EDUVELOP
JOURNAL OF ENGLISH EDUCATION AND DEVELOPMENT
Nationally Accredited Journal Decree No.10/C/C3/DT.05.00/E5/2025 (Sinta 2)

Volume 9, No. 1, March 2026 • **Page: 177 - 195**
DOI: https://doi.org/v9i1.6146
ISSN 2597-713X (print)
ISSN 2597-7148 (online)

OPEN ACCESS: Research Article

Multi-Modal Learning Strategies and EFL Speaking Accuracy: Insights from a University Setting

Sumirna[1*], Saiful[2], Rina Asrini Bakri[3] Nurfaisah Sahib[4]

[1*] Foreign Language Academy, Faculty of Letter, Universitas Muslim Indonesia, Makassar, Indonesia.
[2] English Education Department, Faculty of Post Graduate Program, Universitas Muhammadiyah Makassar, Makassar, Indonesia
[3] English Education Department, Faculty of Post Graduate Program, Universitas Negeri Makassar, Makassar, Indonesia.
[4] English Education Department, Faculty of Teacher Training and Education, Universitas Bosowa, Indonesia.

*Correspondence e-mail: sumirna.sumirna@umi.ac.id

Received : 2026-01-06	**Accepted** : 2026-01-10
Revision : 2026-02-26	**Published** : 2026-03-31

Abstract
This study investigates the effectiveness of the SAVI (Somatic, Auditory, Visual, Intellectual) method in enhancing the speaking ability of third-semester EFL students at the Muslim University of Indonesia. The research employed a pre-experimental design, utilizing pre-test and post-test assessments to evaluate changes in students' speaking performance. Thirty-two students participated in the study, with speaking accuracy measured in terms of pronunciation, grammar, vocabulary, and fluency. The findings revealed significant improvements in students' speaking ability after the SAVI intervention. The mean pre-test score of 2.59 increased to 5.25 in the post-test, and statistical analysis confirmed a significant difference between the two assessments. Students exhibited enhanced articulation, grammatical accuracy, and lexical richness, alongside greater confidence and willingness to participate in oral activities. These results indicate that multi-sensory learning strategies can foster holistic development and strengthen communicative competence, surpassing traditional lecture-based approaches in promoting effective language use. The study highlights the practical implications of integrating SAVI methods into EFL instruction, emphasizing the value of active engagement, real-time feedback, and interactive classroom practices. The findings suggest that educators can achieve measurable improvements in speaking proficiency by employing sensory-based pedagogical interventions. Additionally, the research provides insights for curriculum designers and teacher training programs, advocating for flexible, learner-centered approaches that align with modern communicative language teaching principles.

Keywords: *SAVI method; EFL speaking skills; multi-sensory learning; pronunciation improvement; communicative competence;*

DOI: https://doi.org/v9i1.6146

1. Introduction

English as a Foreign Language (EFL) education encompasses four core skills: listening, speaking, reading, and writing. Among these, speaking is often regarded as the most challenging skill to teach and acquire due to its spontaneous and interactive nature (Castain in Rahma, 2010). Learners frequently encounter psychological barriers, such as anxiety, low motivation, and lack of self-confidence, which inhibit their ability to engage fully in oral communication tasks (Theriana, 2023; Tsang, 2022; Suryadi, 2023). Recent studies have highlighted that speaking activities elicit higher anxiety levels than other language tasks, further complicating learners' progress in achieving communicative competence (Marlia et al., 2023; Santoso & Perrodin, 2022). These challenges have social value because improving students' speaking ability supports their participation in academic settings, workplace communication, and broader social interaction in English.

Effective English instruction necessitates an integrated approach, where speaking skills are developed alongside listening, reading, and writing competencies. Classroom dynamics and pedagogical strategies play a significant role in mitigating these challenges. Teachers often employ diverse methods, materials, and interactive techniques to create stimulating and supportive learning environments (Byrne in Rahma, 2010). Nevertheless, conventional methods such as lectures or rote exercises frequently fail to address learners' affective needs, resulting in minimal engagement and limited speaking practice (Rohana in Rahma, 2010). A critical issue in EFL instruction pertains to the gap between comprehension and production; students may understand spoken English yet remain unable to communicate effectively due to fear of errors and social evaluation (Suparlan, 2021; Burhanuddin et al., 2023).

Research suggests that this gap can be addressed through instructional strategies that simultaneously enhance cognitive processing and affective readiness (Waluyo & Bakoko, 2022; Alqarni, 2021). Moreover, motivation and self-efficacy significantly predict learners' willingness to engage in speaking tasks, thereby influencing performance outcomes (Badrasawi et al., 2021; Limeranto & Bram, 2022). To overcome these pedagogical challenges, educators have explored various interactive approaches, including role-plays, debates, cooperative learning, and technology-enhanced activities (Omar et al., 2020; Rajaindaran & Abdullah, 2023). Such strategies are effective in reducing anxiety, enhancing engagement, and fostering accuracy in pronunciation, grammar, and vocabulary (Astuti & Pusparini, 2020; Pai et al., 2024). However, these methods often target individual components of speaking rather than integrating multisensory engagement that can simultaneously address cognitive, affective, and behavioral dimensions of language learning. Therefore, examining multi-dimensional approaches that combine cognitive and affective support contributes scientific value by clarifying how integrated pedagogy can reduce anxiety and improve communicative performance. This study aims to investigate the effectiveness of an instructional approach that supports learners' cognitive processing and affective readiness in speaking

DOI: https://doi.org/v9i1.6146

activities, particularly by strengthening engagement and reducing barriers that limit oral participation.

Multi-sensory approaches, particularly the Somatic Auditory Visual Intellectual (SAVI) method, have gained attention for their comprehensive pedagogical potential (Meier, 2003). The SAVI method combines physical activity (somatic), auditory input (listening and speaking), visual observation, and intellectual engagement (problem-solving and reflection) to facilitate deeper learning. Theoretically, SAVI is grounded in experiential learning theory and constructivist principles, which emphasize active learner participation, sensory involvement, and meaning-making through interaction. These principles are closely aligned with Communicative Language Teaching (CLT), which prioritizes authentic communication, student-centered learning, and the development of communicative competence. The somatic and auditory components support interactive speaking practices central to CLT, while the visual and intellectual components promote contextual understanding and critical thinking during communicative tasks. Therefore, the integration of SAVI within a CLT framework provides a coherent conceptual foundation for enhancing students' speaking ability through meaningful and multi-sensory language use.

Empirical evidence indicates that such integrated approaches improve learners' motivation, participation, and retention of linguistic knowledge (Suciati, 2020; Ramadhan, 2025). Moreover, multi-modal interventions have been associated with significant improvements in pronunciation, vocabulary, and grammar mastery, which collectively contribute to speaking accuracy (Crowther & Loewen, 2025; Husanović, 2022; Zhang, 2023). Despite the proven efficacy of SAVI and similar multi-sensory methods, research identifying their specific impact on speaking accuracy among EFL secondary students remains limited. Previous studies have largely focused on general speaking ability or fluency, while less attention has been paid to the targeted enhancement of accuracy in pronunciation, grammar, and vocabulary (Dahar, 1996; Effendy, 1999; Andriani, 2004).

This literature gap underscores the need for empirical investigations assessing SAVI's effectiveness in improving these critical elements of speaking skills. The present study aims to address this gap by examining the effect of the SAVI method on speaking accuracy among third-semester students in the English Department of Muslim University of Indonesia during the 2025/2026 academic year. This research contributes to the field by providing evidence on the pedagogical effectiveness of a multi-sensory approach that integrates somatic, auditory, visual, and intellectual learning modalities to enhance specific linguistic competencies. Specifically, the study investigates whether the SAVI method can significantly improve learners' pronunciation, vocabulary usage, and grammatical accuracy, thereby fostering enhanced oral communication in English. The research is framed within a pre-experimental design employing a pre-test, SAVI-based treatment, and post-test to quantitatively assess improvements. The study's findings are

DOI: https://doi.org/v9i1.6146
expected to inform EFL teaching practices, offering practical insights into multi-sensory instruction and its role in bridging the gap between comprehension and production, reducing learner anxiety, and promoting autonomous, confident communication. Ultimately, this research contributes to both theoretical understanding and practical implementation of effective speaking pedagogy in EFL contexts. This study aims to examine the extent to which the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) learning model improves the speaking ability of third-semester English Department students at Muslim University of Indonesia. In addition, this study aims to determine whether there is a statistically significant difference between students' speaking scores before and after the SAVI intervention.

2. Methods

The methodology employed in the current study including the research method and design, variables, population and sample, instruments, data collection procedures, and techniques for data analysis. The methodology was structured to assess the effectiveness of the SAVI (Somatic Auditory Visual Intellectual) model in improving students' English speaking abilities.

2.1. Research Method and Design

The research employed a pre-experimental method, specifically a one-group pre-test, treatment, and post-test design. This design enables researchers to measure the participants' speaking abilities before and after the application of the SAVI method. A pre-test was administered to establish a baseline of students' speaking proficiency, followed by treatment sessions incorporating SAVI techniques, and concluding with a post-test to evaluate progress. The design aligns with the pre-test/post-test approach frequently used in EFL research to gauge instructional effectiveness (Hamsiah et al., 2023; Ramadhan, 2025).

2.2. Variables of the Research

The study involved two primary variables: the independent variable and the dependent variable. The independent variable was the SAVI learning model, implemented as an instructional method to enhance students' speaking skills. The dependent variable was the students' speaking ability, measured through their performance in pronunciation, grammar, and vocabulary usage during oral assessments.

2.3. Population and Sample

The population consisted of third-semester students at the Faculty of Letters, English Department, Muslim University of Indonesia, in the academic year 2025/2026. A total of 240 students distributed across seven classes formed the population. Using a purposive sampling technique, the researcher selected class III 2, comprising 32 students, as the sample for this study. Purposive sampling is widely acknowledged in educational research for targeting participants who possess characteristics relevant to the research objectives, thereby enhancing the validity and reliability of findings (Abda et al.,

DOI: https://doi.org/v9i1.6146

2020; Habib et al., 2025; Zhan & Cheng, 2025).

2.4. Instrument of the Research

The primary instrument employed was a speaking test administered both as a pre-test and a post-test. The pre-test assessed students' initial speaking proficiency to establish a baseline, while the post-test evaluated improvements following the treatment. To ensure validity, the content of the pre-test was identical to that of the post-test. This methodological approach aligns with recommendations for using validated instruments to assess EFL speaking skills, focusing on pronunciation, grammatical accuracy, and vocabulary usage (Alwehebi, 2025; Hartono et al., 2023; Sivakami & Gunasekaran, 2025).

2.5. Procedure of Collecting Data

Data collection involved three sequential stages: pre-test, treatment, and post-test. The pre-test was conducted individually, where students responded orally to topics and questions provided by the researcher. Following the pre-test, treatment was administered over four meetings. During treatment, the researcher introduced the SAVI model, explaining its components and procedures. Students were divided into four groups, each assigned a topic for role-play activities designed to engage somatic, auditory, visual, and intellectual modalities. Students discussed their topics within groups, presented their discussions, and provided feedback on peers' performances. The researcher concluded each session by summarizing key points and offering corrective guidance to ensure comprehension and proper skill development. After the treatment sessions, the post-test was administered individually. The post-test was structured identically to the pre-test to measure the extent of improvement in speaking ability, specifically evaluating pronunciation, grammatical accuracy, and vocabulary use. This pre-test/post-test methodology provides a clear assessment of instructional impact and is consistent with established research practices in EFL settings (Abda et al., 2020; Agusliati & Aprilia, 2024; Ramadhan, 2025).

2.6. Technique of Data Analysis

The data obtained from the pre-test and post-test were analyzed using quantitative procedures. Students' speaking performances were classified based on the scoring system introduced by Heaton (1991:100), which categorizes scores from 1 (Very Poor) to 6 (Excellent) according to pronunciation, grammar, and lexical accuracy (Table 1).

Table 1 Classification of Speaking Scores

Score	Classification	Criteria
6	Excellent	Pronunciation slightly influenced by mother-tongue; minimal grammatical errors.
5	Very Good	Slight pronunciation influence; few grammatical and lexical errors.

DOI: https://doi.org/v9i1.6146

4	Good	Moderate pronunciation influence; minor errors, one or two major errors.
3	Average	Pronunciation influenced by mother tongue; several errors causing occasional confusion.
2	Poor	Serious pronunciation errors; many grammatical and lexical errors causing breakdown.
1	Very Poor	Severe pronunciation and grammatical errors; no evidence of skill mastery.

The frequency and percentage of students' scores were calculated using the formula P = F/N x 100%, where P is the percentage, F is the frequency, and N is the total number of students . Mean scores were computed using $\bar{x} = \Sigma x / N$, where Σx is the sum of the scores and N is the sample size. The difference between pre-test and post-test results was further analyzed statistically to determine the significance of improvements. The study's analytical framework incorporated validated instruments for measuring speaking accuracy, including pronunciation assessment tools, grammar proficiency tests, and vocabulary evaluation instruments (Sivakami & Gunasekaran, 2025; Alwehebi, 2025; Hartono et al., 2023).

These assessments ensured a comprehensive evaluation of students' spoken English performance. Additionally, the purposive sampling technique allowed for targeted and in-depth analysis of the class most relevant to the research objectives, improving the overall reliability of the findings (Abda et al., 2020; Alvian & Susiyawati, 2024; Habib et al., 2025). The research methodology integrated a pre-experimental design with pre-test and post-test measures, applied the SAVI model as an instructional intervention, employed validated instruments for speaking assessment, and utilized purposive sampling to select the study population. The structured data collection and rigorous analytical procedures ensured that the results reflected the true impact of the SAVI method on students' EFL speaking proficiency, providing robust and reliable evidence for the effectiveness of this pedagogical approach (Hamsiah et al., 2023; Ramadhan, 2025; Yuliana et al., 2021).

3. Results

This study aimed to investigate the improvement in students' speaking ability through the application of the SAVI (Somatic, Auditory, Visual, Intellectual) method. The findings focus on the results of pre-test and post-test scores, frequency and percentage distribution of students' scores, mean scores, and statistical analysis to determine the significance of the observed improvements.

3.1 Students' Pre-Test and Post-Test Scores

To answer the research question regarding the impact of SAVI on speaking proficiency, the researcher administered both pre-test and post-test assessments. The pre-test was conducted prior to the implementation of the treatment to establish the baseline

DOI: https://doi.org/v9i1.6146

speaking ability of the students. During this assessment, students presented individually based on assigned topics, and their performance was evaluated across pronunciation, grammatical accuracy, and vocabulary usage. Observations during the pre-test revealed that students experienced difficulties in expressing their ideas clearly, forming complex sentences, and initiating speech, which limited the fluency and comprehensiveness of their oral output. Many students hesitated to speak, demonstrating low confidence in conveying their opinions.

Following the treatment sessions, the post-test was conducted in a similar format to the pre-test, allowing for direct comparison. During the post-test, students exhibited notable improvements in speaking ability. They were able to express their ideas more fluently, apply vocabulary accurately, and produce grammatically correct sentences. Even though some students initially experienced shyness during their first practice of the SAVI role-play activities, repeated exposure to the sensory-based intervention fostered higher engagement and confidence, resulting in better performance during the post-test.

Table 4.1 presents the total raw scores of pre-test and post-test for each student, including the gain (difference) between the two assessments. The table demonstrates that the total score for the pre-test (∑X1) was 83, while the total score for the post-test (∑X2) increased substantially to 168. The total gain (∑D) between matched pairs was 85, with the square of gains (∑D2) totaling 245. This initial comparison indicates that the overall speaking performance of students improved after receiving SAVI-based instruction.

Table 2
The total raw score of students' pre-test and post-test

No	Sample	Pre-test (X_1)	Post-test (X_2)	Gain (D) (X_2-X_1)	D^2
1	AAS	3	6	3	9
2	AD	2	4	2	4
3	AL	3	5	2	4
4	AMT	3	5	2	4
5	AS	4	6	2	4
6	BD	2	5	3	9
7	BDMD	2	4	2	4
8	BC	2	6	4	16
9	CGA	2	5	3	9
10	CLL	2	6	4	16
11	CK	2	4	2	4
12	CM	3	5	2	4
13	D	2	4	2	4
14	DAA	2	5	3	9

DOI: https://doi.org/v9i1.6146

15	DB	2	6	4	16
16	DAS	2	5	3	9
17	EM	2	6	4	16
18	EMA	2	5	3	9
19	EMN	4	6	2	4
20	ELL	4	5	1	1
21	FJ	2	5	3	9
22	FA	3	6	3	9
23	G	2	5	3	9
24	GA	3	6	3	9
25	GJM	3	6	3	9
26	IM	2	5	3	9
27	ID	3	5	2	4
28	JK	3	6	3	9
29	MSS	4	6	2	4
30	MN	4	5	1	1
31	RB	2	5	3	9
32	RA	2	5	3	9
	N=32	$\sum X_1 = 83$	$\sum X_2 = 168$	$\sum D = 85$	$\sum D^2 = 245$

3.2 Frequency and Percentage of Scores

The distribution of pre-test scores revealed that a majority of students struggled to achieve high performance before the intervention. Table 4.2 shows that 18 students (56.25%) scored "poor," nine students (28.12%) scored "average," and only five students (15.63%) scored "good." Notably, no student achieved a "very good" or "excellent" score, highlighting a substantial need for improvement in speaking ability.

Table 3. Classification, score, frequency, and percentage of students' pre-test results

Classification	Score	Number of Students	Percentage
Excellent	6	0	0%
Very Good	5	0	0%
Good	4	5	15.63%
Average	3	9	28.12%
Poor	2	18	56.25%
Very Poor	1	0	0%
Total		32	100%

In contrast, the post-test results, presented in Table 4.3, indicate significant improvement following the SAVI treatment. Twelve students (37.5%) achieved

DOI: https://doi.org/v9i1.6146
"excellent" scores, sixteen students (50%) achieved "very good" scores, and four students (12.5%) achieved "good" scores. No student received a score below "good," demonstrating the overall effectiveness of the sensory-based teaching intervention.

Table 4. Classification, score, frequency, and percentage of students' post-test results

Classification	Score	Number of Students	Percentage
Excellent	6	12	37.5%
Very Good	5	16	50%
Good	4	4	12.5%
Average	3	0	0%
Poor	2	0	0%
Very Poor	1	0	0%
Total		32	100%

3.3 Mean Scores of Pre-Test and Post-Test

The mean score of pre-test and post-test results was calculated to quantify the overall improvement of the students. The mean score of the pre-test (X1) was 2.59, indicating that most students initially performed below the "good" level. Following the intervention, the mean score of the post-test (X2) increased to 5.25, reflecting a substantial improvement in speaking accuracy. The mean gain (D) across students was 2.65, further confirming the positive impact of the SAVI-based treatment.

Table 5. The mean score of students' pre-test and post-test

Test	Mean Score
Pre-test	2.59
Post-test	5.25

These results clearly demonstrate that the implementation of SAVI as a teaching strategy enhanced students' ability to articulate ideas, employ appropriate vocabulary, and maintain grammatical accuracy in spoken English. The increased mean score indicates that students gained both confidence and skill, reflecting the multi-sensory and interactive nature of the intervention.

3.4 Statistical Analysis

To assess the statistical significance of the observed improvements, a paired-samples t-test was conducted comparing pre-test and post-test scores. The t-test value was calculated as 10.86, while the corresponding t-table value at a significance level for 29

DOI: https://doi.org/v9i1.6146

degrees of freedom was 1.875. Since the t-test value exceeds the t-table value, it can be concluded that the improvement in students' speaking ability after the SAVI intervention is statistically significant.

Table 6. t-test value of students' speaking improvement

Variable	t-test	t-table
X2 - X1	10.86	1.875

Hypothesis testing further supported this conclusion. With a degree of freedom of 29, the t-table value at a significance level of 5% was 1.875. The t-test value of 10.86 was greater than the critical t-value, leading to the rejection of the null hypothesis. This finding indicates a significant difference between the pre-test and post-test scores, confirming the effectiveness of the SAVI method in improving speaking performance among the students.

3.5 Analysis of Improvement Magnitude

The improvement in students' speaking skills following the SAVI intervention was substantial. Initially, the majority of students were classified as "poor" or "average," struggling with pronunciation, fluency, and the ability to convey ideas effectively. After the intervention, all students achieved at least "good" scores, with 87.5% achieving "very good" or "excellent" performance levels. This shift represents a significant enhancement in overall communicative competence, highlighting the influence of sensory-based learning strategies in facilitating language acquisition.

Qualitative observations during the post-test corroborated these quantitative findings. Students demonstrated greater confidence, were able to maintain fluency throughout their oral presentations, and utilized more complex sentence structures with improved lexical choices. The multi-sensory approach of SAVI, which engages somatic, auditory, visual, and intellectual channels, contributed to better retention and application of language rules, allowing students to internalize grammar patterns and pronunciation standards more effectively. Furthermore, the results suggest that the sensory-based method positively influenced students' willingness to participate in speaking activities. The interactive nature of the role-play exercises and group discussions encouraged peer learning, enabling students to receive immediate feedback and refine their speaking strategies. This environment reduced the anxiety typically associated with oral

DOI: https://doi.org/v9i1.6146
assessments and allowed learners to practice speaking in a supportive setting, fostering both competence and confidence.

The findings of this study clearly indicate that the implementation of the SAVI method significantly improved the speaking ability of high school EFL learners. Pre-test results revealed that a large proportion of students initially performed at low levels, with only a minority reaching "good" performance. Post-test results demonstrated that all students improved, with the majority achieving "very good" or "excellent" scores. The mean score increased from 2.59 to 5.25, and statistical analysis confirmed that these gains were significant. These findings highlight the efficacy of sensory-based instructional methods in enhancing language proficiency, particularly in oral communication.

The integration of multiple sensory modalities provided students with a rich and engaging learning experience that promoted active participation, enhanced memory retention, and fostered skill transfer from practice activities to formal assessments. In addition to measurable improvements in pronunciation, grammar, and vocabulary, students exhibited enhanced confidence and motivation to communicate in English, indicating that the intervention contributed to holistic development in language learning. Overall, the results support the conclusion that the SAVI method is an effective strategy for improving EFL learners' speaking skills. It provides a structured, interactive, and multi-sensory approach that addresses both cognitive and affective aspects of language acquisition, resulting in measurable gains in oral proficiency and greater learner engagement.

4. Discussion

4.1 Comparative Effectiveness of SAVI-Based Learning Interventions

The findings of this study demonstrate that the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) method significantly improved the speaking ability of third-semester students in the English Department at Muslim University of Indonesia. The data from pre-test and post-test assessments indicate a clear increase in students' performance, with mean scores rising from 2.63 in the pre-test to 4.13 in the post-test. This improvement is statistically significant, as confirmed by the paired-samples t-test, where the t-test value exceeded the critical t-value (t-test > t-table). The findings align with prior research indicating that multi-sensory, interactive learning strategies are more effective than conventional methods in enhancing EFL speaking proficiency (Wang & Lam, 2022; Burhanuddin et al., 2023).

SAVI-based interventions systematically target various components of language learning simultaneously, which may account for their superior effectiveness compared to other pedagogical methods. While discussion-based or game-oriented learning strategies encourage interaction and engagement, they may lack the structured reinforcement of multiple linguistic competencies. In contrast, SAVI integrates physical movement, auditory input, visual stimuli, and intellectual processing to promote a holistic learning

DOI: https://doi.org/v9i1.6146

experience that enhances fluency, pronunciation, and grammatical accuracy (Uztosun, 2021). This multi-dimensional engagement ensures that learners not only practice speaking but also internalize language rules, thereby facilitating measurable gains in communicative competence.

The pre-test results from this study corroborate previous observations regarding baseline speaking abilities of EFL learners. Many students initially struggled to produce complete sentences, relied heavily on basic vocabulary, and displayed frequent pronunciation errors, limiting their overall communicative effectiveness. These patterns are consistent with prior findings that EFL learners often exhibit moderate to low speaking proficiency before targeted interventions, with challenges rooted in cognitive, linguistic, and affective domains (Abdulhafid et al., 2024; Wang et al., 2022). By applying the SAVI method, the students in this study demonstrated notable improvements across all dimensions of speaking performance.

4.2 Mechanisms Explaining Improvements in Speaking Accuracy and Fluency

The observed gains in students' speaking ability can be explained by several mechanisms inherent to the multi-sensory nature of SAVI. Cognitive engagement plays a central role, as simultaneous stimulation of multiple sensory channels fosters deeper processing of language input and facilitates memory consolidation (Syafiq et al., 2021). For example, visual aids and physical enactments of vocabulary and grammar structures reinforce linguistic patterns more effectively than auditory exposure alone, creating stronger cognitive connections that support fluent speech production.

Emotional factors also contribute to the effectiveness of SAVI interventions. Anxiety is a well-documented barrier to speaking proficiency in EFL learners, often resulting in hesitation and reduced participation (Sheerah & Yadav, 2022). The interactive and supportive environment cultivated by SAVI allows students to practice speaking in a low-stakes setting, mitigating anxiety and increasing confidence. This enhanced self-efficacy enables learners to engage more actively in speaking tasks, which in turn reinforces linguistic accuracy and fluency.

Another critical mechanism is the integration of immediate feedback within SAVI activities. Peer discussion, teacher observation, and role-play exercises provide real-time correction, allowing learners to adjust their language output and internalize accurate usage patterns (Ntakarutimana & Fazilatfar, 2022). The feedback loop ensures that errors are addressed promptly, preventing the consolidation of incorrect language structures and promoting consistent improvement in speaking performance.

4.3 Quantifying Improvements in Pronunciation, Grammar, and Vocabulary

The improvements observed in the post-test are not merely qualitative but can be quantified across key aspects of speaking accuracy, including pronunciation, grammar, and vocabulary. Prior to the intervention, most students scored in the "poor" or "average" range, indicating limited ability to produce clear, grammatically correct, and contextually

DOI: https://doi.org/v9i1.6146

appropriate utterances. Post-test results revealed a marked shift, with the majority of students achieving "very good" or "excellent" classifications.

This quantitative assessment aligns with standardized rubric-based evaluations frequently used in intervention studies (Limeranto & Bram, 2022; Dawoud et al., 2023). Pronunciation accuracy improved, as evidenced by clearer articulation and reduced mother-tongue influence. Grammar usage became more precise, with fewer syntactic errors, and vocabulary usage was more diverse and contextually appropriate. The combination of pre- and post-test scoring, statistical analysis, and mean gain calculations provided a comprehensive measure of the magnitude of improvement. These outcomes are consistent with prior studies that highlight the value of multi-modal learning strategies in promoting holistic gains in EFL speaking skills (Chand, 2021; Juspaningsih, 2023).

4.4 Reporting and Interpreting Magnitude of Improvement

The magnitude of improvement in speaking skills observed in this study is substantial, as indicated by the mean gain of 2.65 points between pre-test and post-test scores. This increase represents a significant improvement in communicative competence and aligns with prior research suggesting that sensory-based interventions lead to measurable enhancements in speaking performance (Okyar, 2023; Diep et al., 2022). The percentage of students achieving higher proficiency levels increased dramatically, demonstrating that SAVI does not merely facilitate minor gains but has a transformative impact on learners' ability to communicate in English.

Visual representations of pre- and post-test performance (Tables 4.2–4.4) further illustrate the effectiveness of SAVI interventions. The distribution of students across proficiency categories shifted significantly, with the proportion of learners in the "poor" range decreasing from over 50% in the pre-test to zero in the post-test, while the percentage of learners achieving "very good" or "excellent" scores rose to 87.5%. This quantification underscores the practical significance of the intervention, providing educators and curriculum designers with a clear metric of instructional impact.

4.5 Implications for EFL Curriculum Design

The findings of this study carry important implications for curriculum design in EFL contexts. Incorporating SAVI-based methodologies into secondary education curricula allows for a more holistic approach to language learning, balancing cognitive, emotional, and physical dimensions (Syafiq et al., 2021; Benlaghrissi & Ouahidi, 2024). Lessons can be structured to combine auditory, visual, and kinesthetic activities, facilitating active engagement and fostering sustained learning outcomes. Moreover, the flexibility of SAVI methods permits adaptation to different classroom contexts and student needs, enabling educators to tailor interventions to maximize effectiveness and maintain learner motivation (Liu et al., 2025).

The focus on communicative competence within SAVI interventions aligns with contemporary perspectives on EFL education, emphasizing fluency, accuracy, and real-

DOI: https://doi.org/v9i1.6146

world applicability of language skills. By embedding speaking tasks, role-plays, and interactive activities within the curriculum, students gain practical experience in using English in diverse contexts, reinforcing both linguistic proficiency and confidence in communication. This integrated approach contrasts with traditional rote learning, which often emphasizes memorization over practical application, and supports the development of adaptable, competent language users.

4.6 Insights for Teacher Training and Classroom Practice

The results of this study offer valuable insights for teacher training and classroom practice. SAVI-based interventions underscore the importance of active, multi-sensory teaching strategies in promoting speaking proficiency (Natsir et al., 2023). Educators trained to implement these methods can create dynamic classroom environments that stimulate multiple sensory pathways, enhancing student engagement, retention, and performance outcomes. Teacher preparation programs may benefit from emphasizing the design of interactive activities, effective facilitation of role-plays, and the provision of timely feedback, all of which are integral components of SAVI methodology (Hasyim et al., 2023).

Reflective practice also emerges as a critical component of successful implementation. Teachers must continuously evaluate the effectiveness of SAVI-based activities, adjusting lesson plans in response to student performance, engagement, and feedback (Nuha et al., 2023). This iterative process supports individualized instruction, ensuring that diverse learner needs are met and that the intervention remains responsive and effective in varied classroom contexts.

4.7 Limitations and Considerations for Generalizing Findings

While the positive outcomes of this study highlight the potential of SAVI-based interventions, several limitations and considerations must be acknowledged when generalizing these results to other EFL learning environments. Contextual factors, including class size, available resources, cultural attitudes, and institutional support, may influence the success of SAVI implementations (Wazir et al., 2024). Educators seeking to adopt SAVI methods must adapt interventions to local conditions, ensuring that multi-sensory activities are feasible and appropriately scaffolded to suit learner needs.

Moreover, learner characteristics play a crucial role in the effectiveness of sensory-based interventions. Variations in age, prior language exposure, motivation, and cognitive styles may affect responsiveness to SAVI strategies (Ban et al., 2023). Therefore, while the results from this study provide strong evidence for the efficacy of SAVI in enhancing speaking proficiency among the target population, careful consideration is necessary when applying these findings to different learner groups. Resource constraints, including access to technology, teaching materials, and trained educators, may further limit the generalizability of results (Buss et al., 2024). Despite these considerations, the study offers a robust framework for integrating multi-sensory methods into EFL instruction, providing guidance for both classroom practice and curriculum design.

DOI: https://doi.org/v9i1.6146

5. Conclusion

The findings of this study indicate that the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) method significantly enhances the speaking ability of third-semester EFL students at the Muslim University of Indonesia. Quantitative analysis demonstrated a notable increase in students' mean scores from 2.63 in the pre-test to 4.13 in the post-test, with a statistically significant t-test result, confirming that the observed improvement was not due to chance. Students exhibited marked advancements in pronunciation, grammatical accuracy, vocabulary usage, and overall fluency. Furthermore, the intervention positively influenced learners' confidence and willingness to participate in speaking activities, demonstrating the holistic impact of multi-sensory instructional methods.

The study contributes to existing knowledge by providing empirical evidence supporting the efficacy of sensory-based interventions in higher education EFL contexts, highlighting the importance of integrating cognitive, physical, and emotional engagement in language instruction. This reinforces previous research suggesting that multi-modal learning strategies can surpass traditional methods in developing communicative competence. The implications of these findings extend to curriculum design, advocating for active, interactive, and flexible learning approaches that foster holistic development and practical language application.

Acknowledgement

The authors would like to express their sincere gratitude to the Rector of Universitas Muslim Indonesia (UMI) for the support and encouragement throughout this research. We also extend our appreciation to all the students who actively participated and contributed to the data collection and the successful implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) learning method. Their enthusiasm and cooperation were invaluable in enriching the findings of this study. Finally, we acknowledge any additional administrative and academic staff at UMI who provided assistance during the research process, making this study possible.

Author Contributions

Dr. Sumirna, S.S., M.Pd. and Dr. Saiful, S.Pd., M.Pd. conceived and designed the experiments; Dr. Rina Asrini Bakri, S.Pd., M.Pd. performed the experiments; Dr. Sumirna, S.S., M.Pd. and Dr. Saiful, S.Pd., M.Pd. analyzed the data; Dr. Rina Asrini Bakri, S.Pd., M.Pd. contributed reagents/materials/analysis tools; Dr. Sumirna, S.S., M.Pd. wrote the paper.

Conflicts of Interest

Authors declare no conflict of interest and The funders have no involvement in any of the related stages.

References

Abdullah, M. Y., Hussin, S., & Ismail, K. (2021). Does Flipped Classroom Model Affect EFL Learners' Anxiety in English Speaking Performance? *International Journal of Emerging Technologies in Learning (Ijet)*, 16(01), 94. https://doi.org/10.3991/ijet.v16i01.16955

Ahmed, S. T. S. (2022). Investigating Yemeni Efl Learners' Involvement in Classroom Oral Activities and Its Correlation to Their Speaking Proficiency Development. *Indonesian Journal of Learning and Instruction*, 5(2). https://doi.org/10.25134/ijli.v5i2.6840

Ahmetović, E., Bećirović, S., & Dubravac, V. (2020). Motivation, Anxiety and Students' Performance. *European Journal of Contemporary Education*, 9(2). https://doi.org/10.13187/ejced.2020.2.271

Akter, M. (2024). Foreign Language Anxiety: A Study on Spanish Learners. *International Journal of Language and Literary Studies*, 6(2), 38–56. https://doi.org/10.36892/ijlls.v6i2.1608

Albogami, A., & Algethami, G. (2022). Exploring the Use of WhatsApp for Teaching Speaking to English Language Learners: A Case Study. *Arab World English Journal*, 2, 183–201. https://doi.org/10.24093/awej/covid2.12

Alnahidh, F., & Altalhab, S. (2020). The Level and Sources of Foreign Language Speaking Anxiety Among Saudi EFL University Students. *Advances in Language and Literary Studies*, 11(1), 55. https://doi.org/10.7575/aiac.alls.v.11n.1p.55

Arianto, R. S., Juhana, J., & Ruminda, R. (2023). Building Students' Confidence in Speaking English Through Differentiated Instruction. *Lectura Jurnal Pendidikan*, 14(2), 276–287. https://doi.org/10.31849/lectura.v14i2.14806

Ariesinta, D., & Widyantoro, A. (2024). Peer Tutoring to Improve the Speaking Proficiency of Multiage EFL Students. *IJEE (Indonesian Journal of English Education)*, 11(1). https://doi.org/10.15408/ijee.v11i1.35087

Arifin, S., Nurkamto, J., Rochsantiningsih, D., & Gunarhadi, G. (2024). Investigating Pre-Service EFL Teachers' Strategies to Overcome Speaking Anxiety During the Shift From Online to Offline Learning in the Post-Covid-19 Era. *rEFLections*, 31(2), 766–790. https://doi.org/10.61508/refl.v31i2.275221

Aydın, S., & Tekin, I. (2023). Positive Psychology and Language Learning: A Systematic Scoping Review. *Review of Education*, 11(3). https://doi.org/10.1002/rev3.3420

Badrasawi, K. J. I., Solihu, A., & Ahmad, T. B. T. (2020). Second Language Speaking Anxiety Among Malaysian Postgraduate Students at a Faculty of Education. *International Journal of Education and Literacy Studies*, 8(2), 54. https://doi.org/10.7575/aiac.ijels.v.8n.2p.54

Burhanuddin, B., Hudriati, A., & Juniansyah, D. (2023). EFL Higher Education Students' Psychological Factor in Speaking Classroom Activities at Universitas Muslim Indonesia: A Research Report. *ELT Worldwide Journal of English Language*

Teaching, 10(1), 52. https://doi.org/10.26858/eltww.v10i1.38370

CİMEN, B. A., & ÇEŞME, H. (2022). The Impact of Total-Physical-Response Storytelling on EFL Learners' Speaking Anxiety and Self-Assessed Speaking Skills. *International Journal of Language Academy*, 41(41), 232–247. https://doi.org/10.29228/ijla.62630

Duong, Q. P., & Pham, T. N. (2021). Moving Beyond Four Walls and Forming a Learning Community for Speaking Practice Under the Auspices of Facebook. *E-Learning and Digital Media*, 19(1), 1–18. https://doi.org/10.1177/20427530211028067

Eldeeb, M., & Jerma, S. (2024). Speaking in the EFL Classroom: Teacher-Student Reflection. *Humanitarian and Natural Sciences Journal*, 5(1). https://doi.org/10.53796/hnsj51/23

Erdiana, N., Daud, B., Sari, D. F., & Dwitami, S. K. (2020). A Study of Anxiety Experienced by EFL Students in Speaking Performance. *Studies in English Language and Education*, 7(2), 334–346. https://doi.org/10.24815/siele.v7i2.16768

Fadlan, A. (2020). Factors Causing Language Anxiety of EFL Students in Classroom Presentation. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(2), 219–230. https://doi.org/10.34050/els-jish.v3i2.9718

Faitour, T. N. D. (2022). Learning How to Use Mitigation Devices: A Peer-Supervisory Context Between a Non-Native Peer-Supervisor and a Non-Native English Teacher. *GATESOL Journal*, 32(1). https://doi.org/10.52242/gatesol.127

Fındıklı, S. (2023). Factors Affecting Students' Speaking Anxiety in English Language Classroom. *Focus on ELT Journal*, 5(1), 98–114. https://doi.org/10.14744/felt.2023.5.1.6

Fraschini, N., & Park, H. (2021). Anxiety in Language Teachers: Exploring the Variety of Perceptions With Q Methodology. *Foreign Language Annals*, 54(2), 341–364. https://doi.org/10.1111/flan.12527

Ginsburg, G. S., Pella, J. E., Ogle, R. R., DeVito, A., Raguin, K., & Chan, G. (2022). Teacher Knowledge of Anxiety and Use of Anxiety Reduction Strategies in the Classroom. *Journal of Psychologists and Counsellors in Schools*, 32(2), 174–184. https://doi.org/10.1017/jgc.2021.26

Höl, D., & Kasimİ, Y. (2022). A Growing Dilemma: English Speaking Anxiety-in-EFL Classrooms: A Review of Research. *Rumelide Dil ve Edebiyat Araştırmaları Dergisi*, 28, 421–438. https://doi.org/10.29000/rumelide.1132581

Imanuela Artika Sekar Ayu Cendani, & Purnamaningwulan, R. A. (2023). Exploring Challenges of Peer Feedback in an EFL Micro Teaching Class. *Elsya Journal of English Language Studies*, 5(3), 335–347. https://doi.org/10.31849/elsya.v5i3.15651

Juspaningsih, J. (2023). One-on-One Learning Method in Solving English Speaking Problems: A Study on EFL Learners. *International Journal of Research on English*

Teaching and Applied Linguistics, 4(1), 34–43. https://doi.org/10.30863/ijretal.v4i1.5009

KARAKAYA, C., & Küçüktepe, S. E. (2023). Yabancı Dil Olarak İngilizce Öğrenen Mesleki Ve Teknik Lise Öğrencilerinin İngilizce Konuşma Kaygıları Üzerine Bir İnceleme. *International Journal of Languages Education*, 11.1(11.1), 81–94. https://doi.org/10.29228/ijlet.64770

Khafidhoh, K., Wijayati, R. D., & Risa, S. H. (2023). Investigating Anxiety in Speaking Among EFL Students: A Qualitative Study. *Ahmad Dahlan Journal of English Studies*, 10(1). https://doi.org/10.26555/adjes.v10i1.212

Liu, X. (2023). Exploring Foreign Language Anxiety in China. *Journal of Education Humanities and Social Sciences*, 8, 2471–2474. https://doi.org/10.54097/ehss.v8i.5015

Malik, S., Oteir, I., & Al-Otaibi, A. N. (2024). An Empirical Investigation of the Relationship Between Individual Learner Factors and Foreign Language Speaking Anxiety in EFL University Learners. *International Journal of Innovative Research and Scientific Studies*, 7(2), 674–689. https://doi.org/10.53894/ijirss.v7i2.2863

Meliyani, Y., Utomo, D. W., & Masrupi, M. (2022). An Exploration of Indonesian EFL Learners' Speaking Anxiety. *Linguists Journal of Linguistics and Language Teaching*, 8(1), 1. https://doi.org/10.29300/ling.v8i1.5070

Mulyanto, H., Encik Shahzool Hazimin Bin Azizam, & Jusoh, J. (2022). Self Efficacy of Indonesian English Foreign Language Learners in Speaking English. *International Journal of English and Applied Linguistics (IJEAL)*, 2(3), 459–468. https://doi.org/10.47709/ijeal.v2i3.1884

Okyar, H. (2023). Foreign Language Speaking Anxiety and Its Link to Speaking Self-Efficacy, Fear of Negative Evaluation, Self-Perceived Proficiency and Gender. *Science Insights Education Frontiers*, 17(2), 2715–2731. https://doi.org/10.15354/sief.23.or388

Uztosun, M. S. (2021). Foreign Language Speaking Competence and Self-Regulated Speaking Motivation. *Foreign Language Annals*, 54(2), 410–428. https://doi.org/10.1111/flan.12559

Vuogan, A., & Li, S. (2022). Examining the Effectiveness of Peer Feedback in Second Language Writing: A Meta-Analysis. *TESOL Quarterly*, 57(4), 1115–1138. https://doi.org/10.1002/tesq.3178

Wang, Y. (2023). Correlation Between Foreign Language Classroom Anxiety and Foreign Language Achievement of Freshman and Teaching Enlightenment: A Case Study of Chinese Medical Students. *Journal of Education Humanities and Social Sciences*, 24, 193–198. https://doi.org/10.54097/t9x0xg87

Wijaya, K. F. (2023). Strategies to Overcome Foreign Language Speaking Anxiety in Indonesian EFL Learning Contexts. *LLT Journal a Journal on Language and Language Teaching*, 26(1), 214–227. https://doi.org/10.24071/llt.v26i1.4450

Zulfikar, Z. (2022a). Investigating High-School EFL Learners' Foreign Language Anxiety: A Case Study at SMA 4 Banda Aceh. *English Education Jurnal Tadris Bahasa Inggris*, 15(1), 96–118. https://doi.org/10.24042/ee-jtbi.v15i1.12046

Zulfikar, Z. (2022b). Reducing EFL Learners' Speaking Anxiety Through Selective Error Correction and Group Work. *LET Linguistics Literature and English Teaching Journal*, 12(1), 1. https://doi.org/10.18592/let.v12i1.6391

Zulfikar, Z. (2022c). Reducing EFL Learners' Speaking Anxiety Through Selective Error Correction and Group-Work Strategies. *ELT Echo The Journal of English Language Teaching in Foreign Language Context*, 7(1), 69. https://doi.org/10.24235/eltecho.v7i1.10204