

TEACHING LISTENING ABILITY BY USING SOMATIC, AUDITORY, VISUAL, AND INTELECTUAL (SAVI) TECHNIQUE

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Abstract

The objective of the research is to find out the Effectiveness of using SAVI (Somatic, Auditory, Visual and Intellectual) Technique to teach Listening Ability. The research was a Case Study method. The data from classroom observation were obtained from video recording, student's checklist and lecturer's field notes. The findings of this study showed the use of SAVI (Somatic, Auditory, Visual and Intellectual) Technique is an effective technique for teaching listening Ability. Significantly, it can be seen that the students enjoyed their listening. As a result, they responded positively and enthusiastically to lesson, and engaged easily in the whole learning process.

Keywords: *Listening Ability, Somatic, Auditory, Visual and Intellectual (SAVI) Technique*

1. INTRODUCTION

Today, English becomes more widely used. English is not only an international language for general communication, but also a language for specific needs. People willingly learn English because they realize that English is meaningful to widen their knowledge in their work fields.

As an international language, English plays an important role in many aspects of human life all over the world.

English regarded as the second foreign language is used to transfer and to develop science and technology. Besides, English has function as an aid to conduct international relationship with the other countries and nations in the world. Hutchinson and Waters (1987: 6) state that English becomes the accepted international language of technology and commerce. It creates a new generation of learners who know

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specially why they are learning a language businessmen and who want to sell their product, mechanics who have to read instructional manuals, and who needs to keep up with the development in their field and a whole range of students whose course of the study include text books and journals available in English.

In teaching and learning process, English receives high priority. In our formal education, English is one of the compulsory subjects taught from kindergarten to university. In Indonesia, the goal of teaching-learning of English is that students are expected to be able to communicate in English well. In English, there are four abilities which must be mastered. They are listening, speaking, reading, and writing. All of these abilities are important, but in learning language, listening is regarded as one of the most important as a basic important ability of communication. According to Byrnes (1984: 9), listening is the ability to express oneself intelligibly, accurately, and reasonably. It means that the listening ability is the capacity or power to do something physical or mental.

According to Hornby (1963: 140) Listening is the language modality

that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the

sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

According to Nunan (1997:48), there are two reasons that listening is more difficult than the other abilities. Second, unlike reading or writing, listening happens in a real time; usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. Teaching listening is sometimes considered a simple commercial language schools around the world hire people with no training to teach conversation. Although listening

is totally natural, listening in a language other than our own is simple but everything.

A lecturer should know about the condition of their students and make the students able to master the subject well. They also should know some problems that are faced by the students in studying English language and give them good understanding of English. Graddol (2006: 122) says good English is an entry requirement for much tertiary education in a global market where English gives the user a competitive advantage. English in Indonesia is very difficult because English is foreign language. The students need to think hard and even translate to catch the meaning from the target language to the second language. It means that the students should learn deeply to master the target language in their school because it is a compulsory subject to study.

In this research, the researcher observed the second semester students of English Educational Program of STKIP Muhammadiyah Pringsewu Lampung, to know the situation in the learning process, especially English listening ability. In addition, the researcher also wanted to get the

English syllabus for English Education that should have been learnt in this level: such as how to make a good meeting, to open a meeting, to give & respond to opinions etc. Then, the researcher tried to get information about what the factors that caused it happen.

There are some problems in mastering listening ability. Firstly, Motivation is important in learning process. It can help learners to get spirit in getting knowledge. Some problems that may prohibit the students to develop their listening ability which are inhibition lack of ideas, like lack of vocabulary, lack of grammar, low participation, and students preference to use their mother language and not to have a good habit to listen English with the other friends. Besides, some of the students are naturally shy or lack of confidence when it comes to listening in public. This may cause students to speak too fast or stumble over their words. They might even listen in low, muffled or with a high-pitched and squeaky voice.

Secondly, the lecturer is having difficulties to teach listening in a big class. The main problem is the way to manage it. During the teaching hours, the teacher should make the students

pay attention to the materials given to them. It needs hard work for getting the students' attention. Lack of control also occurs when they teach in a big class. Therefore, it is difficult to implement the individual control for each student. Thus, the teacher cannot evaluate each student's proficiency.

The third are media and material of learning that support students' activity in the classroom. Media and material have a big role in the English teaching and learning process. Actually, media and material that are available are more than enough. The examination of media and material to facilities and to supports the English teaching learning process will be rarely done. Although there are some computers provided in the institute such as computer assisted laboratory and language laboratory, but the English teacher never uses it normally. An interactive computer uses the language laboratory because there are many personal computers. If we use interactional computer successfully is the classes we need to be aware of potential problems such as, poor viewing conditions. We have to be sure that students operate the computer and do not operate another program in the computer. Learning method, in this

case, is important thing that should be prepared well by the lecture in delivering the materials to the students. One of them that can support teaching learning process is the material. Because materials contents are not always suitable with the context. Good materials should be based on the students' need. It means the material that is given to the students must be appropriate to the context.

Teaching material is a key component in most language programs. Preparing effective teaching materials is similar to the processes involved in planning and teaching a lesson. The goal is to create materials that can serve as resources for effective learning. Materials may also serve as a form of teacher training. They provide ideas on how to plan and teach lessons as well as formats that teachers can use. Nowadays, language teaching that occurs in the world could not take place without the extensive use of commercial materials. These may take place the form of (a) printed materials such as books, workbooks, worksheets or readers (b) non print materials such as cassette or audio materials, videos, or computer based materials, and (c) materials that comprise both print and

non-print sources as self-access materials and materials on the internet.

Based on the observation above, it can be inferred that the students learn through all the body and mind by the verbal, nonverbal, rational, emotional, physical, and intuitive at the same time (Meier : 1999). Collin rose said that "if you know to use the techniques that match your preferred way of learning, you learn more naturally. Because it is more natural for you, it becomes easier. Then, because it is easier, it is quicker, hence the name, - Accelerated teaching (Colin, 1997). Based concept from this study is the study taking place quickly, pleasing and gratifying. Based on Meier's (2003: 90) book the Accelerated learning handbook names the way of learning with term "SAVI Approach" which stands for Somatic (learning by physical activity that uses the body in some way), Auditory (learning by talking and social interaction), Visual (learning by watching and listening), Intellectual (learning by reflecting, thinking and analyzing). Meier in Hernowo (2003:91) stated that if a study could entangle all the element of SAVI, it would take place effectively and attractively. Specifically when it was

applied for improving Listening ability. Somatic, Auditory, Visual, and Intellectual (SAVI) is a method which involves all of the potentials in the body to study or all of sensory registers, this method was created by Meier (1999). *Somatic means learning by moving and doing, Auditory means learning by talking and hearing, Visual means learning by observing and picturing, and Intellectual means learning by problem solving and reflecting.* If a study can entangle of all the elements of SAVI, the study will take place effectively and attractively, especially when it applied in reading activity.

2. RESEARCH METHODS

This study employed qualitative method by involving a case study. In a case study, the behavior of the subject or subjects is measured at two or more points in a time. As it was mentioned earlier that the decision to use this method was based on the researcher's intention to get an in-depth understanding by investigating the process and responses occurred in the class by Somatic, Auditory, Visual, and Intellectual (SAVI) in listening ability. This study focuses on a program, event, or activities, and provided a detailed

descriptions and analysis of a case based on extensive data collection (Cresswell: 2012).

The choice of using this method considers the research questions and the aims of this study that is to go in-depth understanding. A case study is appropriate for this research because the aims of this study is to investigate the students' responses in their listening ability by using Somatic, Auditory, Visual, and Intellectual (SAVI) as the learning media and to find out the challenges that by the lecturer and students in using Somatic, Auditory, Visual, and Intellectual (SAVI) in listening class.

Observation and questionnaires would be used as instruments in order to acquire information regarding participants' background, which includes participants' identity, participants' prior Institute, participants' confidence in their English, participants' view regarding the importance of listening ability and participants' view regarding the difficulties they have been facing in listening ability.

This study was conducted at STKIP Muhammadiyah Pringsewu Lampung. There are 37 students. This class was chosen for two reasons. First, the class authorities allowed the researcher to conduct this study in their class; hence this enhances the feasibility of this research. The last, also enhances the feasibility of the

present study which focus on investigating listening ability.

There were some steps and instruments used in gaining the data to reveal the answer of the research questions. The data were collected through several instruments namely: classroom observation and questionnaire.

The research was conducted along with the regular schedule in STKIP Muhammadiyah Pringsewu. The data were collected in three weeks. During the research, the researcher took part and acted as the lecture.

Classroom Observation

Classroom observation is one of the characteristics in a case study. In this study, observation was used to gain the data during the use of Somatic, Auditory, Visual, and Intellectual (SAVI) in teaching listening ability that include students' behavior.

The classroom observations were conducted six times. The type of observation in this study was participant observation (Merriam 1988, cited in Sugiyono, 2009) since the researcher took part as the teacher who used the Somatic, Auditory, Visual, and Intellectual (SAVI) in teaching listening ability as the media. Note-takings and running record were conducted during the observations in order not to miss the important points, and also to obtain the natural reaction and

interaction during learning English through SAVI, the students' activities were videotaped. The data from classroom observation was obtained from students' checklist and lecturer's field notes during the teaching program in the classroom.

Each meeting spent 60 minutes per meeting. Video recording was used in each meeting to be observed by the researcher to gain more data about the students' activities in classroom in learning English by using SAVI.

Questionnaire

Questionnaire was given to students at the second semester of English Education study program STKIP Muhammadiyah Pringsewu. It was aimed to confirm and strengthen the data gained from the observation in the classroom. It is because by contributing a questionnaire, the respondents, in this case are the students, may be free to answer their own time and pace, thus eliciting more truthful responses towards the field being asked.

Since the students are Indonesian, the questionnaire was adapted and translated in Bahasa Indonesia before administering the questionnaire to avoid misunderstanding to the students. The data gained from the questionnaire were analyzed by using scale. The questionnaire was used to collect data about participants'

perceptions on methods of learning English by using SAVI.

Data Analysis

After collecting the data, the gained data from video transcription, students' checklist and teacher's field notes were analyzed by the researcher. The data analysis is presented in a form of descriptive explanation. Lecturer's field notes and student's checklist were very useful to comprehend lecturer's belief in carrying out the lesson plans. To fully understand, lecturer's field notes and student's checklist were read over and over again, categorized into several aspects related to the research questions and it was also paired with relevant theories. Then, the data from the video recording was analyzed differently.

There were several steps to analyze and identify the obtained data from video recording, such as transcribing, coding the data, and summarizing the result. The data collected from questionnaire were analyzed and summarized by using the frequency table, then represented by graphs, to make a conclusion about the correlation between the results of the questionnaire and the result transcribed of the video

transcriptions, lecturer's field note and student's checklist, in order to seek the students' response and result toward the use of SAVI (Somatic, Auditory, Visual and Intellectual) Method in their listening classroom.

The data from the questionnaire were classified to know whether the response of the students to the use of SAVI (Somatic, Auditory, Visual and Intellectual) Method as the learning media were positive or negative. Furthermore, the percentage of the students who answer.

Percentage (100%)= total students who answer an item (fo) x 100% Total students

To classify the average percentage into the form of interval, the categories are as follow:

Table 1. R% (Percentage Respondents) Criterion

No	R%	Criterion
1	0	None
2	1-25	Small number of
3	26-49	Nearly half of
4	50	Half of
5	51-75	More than half of
6	76-99	Almost half of
7	100	All of

3. FINDING AND DISCUSSION

Data Presentation and Discussion

The data acquired from observation was used in form of teacher field notes, students' checklist, and video transcriptions. These three data enclosed specific behaviors of students and learning circumstances conducted by the researcher during the teaching activities. The following are the data acquired from lecturer field notes, students' checklist, and video transcriptions related to the responses towards the use of SAVI (Somatic, Auditory, Visual and Intellectual) technique in learning activities. After the data were analyzed, coded, and categorized, then the researcher classified their responses into two types; positive and negative responses. The summary of the students' responses can be seen as follows:

Table 2 Students' Responses

Students Response	Stages				
	Questioning	Observing	Exploring	Associating	Communicating
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Enthusiastic	x v v v v v	v v v x v v	v v v x v v	v v v x v v	x v v v v v
Attractive	v x v x v v	x x v x v v	v v v v v v	x v v v v v	x v v v v v
Distracted	x x v v x x	x x x v x x	x x x v x x	x x x v x x	v v v v v x

Reluctant	x v x x x x	v x x v v x	v x x v x x	x x x v x x	x x x v x x
Silent	x x x x x x	v x x v x x	v x x v x x	x x x v x x	x x x v x x
Confused	v x x x x v	x v x v v x	x x x x x x	x x x x x x	x x x x x x
(+) AS	x x x x v v	x x x v x x	x v v v v v	v v v x v v	v v v v x x
(-) AS	x x x v x x	x x x v x x	x x x x x x	x x x v x x	x x x v x x

Notes:

(+) AS = Longer Attention Span

(-) AS = Shorter Attention Span

From the table above, the students showed their positive responses during meeting one, three, five and six in which almost in every stages of learning activities they were enthusiastic and showed attractiveness to the listening activity. They were also engaged with the listening activity that the teacher provided in every stage. The students' responses towards the use of SAVI (Somatic, Auditory, Visual and Intellectual) Technique in teaching listening ability were dominated by enthusiasm and attractiveness. They were enthusiastic in every stages of learning process. They were really enthusiastic when they knew they would listen to the SAVI (Somatic, Auditory, Visual and Intellectual) Technique in their activity. However, in the first meeting, the students were

still confused with the learning tasks that were given by the lecturer, because such learning activity was new for them. But, the teacher could handle this problem by giving clear instructions and repeating the instructions, and also providing the example. The students were interested with the SAVI (Somatic, Auditory, Visual and Intellectual) Technique because they had already known the SAVI (Somatic, Auditory, Visual and Intellectual) Technique.

The success of listening instruction is determined by a number of factors, one of which is the types of materials. According to Harmer (1991) the material available outside the classroom (e.g., radio, TV, personal computer, the Internet) can be used for extensive listening. Their familiarity with the SAVI was given is likely due to the fact that they use various media to listen outside the classroom. However, some of the students started to show their negative responses in two ways. First, some of them tend to be reluctant, gave their negative attention and became less enthusiastic when they found that the SAVI (Somatic, Auditory, Visual and

Intellectual) Technique were not interested.

Teaching English by using SAVI (Somatic, Auditory, Visual and Intellectual) Technique is really useful and fit the student's characteristics, especially for students at the second semester of English education study program STKIP Muhammadiyah Pringsewu Lampung, that were included into young learners category. SAVI (Somatic, Auditory, Visual and Intellectual) Method can help increase the students' interest and motivate them to learn the target language. Therefore learning English through song SAVI (Somatic, Auditory, Visual and Intellectual) Technique is fun and enjoyable. However, using SAVI (Somatic, Auditory, Visual and Intellectual) Technique in the classroom is not an easy way to do. Teacher and students commonly find some difficulties in using SAVI (Somatic, Auditory, Visual and Intellectual) Method in the students' learning activities, such as preparing the multimedia, less effective class condition, and the language used in the SAVI (Somatic, Auditory, Visual and Intellectual) Technique.

For the students, learning through SAVI (Somatic, Auditory, Visual and Intellectual) Technique were rewarding because SAVI (Somatic, Auditory, Visual and Intellectual) Technique could help them to cope with range of learning materials. They could expand their knowledge related to the theme of the SAVI (Somatic, Auditory, Visual and Intellectual) Technique. By using SAVI (Somatic, Auditory, Visual and Intellectual) method in the classroom, the students developed intrinsic motivation that stimulates their feeling and gave them the desire to learn. By engaging in a pleasurable experience, learners became more relaxed and more attentive than usual, therefore more receptive to learn. Furthermore, songs could sustain students' attention and enthusiasm because it makes them feel less frustrating than learning with conventional way. However, using SAVI (Somatic, Auditory, Visual and Intellectual) Technique in the classroom is not an easy way to do. Lecturer and students commonly find some difficulties in using SAVI (Somatic, Auditory, Visual and Intellectual) Technique in the students' learning activities, such as:

(1) The availability of multimedia, (2) students' limited vocabulary and (3) the selected SAVI (Somatic, Auditory, Visual and Intellectual) Technique used in the classroom. The findings reveal that some students faced the difficulty in finding the exact word of the SAVI (Somatic, Auditory, Visual and Intellectual) Technique. The stress, rhythms, pronunciation, and intonation of the SAVI (Somatic, Auditory, Visual and Intellectual) Technique are the factors that brought about the difficulties. Students' limited vocabulary became the other problem to consider in selecting the material to be used in the classroom. It was because the learners learn English mostly with their native language as a medium of instructions. So, they had to make efforts in adjusting with the language used in the SAVI (Somatic, Auditory, Visual and Intellectual) method. Therefore, the role of lecturer was very important to help them overcome the difficulty encountered. To deal with this problem, lecturer tried to present the topic which is interesting and appropriate with students' characteristics that would invite their full engagement in the classroom. Besides that, preparing the multimedia

when using SAVI (Somatic, Auditory, Visual and Intellectual) Technique in the class was the common challenges faced at every stage. It was because the limited access to multimedia available in the class. During the second meeting, the lecturer had already prepared the media such as speakers before the lesson began, but unfortunately, the digital projector availability at the university was strictly limited.

students. The data from lecturer filed notes, students' checklist, and video transcription show that most of students gave their enthusiastic and attractive responses during the learning process by using Somatic, Auditory, Visual, and Intellectual SAVI) technique as the media of learning.

The findings of this study showed the use of SAVI (Somatic, Auditory, Visual and Intellectual) Technique as an effective technique for teaching listening ability. Significantly, it can be seen that the students enjoyed their listening activity. As a result, they responded positively and enthusiastically to the lesson, and engaged easily in the whole learning process. However, using SAVI (Somatic, Auditory, Visual and

Preparing the multimedia was time consuming. It was noted that the school only provide digital projector in some classroom.

4. CONCLUSION

The results of this research towards the using of Somatic, Auditory, Visual, and Intellectual SAVI) SAVI in teaching listening ability brought positive responses from the Intellectual) method in the classroom is not an easy way to do. Lecturer and students commonly find some difficulties by using Somatic, Auditory, Visual, and Intellectual SAVI) method in the students' learning activities.

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