	%
1	Excellent	85 – 100	1	6%
2	Good	70 – 84	5	29%
3	Enough	55 – 69	10	59%
4	Very Poor	0 – 54	1	6%
	TOTAL		17	100%

The table 2 the performance of 17 students based on their English language proficiency, as assessed by the survey. Among the students, only 1 individual (6%) demonstrated outstanding command, earning a place in the "Excellent" category with scores between 85–100. Meanwhile, 5 students (29%) achieved "Good" grades, scoring between 70–84, showcasing strong performance. The majority, 10 students (59%), fell into the "Enough" category, with scores ranging from 55–69, indicating an adequate but not exceptional grasp of the subject. Lastly, 1 student (6%) was categorized as "Very Poor," scoring between 0–54, reflecting significant struggles with the material. This distribution highlights a range of abilities within the group, with most students showing at least a basic level of proficiency, while a small minority require further support to improve their performance.

Table 3.
The Result of the Test in Cycle I

NO	STUDENTS INITIAL	POST-TEST I
1	AP	90
2	AF	85
3	AZ	70
4	AZS	75
5	AS	65
6	CI	80
7	DF	72
8	FA	80
9	HD	75
10	IS	65
11	KA	90
12	MR	85
13	MRA	80
14	RY	90
15	RN	75
16	RA	80
17	SC	75
TOTAL Σ		1332
MEAN SCORE		78,35

The table 3 the Post-Test cycle I, identified by their initials, showcasing an improvement in scores compared to the pretest. The scores range from a minimum of 65 to a maximum of 90, with multiple students, such as "AP," "KA," and "RY," achieving the highest score. The total score of all students is 1,332, resulting in a mean score of approximately 78.35. This indicates a significant improvement in overall performance, as the average score has increased compared to the pretest mean of 65.53. Most students scored in the range of 70 to 90, reflecting better understanding and mastery of the material. The consistent improvement across the group highlights the effectiveness of the teaching interventions or practices implemented between the pretest and post-test.

The post-test results indicate the English-speaking proficiency of students at MTs Nurul Islam Indonesia in Medan, where the research was conducted, as presented in the following table.

Table 4.
The Percentage of Post-Test Cycle I

NO	CATEGORY	INTERVAL	FREQUENCY	%
1	Excellent	85 – 100	5	29%
2	Good	70 – 84	10	59%
3	Enough	55 – 69	2	12%
4	Very Poor	0 – 54	0	0%
	TOTAL		17	100%

The table 4 based on their Post-Test cycle I results, showing a significant improvement in academic achievement. Among the students, 5 individuals (29%) achieved scores in the "Excellent" range of 85–100, indicating a high level of mastery. The majority, 10 students (59%), fell into the "Good" category, scoring between 70–84, reflecting solid comprehension and performance. Only 2 students (12%) were categorized as "Enough," scoring between 55–69, suggesting room for improvement. Notably, no students scored in the "Very Poor" range of 0–54, highlighting that all participants have reached at least a basic level of understanding. This distribution emphasizes the absence of a "very poor" group, illustrating that the interventions or learning strategies applied effectively eliminated extreme underperformance and elevated the overall academic standard of the group.

The Second Cycle of CAR

The goal is for the pupils to become more fluent speakers. Based on the data, the researcher will proceed with Cycle 2 in the hopes of improving the results. Teachers made improvements to their lesson plan by incorporating more varied and inclusive activities. One of the changes was to provide additional time for pair work before the large group discussion. During the action stage, students engaged in a physical activity that involved a game to encourage verbal interaction. They also watched a YouTube video and were divided into groups to role-play, creating short dialogues about asking and giving directions and drawing direction maps. The assessment stage involved observation, questionnaires, and analysis of student discussions and presentations. The data revealed significant improvement compared to the previous cycle, with most students showing progress in speaking fluency, use of diverse vocabulary, and confidence in public speaking. The questionnaire results indicated that students found the SAVI method enjoyable and effective in facilitating comprehension. in the reflection stage, the teacher evaluated the learning outcomes and the actions taken, confirming the effectiveness of the SAVI method in enhancing student motivation and engagement in the learning process.

Table 5.
The Result of Post Test II in Cycle II

NO	STUDENTS INITIAL	POST-TEST II
1	AP	98
2	AF	87
3	AZ	75
4	AZS	80
5	AS	77
6	CI	83
7	DF	90
8	FA	95
9	HD	87
10	IS	78
11	KA	98
12	MR	88
13	MRA	83
14	RY	98
15	RN	80
16	RA	85

17	SC	79
	TOTAL Σ	1461
	MEAN SCORE	85,94

The table presents the Post-Test II results for 17 students, indicating further progress in their performance. The scores range from a minimum of 75 to a maximum of 98, with students "AP," "KA," and "RY" achieving the highest scores of 98. The total score for all students is 1,461, resulting in a mean score of approximately 85.94. This represents a substantial improvement compared to the mean scores of the pretest (65.53) and Post-Test I (78.35). Most students scored above 80, showcasing significant mastery of the material. This consistent improvement highlights the overall success of the educational efforts.Students exhibit increased engagement and enthusiasm when the SAVI method is employed, thereby enhancing their motivation to learn.

Table 6.
The Percentage of Post-Test II in Cycle II

NO	CATEGORY	INTERVAL	FREQUENCY	%
1	Excellent	85 – 100	9	53%
2	Good	70 – 84	8	47%
3	Enough	55 – 69	0	0%
4	Very Poor	0 – 54	0	0%
	TOTAL		17	100%

The data clearly shows that out of the 17 students, 9 students (53%) demonstrated exceptional proficiency in English, scoring between 85 and 100 in Post-Test II, while 8 students (47%) performed at a good level, scoring between 70 and 84. Remarkably, no students were categorized as having "Enough" (55–69) or "Very Poor" (0–54) proficiency, which suggests that all students have surpassed a basic understanding of the subject. This improvement in performance highlights The efficacy of the SAVI method in improving students' speaking abilities, as it shows a clear reduction in lower proficiency levels and a shift towards higher achievement. The absence of students in the lower performance categories reflects the success of the learning strategies implemented.

A comparative analysis of students' speaking competencies between Cycle I and Cycle II, as outlined below, revealed that students at MTs Nurul Islam Indonesia who employed the SAVI method enhanced their English speaking proficiency:

Table 7.
The Percentage of Completeness Results on Pre-Test, Cycle I, and Cycle II

NO	RESEARCH	CATEGORY	FREQUENCY	PERCENT
1	PRETEST	SUCCESS	1	6%
		UNSUCCESSFUL	1	6%
2	CYCLE I	SUCCESS	5	29%
		UNSUCCESSFUL	0	0%
3	CYCLE II	SUCCESS	9	53%
		UNSUCCESSFUL	0	0%

This table delineates the three phases of the SAVI methodology for enhancing students' speaking proficiency: The Initial and Subsequent Cycles. Pretest: in the initial assessment, 1 student (6%) was classified as successful, while 1 student (6%) was deemed

unsuccessful, indicating that the students' speaking skills at this stage were relatively low. Cycle I after implementing the SAVI method for the first cycle, there was a significant improvement. 5 students (29%) achieved success, while no students were classified as unsuccessful. This suggests that the SAVI method started to show positive effects on students' speaking skills.

In the second cycle, the success rate further increased, with 9 students (53%) marked as successful, and once again, there were no unsuccessful students. This demonstrates a notable improvement in the student's speaking abilities, likely due to the continued application of the SAVI method. The table reflects a clear trend of progress, with an increasing number of students becoming successful in improving their speaking skills over time, illustrating the effectiveness of the SAVI method in fostering language development.
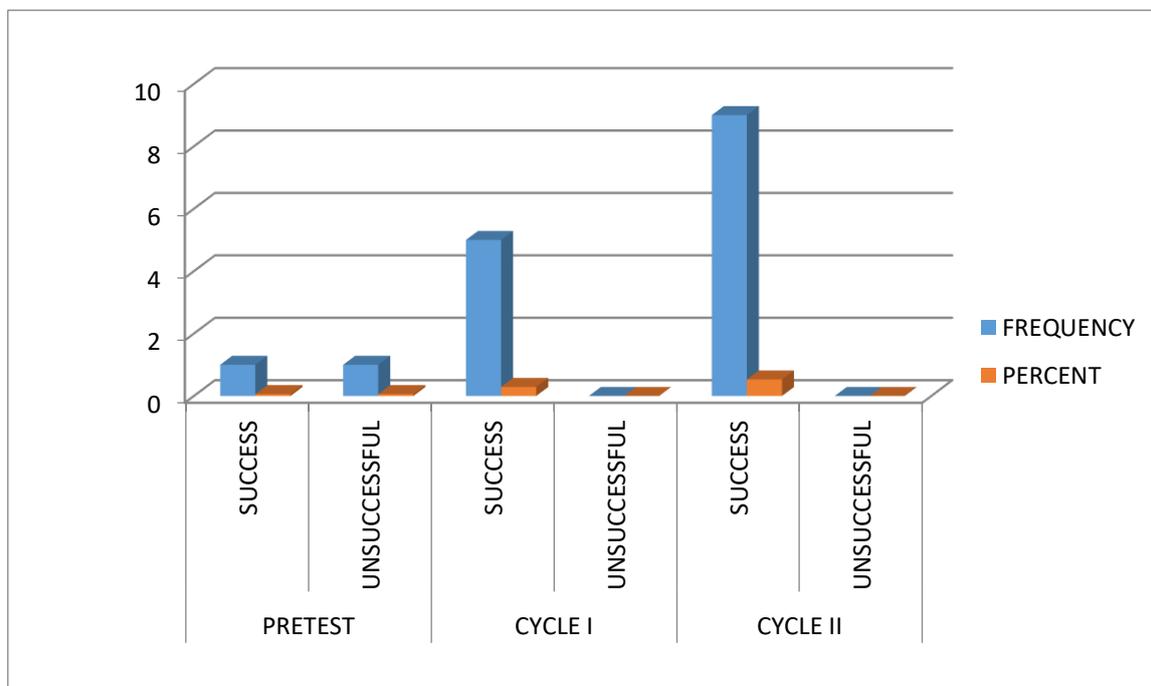

Figure 1.
The Graphic of Completeness Results on Pre-Test, Cycle I, and Cycle II

Discussion

This study definitively investigated the effectiveness of the SAVI (Somatic, Auditory, Visual, and Intellectual) learning model in improving the speaking skills of grade VIII students at MTs Nurul Islam Indonesia.The findings were obtained from the data collected during Cycle I and Cycle II.During pre-test I, only one student (6% of total students) met the success criteria, while one student (6%) failed. This low score clearly indicated the need for targeted intervention to improve speaking skills. in the Cycle I, five students (29%) had reached the success criteria, demonstrating the effectiveness of the SAVI method. Additionally, two students (12%) earned satisfactory grades, indicating progress towards proficiency. Notably, no students failed in this cycle, showcasing the inclusivity of the SAVI method in catering to students with diverse ability levels.

In Cycle II, the number of students achieving success increased significantly.Nine students (53%) passed the post-test with proficiency in speaking, showing substantial improvement in fluency and confidence. No students failed in this cycle, and eight students (47%) were categorized as proficient in English speaking, reflecting the wider reach of the SAVI intervention.Results from both cycles showed a clear upward trend in students' speaking ability. The data conclusively show that the SAVI learning model effectively improves students' speaking performance, fostering their confidence and ability to express themselves in English.

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Discussion

Students' speaking abilities, particularly in somatic aspects and pronunciation, were found to have improved significantly between the pretest and posttest administered during Cycle I of the SAVI learning method. Following a modest increase of 6% on the pretest, proficiency increased dramatically from 29% in Cycle I to 53% in Cycle II. To fulfil the KKM Minimum Completion Criteria, the average score must increase from the Pretest through Cycle I and Cycle II. Both students' test scores and their enjoyment of English class are improved by the SAVI model. Students were primarily taught English through the SAVI model in schools.

Teachers used more lecture methods or gave assignments based on Student Worksheets (LKS). Student learning activities centered on multiple-choice questions or assignments that were only memorization-based without emphasizing the development of speaking skills.

As a result, students become less confident in speaking English and this situation causes students to be passive in learning. They rarely ask questions or actively participate in class discussions because they are afraid of making mistakes. Learning feels monotonous because students only receive information without any interesting variation in methods. This makes learning motivation decrease and understanding of concepts becomes less than optimal. Opportunities to practice speaking are very limited, and learning feels monotonous. This condition makes students' speaking skills develop very slowly.

With the implementation of the SAVI model, learning English has become more interactive and effective. Using the Somatic approach, students engage in physical activities like role-playing, simulating everyday situations, or playing educational games that involve conversation. The Auditory method encourages students to listen and speak actively through English educational songs and presentations, helping them get used to expressing their opinions in English. The Visual approach uses images, videos, or flashcards to help students understand the context of conversations and build their vocabulary more easily. Lastly, the Intellectual aspect trains students to think critically through activities like problem-solving, which involve active communication in English.

As a result, students became more confident in speaking. They started to ask questions, answer, and engage in discussions in English. The fun and varied learning atmosphere motivated them to practice their speaking skills more. Additionally, their understanding of English improved because learning was conducted in meaningful contexts. This aligns with the theory presented by Agustina (2023), which states that implementing the SAVI model not only makes learning more engaging but also creates an environment that encourages students to practice speaking confidently. Consequently, their speaking skills improved significantly.

After the implementation of the SAVI technique in teaching English speaking at MTs NII/middle school. it was found that students' speaking scores increased. The increase was shown by the results of data collection in the field, namely through pretest and posttest on students. in other words, the SAVI approach or application technique is a new learning strategy in the world of education that can motivate students in ongoing learning (Marchand, 2008).

The SAVI method is effective in improving students' competence in many areas of study, according to Simbolon (2020). Leksono and Cholid's (2019) findings are in agreement with this. By addressing a common classroom issue, the SAVI learning model aims to improve student's English proficiency while simultaneously increasing their engagement and proficiency. Previous research has shown similar results. According to research conducted by Hamsiah and Asdar in 2023, students' public speaking abilities are significantly improved when they use SAVI methods. Previous research has shown that SAVI is effective in improving students' structural English proficiency in the context of English education (Rijal, S. 2020).

This study's findings also support that research. According to studies conducted by Hamsiah and Asdar (2023), the SAVI learning model improved students' oral communication

abilities after its implementation. The model was successful because the t-value (2.47), which is derived from testing the hypothesis, is greater than the critical value (2.00). Your research lends credence to these findings by offering more concrete proof of the SAVI model's ability to improve students' English proficiency. Students' English proficiency increased from 6% on the pretest to 29% in cycle 1 and 53% in cycle 2. The results show that students' speaking skills are improved and sustained by using the SAVI model. This study highlights the effectiveness of the SAVI model through learning cycles, offering a more dynamic perspective.

Rijal's (2020) research on the application of the SAVI learning model to improve English skills in a structured skills course showed that this model had a significant impact on learning outcomes. Using the Classroom Action Research (CAR) method, Rijal found that initially, only 43.75% of students were able to meet the target score of 75. However, after the continuous implementation of the SAVI model, over 85% of students achieved the target score, demonstrating a significant improvement in learning achievement.

This research supports these findings, but with a focus on elementary school students and the development of English speaking skills. Overall, the research shows that SAVI is a strong approach for improving English skills, with significant results in both higher education and middle school environments. My research adds further value by providing specific data on students' gradual development through learning cycles, reinforcing previous findings, and expanding the scope of the model's effectiveness.

The use of SAVI in increasing students' understanding of structure is proven to be highly effective. This learning model provides a well-rounded approach that engages multiple senses, which helps to enhance the learning experience. By incorporating activities that involve physical movement (somatic), listening and speaking (auditory), visual aids (visual), and critical thinking (intellectual), SAVI creates a holistic learning environment. This multi-sensory involvement allows students to better grasp complex concepts and apply them in various contexts, improving their overall understanding and retention of the material.

When we look at previous studies, such as those by Hamsiah & Asdar (2023) and Rijal (2020), the findings align with the results of this study, particularly in terms of improving speaking skills. in these studies, the application of the SAVI model demonstrated a clear and significant improvement in students' ability to speak. The active engagement of students through different sensory activities helps them overcome the challenges of speaking in English, enabling them to communicate more confidently. The success seen in these studies further highlights that the model's focus on integrating physical, auditory, visual, and intellectual tasks is crucial for enhancing language skills.

In this study, the focus on developing students' speaking skills through the SAVI model has shown similar positive outcomes. By engaging students in activities that stimulate all five senses, they are more likely to retain the information and feel confident in applying it. This hands-on approach not only boosts students' speaking abilities but also helps them develop a deeper understanding of the material. As a result, the application of the SAVI model contributes to a well-rounded learning process, improving not just speaking skills but also overall academic performance. Therefore, it can be concluded that SAVI is an effective learning model that significantly supports the development of students' language abilities.

Conclusion

Ndraha (2022) discovered that the SAVI technique, which integrates somatic, auditory, visual, and cognitive elements, significantly enhanced students' speaking skills. This method stimulates multiple senses during the learning process, promoting active engagement. Students engage with English through diverse modalities, including physical interaction via role-playing and other activities, visual engagement through images and videos, and cognitive involvement through tasks that promote critical thinking. The integration of these sensory components fosters a more immersive and interactive environment, thereby enriching the educational experience and increasing its enjoyment. Consequently, students cultivate confidence in their speaking skills and enhance their proficiency in utilizing English across

diverse contexts. Research indicates that students' speaking abilities significantly enhance with the implementation of the SAVI learning model. This model promotes a more interactive and thorough learning experience, prompting researchers to advocate its use among educators to improve students' speaking skills. The utilization of technological instruments, including laptops, projectors, and various media tools, can enhance the quality of instruction. Educators can enhance lesson engagement and relevance for students by incorporating films, videos, or role-playing scenarios encompassing auditory, visual, and kinaesthetic elements. This aids students in acquiring new vocabulary and enhances their comprehension of English. Students' linguistic development can be improved by integrating conventional techniques with contemporary technology.

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