



The Effectiveness of Somatic, Auditory, Visual, Intellectual (SAVI) Method in Teaching Reading on Descriptive Text for Senior High School Students

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Abstract

To find the effect of Somatic, Auditory, Visual, Intellectual (SAVI) method on the students' reading achievement was the aim of this study. Quasi experimental using non randomized pre-test posttest had been the research design in this study which involving first year students of senior high school as the subject of study. Class X5 was experimental group and class X7 was control group. To collect the data, pretest was given before the treatment. Somatic, Auditory, Visual, Intellectual (SAVI) method was given to experimental group and grammar translation method was given to control group. As result, T-score got from posttest with equal variance assumed was 6.604 with the probability 0.000 which was smaller than 0.05. It means the students taught by using Somatic, Auditory, Visual, Intellectual (SAVI) method achieved reading skill better than those who are taught by using Grammar Translation Method. Learning model using the Somatic, Auditory, Visual, and Intellectual (SAVI) method was proven to be more effective in the teaching of reading.

Keywords: descriptive text, effectiveness, SAVI method, teaching reading

Introduction

Language serves as a communication tool. Gaining proficiency in English will help you obtain employment as well as a higher education, which is just one benefit of learning the language. Regretfully, some students frequently received low English scores. There are a few potential explanations for the poor English score. First, the subject is viewed as boring or even terrifying; second, students' vocabulary is limited; and third, teachers may employ improper methods during the teaching and learning process. SAVI is one method that can be used to help the teacher solve their methodological issue. In this instance, the researchers believe that the Somatic, Auditory, Visual, and Intellectual (SAVI) method's accelerated learning model may help teachers identify the most effective method to achieve a successful teaching and learning process because it encourages student participation and increases interest in learning, which ultimately helps the study's objective to

be met. Furthermore, reading descriptive texts is one English topic for senior high school on which students frequently receive poor grades. They had trouble understanding the text (Arifin, 2012).

In an experimental study, the researchers aimed to validate the hypothesis that SAVI is a successful teaching method for senior high students learning to read descriptive texts. The formulation of the problem was as follows: Does Somatic, Auditory, Visual, Intellectual (SAVI) method give more effective results than Grammar Translation method in the teaching reading on descriptive text for the first-year senior high school students? This research tries to find out whether Somatic, Auditory, Visual, Intellectual (SAVI) method give more effective results than Grammar Translation method in the teaching reading on descriptive text for the senior high school students or not. Based on the assumption above, the researchers formulate this following hypothesis: There is significant difference be-

tween the learning achievement of the students on reading descriptive text taught by using Somatic, Auditory, Visual, Intellectual (SAVI) method and those taught by using Grammar Translation method for senior high school students.

Materials and Method

Somatic, Auditory, Visual, Intellectual (SAVI)

The Somatic, Auditory, Visual, and Intellectual (SAVI) blends mental and physical engagement (Meier, 2000). It is expected that doing this will have a significant impact on learning. The SAVI's components are simple for anyone to remember. They are: 1) Somatic: learning through doing and moving. 2) Auditory: learning through talking and hearing. 3) Visual: learning through observing and picturing. 4) Intellectual: learning through problem solving and reflecting. For learning to take place as best it can, all of these modes of instruction must be offered. The optimal learning happens when all of these components are used at once because they are all integrated. Teachers can use the "SAVI" (somatic, auditory, visual, intellectual) to enhance student achievement, motivation, attention, and comprehension. The entire activity is included in this learning component. Somatic movement associated with an act or activity. This calls for acting and movement skills. Auditory is connected to speaking and listening activities. Visual activity involves observation and description. Solving problems and thinking are examples of intellectual activities connected to thinking. SAVI offers a number of benefits and drawbacks. The benefits include: 1) It is applicable to all subjects and grade levels; 2) It makes learning more meaningful for students; 3) It is student-centered; 4) It allows other groups to present their findings; and 5) It can boost students' motivation and accomplishment. The drawbacks include: It demands an extended amount of time, requires plenty of preparation from the teacher, and the teacher frequently has trouble controlling the class. The teacher must plan ahead and estimate the time allocation the day before in order to fix this learning model's weaknesses.

Grammar Translation Method

One of the oldest approaches to teaching foreign languages is the grammar translational

method, which dates back to the late 19th and early 20th centuries. Richard and Rodgers (Richards & Rodgers, 2001) stated that the grammar translational method is a method of learning a language by carefully examining its grammar rules first, then applying that knowledge to the task of translating sentences and text into the original. Additionally, Prator and Celce-Murcia in Brown (Brown, 2000) stated some characteristics of GTM. They are as follow:

1. There is minimal active use of the target language in class; instruction is given in the mother tongue.
2. Lists of single words are used to teach a lot of vocabulary.
3. Extensive and detailed explanations of the nuances of grammar are provided.
4. Grammar offers the rules for combining words; word form and inflection are frequently the main topics of instruction.
5. Reading challenging classical literature starts early.
6. Texts are viewed as grammatical analysis exercises with minimal focus on their content.
7. Translating fragments of sentences into the mother tongue from the target language are frequently the only drills offered.
8. Pronunciation receives little to no attention.

Based on the theory mention before, it can be inferred that the grammar translational method places emphasis on language rules and expects students to identify and utilize vocabulary and structure in sentences. The drawbacks of the grammar translation method include the fact that students will never communicate in the target language during reading comprehension because their primary task will be to translate the text and pay close attention to grammar usage. It makes them less proficient readers. Furthermore, reading material requires less attention than it once did. The students who use the grammar translational method have the advantage of having excellent grammar knowledge. They applied their profound knowledge of grammar to the reading text. This approach works well for managing a large class.

Teaching Reading

Reading is something that is often done at school since by doing this the students are hoped to get the knowledge from what they have read. Some requirements are needed to do this (Grabe, 2020). Synthesizing, interpreting, evaluating, and

using the information selectively are some of them. Giving students the knowledge they need to comprehend the purpose and meaning of written texts is a key component of teaching them to read. In English classes, it is highly valued as it nurtures intelligence, ideas, creativity, and imagination. To ensure effective teaching, teachers must employ appropriate teaching strategies when presenting subject matter.

There are many kinds of text that the students should learn. One of them is descriptive text. Texts that explain and describe a person, place, or thing are referred to as descriptive texts (Hermawan et al., 2022). Both adverbs and adjectives are used. To describe a person, a certain place, or a thing is its goal. It consists of describing and identifying a person, place, or thing. Descriptive text has a simple structure. It consists of two parts namely identification and description (Wiratno & Ardini, 2022). In identification part, the students will find the thing being describe, whether in description part, they will find the details description of the thing in its parts, qualities, and characteristics.

Some Related Studies

The research using SAVI method has been successfully applied in teaching reading. It is proven by the research conducted by Arifin (Arifin, 2012). The study's findings demonstrated that students could enhance their comprehension of English reading by utilizing SAVI; students' active participation in the learning process, the development of student-to-student and teacher-student communication, and their direct involvement in class activities all demonstrated this. Students are now considered subjects rather than objects. Additionally, the students' scores improved from 70.41 to 75.41 and from 75.41 to 81.66 in each cycle. SAVI by itself has the power to make learning English in the classroom enjoyable. Moreover, Yuniari (Yuniari, 2016), in her research, found that the eighth grade students at SMP Negeri 3 Singaraja demonstrated a noteworthy improvement in their reading comprehension skills when they used the Somatic Auditory Visual Intellectual (SAVI) technique. It is evident from the inferential statistics result that the null hypothesis was rejected since the t (2.13) greater than the t_{cv} (1.98).

Research Design

The study's focus on numbers and data

analysis led the researchers to choose a quantitative approach for their investigation. Utilizing a Non-Randomized Pretest-Posttest Control Group Design (Ary et al., 2010), this study employs a quasi-experimental research design to determine the effectiveness of the SAVI method in teaching reading to senior high school students.

Because the data for this study are derived from students' reading test results, they are interval data. The purpose of the current study is to determine how well two teaching strategies—GTM and the Somatic, Auditory, Visual, and Intellectual (SAVI) Approach—work during the teaching and learning process. A Blitar senior high school has two classes that the researchers will treat differently. GTM was used as the control group in the first class (X.7), and SAVI Approach was used as the experimental group in the second class (X.5).

Variable

In this study, the dependent and independent variables are the only two that are observed. The student's achievement as demonstrated by their test results at the conclusion of the treatment utilizing the teaching method is the dependent variable, and the independent variable is the Somatic, Auditory, Visual, and Intellectual (SAVI) method.

Subject of Study

The subjects of this study were the first-year students in Senior High School, which consists of eight classes. The researchers will select two classes, totaling 78 students, from those eight classes to use as the sample for this study. 39 of the students are drawn from class X.5, and the remaining 39 are drawn from class X.7. A pretest will be administered to those two classes in order to evaluate their level of homogeneity.

The researchers applied a lottery to select the control and experiment groups; class X.7 was the chosen control group and class X.5 was the chosen experimental group.

Instrument

A reading assessment was the tool applied to gather data for this study. The purpose of the test is to determine how well two groups comprehend reading comprehension in English. Multiple-choice questions are used in the test because they are simple to administer and provide objective scoring. In order to produce reliable results, a well-designed multiple-choice test must meet a minimum of two requirements. They are reliabil-

ity and validity. According to (Ary et al., 2010), an instrument's reliability can be defined as the consistency with which it measures the subject matter.

The split-half technique was employed by the researchers to evaluate the test's reliability, and the Person Product moment formula was used to correlate the test's first and second halves. The following is the formula:

$$r_{xy} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left(\sum x^2 - \frac{[\sum x]^2}{N}\right)\left(\sum y^2 - \frac{[\sum y]^2}{N}\right)}}$$

Where:

X = The scores of the first halves

Y = The scores of the second halves

N = The total number of the students

R_{xy} = The coefficient of the correlation of two halves of the scores

The researchers apply the **Spearman Brown formula** to obtain the full reliability index of the text, as the correction index still shows the relationship between the two test halves:

$$r_{11} = \frac{2 \cdot r^{1/2 \cdot 1/2}}{1 + r^{1/2 \cdot 1/2}}$$

Where:

r_{11} = coefficient reliability of the test

$r^{1/2 \cdot 1/2} = r_{xy}$ (Coefficient of correlation of two halves' scores)

To answer whether the test used for post-test is valid and reliable, the researchers will hold the try-out. The try-out will be done in class X.6

Treatment

The control group received instruction using GTM, while the experimental group was the only one treated using the SAVI method. There were four stages that needed to be completed in order to implement the SAVI method. 1) Somatic stage. At this point, the teacher gave the class a descriptive text about a house's rooms and instructed them to draw everything on paper using the information they had read. 2)

Auditory stage. At this point, the teacher asked the class to repeat the text aloud while displaying it on an LCD with audio. 3) Visual Stage. At this point, the teacher engaged the class in discussion while presenting some images that correlated with the text's content. The teacher also inquired as to whether or not the drawings made by the students matched the images on the LCD. 4) Intellectual stage. At this point, the teacher distributed a worksheet with multiple-choice questions pertaining to the assigned text. In the meantime, the students in the control group received instruction using a conventional teaching approach (the grammar translation method), with an emphasis on reading aloud, translating, and further discussion of the grammar utilized.

Homogeneity of the Sample

To determine whether or not the control group was homogeneous, researchers ran a pre-test to them. Using the SPSS Program, the researchers performed an ANOVA to measure the sample's homogeneity.

The F-scores of the two groups were compared to find out whether or not they were homogeneous. When the F-score was less than the F-table, it indicated homogeneity in both groups.

Result and Discussion

Based on the Table 1 estimated marginal means, the alternative hypothesis states that students following SAVI method performed better than students following the grammar translation method. The control group's posttest mean score was 61.641. The experimental group's posttest mean score was 75.170. The probability of the test that was used, which is 0.180, indicated that the control group's post-test scores were normal. Given that the probability was greater than 0.05, it followed that the control group's posttest test distribution scores were normal. The experiment group's post-test scores were normal, as indicated by the test's 0.218 probability. Because the proba-

Table 1. Estimated Marginal Means

Method	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
SAVI	75.170 ^a	8.87	68.23	82.11
GTM	61.641 ^a	4.32	55.17	68.69

a. Covariates appearing in the model are evaluated at the following values: Pretest = 57.55.

bility was greater than 0.05, it indicated that the experimental group's test distribution scores on the posttest were normal.

The researchers use the independent sample t-test, which is computed with the SPSS program, to analyze the posttest data from both groups in order to verify the study's hypothesis that there was a significant difference between the two teaching methods. This is how the computation's outcome appears: In this case, the t-score was 6.604 with a probability of 0.000. The t-test must be viewed with equal variance assumed. It is evident that the t-test probability is less than 0.05, indicating that either the experiment group mean differs from the control group mean or that H_0 is rejected and H_1 is accepted. As a result, there was a notable difference in the reading proficiency of the students who were taught using the Grammar Translation Method versus the Somatic, Auditory, Visual, and Intellectual (SAVI) method, particularly when it came to reading descriptive texts. It indicates that the theory was validated and found to be true.

Discussions

The purpose of this study was to determine how students' reading achievement was affected by Somatic, Auditory, Visual, and Intellectual (SAVI). Thus, it is essential to talk about and analyze the study's findings. The hypothesis could be tested using the t-test based on the study's data results. After testing the hypothesis, it was found that SAVI performed better than GTM when it came to teaching readings of descriptive texts.

According to the results of the hypothesis test, the treatments' significance value was 0.000, or sig. is less than 0.05, which indicates that H_a was accepted. This outcome explained why there were notable distinctions between SAVI and GTM in the instructional reading of descriptive texts. Based on the data analysis, it was possible to conclude that there was a notable difference in the first-year students' reading comprehension when Somatic, Auditory, Visual, and Intellectual (SAVI) instruction was used. It meant that using this strategy made it less difficult for the teacher and students to accomplish the learning objective.

Nonetheless, the study's findings validated those of Arifin's (Arifin, 2012) and Yuniari's (Yuniari, 2016) earlier research. The SAVI method could improve students' comprehension of English reading, even though this study was

conducted in a senior high school and the other researchers conducted their research in junior high school. The motivation and involvement of the students in the classroom may both increase with this approach. It appeared that learning by doing had a big influence on learning and was a better way to meet learning objectives. According to Meier (Meier, 2000), this study thus provided support for the literature that suggests the Somatic, Auditory, Visual, and Intellectual (SAVI) integrates mental and physical engagement.

Conclusion

6.604 with a probability of 0.000 was the T-score obtained from the posttest with equal variance assumed, according to statistical analyses using the independent sample t-test. Based on the data, it can be inferred that there was a significant difference in the learning achievement of students taught using the Somatic, Auditory, Visual, and Intellectual (SAVI) method compared to those taught using the traditional learning model. The probability was less than 0.05. Thus, the research's hypothesis was validated. Second, since the research results showed that the experiment group's mean score was higher than the control group's, the accelerated learning model using the Somatic, Auditory, Visual, and Intellectual (SAVI) method was proven to be more effective in the teaching of reading. Third, the way the teacher presented the material had an impact on the students' reading proficiency, particularly with descriptive texts.

Suggestion

The findings of this study lead to the following recommendations: 1) Teachers should employ contemporary techniques like the Somatic, Auditory, Visual, and Intellectual (SAVI) accelerated learning model, that encourages student participation in the learning process. Since knowledge is dynamic, teachers must be creative in order to get better results in the teaching and learning process rather than concentrating solely on one teaching method. During the teaching and learning process, students should be engaged and motivated in the classroom. 3) It is advised that other researchers carry out comparable studies in a wider field to produce results that are consistent with this research.

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