



Integrating the SAVI Approach with YouTube Videos in Teaching Speaking: A Case Study at Senior High School

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Abstract

The use of technology in this era is useful, moreover in teaching speaking. This study aims to describe the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) approach through YouTube videos in teaching speaking. It's also revealing students' perceptions of the implementation of SAVI approach in teaching speaking. This study employed a qualitative descriptive method. The data were gathered through classroom observations, questionnaires, and semi-structured interviews with teachers and students. It involved 30 students of eleventh grades of SMAN 1 Slahung and one teacher. The data were analyses using Miles and Huberman model which involves data reduction, data presentation, and verification. The results showed that the implementation of SAVI through YouTube videos gradually blended movement, hearing, implementation, and reasoning so that learning was more interactive, student-centered, and facilitated comprehension before speaking practice. Students rated this approach as helpful and enjoyable. Dealing with the students' perceptions, they said they are more motivated, actively participating, enriching vocabulary, improving pronunciation, and more confident. The auditory and visual aspects were considered the most helpful, while the somatic supported engagement and intellectually strengthened the analysis. SAVI's approach through YouTube videos helps speaking skills and can be a reference for teachers in designing more interactive and contextual learning.

Keywords: *SAVI method; speaking skill; YouTube video; English language teaching*

Introduction

Speaking plays a vital role in English learning, especially in the context of Teaching English as a Foreign Language (TEFL) at senior high school as it is the indicator of students' ability to communicate and interact effectively in real-life contexts. Speaking is the most complex skill because it involves linguistic, psychological, and social aspects simultaneously (Lander & Brown, 2001). In high school, the mastery of speaking skills enables students to express their thoughts, opinion, and feelings using appropriate language forms and communicative strategies. However, many Indonesian high school students still face challenges in developing their speaking ability. These challenges include limited vocabulary, inability to construct proper sentences, fear of making mistakes, and low confidence to speak in public (Harmer, 2007).

This condition causes students to be less able to use English in the context of real communication, even though they have received language learning since primary education. To overcome these problems, English teaching in high schools needs to apply approaches that are more interactive, engaging, and aligned with students' interests and learning styles. The use of digital platforms, videos, and interactive media can create more authentic communication experiences and increase students' learning motivation. One form of media application in speaking learning is through the use of YouTube videos as a learning resource and teaching support media.

YouTube provides a variety of authentic video content featuring English conversations in various communication situations, such as everyday conversations, interviews, presentations, and discussions. Through YouTube, students can recognize pronunciation, intonation, expressions, and vocabulary usage in real contexts. In addition, the use of YouTube can increase student motivation and engagement, as they can learn through media that is interesting and relevant to their interests. Audiovisual media such as videos can improve language comprehension because they are able to present the context of real situations and enrich meaning through visual and audio elements (Jane Sherman, 2003). In addition, learning is more effective when delivered through a combination of words and images, as it helps to reduce cognitive load and strengthen working memory (Mayer, 2020). On the other hand, teachers can utilize YouTube videos for various speaking activities such as imitating conversations, making oral summaries, discussing, and giving video-based assignments. Thus, the integration of YouTube becomes more helpful when linked to the SAVI (Somatic, Auditory, Visual, Intellectual) approach.

The SAVI (Somatic, Auditory, Visual, Intellectual) concept developed by (Meier, 2003) within the framework of Accelerated Learning has been widely applied in various previous studies that show its effectiveness in improving learning outcomes, including speaking skills. This approach aims to create learning experiences that are fun, active, and can represent all aspects of

students' physical and mental movements. SAVI consists of four main elements: (1) Somatic - involves the body and physical movement; (2) Auditory - involves hearing and sound; (3) Visual - involves vision such as colours, pictures, and visual impressions; and (4) Intellectual - involves critical thinking and problem solving.

This approach is in line with constructivism learning theory, which states that knowledge is not just given, but juga menyatakan ut actively built by learners through meaningful learning experiences (Piaget, 2021). Beberapa penelitian mendukung penerapan pendekatan SAVI dalam pembelajaran Bahasa Inggris. Misalnya penelitian oleh (Septiana et al., 2024) yang menunjukkan bahwa penggunaan pendekatan SAVI mampu meningkatkan keaktifan dan hasil belajar siswa dalam keterampilan berbicara dengan berbantuan media vlog yang menekankan keterlibatan pengalaman langsung. Selain itu, (Sophian et al., 2025) dengan pendekatan SAVI Siswa didorong untuk menjadi bagian aktif dari proses pembelajaran, yang berdampak pada peningkatan keterlibatan, motivasi, dan pemahaman mereka.

Seeing these gaps, further research is needed. Therefore, the purpose of this study is to describe how the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) approach through YouTube videos in speaking teaching and how is students' perception at SMAN 1 Slahung. This research is very important because it can provide a deeper understanding of how SAVI through YouTube videos can help in teaching speaking at high school-level classrooms.

Method

This study employed qualitative research, it involved a teacher and 10 students which aims to describe in detail the process of applying the SAVI approach combined with audiovisual media. This approach was chosen because it is able to provide an in-depth understanding of the learning situation naturally and thoroughly, especially related to teacher and student interactions in the classroom (Creswell & Poth, 2018). The main focus of this research is on the meaning and interpretation of the learning experience, not on statistical measurement.

In collecting data, the researcher used some instruments, those are observation, interviews, and open and closed questionnaires. Observation was conducted during speaking learning activities to record directly how the SAVI approach was applied, especially in the aspects of somatic (physical movement), auditory (hearing), visual (vision), and intellectual (thinking). Semi-structured interviews consist of 10 questionnaires related to teachers and students. The perceptions were conducted with a teacher and 10 students to explore their views, experiences, and perceptions towards learning experiences that involve these four aspects. In addition, a 10 questionnaire was distributed to collect students' perceptions more broadly regarding their involvement in learning that

stimulates the body, senses, and mind simultaneously.

The data obtained was analysed using a qualitative descriptive analysis approach, which includes the stages of data reduction, data presentation, and conclusion drawing/verification. (Matthew B. Miles, A. Michael Huberman, 2014). The analysis consisted of three main stages. Data Reduction was carried out by selecting, focusing, and simplifying the data obtained from observations, interviews, and questionnaires, which were then categorized according to the four aspects of the SAVI approach (Somatic, Auditory, Visual, and Intellectual. Irrelevant information was removed to emphasize data that reflected students' speaking learning experiences. Data Presentation involved organizing the reduced data into descriptive forms such as tables, thematic summaries, and narrative explanations to illustrate patterns of teacher–student interactions, learning engagement, and responses to the use of audiovisual media. Finally, Conclusion Drawing and Verification were conducted by interpreting the presented data to draw conclusions about how the integration of the SAVI approach and audiovisual media supported students' speaking ability, with continuous verification to ensure the accuracy and validity of the findings.

Results

There are several common patterns found in this study that describe the application of the SAVI (Somatic, Auditory, Visual, Intellectual) approach through YouTube videos in speaking instruction at SMAN 1 Slahung. Data were obtained through two classroom observations and semi-structured interviews with English teachers and students. The observations aimed to capture the real classroom situation during the teaching and learning process, while the interviews were conducted to explore the perceptions, experiences, and reflections of both the teacher and the students regarding the implementation of SAVI through YouTube videos as an audiovisual media in speaking lessons.

The data from the interviews were described narratively to provide a detailed picture of how this approach affected student participation, motivation, and speaking skills Those are:

The first observation: The teacher began the lesson by showing a short YouTube video related to everyday communication, such as greetings and how to express opinions. The students watched actively and listened to the conversation in the video, then imitated the pronunciation and intonation they heard. Next, the teacher asked the students to role-play in pairs using expressions taken from the video. This activity reflects the application of auditory and somatic aspects in the SAVI approach, where students learn through a process of listening and performing physical movements. Most students appeared enthusiastic and motivated, showing high engagement when practicing the dialogues.

The second observation: Demonstrating a deeper application of visual and intellectual aspects. Teachers use YouTube videos featuring interviews with native English speakers. After watching, students discuss in groups to discuss the content of the video, discover new vocabulary, and reflect on the use of language and body language in the conversation. Then, they briefly present their discussion results or opinions in front of the class. This process combines all elements of SAVI movement, observation, listening, and thinking, so that students can learn actively and comprehensively. Teachers also observe that students become more confident and ready to speak because they understand the context of the material through authentic audiovisual presentations.

The Implementation of SAVI (Somatic, Auditory, Visual, Intellectual) Approach through YouTube Videos in Teaching Speaking at SMAN 1 Slahung.

There were ten interview questions addressed to the English teacher related to the **implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) approach through YouTube videos** in teaching speaking. The interview aimed to obtain a deeper understanding of how the teacher planned, applied, and evaluated the learning process using this approach. The teacher explained that the implementation of SAVI was carried out systematically, beginning with setting clear learning objectives and selecting appropriate YouTube videos that matched the lesson theme and students' language level. She stated that YouTube was chosen because it provided authentic and engaging audiovisual materials that could stimulate students' interest and motivation. She stated:

"This approach really helped my students understand how to use English expressions in real situations. The combination of sound, image, and movement made them more focused and motivated. I noticed that students became more confident when speaking."

The implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) approach combined with YouTube videos in speaking lessons at SMAN 1 Slahung was carried out systematically and focused on the students. All components of SAVI are integrated into learning activities: students watch authentic YouTube videos to obtain visual stimuli, listen to and imitate English pronunciation and intonation as an auditory aspect, carry out role-playing and physical activities (e.g., reading statement cards or giving presentations while standing) as a somatic aspect, and analyze video content through discussion and reflection as an intellectual aspect. This design allows students to gain understanding before practicing speaking skills so that they are not only passive recipients but also active actors in the learning process.

The use of YouTube videos has been proven to provide authentic language and audiovisual context that strengthens students' overall understanding of the material before oral practice. Teachers stated that the integration of audiovisual

media significantly increased student motivation to learn compared to text-based methods, while also accommodating the various learning styles that exist in the classroom. The questionnaire results show that the majority of students consider learning to speak with this approach to be more interesting, less monotonous, and makes them more prepared and confident when speaking. In addition, students also reported an increase in vocabulary as a result of activities that encouraged them to express their own ideas and respond to their classmates. Table 1 shows that among the SAVI components, the auditory aspect had the highest frequency of benefits, followed by the somatic and visual aspects, while the intellectual aspect played a supporting role in analyzing the video content.

Overall, the results of this study indicate that the implementation of the SAVI approach through YouTube videos is capable of integrating movement, listening, observation, and thinking into a single integrated learning process. This application not only increases student participation, motivation, and confidence, but also provides a more meaningful speaking practice experience that is tailored to diverse learning styles and needs.

Students' Perception in Using SAVI Approach through Youtube Videos in Teaching Speaking at SMAN 1 Slahung.

There were ten interview questions given to the 3 students related to their experiences and perceptions of learning speaking through the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) approach combined with YouTube videos. The purpose of the interview was to explore how students responded to this learning model, how it influenced their motivation, confidence, vocabulary, and participation, as well as which aspects of the SAVI approach helped them the most.

Based on the students' responses, the majority expressed that learning speaking through YouTube videos was more enjoyable and helpful than conventional methods:

Question: How do you feel about learning speaking using YouTube videos?

"Watching videos helps me understand the expressions better. I can see how people speak, their facial expressions, and gestures, so it feels more natural"

Question: What do you think about the use of the SAVI approach in speaking class?

"The activities make me active. I don't just sit quietly; I move, discuss, and speak. That makes the class more exciting."

Question: Which aspect of SAVI helps you the most in learning speaking?

"For me, the auditory aspect helps the most because I can hear the correct pronunciation and intonation from the video."

"I like the visual part because I can see the real context, not just imagine it."

The results of the questionnaire and interviews revealed a clear picture of the students' views on the application of the SAVI approach combined with YouTube videos in speaking lessons. Most students considered speaking lessons using YouTube videos to be effective, enjoyable, and more interesting than conventional methods because they presented real-life contexts for language use. Teachers also emphasized that audiovisual media increased student motivation to learn compared to reading materials alone.

The students stated that learning became more lively and less boring because it encouraged active engagement, both individually and in groups, especially when they analyzed and imitated expressions in the videos. They also believe that the SAVI approach provides a more meaningful learning process because it integrates somatic, auditory, visual, and intellectual aspects, thereby catering to a variety of learning styles. Teachers added that the design of these activities allows students to not only sit passively, but also engage in physical activities, discussions, and reflections on the content of the videos.

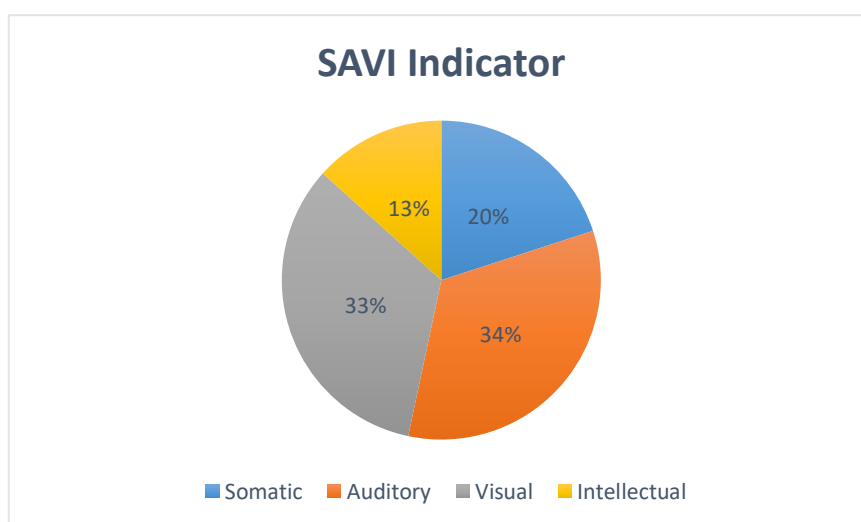
The questionnaire shows that the auditory aspect is the most helpful component in improving speaking skills, especially in capturing pronunciation and intonation directly from videos. In addition, students find it easier to understand the material with the help of videos that provide strong visual and audio context before oral practice. Activities that require students to express ideas and respond to their peers' expressions also have an impact on expanding their vocabulary, while increasing their confidence due to the understanding phase before speaking practice. The stages of activities from group work to individual work are considered to make it easier for students to practice speaking. The majority of students also admitted to being more motivated and unanimously recommended that this approach continue to be used because it not only improves learning outcomes but also makes the learning process more interesting and meaningful.

SAVI Aspects	Activity Indicators	Activity Indicators
Somatic	Performing physical activities such as role plays, reading statement cards, or presenting while standing	Increases students' physical engagement and focus
Auditory	Listening to dialogues/videos and imitating pronunciation and intonation	Improves students' pronunciation and intonation
Visual	Observing YouTube videos, pictures, or learning illustrations	Helps students understand the context of language use
Intellectual	Analyzing video content, reflecting, writing statements before speaking	Develops students' critical thinking and idea organization before speaking

Appendix A. SAVI Indicators Table

Appendix B. Percentation Chart of Students' Perceptions

This chart shows the level of influence of each SAVI aspect on student speaking skills at SMAN 1 Slahung. Based on questionnaire data, the auditory and visual aspects appear to be relatively balanced and are the most prominent components because listening and watching videos simultaneously greatly helps students improve their pronunciation, intonation, and understanding of language context. The somatic aspect is in the moderate category, indicating that physical activity still plays an important role in increasing student engagement. Meanwhile, the intellectual aspect was at a lower level because it functioned primarily as a support in analyzing and reflecting on the video content. Overall, this chart confirms that the main strength of the SAVI approach through YouTube lies in the balanced combination of auditory and visual inputs complemented by somatic elements to create more effective speaking learning, while the intellectual aspect strengthens students' critical thinking processes.



Overall, students' perceptions of the application of the SAVI approach through YouTube videos were very positive. This approach was considered effective in increasing motivation, confidence, engagement, and speaking learning outcomes while providing a more authentic, contextual learning experience that was tailored to their needs.

Discussion

The results of this study show that the use of YouTube videos in learning to speak English at SMAN 1 Slahung is considered more effective, fun, and interesting than conventional methods. Learners find it easier to understand the material because the videos show real language usage context and authentic communication models that they don't get from textbooks. These findings are in line with (Mayer, 2019) and (Saed et al., 2021) which affirm that audiovisual media are able to provide an authentic learning context, support comprehension and retention, and improve students' pronunciation and intonation skills more

naturally. The findings also show that video media helps teachers visualize material and motivates students to be more actively involved in speaking learning.

The integration of the SAVI approach in speaking learning has also been proven to facilitate the diverse learning styles that students have. The combination of somatic, auditory, visual, and intellectual aspects creates a more meaningful learning process, as each student can absorb the material according to the most dominant sensory pathway in him/her. This is in accordance with the multisensory learning theory put forward (Meier, 2003) and strengthened by the findings (Istiqomah et al., 2020)) that multisensory engagement improves student learning outcomes, motivation, and activeness. By integrating the four aspects of SAVI, teachers not only transfer knowledge but also create learning experiences that allow students to understand, remember, and practice English in a more contextual way.

Interestingly, the questionnaire data showed that auditory and visual aspects seemed to be balanced as the dominant components in supporting students' speaking skills, especially in improving pronunciation, intonation, and understanding of language context. Students find it easier to capture speech patterns and meanings when they listen while also looking at the conversation models in the video. This is in line with (Gilakjani & Sabouri, 2016) which states that listening and observing simultaneously are the basis for mastering speaking skills. Somatic activities such as role play, statement card reading, and standing presentations also play an important role in increasing students' physical engagement. These findings support the view (Dogani, 2023) of the importance of hands-on experience and physical activity in language learning that are able to motivate and reduce student boredom in the classroom.

In addition, the gradual arrangement of activities from group work to individuals has been proven to help learners be more prepared and confident to speak. With the comprehension phase before speaking practice, students have time to process the material and feel more comfortable when asked to perform orally. These findings are consistent with the *scaffolding* concept put forward (Boonmoh & Jumpakate, 2019) that the provision of training stages systematically increases students' readiness and courage in language practice. The combination of the SAVI approach with YouTube videos also enriches students' vocabulary, increases motivation to learn, and creates an inclusive and fun classroom atmosphere. These results support research (Ramadhani & Samsi, 2023) and (Daeli, 2024) that found that authentic digital media is able to significantly improve English learning engagement and outcomes because it provides a learning experience that is relevant to students' real worlds.

Overall, the findings of this study reinforce that the SAVI approach through YouTube video media improves students' motivation, engagement, confidence, and speaking skills. This approach not only delivers learning

materials but also provides a more authentic, contextual, and tailored learning experience to their needs. The integration of the four aspects of SAVI in YouTube video-based learning makes students more active, more confident, and better able to use English in the context of real communication. Thus, the results of this study provide an empirical foundation for English teachers and curriculum developers to develop more innovative and student-centered speaking learning strategies.

Conclusion

The results of this study show that the application of SAVI (Somatic, Auditory, Visual, Intellectual) approach combined with YouTube video media has a real positive impact in learning speaking at SMAN 1 Slahung. When students learn through movement, sound, image, and thought, they not only understand the material more fully, but also feel more engaged and confident. YouTube videos, with their authentic and engaging content, open a new window for students to see how English is used in real life, making learning feel more alive and relevant.

More than just improving speaking skills, this approach also creates a classroom atmosphere that is fun, interactive and respectful of each student's different learning styles. They feel heard, included and given space to develop according to their individual potential. The gradually designed learning process also gives students the courage to speak, practice and express themselves without fear. In other words, learning becomes more than just the delivery of material, it becomes a meaningful experience.

This success is a strong signal that innovations in learning, especially those that combine multisensory approaches with technology that is familiar to students, can bring great changes in the world of language education. Therefore, this strategy deserves to be further developed and applied more widely in language education.

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