

THE EFFECT OF SOMATIC AUDITORY VISUAL INTELLECTUAL (SAVI) TECHNIQUE UPON THE READING COMPREHENSION ACHIEVEMENT OF EIGHT GRADE STUDENTS OF SMP NEGERI 3 SINGARAJA IN ACADEMIC YEAR 2015/2016

Pengaruh dari Somatic Auditory Visual Intellectual (SAVI) Technique terhadap Pencapaian dari Pemahaman Bahasa Inggris Siswa Kelas Delapan SMP Negeri 3 Singaraja Tahun Akademik 2015/2016

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Abstract

This study aimed at investigating whether or not there was any significant effect of SAVI technique upon the reading comprehension achievement of the eighth grade students of SMP Negeri 3 Singaraja. On the basis of the purpose of the study, there was a null hypothesis formulated. The sampling technique used in this study was cluster random sampling. Two classes: VIII.C3 and VIII.C5 were selected as the samples of study. Class VIII.C3 was selected as the experimental group and VIII.C5 was selected as the control group. Each class consists of 41 students. In this study, the data were obtained by conducting reading comprehension test: normality and homogeneity test, try-out test, and posttest. The obtain data were analyzed through descriptive and inferential statistics. From the descriptive analysis, it was found out that the mean score for the group using SAVI technique was 7.78 while the group using Conventional Reading technique was 7.18. It means that SAVI technique was better than Conventional Reading technique. The result of inferential statistic shows that t_o (2.13) more than t_{cv} (1.98). The null hypothesis which states there is significant effect of students' reading comprehension achievement between the two groups was rejected.

Keywords: Effect, Somatic Auditory Visual Intellectual (SAVI) Technique, Reading Comprehension

Abstrak

Penelitian ini bertujuan untuk menyelidiki apakah ada pengaruh yang signifikan dari teknik SAVI terhadap pencapaian dari pemahaman membaca siswa kelas delapan SMP Negeri 3 Singaraja. Berdasarkan tujuan penelitian tersebut, ada hipotesis null yang diformulasikan. Teknik sample yang digunakan pada penelitian ini adalah *Cluster Random Sampling*. Ada dua kelas yang dipilih sebagai sampel yakni kelas VIII.C3 dan VIII.C5. Kelas VIII.C3 dipilih sebagai grup eksperimen sedangkan VIII.C5 dipilih sebagai grup control. Tiap kelas terdiri dari 41 orang siswa. Pada penelitian ini, data yang didapat dianalisa melalui *descriptive* dan *inferential statistics*. Dari analisis deskriptif ditemukan bahwa skor mean untuk grup yang menggunakan teknik SAVI adalah 7.78, sedangkan grup yang menggunakan teknik Reading konvensional adalah 7.18. ini berarti teknik SAVI lebih baik daripada teknik Reading konvensional. Hasil dari *inferential statistic* menunjukkan bahwa t_o (2.13) lebih dari t_{cv} (1.98). hipotesis null yang menyatakan bahwa ada pengaruh yang signifikan dari pencapaian dari pemahaman membaca siswa antara dua grup ditolak.

Kata Kunci: Pengaruh, Teknik *Somatic Auditory Visual Intellectual (SAVI)*, Pemahaman Membaca

1. INTRODUCTION

English is an international language that should be mastered by people who want to be a successful person, because nowadays, we will use English wherever we work. That is why the Indonesian government decides English as an importance subject in every school in Indonesia. Thus, English is taught from elementary school until university.

There are four language skills that should be mastered by students in learning English as foreign language. Reading is one of the form skills that students have to develop. This is the most difficult skill that the student must master it. That is why reading often taught by the teacher in the classroom. It can be compared between the time allotment of reading itself and the other skills.

Moreover, reading is an exercise dominated by the eyes and the brain identifies the significant of these messages (Harmer 1991:190). In teaching and learning English there are some objectives of reading such as the ability to obtain general and specific information and main ideas from the written text, to guess the meaning of words, phrases, or sentences based on the context, and the meaning of reference (Depdiknas, 2003). Martini (2003:1) found that in reading process, the students are not only required to read a text. But the most important is how they comprehend the text according to the objectives of reading itself. Thus, the reading process can be succeeded if the students can obtain those objectives.

Furthermore, the essence of reading activity is basically comprehension in relation with various definitions about reading. According to Eskey (1986:63), reading is one of many ways in which human beings make sense of the world. The definitions that have mentioned before makes the human being think that reading comprehension needs knowledge which is the essence of comprehension.

In relation with the explanation above, Reading as a comprehension process involves two processes such as identification and interpretation (Simanjutak, 1988: 6). Identification determines what the text says. On the other hand, interpretation concerns the reader's activity to draw out the meaning of the reading text. In the reading process the reader should relate his or her prior knowledge with the text that results in the new structure of knowledge.

Moreover, there is a fact that many students frequently have problems in reading comprehension. Various solutions have been offered by the educators to overcome the problems. The solutions involve techniques which are intended to improve the students' reading comprehension. There are many techniques that can be use for reading comprehension. One of them is Somatic Auditory Visual Intellectual (SAVI). Somatic Auditory Visual Intellectual (SAVI) is developed by Dave Meier. He is the master of accelerated learning. Somatic Auditory Visual Intellectual (SAVI) combines physical exercise, our five senses, and intellectual activity.

Somatic involves physical activity during the learning process. Everyone learns better if they get physical while they learn. If their bodies don't move, their brains don't groove (Meier, 1999:48).

Standing, moving about, and doing something physical from time to time gets the whole body involved, improves circulation to the brain, and enhances learning.

Auditory involves learners talking out loud about what they are learning. Sharon Bowman points out in her book “Presenting with Pizza”, that the person doing the most talking is doing the most learning. When learners talk out loud about what they are learning it stimulates the sensory and motor cortices (and other areas of the brain) to solidify and integrate the learning.

Visual involves seeing, creating, and integrating images of all kinds. Visual acuity is strong in everyone (Meier, 1999:48). Although it is stronger in some people than in others, humans are visual creatures, with more of our brains devoted to visual processing than any other sense. According to Jensen (1998:129), the human brain can normally register over 36.000 images per hour. The eyes are designed to take in 30 million bits of information per second.

Intellectual involves using the mind itself (with no other input from the senses) to reflect on experience and create meaning. After you have used all your senses to take in an experience, it’s the mind that translates this into meaning. David Meier stated in his book entitled “Accelerated Learning Handbook”, that the mind is autodidactic, that means the mind teaches itself through reflection and problem solving, and by creating mental models (actually new neural networks) out of what it has experienced.

Based on the explanation above, it can be seen that SAVI increase the student’s potential when they are in the learning process. All of the student’s potential will be involved in learning process by using SAVI. Students not only involve their mind in the learning process, but they involve all of their senses. The learning process will be effective and attractive, if all of elements in SAVI are involved. By intentionally including SAVI technique in every lesson, teachers give a chance to the students to be independently in the learning process.

On the basis of the above explanation, I intend to investigate the effect of using Somatic Auditory Visual Intellectual (SAVI) technique upon Reading Comprehension achievement for eighth grade students of SMP Negeri 3 Singaraja.

2. RESEARCH METHOD

The population of this study was eighth grade students of SMP Negeri 3 Singaraja in academic year 2015/2016. The sampling technique used in this study was cluster random sampling. Two classes: VIII.C3 and VIII.C5 were selected as the samples of study. Class VIII.C3 was selected as the experimental group and VIII.C5 was selected as the control group. Each class consists of 41 students.

“Posttest-Only Control Group Design” was used in this study. The design involves an experimental group who was taught by using SAVI technique and control group who was taught by using conventional reading technique. At the end of the treatment, a posttest was conducted to each

groups and the result of the posttest was measured in order to reveal whether or not there was any difference in terms of reading comprehension achievement between the two groups.

In collecting the intentional data, the researcher used an instrument. The instrument that was needed in this study was reading comprehension test such as normality and homogeneity test, try-out test, and posttest.

Data analysis were done to test the research hypothesis and to answer the research question of this study. Based on the research design, statistics hypothesis that would be tested were:

Ho: $\mu_{EG} = \mu_{CG}$

Ha: $\mu_{EG} \neq \mu_{CG}$

After obtaining the score of posttest, then the score obtained from experimental and control group were analyzed by using two forms of statistics analysis, namely: descriptive statistics analysis and inferential statistics. In this study, the researcher used SPSS (*Statistics Product and Service Solution*) 16.0, a computer program for statistics data analysis to analyze the data descriptively and inferentially.

3. FINDINGS AND DISCUSSION

In this study, the obtained data were analyzed in two phases, namely descriptive and inferential. In descriptive analysis, the mean score and standard deviation were analyzed. The results of the data were calculated as an indication of heterogeneity. Table 1.1 shows the mean score and the standard deviation for the Experimental Group and the Control.

Table 1.1
The Mean Score (M) and the Standard Deviation (SD) of the EG and CG

Posttest			
Control Group (WWA)		Experimental Group (APA)	
M	SD	M	SD
70.50	13.53	77.00	13.72

Table 1.1 shows that the mean score of students' reading comprehension achievement for experimental group was higher than the mean of control group. It was 77.00 for experimental group and 70.50 for control group. The standard deviation for control group was lower than experimental group; it indicates that the score of the experimental group was more spread out than the control group.

Descriptively, it means that there was a difference of the initial level of reading fluency obtained by the two groups after reading fluency approach was applied for the experimental group. It

identified that the group that was learnt through Active Phonic Approach showed better improvement than the group which was learnt through Whole Words Approach.

Before the data were analyzed parametrically by using t-test, the data must be categorized having normal distribution and homogeneity variance.

The testing was done to find out that the data having normal distribution. A low probability value (generally less than 0.05) indicates the distribution of the data is not normally distributed. In other words, whenever the significance value exceeds α ($\alpha= 0.05$), the data can be categorized as having normal distribution.

Table 1.2
The Summary of Normal Distribution Result

		Kolmogorov-Smirnova			Shapiro-Wilk		
group		Statistic	df	Sig.	Statistic	df	Sig.
posttest	1	.137	40	.058	.921	40	.008
	2	.091	40	.200*	.940	40	.034

Since the probability value (.058 and .200) shown in the Kolmogorov-Smirnov statistics table above exceeded α ($\alpha= 0.05$), the researcher concluded that the distribution of for all analysis in this study was already in the state of normal.

Homogeneity of the variance testing between groups was done through Levene Statistics test. In Levene Statistics test, it is assumed that the variances of the groups are all equal whenever the probability value (Sig.) of the obtained data exceeds α ($\alpha= 0.05$).

Table 1.3
The Summary of Homogeneity of Variance Testing Result

		Levene Statistic	df1	df2	Sig.
posttest	Based on Mean	.024	1	78	.878
	Based on Median	.059	1	78	.809
	Based on Median and with adjusted df	.059	1	77.962	.809
	Based on trimmed mean	.035	1	78	.852

The significance value of variance used here was based on the result of posttest mean. Based on table 1.3, it can be concluded that the variance were homogeneous since the significant value of Levene's statistics based on mean were higher than alpha Level of 0.05.

Since the requirements of normal distribution and homogeneity of variance are already completed, a parametric t-test is then administrated to determine whether the difference of means between the two groups is significant or not.

The tcv (critical value) which is used in this study assesses 1.98 at .005 level of significant. Table 4.14 shows the result of independent samples t-test for the experimental group and control group.

Table 1.4
The Summary of the Result of Independent Samples T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
posttest	Equal variances assumed	.351	.555	2.133	78	.036	6.50000	3.04665	.43459	12.56541
est	Equal variances not assumed			2.133	77.985	.036	6.50000	3.04665	.43458	12.56542

From the table above, it can be seen the two results, namely t-test result with equal variances assumed and t-test equal variances not assumed. Since the result of Levene's test showed that the probability value was 0.555 that was higher than 0.05, thus equal variance of the two groups are assumed homogeneous, t-test with equal variance assumed is used.

For the reason that Levene's test above proposed equal variances assumed, the following decision can be made $H_0: EG=CG$ toward $H_a: EG \neq CG$ with t value was 2.13, degree freedom was 78 and probability value (2 tailed) was 0.036. Because the probability value was lower than alpha level of 0.05, them $H_0: \mu_{EG}=\mu_{CG}$ was rejected. Then the hypothesis was there is significant effect on students' achievement in teaching reading comprehension by using SAVI technique.

4. DISCUSSION

In this session we would discuss the influence of two different techniques namely SAVI technique and conventional reading technique towards students' reading comprehension achievement.

From the analysis by using descriptive statistics we found that the experimental group attained higher score for mode, median, and mean than the control group. From mean, median, and mode, we know that experimental group has great performance than control group. And from the range we found that both of groups have the same range. While from the standard deviation we found that experimental group had more homogeneous ability than control group.

From the data analysis to obtain the value of t , it was found that the value of t obtained was 2.13 while, it is known that at 0.05 level of significance the value of t_{cv} is 1.98. From the comparison of these two values, it was clear that the t obtain exceeded the t_{cv} . It means that there was significant effect on students' achievement in teaching reading comprehension by using SAVI technique. Thus the null hypothesis was rejected.

From the data analysis, it was found that the students who were taught by using SAVI technique performed better than those who were taught by using Conventional Technique.

In the experimental group the students were taught by using SAVI technique. At the beginning, it was difficult for the teacher to introduce this technique to students. This is because the classes were the big classes. Each class consists of 41 students. The students could not focus on the lesson. That is why the teacher introduced this technique by using fun way. For example, when the students felt bored when reading the text, the teacher asked them to take a rest for a while by moving their body in order to refresh their body and mind. After that, they could continue their task again.

In addition, Somatic Auditory Visual Intellectual (SAVI) combines physical exercise, our five senses, and intellectual activity. Besides that, SAVI increase the student's potential when they are in the learning process. All of the student's potential will be involved in learning process by using SAVI. Students not only involve their mind in the learning process, but they involve all of their senses. The learning process will be effective and attractive, if all of elements in SAVI are involved. By intentionally including SAVI technique in every lesson, teachers give a chance to the students to be independently in the learning process.

In control group, at beginning of the meeting the teacher came to the classroom and distributed the text especially the text on the book. The teacher asked the students to read it first, and then answer the following questions. If there were difficult words, they could ask the teacher. Then the teacher discussed the difficult words one by one.

In the Conventional technique, the teacher tended to conduct the class monotonously. The students did the same activity in the class which made them became bored easily. Even the high ability students who were used to be active learners became passive learners. They also became unmotivated when they got the same activity. They need challenges in the lesson in order to be motivated.

Based on the previous explanation, then it was clear that the students' reading comprehension achievement by using SAVI technique is better than students' reading comprehension achievement by using conventional reading technique. Obviously, SAVI technique offers many academic benefits such as students can be independent in the learning process, students can be active learners, the teacher do not need to spend a lot of money to conduct this technique, students not only can apply this technique at school, but they also can apply it at home.

Thus, it can be said that the result of this study is there was significant effect of students' reading comprehension achievement taught by using Somatic Auditory Visual Intellectual (SAVI) technique and students' reading comprehension achievement taught by using Conventional Reading technique.

5. CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analysis it can be found that the students who were taught by using SAVI technique performed better than students who were taught by using Conventional Reading technique. This is because SAVI technique creates a good atmosphere in reading than the Conventional Reading technique. It can be seen from the different score of Experimental group and Control group which were obtained. Experimental group attained higher score in mean, median, and mode than the mean, median, and mode of the control group. But both of groups have the same range. Thus Somatic Auditory Visual Intellectual (SAVI) technique better than Conventional Reading technique.

It can be found that the Experimental group had more homogenous ability than Control group. It can be seen from the standard deviation of Experimental group higher than the standard deviation of Control group.

It can be found that there was significant effect of Somatic Auditory Visual Intellectual (SAVI) technique upon the reading comprehension achievement of the eighth grade of SMP Negeri 3 Singaraja. It can be seen from the result of inferential statistics which rejected Null Hypothesis because the t_o (2.13) more than t_{cv} (1.98).

Suggestions

In reference to conclusion of this study, suggestion can offered as follows:

- Seeing that SAVI technique can help the students to increase their achievement in reading comprehension, it is suggested for English teacher to apply this technique in teaching reading
- It is also recommended that further researchers are needed to find out more information and study the use of SAVI technique in order to get more advantages which can be used in teaching reading.
- It is suggested for the school to prepare a special room in order to make the students feel comfortable in learning process.

- Beside the use of SAVI Technique need a special room. It also needs a small class. It means that a class which consist of 15 until 20 students. Thus, it will be easily for teacher to manage the class. The students also can be more focus on reading.

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