

CHAPTER II

REVIEW OF LITERATURE

2.1 The Theoretical Framework

In conducting a researcher, theories are needed to explain some concept applies concerning to the researcher. The concept which are use must be clarified in order to have some perspective of implementation in the other word, the following considered important to be discuss for clarifying the concepts use or being discuss, so the reader will get the point clearly .

2.1.1 Definition of Speaking Ability

Many definitions about speaking have been proposed by language. Speaking derives from the word “Speak” . According to Oxford dictionary, “Speak” means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Speaking is the verbal use of language to communicate with other. In additional Dewi Hughes (2007) explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.

Speaking is one of the most important ability to be developed and enhanced as means of effective comunication. Speaking ability is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express them selves in spoken language. They are generally facing problems to use the foreign language to express their

they face psychological obstacles or cannot find the suitable words and expressions.

The modern world of media and mass communication requires good knowledge of spoken English. This paper aims at establishing the need to focus on the factors affecting on language learners' English speaking ability. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context.

As we can see, there are many reasons why people speak to each other. One primary use of language is to establish and maintain social relationship. We say "hello" to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some ability such as vocabulary, mastered all of those elements. Speaking, especially in

a foreign language, is every necessary activity for all ages of learners because from this activity people can understand what the other said who use a foreign language too.

2.1.2 The Process of Speaking

Kayi (2006) proposes the variety activities in speaking ability that may be used based on situations; those are *presentation, role play, discussion, group interaction, interviews, dialogue*.

2.1.2.1 Presentation

Presentation is the other activities to develop speaking ability. The teachers' may give the students' opportunities to present information in class, for example, hold informal show and tell day where everyone brings something from home to share with the class.

2.1.2.2 Role Play

Role play in the classroom involves students' actively in learning process by enabling them to act in a real scenario. The teacher selects particular event or situation related to the time and resources available. The primary objective is to allow the learners to become actively involved in the learning process, which leads to better and deeper learning. Role playing is used in the learning process to provide participant and involvement in the learning process.

2.1.2.3 Discussion

Discussion is one of the activities in practicing the speaking ability. It may help the students' think about what happened during the lessons and to draw

lessons that they can apply in other contexts. It also gives the students' opportunity to discover for themselves the importance of human right values, to propose ways of actually living according to these values. The discussion also encourages to fully participate by giving them the opportunity.

2.1.2.4 Group Interaction

The aims of group interaction is to help the English language learning classroom enjoy practicing speaking in English, use interactive strategies to help students' build fluency when speaking, spend time talking about favorite topics and practice as a group, so that the class feels more interesting.

2.1.2.5 Interviews

Conducting interviews with people gives students' a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. It consists of a series of question asked to determine and discover information. After interviews, each student can present the results to be class.

2.1.2.6 Dialogue

Dialogues may also be used to practice speaking ability. It helps the students' practice in speech, pronunciation, intonation, and stress. In 'dialogue', the students' ask and response questions to reach new levels of understanding. They inquire together to make their thinking processes, rather than assuming that they automatically know what is intended. They inquire to learn, rather than to make points or to confirm their own assumptions.

2.1.3 Types of Speaking

According to Brown there are five basic types of speaking, there are:

2.1.3.1 Imitative of Speaking

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2.1.3.2 Intensive of Speaking

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

2.1.3.3 Responsive of Speaking

Responsive include interaction and test comprehension but at the some what limited level of very shorts conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

2.1.3.4 Interactive of Speaking

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information

or interpersonal exchanges which have the purpose of maintaining social relationship.

2.1.3.5 Extensive of Speaking

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

2.1.4 The Components of Speaking

According to Harris (1974) there are five components of speaking ability concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

2.1.4.1 Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2.1.4.2 Grammar

It is needed for students' to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in propriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2.1.4.3 Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form.

Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

2.1.4.4 Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

2.1.4.5 Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the

language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

2.1.5 The Purpose of Speaking

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.

In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989: 27). Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990: 54- 55). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26).

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse (Yule, 1989: 169). Examples of interactional uses of

language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speakers' talk in this type tends to be limited to quite short turns (Dornyei & Thurrell, 1994: 43 and Richards, 1990: 54-55).

However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional tasks to be done by keeping good social relations with others. In other words, we can say that speakers do one thing by doing another (Brazil, 1995: 29). So both purposes can be viewed as two dimensions of spoken interaction.

Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- 1. Personal-** expressing personal feelings, opinions, beliefs and ideas.
- 2. Descriptive-** describing someone or something, real or imagined.
- 3. Narrative-** creating and telling stories or chronologically sequenced events.
- 4. Instructive-** giving instructions or providing directions designed to produce an outcome.
- 5. Questioning-** asking questions to obtain information.
- 6. Comparative-** comparing two or more objects, people, ideas, or opinions to make judgments about them.
- 7. Imaginative-** expressing mental images of people, places, events, and

objects.

8. Predictive- predicting possible future events.

9. Interpretative- exploring meanings, creating hypothetical deductions, and considering inferences.

10. Persuasive- changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

11. Explanatory- explaining, clarifying, and supporting ideas and opinions.

12. Informative- sharing information with others

This list correspond closely to the language functions explained by Halliday (1975).

2.1.6 The Factors Influence Speaking Ability

There are some factors that influence speaking ability, such as:

2.1.6.1 Motivation

When a child understands the importance of understanding a language and can see how it directly applies to their life, they learn faster. We have found that a contextual, theme-based curriculum can help get student more excited to dive into language learning. When they are interested in learning a language and they see meaning full connections to their lives, they begin to take risks to produce language, which helps them to acquire it faster.

2.1.6.2 Support at Home

We have found that exposure is an important factor in language comprehension and acquisition. If a child's family only speaks one language, are

they able to provide help when the student needs it? It also matters how much value parents place in learning an additional language. Parents who prioritize language learning are more likely to push their child to keep trying even when it feels difficult.

2.1.6.3 Prior Linguistic Knowledge

Once a child has studied and acquired a language, their ability at learning another will increase. Language learners have the ability to translate skills from one language to another because they are able to recognize the rules and patterns of language, even if the vocabulary is different.

2.1.6.4 Learning Environment

Another key factor is how comfortable students' feel in their language learning environment. Does their classroom feel cold and tense, or positive and relaxing? What's the school's culture and belief about language learning? We have found that a student's learning environment has an impact on their motivation a low anxiety language learning environment increases the chance for acquisition.

2.1.6.5 Teaching Strategies

The strategies a language teacher uses have a big impact on language learning. How does the teacher help students understand the concepts of a language? How does the teacher take different learning styles into account, as well as different levels of comprehension? For example, watching a film in the target language and writing and performing skits in the target language reach multiple learning styles. Offering an immersion experience helps students connect the

language learning to their everyday lives, but rote vocabulary memorization and grammar drills create ‘meaning-less’ language lesson.

2.1.6.6 Comprehensible Input

Linguist Stephan Krashen is known for developing the input hypothesis of second-language acquisition. In this context, the titular “input” is the language curriculum. Stephan Krashen wrote that teaching at just any level of difficulty is not sufficient: the input received by a student must be comprehensible. In other words, the curriculum must reach a child at their current level and challenge them with activities and just 1 level beyond their current stage. If the material feels out of reach, the student can feel “shut down” and have trouble engaging with the lesson. To make sure that students’ feel motivated to learn, it is important to ensure that they feel like they have the ability to progress to the next level learning.

2.1.6.7 Student Personality

A students’ personality can affect how they learn a second language. More introverted students’ have been shown to take longer to acquire a language because they are more hesitant to make mistakes. Extroverted students’ on the other hand, are more likely to go out on a limb and try out their newly learned vocabulary. To ensure that both personality types succeed, it is important to create an environment where students understand that mistakes are part of the learning process and it is more important to speak than to be perfect.

2.1.6.8 Age

While students' of all ages can learn a foreign language, there is consensus that certain aspects are affected by the age of the learner. It becomes harder for students' to have native pronunciation from the teen years. Some students' also find that it is more difficult to fully acquire a foreign language as they get older, but this is not true of everyone.

2.1.6.9 Comfort in their Country of Residence

A final factor in language learning is the child's comfort in the current country of residence. Most children move to a new country because of a parent's job, not by choice. As a result, their motivation to learn a new language can depend on whether they are happy to be in a new place, or if they have come kicking and screaming. Luckily, even if a child is unhappy at the first, their attitude can shift if they feel welcomed by their teacher and supported by their parents.

2.1.7 Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to convers with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important ability they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge.

1. Mechanics (pronunciation, grammar, and vocabulary) using the right words in the order with the correct pronunciation
2. Functions (transaction and interaction) knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking), rate of speech, length of pauses between speakers, relative roles of participants) understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2.1.8 Speaking Assessment

Tabel 2.1 The Scoring Rubric for Speaking

Level	Score	Score Indicators
Pronunciation	4	<ul style="list-style-type: none"> • The pronunciation is very clear and easily understood
	3	<ul style="list-style-type: none"> • Easily understood the word despite the influence of mother tongue can be detected
	2	<ul style="list-style-type: none"> • The pronunciation is not really clear, but it can be understood by the listener
	1	<ul style="list-style-type: none"> • The pronunciation is not clear
Grammar	4	<ul style="list-style-type: none"> • Little or no grammatical errors
	3	<ul style="list-style-type: none"> • There is an error sometimes but does not

	<p>2</p> <p>1</p>	<p>affect the meaning</p> <ul style="list-style-type: none"> • Often use grammatical errors in speaking • Use the wrong sentences structure and grammar
Vocabulary	<p>4</p> <p>3</p> <p>2</p> <p>1</p>	<ul style="list-style-type: none"> • Using appropriate vocabulary an expressions • Use inappropriate word sometimes that is needed to be explained more • Use inappropriate words frequently • Vocabulary which used is so limited and often repeats the same words
Fluency	<p>4</p> <p>3</p> <p>2</p> <p>1</p>	<ul style="list-style-type: none"> • Speak very fluently • Slightly disturbed by the language problems • Often hesitated and staller because of lack of vocabulary • Stop speaking for a long time to think of idea

Theresa (2011). Tool and Technique for classroom Assessment

2.2 Learning Model

Bruce R. Joyce and Marsha Weil (in Rusman, 2011: 133) argue that, "The learning model is a plan or pattern that can be used to shape the curriculum (long-

term learning plan), design learning materials, and guide learning in class. or another ". The same thing was expressed by Soekamto (in Shoimin, 2014: 23), the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and instructors in planning teaching and learning activities.

2.2.1 Definition of Somatic, Auditory, Visualization, Intellectually (SAVI) Learning Model

SAVI learning model emphasizes that learning must utilize all the sense organs that students have. SAVI is short for : Somatic which means body movement (hands-on, physical activity) where learning is by experiencing and doing; Auditory which means that learning must be through listening, speaking, presenting, arguing, expressing opinions, and responding; Visualization which means learning must use the eye senses through observing, drawing, demonstrating, reading, using media and visual aids; and Intellectually which means learning must use the ability to think (minds-on), learning must be with the concentration of the mind and practice using it through reasoning, investigating, identifying, discovering, creating, constructing, solving problems (Ngalimun, 2012, p. 166)

2.2.2 SAVI learning model

The SAVI learning model was originally coined by Dave Meier, he was an educator, trainer, as well as the initiator of the accelerated learning model (right/left brain theory) which was a supportive theory of SAVI learning (Huda, 2014: 283). According to Meier (in TetiMilawati, 2011: 73) learning with the SAVI model is learning that combines physical movement with intellectual activity and the use of all the senses that can have a major influence on learning.

A learning if it involves elements of SAVI, learning will take place both effective and attractive. Learning does not automatically increase by having students' stand and move to and fro. However, it combines point movements with intellectual activity and all uses the senses can have a big effect on learning. The basic principles of SAVI are in line with accelerated learning, namely:

- 1) Learning involves the whole mind and body.
- 2) Learning means creating not consuming.
- 3) Cooperation helps the learning process.
- 4) Learning takes place on many levels simultaneously.
- 5) Learning comes from doing the work itself with feedback.
- 6) Positive emotions really help learning; and
- 7) The left and right brain absorbs information directly and automatically.

The SAVI learning model tends to encourage students' to be more active in carrying out activities so that students' have ability, especially speaking in accordance with aspects of learning English. In addition, SAVI is also able to cope with different types of student learning both automatically, auditory, or

visually. Silberman (in Wijayanti, et al, 2013) states, when learning uses auditory and visual, impressions become better with the two delivery systems, using auditory and visual, the teacher has a greater opportunity to meet the needs of several types of students. But just listening to something and seeing it is not enough to know it. The SAVI learning model has four stages: (Stage preparation, Submission Stage, Training Stage, Appearance Stage). Which as a whole can bring up SAVI elements in each of its stages.

The application of the SAVI learning model can certainly help students' improve learning outcomes in the cognitive, affective, and psychomoral domains. This happens because the students' sensory devices are used to the maximum will make students' process effectively in learning. Through this process students' are able to find concepts independently which will certainly be easier to understand and remember longer by students'. Students' are more capable in attitude and speech acts in various fields of learning. Therefore, the authors assume that the SAVI model has influence and can be applied specifically for speaking.

2.2.3 Characteristics of the SAVI Learning Model

In accordance with the acronym of SAVI namely Somatic, Auditory, Visual, and Intellectual, then its characteristics are also divided into four according to Meier (2002: 96), which is as follows:

First somatic learning (S) is learning utilized and involves the body (sense of touch, kinesthetic, involving physically and moving the body while learning activities take place).

The second auditory learning (A) is learning by speaking and listening. Our minds are stronger than we realize, our ears continually captures and store information even without us knowing. When we make our own sounds by speaking important areas in our brain become active.

Third visualization learning (V) is learning by observing and describing. In our brain there are more devices for processing visual information than all other senses. Every student who uses his visuals is easier to learn if he can see what is being said by a lecturer or book or computer program.

The fourth intellectual learning (I) is learning by solving problems and pondering. The act of learners who do things with their minds internally when using intelligence to contemplate an experience and create relationships, meanings, plans, and values from that experience

2.2.4 The stages of the SAVI Learning Model

According to Meier (2002: 133), the SAVI learning model can be implemented in four lessons, which is a follows :

1. Preparation Phase (preliminary activities)

The main aim of the students is to provide positive feelings about the learning experience that will come, and place them in optimal interactions for learning. Specifically, the following are as follows:

- a) Give positive suggestions.
- b) Give statements that benefit students.
- c) Provide clear and meaningful goals.

- d) Awaken curiosity.
- e) Creating a positive physical environment.
- f) Creating a positive emotional environment.
- g) Creating a positive social environment.
- h) Calm fear.
- i) Remove barriers to learning.
- j) Many questions and raised various problems.
- k) Stimulate student curiosity.
- l) Inviting learners to be fully involved from the start.

2. Submission Stage (core activities)

The purpose of this stage, the teacher helps students find new learning materials for example by dancing, fun, relevant, involving the five senses, and suitable for all learning styles. The things teachers can do are:

- a) Collaborative trials and various knowledge.
- b) Observation of real world phenomena.
- c) Involvement of the whole brain, the whole body.
- d) Interactive presentations.
- e) Colorful graphics and tools.
- f) Various kinds of ways to suit all learning styles.
- g) Learning projects based on partnerships and team based.
- h) Practice finding (alone, in pairs, in groups).
- i) Learning experience in the contextual real world
- j) Problem solving training.

3. Training Stage (core activities)

This stage is the teacher helping students integrate and absorb new knowledge and skills in various ways. Specifically, what the teacher does is:

- a) Student processing activities.
- b) Active business or feedback or contemplation or business returns.
- c) Real-world simulation.
- d) Learning games.
- e) Learning action training.
- f) Problem solving activities.
- g) Individual reflection and articulation.
- h) Dialogue in pairs or groups.
- i) Collaborative teaching and review.
- j) Practical activities build skills.
- k) Teach back.

4. Stage of appearance of results (closing activities)

At this stage is helping students apply and expand their new knowledge or skills on the job, so that learning outcomes will be inherent and must improve.

Things that can be done are:

- a) Immediate implementation of the real world.
- b) Creation and implementation of action plans.
- c) Strengthening application activities.
- d) Material for strengthening persesi.
- e) Continuous training.

- f) Performance feedback and evaluation.
- g) Peer support activities.
- h) Changes in the organization and supporting environment.

2.2.5 Steps of the SAVI Learning Model

The steps in applying the SAVI learning model can be developed as follows (Meier, 2002: 143).

1. Preparation Stage

- a) The teacher explains again the competencies and objectives to be achieved by students in learning.

2. Submission Stage

- a) The teacher explains the material about speaking, that is understanding of speaking, characteristics, and activities that can practice speaking.
- b) The teacher asks students to ask questions about the material being taught.

3. Assessment Stage

- a) The teacher gives an explanation of how teaching using the SAVI learning model.
- b) The teacher displays pictures that have not been sequential.
- c) The teacher tells students to come forward to arrange a chronological picture of a natural event related to speaking that will be made by students (somatic).

- d) The teacher displays the finished picture and tells the events that are happening in the picture.
- e) The teacher plays music that is related to the theme of speaking and invites students to imagine (auditory).
- f) The teacher asks and students to describe the situation they see and feel from the picture displayed (visual).

4. Results Appearance Stage

- a) The teacher tells students' to write what they see and feel on the paper in accordance with what has been given. With due regard to the provisions to be assessed (intellectual).
- b) Teachers and students' alike conclude learning.

2.2.6 Advantages and Disadvantages of the SAVI Learning Model

According to Meimer (2002: 96) there are advantages and disadvantages to the SAVI learning model, namely:

- 1) The advantages of the SAVI learning model
 - a) Students' do not easily forget because students' build their own knowledge.
 - b) The atmosphere in the learning process is fun because students' feel cared for, so they don't get bored quickly to learn.
 - c) Foster cooperation because smarter students' are expected to help the less clever.
 - d) Students' will be more motivated to learn better.

e) Train students to get used to thinking and expressing opinions and dare to explain the answers.

2) Disadvantages of SAVI learning model

a) Because students are accustomed to being given information in advance so it is difficult to find answers or ideas themselves.

b) Requires a long time, especially if students have weak abilities.

c) Requires changes to fit the learning situation at the time.

d) There are no assessment guidelines, so it is difficult for teachers to give grades or when evaluating.

2.3 Previous Studies

1. Mardliyatu (2010), Children Songs as Media in Teaching English Pronunciation: A Case of the Fourth Graders of SDN 01 SekaranGunungpati in the Academic Year 2006/2007.12 The researcher wants to know the use of children songs as media in teaching English pronunciation to the learners' in speaking skill. The researcher found that the learners have improvement by learning in class. In this research, the researcher does not try to find what the students' response during the processes of children songs as media in teaching English.
2. Yuyun (2016), the low English vocabulary skills of 3rd grade elementary school students at SDN Karangmulya 3 and SDN Suci 2, Karangpawitan District, Garut Regency, involving 61 students consisting of the experimental group and the control group. The results showed that the SAVI

learning method was able to provide better and more effective results in improving English vocabulary skills than conventional learning methods.

3. Sholihah (2017), Most of the fifth grade students of SDN in Bandung City when in class do not carry out learning activities optimally, and are less enthusiastic in learning. The research conducted showed that students' learning activities increased from 51.3% with the Moderately Active category in the pre-cycle to 87.33% with the Very Active category in the first cycle, and 93.75% with the Very Active category in the second cycle. Increased learning activities also have a positive impact on improving student learning outcomes.
4. Fatimah (2014), This study aims to determine the improvement of student learning outcomes by applying the SAVI model. The results of this study are the implementation of the SAVI model in cycle I, there are still shortcomings because the teacher does not deliver introductory material. Meanwhile, in cycle II and cycle III, the implementation of the SAVI model was good, judging from the performance of teachers who were already good and the implementation was in accordance with the plan.
5. Logistya (2017), This study aims to determine the effectiveness of the application of the Somatic Auditory Visualization Intellectually (SAVI) learning model on students' mathematics learning outcomes in 5th grade elementary school mathematics. The results of the data obtained by the t-test value can be concluded that there is an effectiveness of the application of

the Somatic Auditory Visualization Intellectually (SAVI) learning model on mathematics learning outcomes in 5th grade elementary school students.

6. Lestari (2020), the application of the SAVI (Somatic, Auditory, Visual, Intellectual) learning model in improving learning outcomes and 4C (Critical Thinking, Collaborative, Communicative, Creative) students' learning outcomes in elementary schools, through meta-analysis of data from research literature studies already available. Based on the results of the analysis, it can be seen that the SAVI learning model can improve student learning outcomes ranging from 11.8% to 42.95%.
7. Sutarna (2018), This study aims to determine how the influence of the SAVI model (somatic auditory visual intellectually)) on the learning outcomes of fourth grade students in social studies subjects at SDN Cimulya, Cimahi Kuningan District. there is an increase in student learning outcomes after applying the SAVI (somatic auditory visual intellectually) learning model in social studies subjects on social problems in grade IV SDN Cimulya, Cimahi District, Kuningan Regency
8. Amelia (2020), The science learning outcomes of fifth grade elementary school students in Gegesik sub-district are low. The low science learning outcomes are caused by the teacher centered learning and the teacher only uses the lecture method in learning. After doing different treatments, the posttest average value of the experimental group was 77.75 and the control group was 58.25. Based on the results of statistical hypothesis testing using

the N-Gain test, the average pre-test and posttest were 63.32% and the control group was 29.23%.

9. Puspitasari (2019), This study aims to determine the effect of the SAVI learning model (Somatic, Auditory, Visual, Intellectual) on the learning outcomes of fifth grade students of the State Elementary School Rejosari 1 Bandungan. The results showed that the SAVI learning model had a positive effect on student learning outcomes in science subjects.
10. Cantona (2020), The purpose of this study is to determine the effect of the SAVI learning model assisted by mind mapping on the science learning outcomes in class V. This shows that there is a significant effect of the SAVI learning model assisted by mind mapping media on the science learning outcomes of class V students. Thus the SAVI learning model assisted by mind mapping media has a positive influence on the science learning outcomes of fifth grade students.

Based on the research above there are significant on this research by using SAVI learning model. There are some used SAVI learning model in speaking ability, can improve grammar students and also improve pronunciation students. But there is not using the effect of Somatic, Auditory, Visualization, and Intellectually (SAVI) learning model on students' speaking ability.

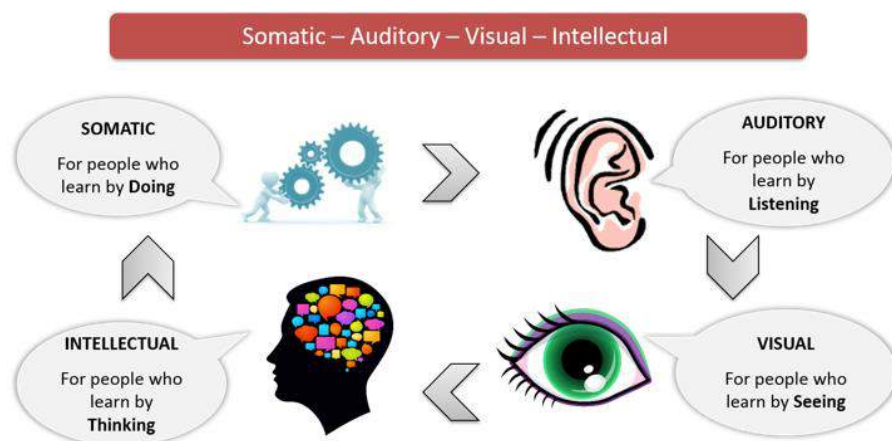
2.4 Conceptual Framework

Speaking in English as a foreign language is considered as a difficult skill to acquire by most learners. That is why many students' are not really interested to

the speaking activity. Therefore, many of the students' cannot speak in English, even the simplest one. Most of the learners only got a little exposure from this language. They either find it difficult to know thereal example of English or practice of this language in daily life.

All of those conditions make the teaching and learning process in effective, especially in the class. As a matter of fact, teaching and learning process cannot be separated with the use of SAVI learning model. SAVI learning model is a kind of learning model, which is able to support the teaching and learning process.

The researcher concentrates on the SAVI learning model to improve students' speaking ability. SAVI learning model is an alternative learning model that will motivate students' to speak English well. And it can change students' brain that English, especially in speaking is very difficult to learn. So, SAVI learning model can be implementing classroom or out of classroom to build up students motivation in learning English, especially practice of speaking with other people.



2.5 Hypothesis

Hypothesis is provides direction for this study. The hypothesis places a specific relationship between variables and this determines the nature of the data needed to test the preposition. 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.

Based on the basic assumption above, the hypothesis of the study by using SAVI learning model is effective for teaching speaking ability at V grade students' of SD Agung Persada

1. Ho : There is no significant effect of using SAVI learning model to improve students' speaking ability
2. Ha : There is a significant effect of using SAVI learning model to improve students' speaking ability

