THE EFFECT OF SAVI (SOMATIC,AUDITORY,VISUALIZATION, INTELECTUAL) TECHNIQUE ON STUDENT'S SPEAKING ABILITY

(Quasi Experiment Research On The Second Grade Students at Senior High School Pancasila Kota Bengkulu in Academic Year 2018/2019)

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Bengkulu

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DEDICATION

The researcher would like to dedicate this thesis to:

1. Allaah SWT, as the Only One of my God, the researcher would like to say Alhamdulillahirobbil'alamin, who has given me mercy and healthy in finishing this thesis.

2. My lovely parent, *Bapak* Mulyanto and *Ibu* Suwarti. Thank you so much for your entire struggle for me to fulfill all my necessaries and taught me what the bad things and the good things until I can face this life in the right way.

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Allaah is everything I need.

Be sure and believe in Allaah, The Al – 'Aliim

Because Allaah knows what the best for His servant

Berkah, Ridho, dan Doa Mamak

Allaah is everything I need.

As for man, when his lords tries him by giving him honour and gifts, then he says "My Lord has honoured me. "

(Q.S Al Fajr: 15)

Berkah, Ridho, dan Doa Orang tua

SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa:

1. Seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah yang berjudul **"THE EFFECT OF SAVI TECHNIQUE ON STUDENT'S SPEAKING(*A Quasi Experiment Researche On Second Grade Students at Senior High School Pancasila Kota Bengkulu in Academic Year 2018/2019*)**, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan, serta emikiran saya dengan pengarahan pembimbing yang ditetapkan.

2. Karya ilmiah yang saya tulis ini adalah asli dan belum pernah diajukan untuk mendapat gelar akademi, baik di IAIN Bengkulu maupun Perguruan Tinggi lainnya.

Demikianlah pernyataan ini dibuat dengan sebenar-benarnyat dan apabila di kemudian hari ditemukan adanya bukti ketidakbenaran dalam pernyataan tersebut di atas, maka saya bersedia menerima sanksi akademis berupa pembatalan gelar yang saya peroleh melalui pengajuan karya ilmiah ini.

Bengkulu,February 2019

Yang membuat pernyataan

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ABSTRACT

Al-Islamy, Awab. 2018. The Effect of SAVI (Somatic, Auditory, Visualization, Intellectual) Technique on Student's Speaking Ability in Senior High School (Quasi Experimental Research at the Eleventh Grade Students of Senior High School Pancasila kota Bengkulu in Academic Year 2018/2019).

Thesis English letter of English Study Program, Islamic Education and Tadris Faculty.
Advisor: 1). Dr. Ali Akbarjono, M.Pd 2). Fera Zasrianita, M.Pd

Key Words: *Somatic, Auditory, Visualization, Intellectualy, and Speaking.*

The title of this research is The Effect of SAVI (Somatic, Auditory, Visualization, Intellectualy) Technique on Student's Speaking Ability in Senior High School (Quasi Experimental Research at the Eleventh Grade Students of Senior High School Pancasila kota Bengkulu in Academic Year 2018/2019). The objective of the research was to investigate whether SAVI *Technique* can improve students' speaking ability at the eleventh grade students of SMA Pancasila Bengkulu in the academic year 2018/2019. The results showed that there was any significance mean score of pre-test and post-test of the experimental class and control class was 48 while difference mean score of pre-test and post-test from control class was 15. The difference mean score of experimental class was higher than control class (48>15). It meant that the scores of students in experimental class was higher than the score of students in control class. It meant that the students' speaking ability in English speaking skill after the researcher gave the treatments was improved. The researcher concluded that the SAVI (Somatic, Auditory, Visualization, Intellectualy) technique gave a positive effect to Students' Speaking Ability in Senior High School (Quasi Experimental Research at the Eleventh Grade Students of Senior High School Pancasila kota Bengkulu in Academic Year 2018/2019).

ABSTRACT

Al-Islamy, Awab. 2018. The Effect of SAVI (Somatic, Auditory, Visualization, Intellectualy) Technique on Student's Speaking Ability in Senior High School (Quasi Experimental Research at the Eleventh Grade Students of Senior High School Pancasila kota Bengkulu in Academic Year 2018/2019).

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Advisor: 1). Dr. Ali Akbarjono, M.Pd 2). Fera Zasrianita, M.Pd

Key Words: *Somatic, Auditory, Visualization, Intellectualy, and Speaking.*

Judul penelitian ini adalah Pengaruh Teknik SAVI (Somatik, Auditori, Visualisasi, Intelektual) untuk meningkatkan Kemampuan Berbicara Siswa di Sekolah Menengah Atas (Penelitian Kuasi Eksperimental pada Siswa Kelas XI SMAN Pancasila kota Bengkulu pada Tahun Akademik 2018) / 2019). Tujuan dari penelitian ini adalah untuk menyelidiki apakah Teknik SAVI dapat meningkatkan kemampuan berbicara siswa di siswa kelas sebelas SMA Pancasila Bengkulu pada tahun akademik 2018/2019. Hasil penelitian menunjukkan bahwa ada nilai rata-rata signifikansi dari pre-test dan post-test dari kelas eksperimen dan kelas kontrol adalah 48 sedangkan skor rata-rata perbedaan dari pre-test dan post-test dari kelas kontrol adalah 15. Perbedaan skor rata-rata dari kelas eksperimen lebih tinggi dari kelas kontrol (48> 15). Ini berarti bahwa skor siswa di kelas eksperimen lebih tinggi daripada skor siswa di kelas kontrol. Itu berarti bahwa kemampuan berbicara siswa dalam keterampilan berbahasa Inggris setelah peneliti memberikan perawatan ditingkatkan. Peneliti menyimpulkan bahwa teknik SAVI (Somatik, Auditori, Visualisasi, Intelektual) memberikan efek positif terhadap Kemampuan Berbicara Siswa di Sekolah Menengah Atas (Penelitian Kuasi Eksperimental pada Siswa Kelas XI SMA Pancasila kota Bengkulu pada Tahun Akademik 2018) / 2019).

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most important thing in our lives. because language is a communication tool, humans use language as a tool to express ideas, feelings and acceptance to others. this language can be used in all forms, especially through oral and written communication and using expressions with body language [1]For a real practice, the people in certain area dominantly use their local language for daily conversation, and they use Indonesian language in formal occasion. In short, language play important roles for human interctions and communications from local, national, and iternational level that also reflects their culture.

One of the languages that is used as communication tool in international level is English. As an international language, English is spoken all over the world. Therefore, educated people should master English to help them communicate and make relationship with people in other countries. Mastering English can help people to understand text books that are mostly written in English. Then, it also makes people easy when they are sharing information with overseas students. It is known that in modern, era almost all aspects of life from the smallest to the biggest ones mostly use

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[1] Jeremy Harmer. *The Practice of English Language Teaching Fourth Edition*, USA, Longman, 1990, P. 13

English as means of communication, for instance: in the field of business, commerce, administration, and government. Knowing this, students are demanded to be able to anticipate the situation, transition, development, and the progress of civilization, even it is in the field of language. As the role of language, it is very important for the success of or the failure of someone's career. As the result, important and current information in the world can be understood easily by mastering English.

Learning English in formal education insists students to learn four skills of English, namely: listening, speaking, reading, and writing. Based on *K-13 Curriculum*:

Siswa seharusnya menguasai empat kemampuan bahasa Inggris agar mereka dapat mengaplikasikannya dalam kehidupan nyata untuk berinteraksi dengan lingkungannya" (the students should master four skills of English in order they can implement their English skills in a real life for having interaction with their own environment)[2].

English is widely used as international communication in the world. Realizing the importance of English, the Indonesian government gives a priority to English as a foreign language to be taught in Indonesia. Based on Standard Competence stated in

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[2]Badan Standard Nasional Pendidikan (BSNP) and Direktorat Pembinaan SMP Ditjen Mandikdasmen Depdiknas (Foundationd of National Standard for Education and Center of Junior High School Training of National Educational Department). 2006. *Model Silabus Mata Pelajaran Bahasa Inggris Sekolah Menegah Pertama (Syllabus Model English Lesson for Junior High School)*. Jakarta, BSNP, P. 5.

National Constitution No. 22 Tahun 2006, the goal of English teaching and learning in Indonesia is to develop students' discourse competence. It concerns on producing both oral and written texts conveying in four integrated skills, consisting of listening, speaking, reading, and writing

Speaking skill must be mastered by students in order to reach the biggest advantages of English. To make the students learn speaking, in Indonesian curriculum, speaking has become one of main skills in learning English with various kinds of materials. Students should have good standard of English pronunciation and large number of English vocabulary to master speaking skill The two English elements above should be taught seriously at schools in order to support students in mastering English skills, especially speaking as oral production skill. Pronunciation supports students' confident in producing sounds and vocabulary helps students to produce meaning. For these problems, English teacher should give more attention in teaching students' pronunciation and vocabulary in order that they can master speaking skill easily. a teacher is a person who helps others to acquire knowledge, competence or values. a teacher also has a very important contribution to the learning process. The success or failure of the learning process depends on the strategies used by the teacher in the classroom.[3]

Mastering speaking skill is not easy; besides mastering good pronunciation and vocabulary, the students should also master cultural and

[3] Carina Girvan. 2016. *Extending experimental learning in teacher professional development,* University of dublin P.

social understanding to support their speaking skill. It means that, mastering english so easy, if we want to learn and the teacher should not only stand in front of whiteboard and explain the lesson, that's make students boring. Students should explore various kinds of fixed expressions used in English expressions of daily activities. It is important to underline that not all kinds of speaking expressions can be translated. Students need to understand the culture to use the expressions in order that they can apply them in a real life. In other words, cultural understanding is important for the students as supporting knowledge of speaking skill.

SMA Pancasila is one of Senior High School in Kota Bengkulu that applies Curriculum KTSP as its guidance in conducting learning process of English. In other words, the students should get specific portion of learning English in SMA Pancasila Bengkulu.

To know the real problem that happens in the field. The researcher did an observation at Eleventh grade of Senior High School Pancasila Kota Bengkulu on March 23, 2018. It was found some problems. First, the teacher did not use specific strategy in teaching speaking in the classroom. The teacher only stand in front of whiteboard and explained the lesson. Second, The students only became good listeners. From this situation, it can be said that it used teacher center learning. Third, there was lack interraction between teacher and students in the classroom. Then, the teacher mostly used Indonesian language. Fourth, the teacher did not try to encourage the

students to speak in speaking class. Fifth, most students did not pay serious attention to the teacher. They did other activities with their friends[4].

To know the problems in deep, the researcher interviewed the English teacher and students. The teacher said that the students' problem in speaking were never practice, used mother tongue , difficulty to improve their ideas and their ability were varied, but most of them needed more improvement in English, especially in speaking skill. The students have problems in English vocabulary mastery, pronounciation, and learning motivation. Therefore, most of the students were reluctant to speak English in English class. In addition, the students have low confident in speaking English[5].

Then, the researcher also interviewed some students. Most of the students said that English is difficult lesson to study. They can not understand English and they can not speak English because they do not know much about English vocabulary. Pronouncing English is very difficult activity for them because they rarely practice speaking English. Then, they found that English as boring lesson because most of the activities are only listening the teacher's explanation and doing excercise in the textbook[6].

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[4]Nunu Nurahhman.. An Headmaster of SMA Pancasila Kota Bengkulu, Interviewed on February 14, 2018.

[5]Hendrik Purnomo. An English Teacher of Eleventh grade of SMA Pancasila Kota Bengkulu, Interviewed on February 14, 2018

[6]Astika wulan,Doni,Roy Ramadhan,Eleventh grade Students of SMA Pancasila Kota Bengkulu, Interviewed on February 14, 2018.

From the result of obseravation and interview above, the researcher can underline the most problems of the students are: (1) learning motivation, (2), lack English vocabulary mastery, (3) low pronunciation skill, (4) felling bored to English lesson, lack practice of English. Then, the teacher also did not use enjoyable and innovative teaching strategy to encourage students to be interested in learning English, especially speaking skill.

To overcome the students problem in English, especially in speaking skill, it needs develop an appropriate teaching to help them as solution for their problems. SAVI (Somatic, Auditory, Visual, and Intellectual) Technique can be the best solution for the students' problems eleventh grade of Senior High School Pancasila Kota Bengkulu. SAVI is one technique which involves all of the potentials in the body to study or all of sensory register, this method introduced by Meier (1999). Somatic means that learning by moving and doing, Auditory are learning by talking and hearing, Visual are learning by observing and picturing, and intellectualy are learning by problem solving and reflecting.

Based on the problem above, the researcher is going to do research entitled *"The Effect of SAVI (Somatic, Auditory, Visualization, Intellectualy) Technique on Student's Speaking Ability (A Quasi Experimental Research at the Eleventh Grade Students of*

Senior High School Pancasila kota Bengkulu in Academic Year 2018/2019).

B. Identification of the Problem

Based on the background above, the problems of the research can be identified as the following detail: (1) The students felt bored to English lesson, lack practice of English. Then, the teacher also did not use enjoyable and innovative teaching strategy to encourage students to be interested in learning English, especially speaking skill. (2) The causes of students' problems are they have problems in English vocabulary mastery and pronunciation. (3) The students do not have high interest in learning English. (4) The teacher's teaching strategy is till teacher center. The teacher did not use specific strategy or tecnique and media to encourage students to speak English. In addition, teacher's and students' interraction in the classroom needed improvement.

C. Limited of the Researche Problem

This research only limits on solving students' speaking problems by using *SAVI Technique* at the eleventh grade students of SMA Pancasila Bengkulu in the academic year 2018/2019.

D. Researche Questions

From the limitation of the problem above, the problem of the research can be formulated as follow: Are there any significant effects on students' speaking ability between the students who are taught using SAVI Technique and those of that who are not at the eleventh grade students of SMA Pancasila Kota Bengkulu in the academic year 2018/2019?

E. Objective of the Research

The objective of this research is to investigate whether SAVI *Technique* can improve students' speaking ability at the eleventh grade students of SMA Pancasila Bengkulu in the academic year 2018/2019.

F. Significance of the Research

This research is hoped to give advantages for students, teachers, and the next researcher:

English Teacher

1. This research can be a reference for English teachers who have the same problemes with the eleventh grade students of SMA Pancasila Bengkulu in the academic year 2018/2019. It will be useful to solve the students' problems.

2. As one of alternative strategy to teach speaking for senior high school students.

Students

1. Introduce to the students one of speaking technique to improve speaking skill. Students need to apply specific technique to learn English, especially speaking skill.

2. Encourage students to study English, especially speaking skill.

3. Make students realize that English is not boring and difficult lesson. On the contrary, English is amusing lesson to learn.

Next Researchers

1. This research can be a source of information for the next researchers to do the next research with different teaching strategy.

2. Develop the next researcher thought in doing research at the same field and wider scoope of the research.

G. Definition of Key Terms

1. *Speaking Ability* is an interactive process of constructing meaning that involves producing *and* receiving and processing information in form of oral interaction.

2. SAVI Technique (Somatic, Auditory, Visualization, Intelectualy) is one of innovative teaching technique, especially speaking skill that

involves all of the potentials in the body to study or all of sensory register, this method created by Meier .

BAB II

LITERATURE REVIEW

A. The concept of Speaking

1. The definition of Speaking

Speaking skills are considered to be the most basic and most important in language. Being able to express yourself in the target language gives someone an edge over others who can not think of anything to say. This is also considered as one of the complicated skills for students to master because it is included in productive skills. Productive skills in English consist of speaking and writing, but they differ in many ways. However, there are a number of language production processes that must be passed through any media that students will use. Speaking as productive skills cannot be separated from listening. When someone speaks, he produces text and it must be meaningful. In the nature of communication, people can find speakers, listeners, messages and feedback. Speaking cannot be separated from pronunciation because it encourages students to learn the sound of English.[7]

Speaking is one of the important skill in Studies English[8].to know about Speaking, every Expert will define it in different ways. According to Brown in Azlina Kurniati, speaking is a productive skill that can be observed directly and empirically these observations are always colored by the

[7] Shafaat Hussain, *Teaching Speaking Skills In communication Clasroom, 2017 International Journal of Media,journalism and Mass Communication (IJMJMC)* .2017 Volume 3, Issue 3, 2017,PP 14-21 ISSN : 2454-9479 P. 15

[8] Seyed Moslem, *Relationship among Self-preceived Oral Competence, communication Apperehension, and Iranian EFL Learner's Willingness to communicate : Cooperative teaching in focus.*2018 Journal International of foreign Language Teaching and Research. Volume 6, issue 21.

accuracy and effectiveness of the listening skills of test takers, which of course compromises the reliability and validity of oral production tests[9]. It means that, Speaking is a tool to communicate to each other, and also how to make conversation to social.

speaking skills are important for career success, but certainly not limited to one's professional aspirations. speaking skills can also change one's personal life[10] It means that the main objective of speaking is for communication. According to David Nunan he said that speaking is fundamentally an instrument act[11] . It means that, Speaking is only an oral trail of abilities that it got from structure and vocabulary. Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

2. Student's difficulties in learning Speaking

Speaking is regarded as one of difficult skill because the process is complicated. In communication, it involves the use of verbal and non verbal media. For a speech act to take place, there are four important elements needed: (1) the sender or source; (2) a message; (3) a receiver; and (4) a

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[9] Azlina Kurniati, A Study on Speaking Ability of The Second Year Students of SMK Telkom, Pekanbaru Thesis. Riau University. P. 3

[10] Ishrat Aamer Qureshi . The Important of speaking Skills for EFL Learners Vol.9 No.2 November 2014

[11] David Nunan. *Language Teaching Methodology: A Textbook for Teachers*, USA, Prantice Hall, 1995, P. 23.

response or feedback. The communication process may be illustrated graphically as follows:

(1)
Sender or Source

(2)
Message

(4)
Feedback

(3)
Receiver
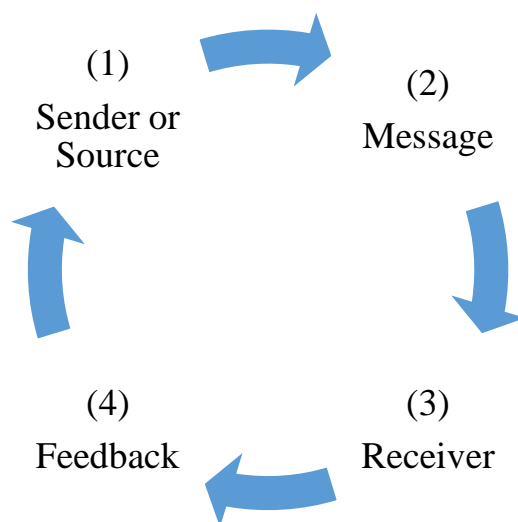
Figure 2: The Process of Oral Communication

The sender of source is the speaker or communicator and the medium used to send the message comes in all forms such as story, poem, music, etc. The receiver reacts or responds to thge message by means of feedback. An important variable that could affect communication is noise. Psychological noise is usually in the sender and/or the receiver of the message. It affects how the sender expresses his message and how the receiver reacts to it. Psychological noise, on the other hand, affects the intelligibility and clarity of the message. A talking audience, background stereo music, the whirring of the ceiling fan, and other sounds in the surrounding are examples of physical noise.

In learning speaking, students find different kinds of difficulties. The difficulties are based on the students' previous experiences. At schools, English teachers find different experience in students' problems in speaking

skill, such as some teachers in Teacher Education Council, Department of Education explained some students' problems in lerning speaking in the classroom based on their experience :

1. *Inhibition*

   Unlike reading, writing, and listening, speaking requires some degree of real time exposure to the audience. Learners are often inhibited to speak in foreign language, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention their speech attracts.

2. *Nothing to say*

   Learners often complain that they can not think of anything to say. This condition makes them stay silent in their chair. They do not speak anything.

3. *Low or uneven participation.*

   Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. *Attitude*

   attitude as one of the key factors that influence the success or failure of language learners. there is a clear relationship between attitudes and achievements in learning languages[12]

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[12] Rasheedha Banu. Difficulties Faced by Collage Student in speaking English – A sociological Reflection 2017. International Journal of trend in Research and Development,Volume 4. May 2017.Page 3.ISSN: 2394-9333.www.ijrd.com

The students' difficulties above happen in English class because the students do not know a word or just can not remember it. For this problem, the students can employ some solutions or strategies proposed by Hammer[13]: (1) *improvising* – in this case, the speakers sometimes try any word or phrase that they can come up with in the hope that it is about right. Such improvisations sometimes work, but sometimes they can also meaning; (2) *discarding* – when speakers simply can not find words what they want to say, they may discard the thought that they can not put into words; (3) *foreignising* – when operating in a foreign language, speakers sometimes choose a word in a language they know well and 'Foreignise' it in the hope that it will be equivalent to the meaning they wish to express in foreign language; (4) *paraphrasing* – speakers sometimes paraphrase some information by paraphrasing lexical subtitution.

Basically, all English teachers have the same problems with above explanation. They can be said as common problems in English class, especially in ESL countries in the world, included Indonesia. The problems may be cused by various factors. One of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and disciplines: Howfar, for instance, is the structure of a conversation culturally determined (also dealt with in pragmatics and ethnography)? How far are the grammar and vocabulary of speech different from other sorts of grammar (which is related also to the fields of syntax and semantics)? What

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[13]Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 249.

are the critical factors in the stream of speech that make it intelligible (prosody, phonetics/phonemics)? In other words, the students should understand distinct areas: the global or discourse level, the structural level and the level of speech production.

These three areas above broadly relate to fairly stable areas of activity in linguistics of discourse, lexis and grammar, and phonology/phonetics and map on to, and overlap with, other threads of study in theoretical and linguistics . Some of the relationships are teaching speaking is not easily separated from other objectives When the spoken language is the focus of classroom activity there are often other aims which the teacher might have[14]. For instance, a task may be carried out to help the student gain awareness of, or to practise, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point.

The goals of communication process is to get the message accross. If the message is not understood and responded to as intended, communication has not taken place. It means that the communication is failled. In this case, there are some factors that cause communication breakdown. They are related to language; the factors are:

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[14]*Loc Cit,*

1. Mispronunciations. For example, if the word "ship" is pronounced as "sheep" that would change the meaning of the message "Look at the ship".

2. Lack of awarness of the pronunciation of a given word in the different varieties of English. For example in Australian English the word "today" is pronounced "tudai". A person used to American English would take it to mean "to die" instead of "today."

3. Different meaning attached to a word. Denotative meaning is the dictionary meaning of a word while connotative meaning is the personal meaning attached to a word.

4. Psychological factors. Our reactions to a message may be conditioned by our opinion of and feelings for the sender of the message. Moreover, the way we word our message and the way we respond are affected by our feelings during the interactions.

5. Delivery of the message. The volume of one's voice and his rate of speaking could have an effect on the intelligibility and clarity of the message.

6. Situation or setting. Physical noise, the size of the room, size of the audience could impede communication.

3. Characteristics of succesfull Speaking

In teaching an English skill, the target is successful classroom. To reach the success class, it is important for the teachers to use the best strategy and model during the lesson. Harmer wrote that when teaching speaking or

producing skill, the teacher can apply three major stages, those are[15]: (1) *introducing new language*, (2) *practice*, and (3) *communicative activity*. This theory means that the teacher should teach the students about basic knowledge of language (English) such as the elements of language that must be learned by the students. Then, the teacher should ask the students to practice the language by using various strategies. To make the students familiar with the new language, they must use the language in every day life in form of various kinds of communicative activities.

The success of speaking activities in class is based on student participation in the class. To find out the characteristics of a successful speaking class, Flojo explained that:

1. Talks are more students - as much as possible most of the period allocated for these activities is actually occupied by learner talks.

2. Even class discussions are not dominated by a small number of participants. All have the opportunity to speak and participate in class.

3. High motivation - students really want to talk because they are interested in the topic and have something new to say about it.

4. Acceptable language - students express themselves in relevant utterances, easily understood by each other, and the level of accuracy of acceptable language.

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[15] Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 269.

To achieve success in the classroom, teachers need active participation as a teacher who guides students in the classroom: how the teacher encourages students to speak, gives students a fair share, motivates them, and trains them in acceptable English.[16]

B. Somatic, Auditory, Visualization, Intelectually (SAVI) Technique

1. The Definition of SAVI Technique

SAVI is abbreviation from Somatic Auditory Visual and Intellectual. SAVI technique is introduced by Meier. SAVI technique is an technique that combines physical movement with intellectual creativity and use all the senses in the learning process. By Combining physical movement and intellectual activity and the use of all senses is able to make big influence in learning. And this study is called SAVI.[17]

2. The Elements of SAVI Technique

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

a. Somatic

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[16] Trudy Wallace. *Teaching Speaking, Listening and Writting.* International Academy of Education. P. 12

[17] *Ibid.2000. P.91*

"Somatic" comes from Greek word. It means soma-body (as in psychosomatic). So somatic means study by using sense of touch, kinesthetic, practice-involves physical and gesture.[18] Somatic refers to the thought that spread throughout the body. In essence,the body is the mind. The mind is the body. The two are one completely integrated electrical-chemical biological system To stimulate the mind-body connection, the learning atmosphere created by making people up and out of their seats and physically active from time to time. The brain and body are inseparably connected in various ways. Body movements, for example, can improve brain function as Carla Hannaford pointed out in her book Smart Moves: Why Learning Is Not All in Your Head. And certain brain conditions can have a profound effect on the body..[19]

b. Auditory

Learn by speaking (reading) and listening, ears always catch and save auditory information unconsciously, when someone creates voice by reading, some important areas in the brain become active.[20]This can be interpreted that teachers should talk about what they are studying, asking student to read loudly, translating the experience of students with sound, Inviting them to talk when solving problems, gather information, create work plans, master skills, make the learning experience review, or create meaning for themselves.

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[18] *Dave Meier, The Accelerated, A Creative Guide to designing and delivering faster, more effective training programs (New York: McGraw-Hill, 2000), P. 43*
[19] *28 Ibid 2000. P. 37*

[20] *Ibid. 2000. P.46.*

c. Visual

Visual acuity is strongest senses in the process of speaking, because in the brain to process visual information is more than all the other senses. Therefore,students will be easier to learn if they can see what is being learned. Learning by visual is learning by observing and picturing. Visual learners learn best when they can see real-world examples, icons, pictures, and various kinds of images while they are learning. Sometimes visual learners do even better when they create idea maps and diagrams out of what they are learning.

d. Intellectual

Role of brain in reading activity has shown its significance. The empowering of brain capacity to absorb particular information from reading materials reflects to the employment of human''s intellectual area in SAVI technique. Brain as reflection of intellectual is devised to translate the written symbols in speaking materials into meaningful information by which readers could understand ideas similarly as been intended by the writer. Briefly, by using of intellectual area, listeners are supposed to make and use their brain optimally to create either meaning or value from experiences they get through speaking.

3. The Principles of SAVI technique

Learning language based of SAVI technique would be more effective by noticing to the principle bellow:

a. Learning involves the whole body and mind.

This means that learning is not only the use of brain but also involves the whole body / mind with all its emotions, senses, and nerves.

b. Learning a language is to learn to be creative.

Knowledge is not something that is absorbed, but something that is created by the learner. Learning occurs when learners integrate new knowledge and skills into the structure itself. Learning is literally creating a new meaning in the system of the brain / body as a whole.

c. Cooperation helps the learning process.

All good learning has a social basis. We usually learn more by interacting with our friends. A learning community is always better results than the few individuals who learn on their own.

d. Learning takes place on many levels simultaneously, learning is not only absorb Learning is not only absorbing a small thing at a time in a linear way, but absorbing many things at once. Good learning engages people on many levels simultaneously (conscious and unconscious, mental and physical) and take advantage of all the receptors, the senses, system of the brain or body.

e. Learning comes from doing the work itself.

It is like proverb 'the best teacher is experience'. Real world experience as a teacher is much better than something that is hypothetical and abstract, because it is provided an opportunity to perform directly, getting feedback, brooding and doing it again.

f. Positive emotions help the learning process.

Feelings determine the quality and quantity of student learning. Negative feelings can hinder the learning process, while the positive feelings will facilitate the learning process easier. Learning with a stressful, painful and gloomy atmosphere can not surpass the results of learning in a fun, relaxing, and interesting.

g. Brain-image instantly and automatically absorbs information.

The human nervous system is more a process of images rather than word. A concrete image is easier to understand and be absorbed than abstract verbal. Translating abstract verbal into various kinds of concrete images will make the verbal Abstract easy to learn and to remember in the process of learning. Based on these basic principles, the SAVI technique required the process of learning with makes students actively involved. According to Meier learning based of activity means moving physically active during process of learning, with utilizing as many senses as possible, and makes the whole body / mind involve in the learning process. All four of these learning modes have to be present for optimal learning to occur. Since these elements are all integrated, the best kind of learning occurs when they are all used simultaneously.[21]

4. The Implementation of SAVI Technique

SAVI technique is an technique that combines physical movement withintellectual creativity and use all the senses in the learning process. SAVI

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[21] *Ibid , Dave Meier. P. 9-10.*

supposes the listeners to empower their psychomotor senses to perform their understanding of the reading materials, maximize their hearing and seeing to help listeners comprehend the content of the speaking, and intellectual capacity to make understandable experiences from the discourse they have read already. The implementation of SAVI technique in teaching learning can be done as follow.

a. Somatic.

To stimulate the mind-body connection, the learning atmosphere created by making people up and out of their seats and physically active from time to time. Student can get physical while them, such as; Build a model of a process or procedure, Physically manipulate components of a process or system, Create large pictograms and peripherals, Act out a process, system, or set of concepts, Have an experience, then talk about and reflect on it, Complete a project that requires physical activity, Do an active learning exercise (a simulation, a learning game, etc.), Take a field trip. Then write, draw, and talk about what was learned, Interview people outside the class, and In teams, create active learning exercises for the whole class.

b. Auditory.

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

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

c. Visual

Visual acuity is strongest senses in the process of speaking, because in the brain to process visual information is more than all the other senses. Therefore, students will be easier to learn if they can see what is being learned. Here are a few more things you can use to make learning more visual. Such as; Picturesque language (metaphors, analogies), Vivid presentation graphics, 3-dimensional objects, Dramatic body language, Vivid stories, Pictogram creation (by learners, Icon job aids, field observations, colorful decorations, Room peripherals, and Mental imagery exercise.

d. Intellectual.

The empowering of brain capacity to absorb particular information from reading materials reflects to the employment of human‟s intellectual area in SAVI technique. Brain as reflection of intellectual is devised to translate the written symbols in reading materials into meaningful information by which readers could understand ideas similarly as been intended by the writer. The Intellectual aspect of learning gets exercised when you have learners engage in activities such as: Solving problems, Analyzing experiences, Doing strategic planning, Generating creative ideas, Accessing and distilling information, Formulating questions, Creating mental models, Applying new ideas to the job, Creating personal meaning, and Thinking through the implications of an idea.[22]

S-A -V-I: Putting It All Together. Learning is optimized when all four SAVI components are present in a single learning event. For example, people can learn something by watching a presentation (V), but they can learn much more if they can do something while it is going on (S), talk about what they are learning (A), and think through how to apply the information being presented to their job (I). Or they can enhance their problem-solving skills (I) if they are simultaneously manipulating something (S) to produce a pictogram or 3-dimensional display (V) while they talk out loud about what they are doing (A)

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[22] *Dave Meier, The Accelerated, A Creative Guide to designing and delivering faster, more effective training programs (New York: McGraw-Hill, 2000), 45-50.*

C. Some Related Previous Studies

There were some studies that relevant to this study of speaking abilty, Sholihin , the title "The Using of SAVI (Somatic, Auditory, Visual and Intellectual) Technique in Improving the Students' Vocabulary at The Seventh Grade of SMPN 01 Monta Bima.[23] In this research, he analyzed about the improvement of students' vocabulary by using SAVI (Somatic, Auditory, Visual and Intellectual) Technique in teaching learning process.

The result of the study shows that the students' vocabulary taught using SAVI or the experimental class show that the mean score of the pre-test was 17.5 and the mean score of post–test was 28.33. From the mean scores of the pre-test and post-test of the experimental class it can be seen that there was a significant progress from pre-test to the post-test. Meanwhile, the students" vocabulary taught without using SAVI or the control class shows that the mean score of the pre-test was 7 and the mean score of the post-test was 10.92. From the mean score of the pre-test and the post-test of the control class, it can be seen that there was progress but not significant progress than the mean score of the pre-test and post-test in the experimental class. Then, the t-test value was higher than t-table value. Based on the data analysis, it was found that there was a significant difference between the results of teaching vocabulary using SAVI and that teaching vocabulary without using SAVI.

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[23] Sholihin. *The Using of Savi (Somatic, Auditory, Visual and Intellectual) Technique in Improving the Students' Vocabulary at The Seventh Grade of SMPN 01 Monta Bima.* GaneÇ Swara Vol. 9 No.2 September 2015.

Second, Puspitasari did a research with the title The Effect of the somatic Auditory Visualization learning model, Intellectually (SAVI) is assisted by photo story media on critical thinking skills of the seventh grade students in the Surakarta 13th state junior high school.[24] The result showed that This research applied experimental method by true experimental design as a research design which postest-only control design form. The population of this research was seven grade students of SMP N 13 Surakarta in academic year 2015/2016 which numbers are 255 students. Annexation sample of this research used cluster random sampling technique.The data collection technique used is the test, observation and documentation.The technique of data collecting used normality test and homogenity test. The hypothesis test in this reseache used T.test. The result of this research indicate that the SAVI learning model assisted photo story media concern in critical thinking skills on seven grade students of SMP N 13 Surakarta In Academic Year 2015/2016 (Study on basic competenciesexplaining the nature of freedom of expression)has influences. It can be approved by the defferences of obtained average value which the experimental group class is 85,27 and the average value for the control group class is 79,8. Beside that, based on result of T.test obtained thitung value is 2,981 meanwhile the value of ttabel is 1.999 (interpolation), so the result is thitung (2,981) > ttabel (1.999) by the significant level is 5% therefore H0 rejected and Hα accepted.

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[24] Puspitasari, skandar, Dadang. The Effect of the somatic Auditory Visualization learning model, Intellectually (SAVI) is assisted by photo story media on critical thinking skills of the seventh grade students in the Surakarta 13th state junior high school. 2017. *Journal of Education, Educitizen, Vol. 2 No. 1 Mei 2017 Page 1 p-ISSN: 2477-5924 e-ISSN: 2477-4878.*

It was concluded that there is a difference between critical thinking skills of students using SAVI learning model assisted photo story media with those not using SAVI learning model assisted photo story media to the basic competencies to explaining the nature of freedom of expression in class VII in SMP N 13 Surakarta.

From three previos studies above, so the researcher could explain both of the difference and similar things with what the researcher had done. The first was the differences are location of research and the year of research and also the skills those had been researched were different. The similarity was doing the research focused on the using of Savi (Somatic, Auditory, Visual and Intellectual) Technique. Additionally, in this research, the researcher would like to implement The Using of Savi (Somatic, Auditory, Visual and Intellectual) Technique to improve students speaking skill at the eleventh grade students of SMA Pancasila Bengkulu in academic year 2018/2019.

D. Conceptual Framework

Figure 2.1. Conceptual Framework
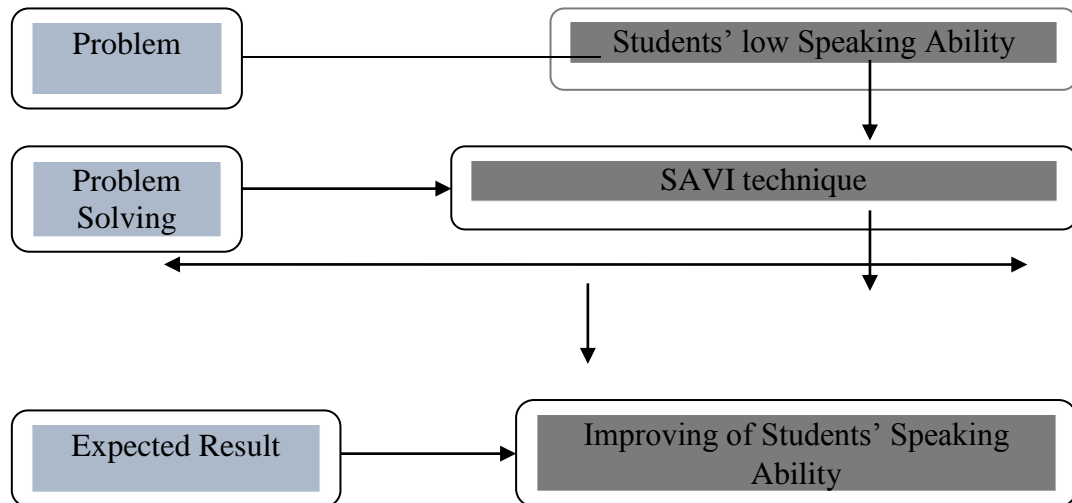
To know the effect the students' ability in speaking, the researcher used SAVI technique in the case of to know the effect from the students' speaking ability especially for the students at the eleventh grade of SMA Pancasila Bengkulu.

Based on conceptual framework above, the researcher used SAVI Technique as the steps were; the first step is the researcher provided some pictures, hints or clues to bridge students prior knowledge, explained and modelled In the group, students collaboratively made the scheme of the text based on the pictures, hints or clues given by the teacher, and the students did analyzing the picture, and then the student's retell what they get from based on the pictures.

This research was done by doing some implementation of SAVI technique in Experiment class, if the first meeting and the second meeting

results did not success in effect of SAVI technique on students' speaking results, so the researcher was do the same teaching steps until the students' speaking results were categorized as success.

E. Research Hypothesis

Hypothesis is provides direction for this study. The hypothesis places a specific relationship between variables and thus determines the nature of the data needed to test the preposition[25] The hypothesis if the provisional answer to the problems of the research the theoretically considered possibly or highest the level of truth. It is provisional truth determined by the researcher that should be tested and provided. Kinds of hypothesis which are used here are; Zero hypothesis (Ho), is the hypothesis which state that there is no any significant effect of the object of the research. It is also called with negative hypothesis and alternative hypothesis (Ha), is the hypothesis which state that there is any significant effect of the object of the research. It is also called with positive hypothesis. The criteria of the test of hypothesis as follow;

Ha: there is any significant effect of using SAVI technique to improve Student's speaking ability in Second Grade of Senior High School (SMA Pancasila).

Ho: there is no any significant effect of using SAVI technique to improve Student's speaking ability in Second Grade of Senior High School (SMA Pancasila).

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[25] Donald Ary,Lucy Cheser Jacob.*Introduction to Research in Education*. Australia: WADSWORTH CENGAGE Learning. P.83

CHAPTER III

RESEARCHE METHOD

A. Researche Design

This research apply classroom A Quasi Experiment method. Quasi-experiment is a study that aims to evaluate interventions but does not use randomization. such as randomized trials, quasi-experiments aim to show the causal relationship between intervention and outcome.[26] And also quasi experimental research designs, such as experimental designs, test the causal hypothesis. in both experiments[27] This method used to test a speaking ability student with SAVI technique. Experiment is process of examining the truth of the statistical hypothesis relating to some research method problem. It means that, experiment is method to control class and the researche was apply this experiment in student and also to control the class.

Based on the definition of the expert above it can be concluded that, Experiment is a certain method that to control the class. The control group designs introduced were classified in this chapter under two heads: pre test and post test[28] This method is used to examainingThe effect of SAVI technique on Student's speaking ability in Second Grade of Senior High School (SMA Pancasila). Experimental class was treated by applying

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[26] Anthony D Harrris. 2004. *The Use and Interpretation of Quasi Experimental Studies in Infectious Disease*.America : Antimicrobial Resistance invited Article. P. 2

[27] Howard white. 2014. *Quasi Experimental Design and Methods, Methodological Briefs : Impact Evaluation* No 8 : UNICEF Office of Research, Florence

[28] Donalt T.Campbell.Dkk.1963. *Experimental And Quasi Experimental Design for Research.London: Houghton Mifflin Company. P. 13*

SAVI Technique for each meeting, while the control class was taught by using the conventional teaching strategy. The success of treatment was determined by comparing pre-test and post test scores which is also used to know whether there was significant effect of SAVI technique. The design can be seen as follow:

Table. 3 Treatment designed

X	T_1	O	T_2
Y	T_1	-	T_2

Where:

X   :   Experiment class

Y   :   Control class

T_1 :   Pre-test for the experimental class and control class

T_2 :   Post-test for the experimental class and control class

O   :   Treatment for experiment class

-      :   Non treatment control class

B. Population and Sample

a. Population

population is a group of elements or cases, whether individuals, objects, or events, that fit certain criteria and we mean to generalize research results[29] In addition, Sugiyono says that "Population is the generalization range that consists of object or subject that has quality or specific characteristic which is determined by the researcher to be learned and withdrawn the conclusion".[30] The, Population in this research involved the whole is three class that the research apply SAVI technique in Eleventh grade students of SMA Pancasila kota Bengkulu. They possessed several homogenous characteristics such as the same age, level, burden of learning, ability and etc. The population in this study can be as in the table below:

Table 4

The Number of Population

NO	CLASS	M	F	TOTAL
1	XI IPA.1	7	9	16
2	XI IPS 1	6	11	17
3	XI IPS 2	5	9	14
SUM OF POPULATION				47

Source   : SMA Pancasila Kota Bengkulu

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[29] James H.MCMILLAN.1996.*Educational Research (Fundamentals for The consumer)*. New York: HarperCollins CollagePublished. P.85

[30] Sugiyono. 2011. *Metode Penelitian Pendidkan*. Bandung: Alfabete. P 117

b. Sample

Sample is a single group of elements or elements, from which data is obtained.[31] It means that sample is a little part of the amount and characteristic of population. In this research, the research was take two classes among the third. The reason why the researcher choose to classes were, because look at purposive sampling average score was not significant different and the same teacher taught these classes.

Table 5

The Sample of Research

Number	Group	Students	Classes
1	Experimental	14	XI IPS.2
2	Control	17	XI IPS.1

C. Researche instrument

Instrument is the tool used to collect the data or the needed information. The instrument of this research is Speaking written test, speaking oral test, Recording, and documentation.

1. Speaking oral Test

To know the effective SAVI technique, the researche be oral test to students by giving question based topic the material, test was given to the student to know speaking ability.

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[31] Loc cit. P. 86

INTEGRATED SPEAKING ASSESSMENT [32]

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
90-100	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
80-89	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.

[32] Dimitra Hartas. 2010. *Educational Research and Inquiry (Qualitative and Quantitative Approaches).* London: Continuum British Library. P. 67

70-79	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.
60-69	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0-59	Speaker makes no attempt to respond OR response is unrelated to the topic.			

Grades and marks should be given the following interpretation:

1. Grade 0 – 59 = very poor (E)

2. Grade 60 – 69 = poor to below average (D)

3. Grade 70 – 79 = average (C)

4. Grade 80 – 89 = above average to very good (B)

5. Grade 90 – 100 = excellent to flawless (A)

2. Recording

The researche used recording to record the students speaking ability in pre-test and post-test both of experimental class and control class.

3. Documentation

Documentation used to supporting document to describe authenticity of the data in the research. The documentation in form of photographs during process of the research, namely: teaching process, teacher – students' interactions, teacher – collaborator discussions, and other important activities in the classroom.

D. Collecting Data Technique

The technique of collecting data used by the researcher in doing this study only relied on the test.

1. Test

"Test is the formulating of items examined to the sample of study. Where, the characteristics of sample are based on the needs of study"[33]. in tests,

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[33]Ibid.,P. 5.23

researchers have a strong data collection method, a series of impressive tests for collecting numerical data rather than verbal types.[34] In this study, the data collect by organizing the test into pre-test and post-test.

a. Pre-Test

The researcher give the pre-test to both groups (experimental and control group). Pre-test given to know how far the students' standard abilities in speaking. This was actually a way to receive the first data of this study. This pre-test was given to sample members before the treatment (SAVI technique) was implemented in the experimental group and the conventional teaching technique was implemented in the control group.

The form of pre-test was organized into speaking test format which included the material fields as: describing people, Describing narrative text because based on the syllabus, one of the materials for second grade at first semester students was referred to speaking .

In giving the pre-test, the researcher used one meeting being out of time period for cultivating study treatment. The length of time in giving pre-test to both groups was allocated as long as 90 minutes. The researcher also controlled students more cautiously in order that they were not cooperative while doing the pre-test. In this study, pre-test had been provided to students in both groups.

b. Post-test

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[34] Louis cohen, *Researche Methods in Education*: Sixth Edition. Routledge : London. P. 414

Post-test was given by the researcher to the students after the implementation of SAVI Technique at the end or after the treatment had really finished to be given in the experimental group and also if the SAVI technique had been implemented in the control group. It indicated that post-test was given to both control and experimental group and the result obtained by both groups became the contrast value between them. Giving post-test manifested in the last action of this study collecting data. The post-test was also constructed in speaking of describing people format in which the materials tested was the same as those in the pre-test which is speaking test

In giving post-test, the researcher also use one meeting being out of time period for cultivating study treatment. The length of time in giving post-test to both groups was also allocated as long as 90 minutes. The researcher also controlled students more cautiously in order not to be cooperative among them in doing the post-test. In this study, post-test was do on semester genap 2018 in a group. After finishing pre-test and post-test to either experimental or control group, the researcher eventually knew the scores of both groups, and found the differences between those group. Therefore, the researcher then got the conclusion whether SAVI technique have effect toward students speaking ability or not.

c. Treatment

As stated above, the technique of SAVI in speaking implied in this research as the treatment was given to experimental group in the form of

SAVI Technique as the whole activity in teaching speaking process, meanwhile for control group was in the form of ordinary way.

In addition, the treatment was implement to the subject for 7 meetings and at the first both group was given pre-test and at the end was given post – test. It means that the study took all the allocated time for teaching the Narrative text in speaking test. which was given by the school based on the semester program. Based on the semester program of SMA Pancasila

At the beginning of the experimental group, the researcher explained the procedures and what should they do in SAVI technique in term of training. The training was do conduct in experimental group (XI IPS I). The activities in training section such as:

- The researcher explained about SAVI technique (definition, procedure and purpose)
- The researcher explained about the role of the teacher in the class
- The researcher and the students simulated the implementation of SAVI technique in the class .

E. Analyzing Data

Analysis is the process of breaking data into smaller units, and integrating information in a more general analytical form[35]

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[35] BED Hons .2012. *Researche Methods in education.* United States : Higher education commision P.26

1. **Mean score**

To get the mean scores of pre and post test result in the control group, the researcher used the formula such below:

$$M = \frac{\sum Y}{N}$$

Where:

M : Mean score of control group

$\sum X$: The sum of students' score in control group

N : The amount of students' at control group

In addition, in order to acquire the mean scores of pre and post test result in the experimental group, the researcher used the formula below :

$$M = \frac{\sum x}{N}$$

Where:

M : Mean score of Experimental group

$\sum X$: The sum of students' score in Experimental group

N : The amount of students' at Experimental group

2.Standard Deviation

standard deviations is determining the position by dividing the upper class of each group .[36] In gaining the standard deviation of scores in conducting the study at control group, the researcher applied the formula below:

$$SD_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

Where :

SD$_y$= Standard deviation of control group

Y   = Score of control group

Y   = $\overline{\text{M}}$ean score of control group

N   = the amount of students at control group

In addition, to acquire the standard deviation of scores in conducting the study at experimental group, the researcher used the formula below:

$$SD_X = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

Where:

SD$_x$:Standard deviation of experimental group

X   :Score of experimental group

X $\overline{}$:Mean score of experimental group

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[36] Arikunto, Suharsimi. *Dasar Dasar Evaluasi Pendidikan* . Jakarta : Bumu Aksara. 2013. P. 298

N   :The amount of students at experimental group

3. **Hypothesis testing**

In testing the hypothesis devised previously, the researcher used the statistical formula such below:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S1^2}{N_1} + \frac{S2^2}{N_2}}}$$

Where:

t   : t test

M_1 : Mean score of the post test at experimental group

M_2 : Mean score of the post test at control group

S_1 : Standard deviation of post-test result at experimental group

S_2 : Standard deviation of post-test result at control group

N_1 : The amount of students at experimental group

N_2 : The amount of students at control group

4. **Regression Test**

   T- Test

All of data get from test are computed by statistical Package For The Social Science (SPSS) Version 16.0. The experiment and the control class are given speaking test. Beside that to analyze the data researcher was use

T Test (Independent sample test) in order to calculate the pre test and post result.

F. **Research Procedure**

The procedure of the Research in both experimental and control group can be viewed on the framework below:

Figure 2.2

Procedure of the research
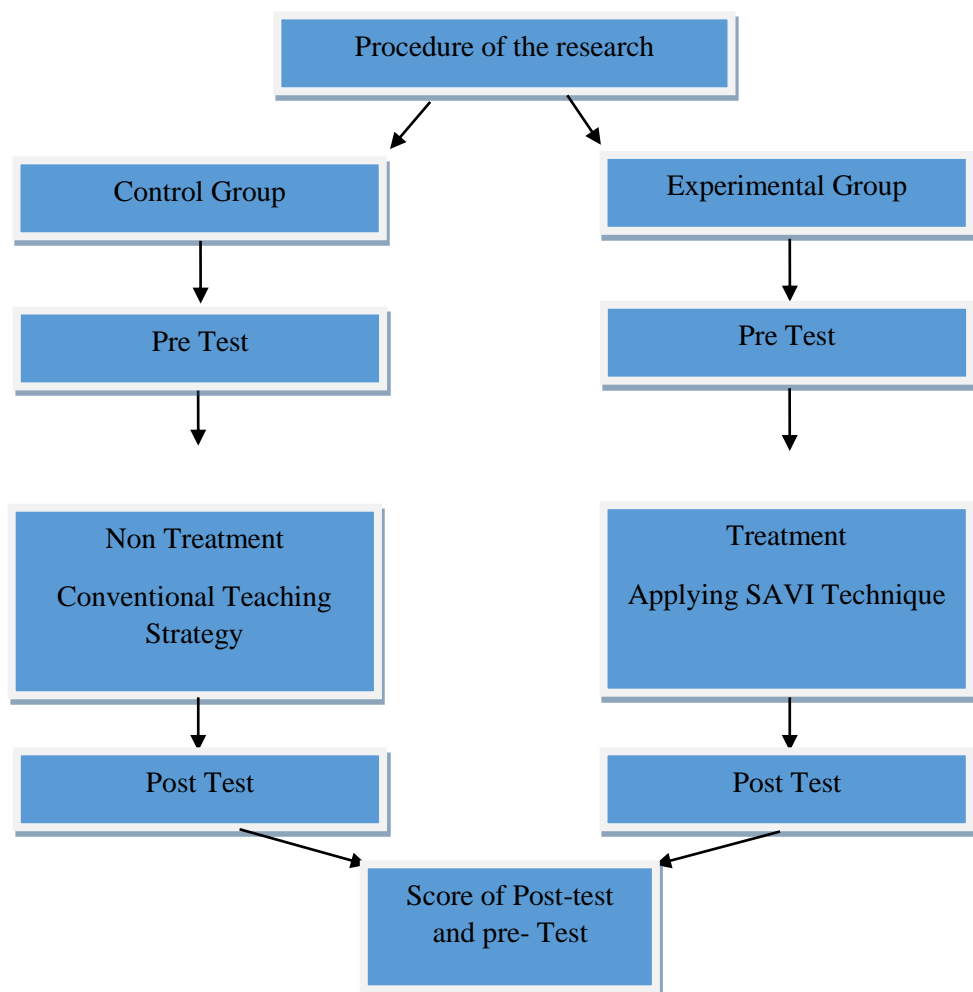
The diagram above shown the way of this research was done involving the steps which the researcher organized to obtain the result. The steps in this study procedure which involved steps of experimental and control group can be seen such as some point below:

1. Procedure in experimental group

    The procedures in treatment used in this research particularly for collecting data in the experimental group are as what the researcher followed below:

 a. The learning process was done in schooling time.

 b. Students were given the treatment in which they learn speaking based on the SAVI technique

 c. The learning activities included these steps:

    1) Teacher provided some pictures, hints or clues to bridge students prior knowledge

    2) Teacher explained and modelled In the group, students collaboratively made the scheme of the text based on the pictures, hints or clues given by the teacher.

    3) The student speaking individually with material based on curriculum.

    4) Students did pair checking

    5) Teaching process was done twice a week.

2. Procedure in control class

In control group, the researcher used the conventional technique without treatment. The processes were as the following which included all learning materials.

a. The learning process was done in schooling time

b. Students was given the treatment in which they was taught by the conventional teaching strategy such what was applied by the English teacher previously.

c. The learning activities included these steps:

1) The teacher asked the students to write the information about Narrative text

2) The teacher explained what the students have to speaking and gives the students the example how to Retell Narrative text

3) The teacher asked the students to speak individually with material based on theirn curriculum.

4) The teacher asked one or more students to repeat what was they speak

5) The students test to teacher about Retell narrative text

6) The teacher and the student concluded what they have learn

d. Teaching process was done twice a week.

<center>**CHAPTER IV**</center>

<center>**RESULT AND DISCUSSION**</center>

A. Result

The results of the study were obtained based on the data analysis. The data were the scores of students' speaking ability test results which had been taken from pre-test given to both experiment and control classes. After that, the data were analyzed by using t-test.

1. The Results of Students' Speaking Ability Test

    a. **The Description of Pre- Test and Post- Test Scores in the Experimental Class**

The frequency of the students of pre-test and Post-test Scores in the Experimental Class could be seen into the figure 1 below.

<center>**Students' Pre-test and Post-test scores Experimental Class**</center>
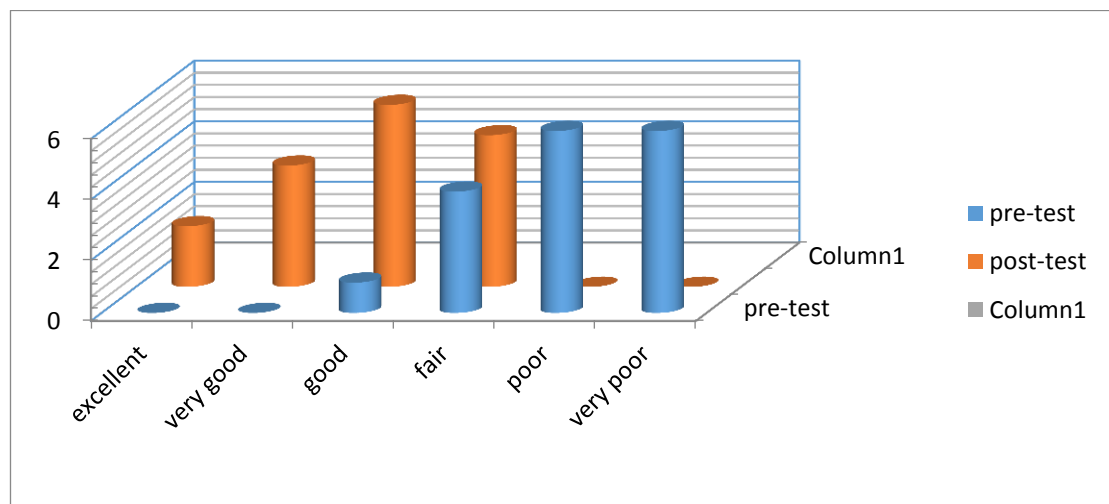
<center>**Figure 2.3. The Chart of Pre- Test Scores in the Experimental Class**</center>

From the graph above, it can be seen that the highest frequency of students' pre-test score in experimental group was in "poor and very poor" categories.

Meanwhile, the lowest was in "excellent and very good" categories. Furthermore, the highest frequency of students' post-test score in experimental group was in "good" category. Meanwhile, the lowest was in "poor and very poor" categories. On the other hands, the distribution of pre-test and post-test in experimental group can be seen into the following table.

Table 4. 1 The Distribution Scores of Experimental Class

Interval Scores	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
90-100	Excellent	0	0%	2	12%
80-89	Very Good	0	0%	4	24%
70-79	Good	1	0.5%	6	35%
60-69	Fair	4	24%	5	29%
50-59	Poor	6	35%	0	0%
≤49	Very Poor	6	35%	0	0%

From the table 1 above, it can be seen that the pre-test results of experiment class, there was no one student or 0% student who got excellent category. This result was the same as in very good category which was 0 (0%) students in its category. Meanwhile, there was 1 (0.5%) student who in Good category. After that, there were 4 (24%) students in Fair category. Then, there were 6 (35%) students in the Poor and Very Poor categories.

Furthermore, there were 2 (12%) students in Excellent category. Then, there were 4 (24%) students in Very Good category. After that, there were 4 (24%) students in Very Good category. Then, there were 6 (35%) students in the Good category. Meanwhile, there were 5 (29%) students who in Fair category. Hence, there was 0 (0%) students in the Poor and Very Poor categories of the pre-test results of experiment class.

b. **The Description of Pre- Test and Post-test Scores in the Control Class**

The frequency of the students of pre-test and Post-test Scores in the Control Class could be seen into the figure 2 below.

**Students' Pre-test and Post-test scores Control Class**
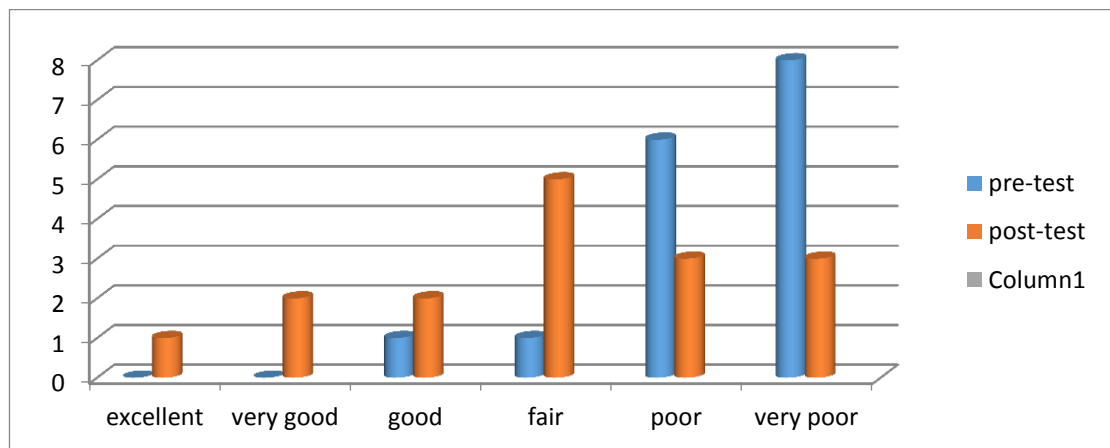
Figure 2.4 The Chart of Pre- Test Scores in the Control Class

From the graph above, it can be seen that the highest frequency of students' pre-test score in Control group was in "poor and very poor" categories. Meanwhile, the lowest was in "excellent and very good" categories. Furthermore, the highest frequency of students' post-test score in Control group was in "good" category. Meanwhile, the lowest was in "poor and very

poor" categories. On the other hands, the distribution of pre-test and post-test in Control group can be seen into the following table.

Table 4.2 The Distribution Scores of Control Class

Interval Scores	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
90-100	Excellent	0	0%	1	0.6%
80-89	Very Good	0	0%	2	13%
70-79	Good	1	0.6%	2	13%
60-69	Fair	1	0.6%	5	31%
50-59	Poor	6	38%	3	19%
≤49	Very Poor	8	50%	3	19%

From the table 1 above, it can be seen that the pre-test results of Control class, there was no one student or 0% student who got excellent and very good categories. Meanwhile, there was 1 (0.6%) student who in Good category. After that, there was 1 (0.6%) students in Fair category. Then, there were 6 (38%) students in the Poor category and there were 8 (50%) students in Very Poor category.

Furthermore, there was 1 (0.6%) student in Excellent category. Then, there were 2 (13%) students in Very Good category. After that, there were 2 (13%) students in Very Good category. Then, there were 2 (13%) students in

the Good category. Meanwhile, there were 5 (31%) students who in Fair category. Hence, there were 3 (19%) students in the Poor and Very Poor categories of the pre-test results of Control class.

2. **The Results of Normality and Homogeneity of the Data**

Before the researcher analyzed the data which had been gotten from students, so the normality and homogeneity of the data must be measured well. On the other hands, the kolmogorov Smirnov test had been applied to determine it. Then, the results of its calculation could be seen into the following explanation.

a. **The Results of Normality Test of Pre-test Scores**

In analyzing the normality of the data gotten of pre-test scores, so one sample of kolmogorov sminov test had been applied since the data in each group was less than 50 data. The test of normality in pre-test scores of the experimental class could be seen in the table 3 below.

Table 4. 3 Test Normality of Pre-test Scores in Experimental Class

	test of normality					
	kolmogorov sminov			Shapiro-Wilk		
	Statistic	df	Sig	statistic	df	Sig.
pre test of experimental class	.099	31	.200	.329	31	.570

Based on the table above, it could be seen on the Kolmogorov-Smirnov of the pre test of the experimental class showed the significance was

0.570 since (0.570) value was higher than 0.05 and from the Shapiro-Wilk test of the pre-test in experimental class showed that significance was 0.200 since (0.200) value was higher than 0.05, so that it could be concluded that the data which had been obtained in this class was considered normal.

Table 4.4 Test Normality of Pre-test Scores in Control Class

test of normality						
	kolmogorov sminov			Shapiro-Wilk		
	Statistic	df	Sig	statistic	df	Sig.
pre test of control class	.139	31	.163	.956	31	.216

Based on the table above, it could be seen on the Kolmogorov-Smirnov of the pre test of the control class showed the significance was 0.163 since (0.163) value was higher than 0.05 and from the Shapiro-Wilk test of the pre-test in experimental class showed that significance was 0.216 since (0.216) value was higher than 0.05, so that it could be concluded that the data which had been obtained in this class was considered normal.

b. The Results of Normality Test of Post-test Scores

In analyzing the normality of the data gotten of post-test scores, so one sample of kolmogorov sminov test had been applied since the data in each group was less than 50 data. The test of normality in pre-test scores of the experimental class could be seen in the table 3 below.

Table 4. 5 Test Normality of Post-test Scores in Experimental Class

	test of normality					
	kolmogorov sminov			Shapiro-Wilk		
	Statistic	df	Sig	statistic	df	Sig.
post test of experimental class	.102	31	.200	.332	31	.676

Based on the table above, it could be seen on the Kolmogorov-Smirnov of the post test of the experimental class showed the significance was 0.200 since (0.200) value was higher than 0.05 and from the Shapiro-Wilk test of the post-test in experimental class showed that significance was 0.676 since (0.676) value was higher than 0.05, so that it could be concluded that the data which had been obtained in this class was considered normal.

Table 4.6 Test Normality of Post-test Scores in Control Class

	test of normality					
	kolmogorov sminov			Shapiro-Wilk		
	ticStatis	df	Sig	statistic	df	Sig.
pre test of experimental class	.137	31	.177	.9 41	31	.108

Based on the table above, it could be seen on the Kolmogorov-Smirnov of the post test of the control class showed the significance was 0.177

since (0.177) value was higher than 0.05 and from the Shapiro-Wilk test of the post-test in experimental class showed that significance was 0.108 since (0.108) value was higher than 0.05, so that it could be concluded that the data which had been obtained in this class was considered normal.

c. **The Results of Homogeneity of Variances Test**

The results of homogeneity of variances test could be seen into the following table.

Table 4.7 Homogeneity Test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.329	1	31	.570

The test of homogeneity of variances showed that the significance 0.329, since 0.329 was higher than alpha level 0.05. So that, this results proved that the variances of each treatment was homogenous.

d. **The Statistical Analysis**

In order to verify the hypotheses proposed before, so the statistical analysis had been applied by the researcher. in addition, the program of SPSSInc for window had been applied in order to know whether or not there was any significant effect of SAVI Technique to the students' speaking ability between experimental class and control class.

1. Independent Sample T-test Analysis of Pre-test on Students' Speaking Ability in Experimental and Control Classes

Independent sample t-test had been used in order to know whether or not there was any significant effect of SAVI Technique to the students' speaking ability between experimental class which had been taught by using SAVI technique and control class which was not taught by using SAVI technique. Meanwhile, the result of pre-test score of students' speaking ability in the experimental class and control class were compared by using independent sample test. As seen in the following table.

Table. 4.8 Independent Sample Test of Pre-Test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NILAI	Equal variances assumed	.329	.570	1.278	31	.211	4.52206	3.53868	-2.69513	11.73925
	Equal variances not assumed			1.282	30.963	.209	4.52206	3.52797	-2.67363	11.71775

From the table. 8 above, it could been seen that the independent sample showed that the comparison of pre-test of experimental class and control class displayed the difference between both of scores in the two classes. It was known that t count 1.28 was lower than t table 2.744. The results also showed that sig. (2-tailed) or p-value(0.211) was higher than α-value (0.05). It could be identified that the research hypothesis (H1) was rejected and null hypothesis (H0) was accepted. This meant that there was no any significant difference in the students' speaking ability.

2. Independent Sample T-test Analysis of Pre-test on Students' Speaking Ability in Experimental and Control Classes

The results of post-test post-test score of students' speaking ability after the students had been taught by using SAVI technique in experimental class and in the control class was not taught by using SAVI technique were compared by using independent sample t-test.

Table 4.9 Independent Sample Test of Post-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
							Std. Error	95% Confidence Interval of the Difference	
						Mean	Error	of the Difference	
					Sig. (2-	Differenc	Differenc		
	F	Sig.	t	df	tailed)	e	e	Lower	Upper

NILAI	Equal variances assumed	.971	.332	2.800	31	.002	10.38603	4.51659	1.17438	19.59768
	Equal variances not assumed			2.800	28.803	.002	10.38603	4.54708	1.08344	19.68862

From the table. 9 above, it could been seen that the independent sample showed that the comparison of post-test of experimental class and control class displayed the difference between both of scores in the two classes. It was known that t count 2.800 was higher than t table 2.744. The results also showed that sig. (2-tailed) or p-value(0.002) was less than α-value (0.05). It could be identified that the research hypothesis (H1) was accepted and null hypothesis (H0) was rejected. This meant that there was any significant difference of speaking ability between the students who were taught by using SAVI technique with the students who were not taught by using SAVI technique.

3. Paired Sample of T-test Analysis

a. Statistical analysis on the results of pre-test and post-test in the Experimental Class.

Table 4.10 Statistic Descriptions

Group Statistics

	KELOMPOK	N	Mean	Std. Deviation	Std. Error Mean
scores	pretest of experimental	31	52.6471	10.62392	2.57668

Group Statistics

	KELOMPOK	N	Mean	Std. Deviation	Std. Error Mean
scores	pretest of experimental	31	52.6471	10.62392	2.57668
	posttest of experimental	31	48.1250	9.63933	2.40983

Based on the table above, the mean of speaking pre-test in the experimental class was 52.65 and the standard deviation was 10.62. The mean of speaking achievement in post-test in the experimental class was 48.13. Then, the standard deviation was 9.64.

Table 4.11 Paired Sample Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-2.11765E1	19.88478	4.82277	-31.40028	-10.95266	-4.391	16	.000

From the table above, it could be seen that the paired sample difference in mean between pretest and posttest of students' speaking in the experimental class was 2.12 with standard deviation was 19.89 and t-obtained was 4.82 at the significant level 0.05 and the degree of freedom was 16 and the value of t-table was for two tailed test was 0.000.

From the table, it also could be seen that t-obtained 4.82 was higher than the critical value of t-table 2.921. It could be identified that the research hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It meant that there was significant difference in speaking achievement within the students in the experimental class.

b. **Statistical analysis on the results of pre-test and post-test in the Control Class.**

The table showed the statistic description of samples pre-test and post-test in the control class as follows.

Table 4.12 Statistic Description

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	48.1250	16	9.63933	2.40983
	posttest	63.4375	16	14.34326	3.58582

Based on the paired sample statistic above, so the researcher could inform that the mean of pretest in the control class was 48.13 and the standard deviation was 9.6 4. The mean of post test in the control group was 63. 44, then the standard deviation was 1 4.34.

Table 4.13 Paired Samples Test

Paired Samples Test

Paired Differences							
	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Mean			Lower	Upper			
-1.53125E1	20.28700	5.07175	-26.12268	-4.50232	-3.019	15	.003

From the table above, paired sample difference in mean between pretest and post test of speaking in the control class was -1.53 with the standard deviation was 20.29 and t-obtained was -3.019 at the significant level 0.05 and the degree of freedom 15 and the value of t-table was for two tailed test was 0.003.

From the table also could be seen that t-obtained -3.019 was higher than the critical value of t-table 2.0. The result also showed that sig. (2-tailed) or p-value (0.003) was less than α-value (0.005). It could be seen that the research hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. This meant that there was significant difference in speaking achievement within the students in the experimental class.

e. The Comparison of Pre-test and Post Test Results in Experimental and Control Classes

In analyzing pre-test and post-test results, so the scores of the two groups were compared to know whether the treatment in experimental class could improve students' speaking ability or not. The scores of pre-test and

post-test in experimental class and control class could be seen into the following table.

Table 4.14 The Comparison of Pre-Test and Post-Test Results

Classes		N	Highest Score	Lowest Score	Mean
Experimental class	pre-test	31	75	40	26
	post-test	31	95	60	74
Control class	pre-test	31	70	30	48
	post-test	31	90	45	63

From the table above, it could be seen that there was any significance mean score of pre-test and post-test of the experimental class and control class was 48 while difference mean score of pre-test and post-test from control class was 15. The difference mean score of experimental class was higher than control class (48>15). It meant that the scores of students in experimental class was higher than the score of students in control class. This also meant that there was any significance difference between the students' speaking ability who were taught by using SAVI technique and the students who were not taught by using SAVI technique in class.

B. Discussion

The experimental and control classes were the same in their initial level of speaking ability at indicated by the speaking test were given before treatment. The mean score of pre-test in the experimental class was 26 and the

mean score of control class was 48. Statistical analysis had revealed that there was no significant effect in the pre-test scores of students' speaking ability (t=2.921, df=29, p=0.05). on the other hands, the treatment using SAVI technique had been started from similar level of students' speaking ability.

Based on the results of the study, the following interpretation were presented to strengthen the value of the study. After doing the post-test, the results showed that that there was a statistically significance difference in students' speaking ability between the students who were taught by using self assessment technique and those who were not. The mean score of the post-test of experimental class was 74 higher than the mean score of the post-test of control class was 62. It was understood that self-assessment technique gave significance contribution in improving students' speaking ability at the eleventh grade students of SMA Pancasila Bengkulu in the academic year 2018/2019.

The mean post-test of experimental class was compared to the mean of control class. The result showed that sig.(2-tailed) or p-value (0.003) was less than α-value (0.005). It meant that there was significant difference in students' speaking ability which could give a significant contribution in improving the students' speaking ability at this school.

From the explanation above, it could be concluded that the SAVI (Somatic, Auditory, Visualization, Intellectualy) Technique

could improve Students' Speaking Ability in Senior High School (A Quasi Experimental Research at the Eleventh Grade Students of Senior High School Pancasila kota Bengkulu in Academic Year 2018/2019). It meant that, this technique could be categorized as valuable teaching speaking technique which could give positive effect on students' speaking ability when leaning English.

Additionally, as what Jeremy (1990) stated that this teaching technique was making the students were more active– as much as possible a big part of the period allotted to the activity is in fact occupied by learner talk. Then, also classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and participate in the classroom. Beside of that, the students also would had High motivation – learners are eager to speak because they are interested in the topic and have something new to say about it. Furthermore, the students could express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

On the other hands, to reach the success in the classroom, it needs active participation of teachers as tutor who guide the students in the classroom: how the teacher encourage the learners to speak, give students in even portion, motivate them, and train them in using acceptable English. As stated by SAVI is abbreviation from Somatic Auditory Visual and Intellectual. SAVI approach is introduced by

Meier. SAVI approach is an approach that combines physical movement with intellectual creativity and use all the senses in the learning process.[37]By Combining physical movement and intellectual activity and the use of all senses is able to make big influence in learning.[38]

[9] *Dave Meier, The Accelerated Learning HandBaak Panduan Kreatif dan Efektif Dalam Merancang Program Pendidikan Dan Pelatihan, (Bandung: KAIFA, 2002), 90.*

[38] *Ibid. hal.91*

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of research, the researcher could conclude that the SAVI (Somatic, Auditory, Visualization, Intellectualy) Technique gives a positive effect to Students' Speaking Ability in Senior High School (A Quasi Experimental Research at the Eleventh Grade Students of Senior High School Pancasila kota Bengkulu in Academic Year 2018/2019). It was proven by the research result which showed that there was significance effect of students who had taught by using SAVI technique with the students who were not taught by using SAVI technique. Then, in the teaching and learning process through SAVI technique researcher looked the students were more spirit in following instruction which was because they had understood the learning steps processes. From the result, the students' result in experimental group was higher than the students' result in control group. It means that the students' speaking ability in English speaking skill after the researcher gave the treatments was improved.

B. Suggestion

After completing this research, the researcher would like to give suggestions for reading lecturers, for students, and for further researchers. The suggestions given are following:

a. For lecturers suggested that the English lecturer should apply the SAVI (Somatic, Auditory, Visualization, Intellectualy) Technique, especially in teaching speaking class, because this technique can make learning

environment more enjoyable and interest, so that it can motivate the students in learning speaking prosess.

b. For the students suggested to enjoy and practice this technique (SAVI (Somatic, Auditory, Visualization, Intellectualy) Technique), because this teaching technique can give new sight for them who want to improve their speaking skill..

c. For further researcher suggested that they would investigate more a research with other teaching techniques in learning speaking skill.

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APPENDIXES

Appendix 1
Pre-Test Score of the Experimental Class.

No.	Samples	Scores		Qualification
		X_1	X_1^2	
1.	S1	55	3025	Poor
2.	S2	55	3025	Poor
3.	S3	65	4225	Fair
4.	S4	60	3600	Fair
5.	S5	45	2025	Very Poor
6.	S6	55	3025	Poor
7.	S7	75	5625	Good
8.	S8	55	3025	Poor
9.	S9	40	1600	Very Poor
10.	S10	40	1600	Very Poor
11.	S11	50	2500	Poor
12.	S12	55	3025	Poor
13.	S13	40	1600	Very Poor
14.	S14	65	4225	Fair
15.	S15	60	3600	Fair
16.	S16	40	1600	Very Poor
17.	S17	40	1600	Very Poor
	$\sum N= 17$	$\sum X_{1=} 896$	$\sum X_1^2= 48925$	
	Mean	26		

Appendix 2

Pre-Test Score of the Control Class

No.	Samples	Scores		Qualification
		X_1	$X_1{}^2$	
1.	S1	55	3025	Poor
2.	S2	45	2025	Very Poor
3.	S3	60	3600	Fair
4.	S4	55	3025	Poor
5.	S5	40	1600	Very Poor
6.	S6	55	3025	Poor
7.	S7	50	2500	Poor
8.	S8	45	2025	Very Poor
9.	S9	30	900	Very Poor
10.	S10	70	4900	Good
11.	S11	45	2025	Very Poor
12.	S12	50	2500	Poor
13.	S13	40	1600	Very Poor
14.	S14	50	2500	Poor
15.	S15	40	1600	Very Poor
16.	S16	40	1600	Very Poor
	$\sum N = 16$	$\sum X_{2=}770$	$\sum X_2{}^2 = 38450$	
	Mean	48		

Appendix 3
Post-Test Score of the Experimental Class

No.	Samples	Scores		Qualification
		X_1	$X_1{}^2$	
1.	S1	75	5625	Good

No.	Name	Scores		Qualification
2.	S2	75	5625	Good
3.	S3	60	3600	Fair
4.	S4	75	5625	Good
5.	S5	80	6400	Very good
6.	S6	80	6400	Very good
7.	S7	60	3600	Fair
8.	S8	75	5625	Good
9.	S9	85	7225	Very good
10.	S10	95	9025	Excellent
11.	S11	70	4900	Good
12.	S12	80	6400	Very good
13.	S13	60	3600	Fair
14.	S14	60	3600	Fair
15.	S15	60	3600	Fair
16.	S16	95	9025	Excellent
17.	S17	70	4900	Good
	$\sum N = 17$	$\sum X_1 = 1255$	$\sum X_1{}^2 = 94775$	
	Mean	74		

Appendix 4

Table 2. Post-Test Score of the Control Class

No.	Name	Scores		Qualification
		X_2	$X_2{}^2$	
1.	S1	65	4225	Fair
2.	S2	85	7225	Very Good
3.	S3	55	3025	Poor
4.	S4	50	2500	Poor

No.	Student	X_2	X_2^2	Category
5.	S5	65	4225	Fair
6.	S6	65	4225	Fair
7.	S7	45	2025	Very Poor
8.	S8	60	3600	Fair
9.	S9	75	5625	Good
10.	S10	60	3600	Fair
11.	S11	75	5625	Good
12.	S12	45	2025	Very Poor
13.	S13	45	2025	Very Poor
14.	S14	55	3025	Poor
15.	S15	80	6400	Very Good
16.	S16	90	8100	Excellent
	$\sum N = 16$	$\sum X_2 = 1015$	$\sum X_2^2 = 67475$	
	Mean	63		