

STUDENTS' PERCEPTIONS OF SAVI (SOMATIC AUDITORY VISUAL INTELLECTUAL) METHOD IN IMPROVING ENGLISH SPEAKING SKILLS

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Abstract

Speaking is one of the most challenging skills in English language learning because students often experience low confidence, limited vocabulary, and fear of making mistakes during classroom interaction. This study aimed to explore students' perceptions and learning experiences toward the implementation of SAVI (Somatic Auditory Visual Intellectual) method in English speaking learning at SMPN 3 Mare. This study employed a qualitative descriptive design involving 27 students consisting of 13 male students and 14 female students. Data were collected through classroom observations, semi-structured interviews, questionnaires, and document analysis. The findings revealed that students demonstrated positive responses toward the implementation of SAVI method because it created interactive, enjoyable, and collaborative classroom activities. Students reported that physical movement, visual materials, discussion activities, and problem-solving tasks helped them improve confidence and speaking participation. Female students generally showed stronger participation and communication confidence, while male students preferred practical and activity-based learning tasks. The study also found that SAVI method reduced students' anxiety and increased classroom interaction during speaking activities. These findings suggest that SAVI method contributes positively to students' speaking experiences and classroom engagement in English learning. Therefore, teachers are encouraged to implement interactive and student-centered strategies to improve speaking participation and learning motivation.

Keywords: SAVI method; speaking skill; students' perceptions; classroom interaction; qualitative study

INTRODUCTION

English is one of the most important international languages used in communication, education, science, and technology worldwide. In Indonesia, English is taught as a foreign language from secondary school to university level because it plays an essential role in supporting students' academic development and global communication abilities. Among the four English language skills, speaking is considered one of the most difficult skills for students to master because speaking requires vocabulary mastery, pronunciation accuracy, grammar understanding, confidence, and interactive communication ability.

Many students experience difficulties in speaking English because they are afraid of making mistakes, lack confidence, possess limited vocabulary, and rarely practice speaking during classroom activities. These problems often reduce students' participation during English lessons and make speaking classrooms less interactive. According to Al-Qahtani (2021), speaking anxiety and fear of negative evaluation are among the most common barriers affecting students' speaking performance in EFL classrooms.

Classroom learning strategies significantly influence students' speaking motivation and participation. Interactive and student-centered teaching approaches may improve students' engagement and reduce classroom anxiety during speaking activities. One of the methods that can support interactive speaking learning is SAVI (Somatic Auditory Visual Intellectual) method developed

by Meier. SAVI integrates physical movement, auditory activities, visual learning, and intellectual engagement during classroom learning processes.

The somatic component encourages students to learn through physical activities and body movement. The auditory aspect focuses on listening and verbal communication. The visual component emphasizes observation, visual materials, and demonstrations, while the intellectual aspect involves problem-solving and critical thinking activities. Through these integrated learning experiences, SAVI method creates more active and meaningful classroom interaction.

Previous studies reported that SAVI method contributes positively to students' speaking achievement and classroom participation. Khasawneh (2021) explained that interactive learning activities involving movement, collaboration, and visual engagement improve students' speaking confidence and communication participation. Similarly, Meniado (2021) found that active learning environments positively influence students' motivation and speaking interaction in English classrooms.

Although previous studies mainly focused on quantitative measurement of students' speaking scores, limited studies have explored students' personal experiences, perceptions, and classroom interaction regarding the implementation of SAVI method using qualitative approaches, particularly in Indonesian senior high school contexts. Therefore, this study aimed to explore students' perceptions and learning experiences toward the implementation of SAVI method in speaking classrooms at SMPN 3 Mare.

METHOD

This study employed a qualitative descriptive research design to explore students' perceptions and experiences toward the implementation of SAVI method in English speaking learning at SMPN 3 Mare. Qualitative research was selected because it allows researchers to investigate students' experiences, classroom interaction, and learning behaviors deeply within natural educational settings. The participants consisted of 27 eleventh-grade students at SMPN 3 Mare academic year 2025/2026. The participants were selected purposively based on their participation during English speaking classes and willingness to participate in interviews and observations. Data were collected through classroom observations, semi-structured interviews, questionnaires, and document analysis. Classroom observations were conducted during speaking activities using SAVI method to identify students' participation, interaction patterns, speaking confidence, and classroom engagement. Semi-structured interviews were conducted individually with all participants. The interviews focused on students' perceptions regarding SAVI activities, speaking confidence, classroom interaction, learning motivation, and difficulties experienced during speaking activities. Each interview lasted approximately 10–15 minutes.

Questionnaires were also distributed to identify students' responses toward SAVI implementation. The questionnaire included statements related to students' confidence, classroom participation, speaking motivation, collaborative learning, and enjoyment during speaking activities. Document analysis was conducted by reviewing students' speaking assignments, classroom tasks, and observation notes. The collected data were analyzed using thematic analysis involving data reduction, categorization, interpretation, and conclusion drawing. To ensure data trustworthiness, triangulation techniques were applied by comparing findings obtained from interviews, observations, questionnaires, and document analysis.

RESULT

Questionnaire Results

To support the interview and observation findings, questionnaires were distributed to 27 students. The questionnaire aimed to identify students' perceptions toward the implementation of SAVI method in speaking learning activities.

Table 1 Students' Interest Toward SAVI Method

Response Category	Total Students (n=27)
Strongly Agree	11
Agree	12
Neutral	3
Disagree	1
Strongly Disagree	0

The table above shows that most students demonstrated positive responses toward the implementation of SAVI method. Students stated that SAVI learning activities made speaking lessons more enjoyable, interactive, and less monotonous.

Table 2 Students' Confidence During Speaking Activities

Response Category	Total Students (n=27)
Strongly Agree	9
Agree	11
Neutral	5
Disagree	2
Strongly Disagree	0

The findings indicate that most students experienced increased confidence during speaking activities after the implementation of SAVI method. Students became more willing to express opinions and participate during classroom discussions.

Table 3 Students' Participation During Classroom Discussion

Response Category	Total Students (n=27)
Strongly Agree	11
Agree	10
Neutral	5
Disagree	1
Strongly Disagree	0

The findings reveal that SAVI method improved students' classroom participation during speaking activities. Students became more active during group discussions, role-play activities, and classroom presentations.

Table 4 Students' Responses Toward Somatic Activities

Statement: "Movement and role-play activities help me speak English more confidently."	Total Students
Strongly Agree	10
Agree	13
Neutral	4
Disagree	0
Strongly Disagree	0

The findings indicate that movement-based learning activities positively influenced students' speaking confidence. Students stated that games, movement, and role-play activities reduced boredom and helped them feel more relaxed during speaking practice.

Table 5 Students' Responses Toward Visual Learning Activities

Response Category	Total Students (n=27)
Strongly Agree	10
Agree	12
Neutral	4
Disagree	1
Strongly Disagree	0

The findings reveal that visual materials such as pictures, videos, and demonstrations helped students understand speaking topics more effectively. Students also reported that visual learning activities made classroom interaction more engaging.

Table 6 Students' Responses Toward Collaborative Discussion Activities

Response Category	Total Students (n=27)
Strongly Agree	12
Agree	11
Neutral	3
Disagree	1
Strongly Disagree	0

The table above shows that collaborative discussions helped students express opinions more confidently during speaking activities. Students reported that group discussions and peer interaction reduced anxiety and improved speaking participation.

Semi-Structured Interview Results

Semi-structured interviews were conducted with all 27 participants. The interviews aimed to explore students' perceptions, speaking experiences, classroom interaction, confidence, and learning difficulties during the implementation of SAVI method.

Table 7 Summary of Students' Interview Responses

Themes	Students' Responses
Speaking Confidence	Most students stated that SAVI activities helped them feel more confident during speaking practice and classroom presentations.
Learning Interest	Students reported that games, role-play, movement activities, and visual materials made speaking lessons more enjoyable.
Classroom Participation	Students became more active during discussions, collaborative tasks, and speaking activities.
Vocabulary Difficulties	Several students still experienced difficulties expressing ideas because of limited vocabulary mastery.
Learning Motivation	Students reported stronger motivation and greater enthusiasm during speaking lessons using SAVI method.

The interview findings revealed that students perceived SAVI method positively because it created interactive and enjoyable classroom learning situations. Students stated that role-play, movement activities, visual materials, and group discussions reduced classroom anxiety during speaking activities.

One participant stated:

"I like speaking activities with games and movement because I feel more relaxed when speaking English."

This response indicates that movement-based learning activities helped reduce students' anxiety during speaking practice. Students appeared more engaged during practical classroom activities compared to conventional speaking lessons.

Another participant explained:

"Discussion activities help me speak more confidently because my friends and teacher help me when I do not know some vocabulary."

This finding suggests that collaborative learning environments contributed positively to students' speaking confidence and communication participation.

Several students also reported that SAVI activities improved classroom interaction and reduced boredom during English lessons. Students became more active during role-play activities, group discussions, presentations, and collaborative speaking tasks.

However, pronunciation difficulties and vocabulary limitations remained common challenges experienced by students during speaking activities. Some students admitted that they still lacked confidence when speaking English publicly.

Overall, the interview findings demonstrate that SAVI method positively influenced students' speaking confidence, classroom participation, learning motivation, and interaction during English speaking activities at SMPN 3 Mare.

DISCUSSION

The findings of this study revealed that the implementation of SAVI (Somatic Auditory Visual Intellectual) method contributed positively to students' speaking experiences, classroom interaction, learning motivation, confidence, and participation during English speaking activities at SMPN 3 Mare. Based on questionnaire findings, interviews, classroom observations, and document analysis, students demonstrated positive perceptions toward the use of SAVI because the method created more interactive, communicative, and student-centered learning environments.

One of the major findings concerns students' learning motivation during speaking activities. Questionnaire results showed that most students selected "agree" and "strongly agree" regarding their interest toward SAVI learning activities. Students explained that movement-based activities, games, visual materials, and collaborative discussions made speaking lessons more enjoyable and less monotonous.

The interview findings support this result. One participant stated:

"I like speaking activities with games and movement because I feel more relaxed when speaking English."

This finding indicates that interactive and movement-based activities reduced students' anxiety during speaking practice and increased classroom engagement. Students appeared more enthusiastic when classroom learning involved active participation rather than conventional teacher-centered instruction.

These findings are consistent with recent studies emphasizing the importance of active and interactive learning environments in improving students' speaking participation. Pratiwi and Puspitasari (2025) reported that the implementation of SAVI approach in speaking classrooms increased students' motivation, confidence, pronunciation development, and classroom participation because students became actively involved physically, visually, auditorily, and intellectually during learning activities.

Similarly, Azqiya (2025) found that interactive and contextual speaking activities significantly improved students' speaking engagement, confidence, and classroom participation because students experienced more enjoyable and meaningful learning situations.

Another important finding concerns students' confidence during speaking activities. Questionnaire findings revealed that most students experienced increased confidence during discussions, presentations, and collaborative speaking tasks after the implementation of SAVI method. Students became more willing to express opinions and communicate during English lessons.

One participant explained:

"Discussion activities help me speak more confidently because my friends and teacher help me when I do not know some vocabulary."

This finding suggests that collaborative classroom interaction positively influenced students' speaking confidence and reduced fear of making mistakes during communication activities. Students felt more comfortable speaking English when peers and teachers provided support during learning processes.

These findings support previous studies emphasizing the importance of classroom interaction in language learning. EFL classroom interaction research conducted by Ubaidillah et al. (2023) revealed that communicative and collaborative classroom interaction significantly increased students' engagement and participation during English learning activities because students received immediate feedback, clarification, and emotional support during discussions.

Likewise, Putri and Putri (2021) explained that effective classroom interaction contributes positively to students' communication confidence and speaking participation in EFL classrooms.

The findings also demonstrated that visual learning materials positively influenced students' understanding during speaking activities. Students reported that pictures, videos, demonstrations, and visual prompts helped them generate ideas and understand speaking topics more effectively.

Questionnaire findings showed that most students agreed that visual learning activities made speaking lessons easier and more engaging.

Visual learning materials appeared to support students' speaking preparation by providing contextual understanding and stimulating imagination during speaking activities. Students became more capable of organizing ideas and expressing opinions because visual prompts reduced confusion and increased topic familiarity.

These findings are consistent with previous research emphasizing the effectiveness of visual and contextual learning materials in speaking classrooms. Pratiwi and Puspitasari (2025) found that YouTube videos and visual learning activities integrated within SAVI approach improved students' speaking comprehension, pronunciation, and communication confidence because students gained clearer contextual understanding before speaking practice.

Another important finding concerns classroom participation during collaborative activities. Observation findings showed that students became more active during role-play activities, group discussions, games, and classroom presentations. Students participated more frequently during speaking lessons because classroom interaction became more communicative and collaborative.

This finding supports social constructivist learning theory, which explains that learning develops effectively through social interaction and collaborative communication. Through group discussions and speaking collaboration, students gained opportunities to exchange ideas, practice language use, and build communication confidence gradually.

Previous studies also emphasized the role of collaborative interaction in improving students' speaking engagement. Research on classroom interaction strategies conducted by Shofia (2024) revealed that collaborative and communicative learning environments increased students' enthusiasm and participation during English classroom activities because students experienced more meaningful interaction with teachers and peers.

Furthermore, the findings revealed that movement-based and somatic activities became one of the most preferred learning activities among students. Students explained that games, movement, and role-play activities reduced boredom and helped them focus better during speaking practice.

This finding aligns with the core principles of SAVI learning theory proposed by Meier, which emphasizes that effective learning occurs when students engage physically, emotionally, socially, and intellectually during classroom activities. Through somatic learning activities, students became more active participants rather than passive listeners during speaking lessons.

Recent studies also support the effectiveness of movement-based learning activities in speaking classrooms. Hamsiah et al. (2023) reported that SAVI learning model improved students' speaking performance and classroom participation because movement and collaborative activities created more interactive and motivating learning environments.

The findings further showed that students experienced fewer communication barriers during collaborative speaking activities. Students appeared more comfortable expressing opinions during group discussions because peers and teachers provided support during speaking tasks.

However, despite the positive findings, several students still experienced difficulties related to vocabulary mastery and pronunciation accuracy during speaking activities. Some students admitted that they still lacked confidence when speaking publicly because they were afraid of making mistakes or forgetting vocabulary during communication.

This finding indicates that vocabulary limitation remains one of the major challenges affecting students' speaking performance in EFL classrooms. Previous studies also found that vocabulary mastery strongly influences students' speaking confidence and communication fluency because students often hesitate to participate when they lack vocabulary knowledge.

Nevertheless, the findings suggest that SAVI method helped reduce students' anxiety and increased classroom interaction despite these difficulties. Students appeared more willing to communicate during interactive activities because classroom learning became more supportive and less stressful.

The study also revealed that role-play and communicative speaking tasks significantly improved students' engagement during English learning activities. Students demonstrated stronger enthusiasm when speaking activities involved practical communication rather than memorization-based tasks.

This finding is consistent with guided conversation and communicative learning studies showing that dialog-based and interaction-focused activities improve students' fluency, communication confidence, and classroom participation during speaking practice.

Overall, the findings demonstrate that SAVI method contributes positively to students' speaking experiences, classroom participation, communication confidence, and learning motivation. The integration of somatic, auditory, visual, and intellectual learning activities created more supportive, communicative, and engaging classroom environments during English speaking lessons.

This study therefore suggests that English teachers should implement more interactive and student-centered teaching strategies to improve students' speaking participation and communication confidence. Teachers may integrate movement activities, visual learning materials, collaborative discussions, games, role-play, and contextual speaking tasks to create more engaging learning environments.

Providing supportive classroom interaction and reducing students' fear of making mistakes may also improve speaking participation during English learning activities. Vocabulary support, pronunciation practice, and collaborative speaking exercises may further strengthen students' communication development and classroom engagement.

In conclusion, this study contributes to the body of knowledge regarding the implementation of SAVI method in English speaking learning, particularly within Indonesian senior high school contexts. The findings demonstrate that speaking development is influenced not only by linguistic competence but also by motivation, classroom interaction, emotional engagement, and supportive learning experiences.

CONCLUSION

This study explored students' perceptions and learning experiences toward the implementation of SAVI (Somatic Auditory Visual Intellectual) method in English speaking learning at SMPN 3 Mare using a qualitative descriptive approach. Based on questionnaire findings, interviews, classroom observations, and document analysis, the study revealed that SAVI method contributed positively to students' speaking confidence, classroom participation, communication interaction, and learning motivation. The findings demonstrated that students perceived SAVI learning activities as interactive, enjoyable, and less stressful compared to conventional speaking classrooms. The integration of movement activities, collaborative discussions, visual learning materials, role-play, and intellectual tasks created more communicative and student-centered classroom environments. Students became more active during speaking activities because classroom learning involved meaningful interaction and practical communication experiences. The study also found that SAVI method helped reduce students' anxiety during speaking practice. Students felt more comfortable expressing opinions and participating during discussions because collaborative learning activities provided emotional and academic support from teachers and classmates. Classroom interaction became more communicative, supportive, and engaging during SAVI implementation.

Furthermore, the findings revealed that movement-based and role-play activities became the most preferred learning activities among students because these activities reduced boredom and increased speaking motivation. Visual learning materials such as pictures and videos also helped students understand speaking topics more effectively and stimulated idea development during communication activities. However, vocabulary mastery and pronunciation difficulties remained common challenges experienced by students during speaking activities. Several students still lacked confidence when speaking publicly because they were afraid of making pronunciation mistakes or forgetting vocabulary during communication practice. Overall, this study demonstrates that SAVI method positively influences students' speaking experiences by improving motivation, classroom interaction, communication confidence, and speaking participation. The findings suggest that English

teachers should implement more interactive and student-centered learning strategies to create supportive speaking classrooms and improve students' communication engagement. Future researchers are recommended to conduct broader studies involving different educational levels and larger participant groups to further examine the effectiveness of SAVI method in improving English speaking learning and classroom interaction.

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