IMPROVING STUDENTS’ ENGLISH VOCABULARY THROUGH SAVI

(A Classroom Action Research in the Fourth Grade of Elementary School Students Kumpulsari OKU Timur in 2010-2011 Academic Year)

Thesis
Written to Fulfill One of the Requirements to Get the Graduate Degree of English Education

Written by
Tb. Endayani
S891002023

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA
2011
IMPROVING STUDENTS' ENGLISH VOCABULARY THROUGH SAVI
(A Classroom Action Research in the Fourth Grade of Elementary School Students
Kumpulsari OKU Timur in 2010-2011 Academic Year)

By:
Tb. Endayani
NIM. S981002023

Approved by Consultants
Date: 

Consultant I
Dr. Ngadiso, M.Pd
NIP.196212311988031009

Consultant II
Dr. Sujoko, M.A
NIP. 195109180031002

The Head of the English Education Department
Graduate School of Sebelas Maret University

Dr. Ngadiso, M.Pd
NIP.196212311988031009
LEGITIMATION FROM THE BOARD OF EXAMINER

IMPROVING STUDENTS’ ENGLISH VOCABULARY THROUGH SAVI
(A Classroom Action Research in the Fourth Grade of Elementary School Students Kumpulsari OKU Timur in 2010-2011 Academic Year)

By:
Tb. Endayani

This Thesis has been examined by the board of Thesis examiners and approved as a fulfillment of the requirements of obtaining Graduate Degree in English Education Department of Sebelas Maret University

Board of Thesis Examiners:

Head : Prof. Dr. Joko Nurkamto, M. Pd
NIP. 196101241987021001

Secretary : Dr. Abdul Asib, M.Pd
NIP. 195203071980031009

Members : 1. Dr. Ngadiso, M.Pd
NIP. 196212311988031009
2. Dr. Sujoko, M.A
NIP. 1951091201980031002

The Director of Graduate School

The Head of the English Education Department
Graduate School

Prof. Dr. Ir. Ahmad Yunus, M.S.
NIP. 196107171986011001

Dr. Ngadiso, M.Pd.
NIP. 196212311988031009

iii
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “IMPROVING STUDENTS’ ENGLISH VOCABULARY THROUGH SAVI (A Classroom Action Research in the Fourth Grade of Elementary School Students Kumpulsari OKU Timur in 2010-2011 Academic Year). It is not plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic consequences, including the withdrawal or cancelation of my academic degree.

Surakarta, November , 2011

Tb. Endayani
ABSTRACT


This thesis was written to improve the students’ English Vocabulary Mastery. The objectives of this research are: (1) To know whether SAVI method can improve vocabulary mastery of the fourth grade students of MI NU Kumpulsari OKU Timur in 2010/2011 academic year; and (2) To know the strengths and the weaknesses of SAVI method when it is used to teach vocabulary.

The research was conducted in two cycles from May to September 2011. The procedure of this research consists of identifying problems, planning the action, implementing the action, observing the action, reflecting the result of the research. The subjects of the research are the fourth grade students of MI NU Kumpulsari OKU Timur. The quantitative data were derived from pre-test and post-test which were analyzed by using descriptive statistics. The qualitative data were derived from observation, interview, field note, questionnaire, and document analysis which were analyzed by using constant comparative method.

The result of the research shows that SAVI can improve students’ English vocabulary. There is significant improvement of students’ English vocabulary in the result of pre-test and post-test of cycle 1, and post-test of cycle 2. The students’ vocabulary mastery of pre-test was 50.833, post-test 1 was 71.875, and post-test 2 was 82.291. The students got improvement on meaning, spelling, pronunciation, and using words.

Through SAVI, the students were involved actively in the learning process because they were motivated and confident in joining the class. Using SAVI was effective to raise the students’ creativity and curiosity in learning vocabulary. The students had better understanding about the meaning of words and they become more familiar with the daily words, they could pronounce and spell the words better after implementation of the research. They were also able to use the words in simple sentences. Anyhow, in implementing SAVI, teacher should provide much time because there were four steps which should be done. It was not easy for the teacher to control the students to do the phases of SAVI well. The students should do the somatic, auditory, visual, and intellectual phases. It needs more time to make the students understand the material well through those phases.

Some suggestions will be directed to English teacher, the institution, the students, and other researcher. The teachers have to be creative in choosing media and method in order to make the students enthusiastic in joining the process of learning. To improve the students’ success in studying, the institution should be able to provide some media as the supporting facilities to help the students in learning especially vocabulary. Students should increase their motivation and enthusiasm in joining the process of teaching and learning.
MOTTO

"Anyone who has never made a mistake has never tried anything new."

(Albert Einstein)
DEDICATION

This thesis is dedicated to

My proud parents (M. Nurhadi and Sumarsih).

My fiancé (Aan Muhammady)
ACKNOWLEDGEMENT

She expresses her gratitude to God of Universe, Allah SWT for His blessings and mercies, so she can accomplish her thesis as a partial fulfillment of the requirement for the Graduate Degree of English Education.

In doing this work, she realizes that she is unable to finish it without contributions, helps, suggestions, and comments from many people. Therefore, in this opportunity she would like to express her gratitude to:

1. The Director of Graduate school of Sebelas Maret University for his permission to write this thesis,
2. The Head of the English Education Department Graduate Program of Sebelas Maret University who has suggested the writer to do this thesis
3. Dr. Ngadiso, M.Pd, my first consultant who thoroughly guides and inspires her to get better critical thoughts and ideas in finishing my thesis,
4. Dr. Sujoko, M.A, the second consultant who has thoroughly given guidance and suggestions to finish this thesis
5. The Head of MI Nahdlatul Ulama Kumpulsari Buay Madang OKU Timur Sum-Sel who has permitted her to conduct this research,
6. All lecturers of English Education Department of Sebelas Maret University who have supplied her the source of knowledge
7. Her parents M. Nurhadi and Sumarsih who have given her the best, her sister and brother, Viky Zuhriyani and Afnan Azhari.
8. The great thanks for special person, her fiancé, Aan Muhammady, who has motivated her to do the best
10. My friends in Wisma Deka who have given her supports to do this thesis

viii
11. Everyone that she could not mention them one by one who gives helps during the process of finishing her thesis.

Finally, she is truly aware that this thesis needs the constructive criticism and suggestion from the readers to make it better. She hopes that it can be useful contribution and idea to improve the English teaching learning process.

Surakarta, November , 2011

Th, Endayani
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>LEGITIMATION</td>
<td>iii</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Formulation of Problem</td>
<td>7</td>
</tr>
<tr>
<td>C. Objective of Study</td>
<td>7</td>
</tr>
<tr>
<td>D. Benefit of Study</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER II REVIEW OF RELATED LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>A. The Nature of Vocabulary Mastery</td>
<td>9</td>
</tr>
<tr>
<td>1. Definition of Vocabulary</td>
<td>9</td>
</tr>
<tr>
<td>2. Types of Vocabulary</td>
<td>11</td>
</tr>
<tr>
<td>3. The Importance of Vocabulary</td>
<td>12</td>
</tr>
<tr>
<td>4. Teaching and Learning Vocabulary</td>
<td>14</td>
</tr>
<tr>
<td>B. The Nature of SAVI</td>
<td>18</td>
</tr>
<tr>
<td>1. Definition of SAVI</td>
<td>18</td>
</tr>
<tr>
<td>2. The Strengths and Weaknesses of SAVI</td>
<td>23</td>
</tr>
</tbody>
</table>
3. Implementation of SAVI in Teaching Vocabulary .......... 23

C. The Nature of Teaching English to Young Learner .......... 26
   1. Teaching English to Young Learner ......................... 26
   2. Characteristic of Young Learner ............................ 28

D. Rationale ..................................................................... 31

E. Hypothesis ..................................................................... 34

<table>
<thead>
<tr>
<th>CHAPTER III RESEARCH METHODOLOGY .............................. 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Setting of the Research ........................................ 35</td>
</tr>
<tr>
<td>B. Subject of the Research ........................................ 36</td>
</tr>
<tr>
<td>C. Method of the Research .......................................... 36</td>
</tr>
<tr>
<td>D. Procedure of Research .......................................... 40</td>
</tr>
<tr>
<td>E. Date and Data Sources ......................................... 43</td>
</tr>
<tr>
<td>F. Technique of Collecting Data ................................ 45</td>
</tr>
<tr>
<td>G. Technique of Analyzing Data ................................ 45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION ................ 49</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction ................................................................ 49</td>
</tr>
<tr>
<td>B. Report of Cycle 1 .................................................... 51</td>
</tr>
<tr>
<td>1. Planning .............................................................. 51</td>
</tr>
<tr>
<td>2. Action of Cycle 1 .................................................. 52</td>
</tr>
<tr>
<td>3. Observing ............................................................ 67</td>
</tr>
<tr>
<td>4. Reflecting ............................................................. 71</td>
</tr>
<tr>
<td>5. Revising the Plan ................................................. 72</td>
</tr>
<tr>
<td>C. Report of Cycle 2 .................................................... 74</td>
</tr>
<tr>
<td>1. Revised the Planning ............................................ 74</td>
</tr>
<tr>
<td>2. Action of Cycle 2 .................................................. 75</td>
</tr>
<tr>
<td>3. Observing ............................................................ 88</td>
</tr>
<tr>
<td>4. Reflecting ............................................................. 90</td>
</tr>
<tr>
<td>D. Discussion .................................................................. 93</td>
</tr>
</tbody>
</table>
CHAPETR V CONCLUSION, IMPLICATION, SUGGESTION .......... 101

A. CONCLUSION .................................................................. 101
B. IMPLICATION .................................................................. 103
C. SUGGESTION ................................................................... 104

BIBLIOGRAPHY .................................................................................................................. 106

APPENDICES
LIST OF TABLES

Table  1  Word Type and Text Coverage ............................................................... 12
Table  2  The Strengths and Weaknesses of SAVI ................................................ 23
Table  3  Teaching Step of SAVI ............................................................................ 24
Table  4  The schedule of Research ....................................................................... 35
Table  5  Time Allotment of Meeting in Cycle 1 ................................................... 51
Table  6  Teaching Material of Cycle 1 .................................................................. 52
Table  7  Mean of each Indicators from Post-test 1 ............................................... 70
Table  8  Time Allotment of Meeting in Cycle 2 ................................................... 74
Table  9  Teaching Material of Cycle 2 .................................................................. 75
LIST OF APPENDICES

Appendix 1  Lesson Plan................................................................. 109
Appendix 2  Field note of Pre-Observation ................................. 163
Appendix 3  The Script of Teacher’s Interview ............................ 165
Appendix 4  The Script of Students’ Interview before Action ......... 166
Appendix 5  The Script of Students’ Interview before Action ......... 171
Appendix 6  The Result of Pre-Test 1 ............................................. 174
Appendix 7  The Result of Post-Test 1 .......................................... 175
Appendix 8  The Result of Post-Test ............................................. 176
Appendix 9  The Result of Validity and Reliability of Try Out ....... 177
Appendix 10 The Result Of Questionnaire ................................. 180
Appendix 11 Sample of Instrument of Try Out ......................... 186
Appendix 12 Sample of Instrument of Pre-test .......................... 190
Appendix 13 Sample of Instrument of Post-test .......................... 192
Appendix 14 Blue Print of Try Out ............................................. 194
Appendix 15 Blue Prints of Pre-test ............................................. 195
Appendix 16 Blue Prints of Post-test .......................................... 196
Appendix 17 Sample of Researcher’s field note ......................... 197
Appendix 18 Sample of Collaborator’s Journal ........................... 205
Appendix 19 Photograph of Teaching Learning Process ............... 213
Appendix 20 Copy of the Profile of MI NU Kumpulsari OKU ....... 216
Appendix 21 Copy of Letter Permission ....................................... 218
Appendix 22 Copy of Syllabus .................................................... 220
CHAPTER I
INTRODUCTION

1. Background of the Study

Language is one of the most effective means for communication. Through language, people communicate with one another to transfer messages and exchange information. Today, one of the international languages is English. In Indonesia, English is learnt as a foreign language because English is one of the most important languages in the world. It can even be said to be the single most important language. English is important because it is one of languages that is truly used by the whole world together.

By the reason, English language teaching should be started from the early time. In Indonesia, nowadays, English is taught at schools from elementary schools up to universities. It is expected that all of the students in Indonesia can master English well. The English mastery should involve four major language skills, namely listening, speaking, reading and writing.

Besides the students should master four language skills, they also should master English language components such as grammar and vocabulary. One of language components that is very important to be mastered and learnt by the students is vocabulary because communication in any languages is impossible without mastering the words used in that language. In addition, Wilkins in Thornbury (2002: 13) emphasized that without grammar very little can be conveyed but without
vocabulary nothing can be conveyed, although he exaggerated it. It means that one can understand a reading text and make oneself understood with almost no grammar, but one can get nothing without vocabulary. In other words, it is impossible for people especially learners to comprehend spoken and written languages without mastering vocabulary. According to Clark in Carter (1998: 184):

Building up vocabulary is complicated process, and one that takes a long time. By 1½ years or so, children may have around fifty words, and a couple of years letter, many have several hundred. But the process does not stop there, at the age of 4 or 5. Children as old as 8 or 9 are still working out complicated word meanings. E.g. the meanings of terms like promise, cousin and although. And adults go on acquiring vocabulary over many years. Words like inconceivable or widdershins send many of us to the dictionary.

Seeing that vocabulary is very important, young children have to master it very well because vocabulary mastery influences the mastery of language skills, such as listening, speaking, reading, and writing. According to Hatch & Cheryl (1995: 1) vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Furthermore, Read (2000: 16) defines vocabulary as inventory of individual words, with their associated meaning. In addition, Ur (1996: 60) argues that vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word, which is made up of two or three words but expresses a single idea. It can be intended that all languages consist of words combined.
Teaching vocabulary is not just presenting new words. It also includes a decision that words should be taught from the basic of how frequent they are used by speaker in communication. The words which are most commonly used are those a teacher should teach first. But commonly and usually the way of teaching makes the students lazy and bored. The teacher needs something different to make students interested because they are very easy to get bored. Therefore, teacher needs something interesting which can motivate the students in learning. It is based on the characteristics and attitude of the children that they are curious and often seeks something that the teacher notices them and shows appreciation for what they are doing.

Teaching vocabulary is appropriate for young children because they are active learners and thinkers. According to Vygotsky in Henson (1999: 46) children construct knowledge from actively interacting with the physical environment in developmental stages. It means that Children construct knowledge through interaction with adults for gathering words in their language learning. As the language teacher, one is expected to be able to improve students’ vocabularies including four aspects, they are: meaning of the words, spelling the words, pronouncing the words, and using the words. So the ideal condition of learning vocabulary is that the students at the fourth grade have to understand the meaning of words at least something around them, pronounce each word well, spell the words correctly, and use the words in sentences.
In contrast, not all students have good English vocabulary mastery after joining teaching learning process. In MI NU Kumpulsari OKU Timur, the writer found some problems in mastering English vocabularies according to the students and the teacher. The students said that: (1) English is difficult to read and write; (2) it is difficult to comprehend the meaning; (3) it is difficult to pronounce the words; (4) it is difficult to spell of the words; for example, when the writer asked one of the students to write the word “cow”, the students has wrong assumption by writing “kau”; (5) they still do not understand how to use the words, (6) they feel bored when getting English lesson; (7) it is difficult to retrain new vocabulary in the mind and; (8) it is difficult to understand the teacher’s explanation.

The teacher of English lesson said that: (1) the students have difficulty to read, spell, pronounce, and mention the meaning of some words; (2) the students do not pay attention when joining the teaching learning process; and (3) the students have difficulty to understand the lesson that has been taught by the teacher.

The problems above happened because of some factors which include internal and external factors that occur during teaching learning process. Internal factors are the factors that come from the students themselves which include: (1) the students have no strong motivation in studying English which makes them lazy to study hard; (2) the students lack of interest in studying English vocabulary; (3) the students have low ability in studying English vocabulary; (4) the students are passive when joining the class; and (5) the students have low self-confidence which makes them feel hesitant with their ability of English vocabulary.
The external factors are the factors which come from teacher and the class condition. The factor from the teacher include: (1) Teacher did not use various methods or strategies that make the students feel bored; (2) teacher did not use interesting material; (3) teacher did not give the opportunity to the students to practice new vocabulary learned related to the real object; (4) teacher was presenter and students were listeners; and (5) teacher forced the students to sit and just listen to the teacher’s explanations; and (6) teacher provided no more exercise that train the students to practice new vocabulary. And the factors from class condition include: (1) the stressed atmosphere of the class; and (2) lack of supporting facilities to help the students in teaching learning process, for examples; dictionaries, pictures, LCD, computer laboratory, etc.

In teaching young children, teachers have to be active and creative because it can stimulate the students to be more active in the class. Commonly, young learner could not study by sitting and listening only, they need more experience that can make them impressed. Teachers also have to be able to create the situation in the class to be more alive and enjoyable. Here, teacher plays some important role in teaching learning activity. In teaching young learners, there are many kinds of teaching methods or strategies to improve students’ vocabularies. For instance: using games, a song, word mapping, and also SAVI. The media used in teaching young learners are various. It can be picture, flip cards, flash cards, concrete things usually called field trip. In this study, the researcher determines to combine those media because it will be more effective and impressive for the students to study.
In this study, the researcher decides to use SAVI in teaching Vocabulary to the students of MI NU Kumpulsari OKU Timur. SAVI requires the students to be more active physically as well as intelligently. SAVI itself stands for Somatic, Auditory, Visual, and Intellectual. Somatic is learning by moving and doing. Auditory is learning by talking and hearing. Visual is learning by seeing and picturing. Intellectual is learning by problem solving and reflecting. All four learning modes have to be present for optimal learning to occur. For example people can learn much more if they can do something while it is going on (S), they are also able to learn something by watching a presentation (V), talking about what they are learning (A), and thinking through how to apply the information being presented to their job (I) (Meier, 2000: 41). From the method applied, the students are hoped to be able to get the material given by the teacher and they could comprehend vocabulary well involving meaning, spelling, pronunciation, and the language use.

To get the ideal condition, there are some steps to implement the method in teaching vocabulary. (1) In the somatic or first phase, SAVI can improve students’ understanding of meaning and gathering words. In this phase, teacher asks students to move around to find something around them for teaching noun, and do an action for teaching verbs and then students mention the meaning in English with teacher’s help. (2) In the Auditory or second phase, SAVI can improve students’ spelling and pronunciation. In this phase, teacher asks the students to spell the words by writing them on the board then they read them loudly. (3) In the Visual or third phase, SAVI can improve students’ pronunciation, understanding meaning and spelling. In this
phase, teacher shows pictures to the students and they are asked to see or observe the pictures related to the material then mention the meaning and pronounce it loudly. They are also asked to write in the name of pictures in English on the board. (4) In the Intellectual or fourth phase, SAVI can improve students’ ability in using words. In this phase teacher asks the students to apply the word in the simple sentence. For example; I write on the board, I write a story.

B. Problem Statements

This research is concerned with the following problems:

1. Can SAVI method improve Vocabulary mastery of the fourth year students of MI NU Kumpulsari OKU Timur in 2010/2011 academic year?

2. What are the strengths and the weaknesses of SAVI method when it is used to teach vocabulary?

C. Objectives of the Study

Based on the problem statement above, the objectives of the study are:

1. To know whether SAVI method can improve vocabulary mastery of the fourth grade students of MI NU Kumpulsari OKU Timur in 2010/2011 academic year.

2. To know the strengths and the weaknesses of SAVI method when it is used to teach vocabulary.
D. Benefit of the Study

The researcher expects that this research is useful for English teachers, students, and the other researchers. To the teacher, this study is expected to be able to give theoretical and practical contributions in teaching English especially vocabulary mastery at the fourth grade of Elementary School. The theoretical contributions are related to the effectiveness and the meaningfulness of the SAVI method in improving the students’ vocabulary mastery. Concerning the practical contribution, it is expected that this study can help the English teacher solve her problems of unsatisfactory vocabulary mastery found by the teacher on the fourth grade students of MI NU Kumpulsari OKU Timur.

For the students, it is expected that the use of SAVI method can benefit them in overcoming their low vocabulary mastery. The implementation of SAVI method here is to provide the students to have conducive atmosphere during teaching and learning process. Besides, this method is expected to provide the students with more practice of using words in their real and natural learning activities.

For other researcher, it is expected that the result of this study can be additional reference to conduct future research dealing with the similar problems by using another research designs or models.

Finally, the researcher takes a great expectation that the result of this study has the following benefits to give contribution to anyone who is interested in the same topic, so it can be an additional source in teaching vocabulary.

commit to user
CHAPTER II
REVIEW OF RELATED LITERATURE

A. General Concept of Vocabulary Mastery

1. Definition of Vocabulary Mastery

According to Ur (1996: 60), vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word, which is made up of two or three words but expresses a single idea. Afterward, Read (2000: 16) defines vocabulary as inventory of individual words, with their associated meaning. Moreover, Hatch and Cheryl (1995: 1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Richards and Renandya (2004: 255) define vocabulary as a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. They also further suggest that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language opportunities around them such as listening to the radio, listening to the native speakers, using the language in different contexts, reading and watching television.

Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive in which vocabulary we can...
understand or recognize and productive vocabulary in which we use when we write or speak (Hiebert and Kamil, 2005: 3). In addition, they state that oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. *Productive vocabulary* is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, *receptive or recognition vocabulary* is set of words for which an individual can assign meanings when listening or reading.

Mastery means natural or acquired facility in specific activity, ability, adeptness, art, command, craft, experience, expertness, knack, proficiency, skill, technique (http://www.answers.com/topic/mastery). Hornby (1995: 721) states that mastery is complete knowledge or great skill. In addition, Cameron (2001: 74) argues that vocabulary mastery deals with learning words at the first. Learning words is a process of meeting new words and initial learning followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language.

In short, it can be summed up that vocabulary is list of words to express idea through sentence or discourse which can be oral and printed forms that plays important role in developing students’ English skill. Mastering vocabulary means learning the form and the meaning of words and having ability to use them communicatively either written or spoken.
2. Types of Vocabulary

The division of words is important because it will affect the way of words are dealt in learning. Nation (1990: 15) classifies vocabulary into high frequency words, academic vocabulary, technical vocabulary, and low frequency words which are discussed below:

1. High Frequency Words

High frequency words are clearly useful for a learner of English as they dominate a text because it occurs frequently in every text. It occurs for about 87% of the running words in the text, any time spent for learning them will be well repaired for they cover a lot of text and will be met often.

2. Academic Vocabulary

Academic vocabularies are useful for them who study in upper secondary school or University. They occur frequently in most kinds of academic text for about 8% of the running words in academic texts. The words which are included in this group are common in most kinds of academic words or technical writing.

3. Technical Vocabulary

Technical vocabularies are important for them who continue to study in certain area as they occur several times in that area. They occur, some times frequently, in specialized texts. About 3% of the running words in a specialized text.
4. Low frequency words

Low frequency words are the largest group in English but covering a very small proportion in any text. It means that they do not occur very frequently about 2% or more of the words in any text. So, it is not worth spending time on such words. To make the division clear, Nation (1990: 15) then counted and classified the headwords included in a Webster’s dictionary as presented in the table below:

Table 01: Word Type and Text Coverage

<table>
<thead>
<tr>
<th>Word type</th>
<th>Number of words</th>
<th>Proportion of text</th>
</tr>
</thead>
<tbody>
<tr>
<td>High frequency words</td>
<td>2,000</td>
<td>87%</td>
</tr>
<tr>
<td>Academic vocabulary</td>
<td>800</td>
<td>8%</td>
</tr>
<tr>
<td>Technical vocabulary</td>
<td>2,000</td>
<td>3%</td>
</tr>
<tr>
<td>Low frequency word</td>
<td>123,200</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128,000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

3. The Importance of Vocabulary

Wilkin in Thornbury (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist Wilkins summed up the importance of vocabulary learning. Taylor (1990: 1) states:

In order to live in the world, we must name it. Names are essential for the construction of reality for without a name it is difficult to accept the

commit to user
existence of an object, an event, a feeling. Naming is the means whereby we attempt to order and structure the chaos and flux of existence which would otherwise be an undifferentiated mass. By assigning names we impose a pattern and meaning which allows us to manipulate the world.

From the statement above, it can be assumed that vocabulary is the main element in naming or labeling some existence things. Without vocabulary, one will have difficulty to identify what will be mentioned.

In addition, Nation in Schmitt and McCarty (1997: 6) argues that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge; knowledge of the world enables to increase vocabulary knowledge, and so on. Concerning the statements above, it can be said that vocabulary has a big role in all skills of English language learning because in developing language skills, learner should master vocabulary well.

In short, vocabulary is important for students to learn a language especially, for elementary school students. Having been introduced a number of words, the students will be able to express their thought or ideas. In this case, students must realize that learning a language is not easy task. It needs a set of requirements. One of them is having sufficient vocabulary because it plays an important role in learning four skills.

4. Teaching and Learning Vocabulary

Vocabulary is one of the important elements for English skills that should be mastered by the students in the globalization era. By mastering vocabulary they will
be able to communicate well, not only for academic purpose but also for professional purposes.

Traditionally, the teaching of vocabulary above beginner levels was mostly incidental it is very important because it relates to presenting new items as they appears in reading or sometimes listening texts. For many years, vocabulary was neglected in some language teaching. It was poor relation and almost ignored. But nowadays, it is widely accepted that vocabulary teaching should be part of the plan, and taught in a well-planned. According to Clark in Carter (1998: 184):

Building up vocabulary is complicated process, and one that takes a long time. By 1 ½ years or so, children may have around fifty words, and a couple of years letter, many have several hundred. But the process does not stop there, at the age of 4 or 5. Children as old as 8 or 9 are still working out complicated word meanings. E.g. the meanings of terms like promise, cousin and although. And adults go on acquiring vocabulary over many years. Words like inconceivable or widdershins send many of us to the dictionary.

In addition, Carter (1998: 186) states that vocabulary learning should be a main aim in teaching vocabulary to put students in the position where they are capable of deriving and producing meanings from lexical items both for themselves and out of the classroom.

According to Ur (1996: 60-62) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:
1. Form (Pronunciation and Spelling)

In most languages there is a fairly clear correspondence between sounds and symbols. There are, of course, languages where there are many exceptions to such rules, many words whose pronunciations could not be logically predicted from their spelling and vice versa.

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time; we need to make sure that both these aspects are accurately presented and learned.

2. Aspect of Meaning

According to Ur (1996: 62) the meaning of a word is primarily what it refers to in the real world, its *denotation*. For example, *dog* denotes a kind of animal. *Connotation* is the associations, or positive or negative feeling. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty which is different from Arabians, they have negative associations of dirt and inferiority. In addition, *appropriateness* is about the words whether a particular item is the appropriate on the use in a certain context or not. Thus, it is useful for learner to know that a certain word is very common, or relatively rare, or ‘taboo’ in polite conversation both spoken and written forms.

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships; here are some of the main
ones: (1) Synonyms: items that mean the same, or nearly the same; for example, *bright, clever, smart* may serve as synonyms of *intelligent*; (2) Antonyms: items that mean the opposite; *rich* is an antonym of *poor*; (3) Hyponym: items that serve as specific examples of a general concept; *dog, lion, and mouse* are hyponyms of *animal*; (4) Super ordinate: general concepts that ‘cover’ specific items; *animal* is the superordinate of *dog, lion, and mouse*.

3. Grammar

According to Ur (1996: 75) grammar is sometimes defined as ‘the way words are put together to make correct sentences. In addition, Cowan (2008: 3) states that grammar is set of rules that describes how words and groups of words can be arranged to form sentences in particular languages.

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. When teaching a new verb, for example, we might give also its past form, if this is irregular (*think, thought*), and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (*mouse, mice*), or draw learners’ attention to the fact that it has no plural at all (*advice, information*).


Word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change, which is a change in a single word's meaning.
Furthermore, Chaer (2007: 169) argues that each word should be formed in order to be able to use in certain intention grammatically. It can be formed through affixation, reduplication, and composition.

Affixation is one of the ways new words are formed from old. Vocabulary items, whether one word or multi-word, can often be broken down into their component ‘bits’. Exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners. Teacher may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of sub-, un-, and -able, these will help them guess the meanings of words like substandard, ungrateful, and untranslatable.

Those are the experts’ opinion of the aspects in teaching vocabulary. The aspects that teacher should concern in teaching vocabulary for beginner level are how the students understand the meaning of words, how to pronounce the words, how to spell the words, and how to use the words in the language.

In learning vocabulary, students should master some aspects that consist of forms (pronunciation and spelling), grammar, meaning relationship, collocation and word formation. From the aspects, it can be seen the indicators that are (a) students know the meaning of words; (b) students are able to pronounce the words (c); students are able to spell the words either spoken or written; and (d) students are able to use words in the sentences.
B. The Nature of SAVI

According to Meier (2000: 43) learning doesn't automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. It is called SAVI learning. The components are easy to remember:

1. Somatic: Learning by moving and doing
2. Auditory: Learning by talking and hearing
3. Visual: Learning by observing and picturing
4. Intellectual: Learning by problem solving and reflecting

All four learning modes have to be present for optimal learning to occur since these elements are all integrated. Since these elements are all integrated, the best kind of learning occurs when they are all used simultaneously. Here’s more detail on each of these four modes (Meier, 2000: 41).

1. Somatic Learning

"Somatic" is from the Greek word for body - soma (as in Psychosomatic). It denotes tactile, kinesthetic, hands-on learning - getting physical and using and moving your body while you learn.

Strong somatic learners, however, are at a disadvantage in Western culture, which has a long history of separating the body and the mind and disregarding the body as a vehicle for learning. Children who are somatic, who can't sit still but who must move their bodies in order to keep their minds alive are often considered disruptive, learning disabled, and a menace to the system.
In order to stimulate the mind-body connection, create learning events that get people up and out of their seats and physically active from time to time. Not all learning needs to be physically active, but by alternating between physically active and physically passive learning activities teachers can help children learn. Here are some examples of how you can get learners physically involved in the learning.

a. Physically manipulate components of a process or system
b. Act out a process, system, or set of concepts
c. Have an experience, then talk about and reflect on it
d. Complete a project that requires physical activity.
e. Do an active learning exercise (a simulation, a learning game, etc.)
f. Take a field trip. Then, write, draw, and talk about what was learned from the field.

According to Deporter, et al. (2010: 124) somatic can be defined as kinesthetic in which by this modality, people can access all activities and emotions. It involves some kinesthetic movement such as;

a. Learning by moving, touching something;
b. Respond something physically;

2. Auditory Learning

Auditory minds are stronger than people realize. Human ears continually capture and store auditory information, even without conscious awareness. And when we make our own sounds by talking, several significant areas of our cerebrum are activated. The ancient Greeks encouraged people to learn out loud by dialog. Their
philosophy was: If you want to learn more about anything, talk about it nonstop. Auditory learning was the standard for all cultures as far back in history as we can go. Here is a brief list of starter ideas for increasing the use of the auditory in learning.

a. Tell learners stories that have the learning material embedded in them.
b. Have learners in pairs describe to each other in detail what they just learned and how they are going to apply it.
c. Ask learners to practice a skill or perform a function while describing out loud in great detail what they’re doing.
d. Have learners create a rap, rhyme or auditory mnemonic out of what they are learning.
e. Ask learners in groups to talk nonstop when doing creative problem solving or long-term planning. (The conversations can be recorded to capture the ideas.)

According to Deporter et al. (2010: 124) Visual is one of modalities to access visual image which is made and remembered. It relates to colored pictures, photographs, rooms, etc.

3. **Visual Learning**

Visual acuity, although more pronounced in some people than others, is strong in everyone. The reason is because there is more equipment in everyone’s head for processing visual information than any other sense.

Visual learning helps everyone (particularly the visual learner) to "see" what a presenter or book or picture is talking about. Visual learners learn best when they

*commit to user*
can see real-world examples, diagrams, idea maps, icons, pictures, and images of all kinds while they are learning. Another technique that works for everyone, especially for people with strong visual skills, is to ask them to observe something and then to think and talk about it, drawing out the processes, principles, or meanings that it illustrated. Here are a few more things you can use to make learning more visual.

a. Picturesque language (metaphors, analogies)
b. Vivid presentation graphics
c. 3-dimensional objects
d. Vivid picture stories
e. Field observations
f. Colorful decorations
g. Mental imagery exercises

According to Deporter et al. (2010: 124) Visual is one of modalities to access all kinds of sounds and spoken words. It involves music, rhyme, intonation, internal dialog, etc.

4. Intellectual Learning

The word "Intellectual" indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connections, meanings, plans, and values out of it. It's the reflecting, creating, problem-solving, and meaning-building part of a person. The intellectual is the sense maker of the mind; the means by which the human being "thinks," integrates experience, creates
new neural networks, and learns. It connects the body's mental, physical, emotional, and intuitive experiences together to build fresh meaning for itself. It's the means by which the mind turns experience into knowledge and knowledge into understanding.

Here are the Intellectual aspects of learning get exercised when you have learners engage in activities such as:

a. Solving problems
b. Analyzing experiences
c. Generating creative ideas
d. Accessing and distilling information
e. Applying new ideas
f. Creating personal meaning
g. Thinking through the implications of an idea

These four happen with some "creative" techniques that get people physically moving (S) and have strong auditory (A) and visual (V) input, but lack intellectual depth (I). You end up with learning that is "SAVI," a superficial gloss that is bound to wash off in the first full rain of reality. But when the Intellectual side of learning is engaged, most people can accept even the most playful learning exercise without feeling that it's shallow, childish, or trite.

5. The strengths and weaknesses of SAVI

There are some strengths and weaknesses of SAVI which are described as follows:
Table 02: The strengths and weaknesses of SAVI

<table>
<thead>
<tr>
<th>Method</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAVI (somatic, auditory,</td>
<td>1. The students try to optimize their sensory in learning process more</td>
<td>1. Not all students are able to use their sensory in learning process.</td>
</tr>
<tr>
<td>visualization, intellectual)</td>
<td>2. The students will get maximal achievement</td>
<td>2. It could not occur to the students who have physical defect</td>
</tr>
<tr>
<td></td>
<td>3. Each student learns actively in or outside the class.</td>
<td>3. Spent much time</td>
</tr>
</tbody>
</table>


6. Implementation of SAVI in Teaching Vocabulary

Teaching vocabulary at this level is a very important element of teaching English to children because children, knowing more and more words, will be able to communicate well to others. It is the most important thing in teaching foreign language.

The teacher can implement the four phases below in teaching vocabulary to make the lesson more exciting and motivating the students. They are as follow:

Table 03: Teaching Steps of SAVI

<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Teacher asks the students to move around to find, touch, and identify the thing or activity in or outside the class.</td>
</tr>
</tbody>
</table>
Or students are asked to do practice some activity to teach verbs.

b. Teacher asks the students to list the things in Indonesia including school equipments that students find in the class.

c. Teacher asks the students to find the meaning of the words that they have found by using dictionary or other resources.

d. The last, teacher asks the students to write the words on the blackboard.

### 2. Auditory

a. Teacher reads the words with the meaning on the blackboard loudly and asks the students to repeat after him/her.

b. Teacher gives examples to pronounce the words correctly.

c. Teacher gives examples to spell the words correctly.

d. Teacher asks the students one by one to come in front of the class to read the words on the black board.

e. Teacher asks the each student to come in front of the class to pronounce and spell the words correctly.

### 3. Visual

a. Teacher shows the picture about the topic. She/he asks the students to mention the name of the picture in English.

b. Teacher points students one by one to mention the name of the picture that is shown by the teacher.

c. Teacher divides the students to make group investigation consist of 5 students.

d. Teacher contributes some pictures to each group and jumbles together then the she asks the students to match the jumbled pictures with the words that are provided by the teacher.

e. Teacher asks the group to read the result of matching jumble pictures with good pronunciation and spelling.

### 4. Intellectual

a. Teacher asks the students to mention things that they have learned (in Indonesian to English) without seeing...
both note and pictures.
b. Teacher asks the students one by one to come in front of the class to mention things that they have learned (in Indonesian to English).
c. Teacher asks the students to apply the words into simple sentence.

C. The Nature of Teaching English to Young Learner

1. Teaching English to Young Learner

In current years, the teaching of English is expanding into primary or elementary school settings. Decree of ministry of Education and Culture, No. 060/U/1993 in Fauziati (2002: 169) states that English may be given to elementary school students as a local content.

In general, children have immediate need to be motivated by teacher or the materials in order to learn effectively. In teaching young children, teachers are expected to be able to bring them in happy situation because they need an atmosphere that can arouse them to learn efficiently. According to Ur (1996: 288) there very important sources of interest for children in the classroom such as pictures, stories, and games. Fauziati (2002: 172) argues that there are some activities that are suitable for young language learners or children. They include teaching English using pictures, games, songs, and nursery rhymes which in detail are explained below:

a) Pictures

Picture is the most obvious type of visual material for children. Lack of aural stimulus is relatively easy to tolerate but it is not true for visual which is very
dominant channel of input for young learner. The picture can be forms of photograph, colored poster, picture cut from magazine, map, and graphic.

b) Games

According to Ur (1998: 189) games are essentially recreational ‘time out’ activities whose main purpose is enjoyment, language study is serious goal-oriented work, whose main purpose is personal learning. Sometimes, games are called learning activity which is just for fun; not to be taken for seriously. Children in general learn well when they are active and when action is channeled into an enjoyable game.

c) Story

Young children love having stories told to them and older ones begin to read for them. Telling story in foreign language is one of the simplest and richest sources of foreign language input for young learners. The most effective combination in teaching is using picture and story together.

d) Song

According to Fauziati (2002: 172) one useful medium to maintain the children’s interest and to make the teaching and learning process enjoyable is the popular song. The children will be likely to hear as they grow up because of the universal nature of the song in this way, the children will not only learn language but also learn a culture.
e) Nursery Rhyme

Another medium of classroom activity which creates amusing atmosphere is nursery rhyme. In this case there is no melody to serve as a point of identification. Therefore, the modification from original rhyme should be carefully considered.

2. Characteristic of Young Learner

Young learners are unique in doing and learning something. They have some characteristics that differ from those of the adult learners. That is why, teachers of young learners should consider the uniqueness of young learners when they teach them. According to Scott and Ytreberg (1990: 3), some characteristics are as follows:

(1) Many children can sustain an interest in an activity. In relation to this Scott and Ytreberg (1990: 3) state that variety of voice, pace, and organization will help much in keeping the young learners concentrate on learning the language.

(2) They understand through hands, eyes, and ears. They deal with concrete things. Scott and Ytreberg (1990: 3) suggest that teachers should not rely on the spoken words only. The activities for young learners should mostly include movement and involve senses. Bringing them many objects, pictures, making full use of the school and surroundings and demonstrating what the
teacher wants the children to do are much better than just giving them verbal explanation.

(3) They love to play and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is “real” work.

(4) They are very logical – what you say first happens first.

(5) They understand situations quickly than they understand the language use.

(6) Young children are enthusiastic and positive about learning. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning.

(7) Young children love to imitate and mime, to act out roles, and do physically active. Therefore, some activities that involves physical movement, such as action songs, dramatization, coloring and drawing of pictures, action games, and role playing.

Concerning with the characteristics possessed by children, a teacher should be able to choose the appropriate techniques for teaching, to understand the way young learners learn. Teachers are the key of the students’ success in mastering the language, especially as elementary teachers. They have a great opportunity to facilitate the students’ best learning if they do understand their characteristics.
Fauziati (2002: 171) notices that several characteristics attached to children are that children like playing, talk about ‘now and here’, and understand and retain the meaning better when they have seen some object associated with them.
D. Rationale

SAVI

Somatic  
Learning by Doing/ moving  
Take a field trip. Touching, experiencing, writing, and modeling something new  
Producing words, meaning and spelling

Auditory  
Learning by listening/ Speaking  
Listening, telling, and practicing words  
Improving pronunciation

Visual  
Learning by seeing/ observing  
Picturing, Observing and Matching jumble things to the words  
Understanding meaning and pronouncing

Intellectual  
Learning by solving problem/ Reflecting  
Memorizing, generating ideas, analyzing, and problem solving  
Improving the use of words and spelling

Vocabulary mastery
From the pre-observation, questionnaire, interview, and pre-test, the writer found some students’ problems in mastering English vocabularies: (1) English is difficult to read and write; (2) it is difficult to comprehend the meaning; (3) it is difficult to pronounce the words; (4) it is difficult to spell the words; for example, when the writer asked one of the students to write the word “cow”, the students had a wrong assumption by writing “kau”; (5) they still do not understand how to use the words in the sentences; (6) they feel bored when getting English lessons; (7) it is difficult to retrain new vocabulary in the mind; and (8) it is difficult to understand the teacher’s explanations.

The problems above happened because of some factors which include internal and external factors. The internal factors include: (1) the students have no strong motivation in studying English which makes them lazy to study hard; (2) the students lack of interest in studying English vocabulary; (3) the students have low ability in studying English vocabulary; and (4) the students have low self-confidence which makes them feel hesitant with their ability of English vocabulary.

The external factors are the factors which come from teacher and the class condition. The factor from the teacher include: (1) Teacher did not use various methods or strategies that make the students feel bored; (2) teacher did not use interesting material; (3) teacher did not give the opportunity to the students to practice new vocabulary learned related to the real object; (4) teacher was presenter and students were listeners; and (5) teacher forced the students to sit and just listen to the teacher’s explanations; and (6) teacher provided no more exercise that train the
students to practice new vocabulary. And the factors from class condition include: (1) the stressed atmosphere of the class; and (2) lack of supporting facilities to help the students in teaching learning process, for examples; pictures, LCD, computer laboratory, etc.

SAVI method is one of the ways to help the students to obtain vocabulary mastery. It stands for Somatic, Auditory, Visual and Intellectual. This method is considered as a suitable way to improve the Elementary School Students’ vocabulary mastery because it facilitates the students to learn new vocabularies intelligibly. It could make the process of children’s learning not to feel bored, afraid, and lazy. It leads the students to learn language involving their five sense of body by doing/touching, seeing/observing, talking, and listening.

The reasons for choosing SAVI method are as follows. In the somatic learning, students find something then touching, identifying and experiencing it. They can practice an action for teaching verbs, and touch something for teaching noun. In this case, the students comprehend the concept of meaning of words. They also can gather words from what they have experienced.

In the auditory learning, the students can tell the words from what they have experienced to the teachers and friends. The students also hear some vocabulary from the teacher and their friends. In this phase, the students are able to take and give from others both teacher and friends by telling and hearing. Then, it is the chance for teacher to present (1) the forms both spoken and written of the words; and (2) Context of vocabulary; a new vocabulary should be presented in context that makes
the meaning clear. In other words, teacher explains to the learner what vocabulary means and when and how to use the vocabulary.

In the visual learning, the students’ comprehension of words is visualized with the pictures. With pictures or other visual aids, students are able to illustrate what the words are named. Mentioning the name of picture, matching words with the picture, and telling picture stories can be used to help the students’ visual ability.

The last is intellectual learning. In this phase students are expected to be able to memorize and use the words into the sentence. It means that the students can transfer the vocabularies from receptive to productive one. Applying the collections of vocabulary into meaningful sentence or comprehension is the main goal of the language learning.

E. Hypothesis

Based on review of related literature and rationale, the hypothesis can be formulated that SAVI can improve the students’ vocabulary mastery.
CHAPTER III

RESEARCH METHODOLOGY

This chapter examines the setting and subject of the research, method of the research, technique of collecting data, and technique of analyzing data. Each of them is discussed as follows.

A. Setting of the Research

This research was conducted in MI NU OKU Timur in 2011-2012 academic years. It is located in Kumpulsari Buay Madang OKU Timur South Sumatra. The time schedule of the research that will be conducted in the school is described in the table below:

Table 04: the schedule of the research

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre observation</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Proposal</td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reviewing literature</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Developing instrument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Collecting data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

commit to user

34
<table>
<thead>
<tr>
<th></th>
<th>Task</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>analyzing data</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Writing report</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Submitting the document</td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

### B. Subject of the Research

The subject of this study was the fourth grade students of MI NU OKU Timur which consists of 24 students. The reason for choosing this subject of the research is the students’ vocabulary mastery is still low which can be seen from the facts that the students could not read and write some English vocabulary correctly, they also cannot pronounce some English words well, and they do not know how to use the words in the sentence. The writer conducts this research to improve teaching learning strategy, especially in improving students’ vocabulary mastery. So, it is expected that the result of this study may give contribution to the school itself and other schools for improving teaching learning strategy.

### C. Method of the Research

In this research, the writes used a classroom action research which is the goal is to improve the vocabulary mastery of the fourth grade students of Elementary school Kumpulsari OKU Timur through SAVI Method. According to Sigh (2006: 261) action research is a method for improving and modifying the working system of a classroom in school.
In addition, action research design is systematic procedures done by the teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning (Mills in Creswell, 2008: 597)

Kemmis and McTaggart in Cook (2010: 3) argue that “the approach is only action research when it is collaborative”. They describe action research as “a form of collective self-reflective enquiry”. That is certainly the case in this action research study and it could be argued that this collaboration process is the most effective way to complete action research.

From those statements, it can be concluded that classroom action research is a method with systematic procedure that combines identification, action, and reflection to solve the school’s problems in order to improve the teaching learning in the school. It is expected that students’ achievement is satisfied.

In this research, action research is undertaken in order to improve the students’ vocabulary mastery through SAVI method, to develop teachers’ creativity in teaching students’ ability in mastering vocabulary. It is aimed at giving positive changes in the social and educational situation of the students in the fourth grade of elementary school.

D. Procedure of Research

Kemmis and McTaggart in Burns (1999: 32) state that action research occurs through a dynamic and complementary process which consists of four
fundamental steps in a spiraling process. They are planning, acting, observing, and reflecting. The steps are detailed below:

1. **Planning the action**

   Based on the problems stated previously, the writer uses SAVI method to overcome students’ and teachers’ problems. To do this, the writer plans a set of activities as follows:
   a. Writing the lesson-plan and designing the steps in doing the action.
   b. Preparing materials, preparing sheets for classroom observation (to know the situation of the teaching and learning process when the method is applied)
   c. Preparing teaching media which are suitable with the material. For example; picture, real object, flash card, etc.
   d. Preparing evaluation which includes pre-test and post-test. Pre-test is given before learning the material. It is aimed to know the students’ problems. Post-test is given after learning the material to measure students’ vocabulary mastery.
   e. Distributing questionnaire. It is given after learning process that is aimed to know the students’ ideas about the method which is applied.

2. **Implementing the Action**

   The writer implements the action by applying SAVI method to improve the students’ vocabulary mastery which covers four aspects.
   a. SAVI can improve students’ understanding of meaning of words. In this phase, teacher asks students to move around to find something around them for teaching

   *commit to user*
noun, and do an action for teaching verbs and then students mention the meaning in English with teacher’s help.

b. SAVI can improve students’ spelling. In this phase, teacher asks the students to spell the words by writing them on the board.

c. SAVI can improve students’ pronunciation. In this phase, teacher asks the students to read aloud the written words on board with teacher’s help.

d. SAVI can improve students’ ability in using words. In this phase teacher asks the students to apply the word in the simple sentence.

For example; I write in a book. I write a story.

3. Observing the Action

The writer observes and writes all activities during the teaching and learning process in a field note that is helped by the collaborator. The activities which are observed are process of teaching and learning process in the classroom. The filed notes of both writer and collaborator and the result of recording will be the main resources for this observation. She notes the lack and superiority of the implementation of lesson plan through SAVI as teaching method. She notes the result of observation from the first to the last meeting.

4. Reflecting the Result of the Observation

The writer and collaborator make an evaluation of the observation result to find out the strengths and weaknesses of the action. The writer and collaborator
analyze what are going on during the teaching and learning process and the result of
the vocabulary test. Through this activity, both writer and collaborator will hopefully
find the strengths and weaknesses found during the observation for the benefit of
betterment of the students’ vocabulary mastery.

The figure of the classroom action research procedure adapted from
Kemmis and Taggart in Burn (1999: 33) is as follows:
After reflecting the results of research, the writer may revise the plan. The revision is aimed at improving the problems that had not been successful in the previous cycle. The writer revises the plan based on the weaknesses which are found in the reflecting process, the writer and collaborator revise the action plan for the next cycle. At the end of each cycle, there is a post-test. Students’ improvement is known by comparing the result between pre-test and post-tests.

E. Data and Data Sources

1. Data of the Study

There are two kinds of data. They are the procedures and the activities during the teaching-learning process and the result of teaching vocabulary through SAVI method which is obtained by giving a pre and post-test.

2. Data Sources of the Study

There are two kinds of data sources in this study. They are:

a. Qualitative Data Sources

1) Event

There are activities in the teaching-learning process, especially in teaching vocabulary through SAVI method to the fourth grade of elementary school students of Kumpulsari OKU Timur Sum-Sel academic year 2010/2011.

2) Interview

Burns (1999: 188) states that interviews are widely used means of collecting qualitative data and interviews can be conducted through the varieties of participants.

*commit to user*
In this case, the writer interviews the students and the teacher in order to know their ideas, opinions, knowledge, difficulties, and experiences about English, especially vocabulary. The technique that is used is random sampling and the technique of choosing samples must have general characteristics of population.

3) Questionnaire

It is a set of questions made in a systematic way used to gain students’ ideas, opinions, knowledge, difficulties, and experiences about vocabularies. Before cycle, the writer uses questionnaire to gain the students’ ideas and difficulties in learning English, especially in mastering vocabulary. This questionnaire is also used to gain the writer’s problems in mastering vocabulary. After the cycle, writer uses the questionnaire which is aimed to know the students’ achievement, the students’ interest of the method, and the preserve students’ ability after implementing the action.

4) Document

In this study, there are two kinds of documents. First, teacher’s documents which consists of written material, lesson plan tasks, and lists of students’ achievement in vocabulary tests which include pre-test and post-test. These are collected to find the causes and the problems. Second, writer documents which consists of the diary during implementing action. It is to know the students’ improvement in vocabulary mastery.
b. Quantitative Data Sources

Quantitative data are the results of teaching vocabulary through SAVI method that is in the form of a post-test compared with pre-test.

F. Technique of Collecting Data

1. Qualitative Data

The data of the research are collected by using some techniques of data collections including: interview, questionnaire, observation, research diary, and document analysis. The implementation of the research is also the record of observation and photograph to provide more accurate data. The data which are collected in this study consist of the information obtained during this pre-research, the process, and the results of action research implementation and the results of the discussion between the writer and collaborator.

2. Quantitative Data

In this study, the writer uses the oral and written test to measure the students’ achievement in vocabulary mastery. She gives a pre-test and post-test to know the students’ vocabulary mastery before and after teaching vocabulary through SAVI method. Its aim is to know whether the students’ vocabulary mastery is improving or not.
G. Technique of Analyzing Data

After collecting both qualitative and quantitative data, the next step of the research is analyzing the data. In this study, the techniques of analyzing data are described in following:

1. Qualitative Data

The qualitative data are analyzed using constant comparative data.

Glaser and Straus (1967: 105) state that there are four stages in constant comparative method which will described in detail below:

a) Comparing incidents applicable to each category

It begins by coding the data into as many categories as possible. In this stage, the writer identifies the data that allow the key points of data to be gathered. It includes teaching learning process and students’ ability in vocabulary mastery.

b) Integrating Categories and their Properties

In this stage, the writer compares two categories then makes it in group from each category.

c). Delimiting the Theory

In this stage, the writer constructs groups of similar concepts that used to generate a theory. Then, the writer begins to find the ways to delimit the theory with a set of higher level concepts. Later, the writer can evaluate the categories and emergent theory by moving on to new comparison groups.
d) Writing Theory

In this stage, the writer collects the explanation that explains the subject of the research. It means that the writer possesses code data, a series of memos, and a theory.

2. Quantitative Data

a. Analyzing every answer stated in the students' answer-sheets to determine whether they are true or false.

b. Computing the students' correct answers.

c. Calculating using a statistical technique to find the mean score of the students, the formula is as follows:

   Taken from Ngadiso (2008, 5)

d. Making conclusion and suggestion based on the available data.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes phases of activities developed as part of implementing SAVI in improving students’ vocabulary mastery of Elementary students of MI Nahdlatul Ulama Kumpulsari OKU Timur. The purpose of this chapter is to present the research findings which provide evidence for answering the problems stated in the previous chapter. The description of the findings is based on the data from researcher’s and collaborator’s field note of observation, interview, and tests.

A. Introduction

The study began since the researcher realized that the students’ ability of English vocabulary was still low. It was known from pre-observation and pre-test before doing an action. In the pre-observation, the researcher saw that the students had problem in pronouncing the name of object in the classroom in English when the teacher asked them. They could not master the meaning of words, spelling, pronunciation, and using words in the sentence. It was seen from pre-test and pre-questionnaire before doing the treatment. The pre-test was held to know the nature of students’ vocabulary mastery. There were 24 students in IV class and the mean score of students’ vocabulary mastery was 50.62. The mean score of meaning was 79.1, pronunciation was 60.8, spelling was 48.3, and using word was 15.8. It indicated that students had low ability in vocabulary mastery especially for spelling, pronunciation, and using words. It also supported by the result of pre-
questionnaire that there was 30.83% students who strongly disagree, 37.08% students who disagree, 21.66% students who agree, and 10% students who strongly agree with the statements. The statements of pre-questionnaire could be seen in appendix 01. Those problems should be improved by the teacher in teaching English especially vocabulary because those four indicators in vocabulary mastery which made the students achieve the ideal condition of learning English.

The causes of students’ low ability in mastering English vocabulary were from both teacher’s teaching process and class condition. The teacher knew that the students got difficulties in learning English but she still used common method which could not attract them to study. On other hand, the students’ lack of motivation in studying English made them have no interest to the material given by teacher. Related to the problems, the researcher proposed SAVI as method to teach vocabulary in the fourth grade of MI Nahdlatul Ulama Kumpulsari OKU Timur.

In this research, SAVI could develop four indicators in mastering vocabulary trough some steps: (1) In the somatic or first phase, SAVI could improve students’ understanding of meaning and spelling of words. In this phase, teacher asked students to move around to find something around them for teaching noun, and did an action for teaching verbs and then students named the word and spelled the words; (2) The second phase was auditory. It could improve students’ pronunciation. In this phase, teacher asked the students to pronounce the words on the board correctly; (3) the third phase was visual. It could improve
students’ understanding of meaning, pronunciation, and spelling. In this phase, teacher showed pictures to the students and they were asked to observe the pictures then mention the meaning and pronounce it loudly. They were also asked to match the flash card and write the name of pictures in English on the board; and (4) The last phase was intellectual. It could improve students’ ability in using words. In this phase teacher asked the students to apply the word in the simple sentence. For example: I write in a book, I write a story.

The target of using SAVI for teaching vocabulary was to improve the students’ English vocabulary mastery which could be considered from four indicators. They were meaning, spelling, pronunciation, and using words.

B. Report of the Cycle One

1. Planning

a. Time allotment

Table 05: Time allotment of meetings in cycle 1

<table>
<thead>
<tr>
<th>NO</th>
<th>TIME</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday, May 13th 2011</td>
<td>Pre-test</td>
</tr>
<tr>
<td>2</td>
<td>Monday, May 16th 2011</td>
<td>The first meeting</td>
</tr>
<tr>
<td>3</td>
<td>Friday, May 20th 2011</td>
<td>The second meeting</td>
</tr>
<tr>
<td>4</td>
<td>Monday, May 23rd 2011</td>
<td>The third meeting</td>
</tr>
<tr>
<td>5</td>
<td>Friday, May 27th 2011</td>
<td>The fourth meeting</td>
</tr>
<tr>
<td>6</td>
<td>Monday, May 30th 2011</td>
<td>Post-test</td>
</tr>
</tbody>
</table>
b. Teaching Materials

Table 06: Materials of cycle 1

<table>
<thead>
<tr>
<th>NO</th>
<th>MEETING</th>
<th>TOPIC OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meeting 1</td>
<td>(Verb) Activity in the Classroom</td>
</tr>
<tr>
<td>2</td>
<td>Meeting 2</td>
<td>(Noun) Things in the Classroom</td>
</tr>
<tr>
<td>3</td>
<td>Meeting 3</td>
<td>(Noun) My Family</td>
</tr>
<tr>
<td>4</td>
<td>Meeting 4</td>
<td>(Noun) Parts of Body</td>
</tr>
</tbody>
</table>

2. Action of cycle 1

The researcher carried out the action of cycle 1 in four meetings. The topics are activities in the classroom, objects in the classroom, my family, and part of body. The action is focused in implementing SAVI to improve students’ English vocabulary.

a. First meeting

The class started at 08.50 A.M, the second period of the day of Monday, May 16th 2011. It ended at 10.10 A.M. The researcher and the collaborative teacher came to the class on time. In the first meeting the researcher did not need to introduce her self because it had been done in the meeting when doing pre-test. The researcher said “hi” to the students and immediately checked the attendance list in order to know the name of the students one by one.

commit to user
1) Opening

The researcher started the class by introducing SAVI in teaching vocabulary. The researcher explained that learning using SAVI, the students should involve their somatic which is related to body movement and experiences, auditory which relates to pronunciation and hearing sound, visual which relates to eyesight, intellectual which relates to the sense of thinking. The students had no response because they did not understand what the researcher meant. Then, the researcher said “in point, the students had to be active in joining this class using all senses” The researcher stimulated the students by giving them some questions. The researcher asked the students in Indonesian “what are the activities usually done in the classroom?” Some of the students answered “menulis, duduk, bermain, membaca” and some were confused so they just kept silent. She replied “good”.

2) Main activity

a) Somatic

The researcher asked the students to stand up and move on their body. Then, the researcher said “Now do everything that you often do in the classroom”. One of the students asked “Diperegakan Bu?. The researcher answered “Ya dipergakan semuanya apa saja yang dilakukan di kelas.” After having been given instruction, the students did everything which occurred in their mind. Each student was busy in doing activity. They modeled reading a book, writing, erasing the board, speaking to others, walking, etc. After asking the students to model the
activity in the classroom, the researcher asked the students to write the activities that had been modeled in the book then look for the meaning in English.

Then, the researcher asked some volunteers to write the vocabulary on the board. They wrote some words on the board which included *membaca* = *read*, *menghapus* = *erase*, *menulis* = *write*, *duduk* = *sit*, *melihat* = *see*, *berdiri* = *stand*, *berjalan* = *walk*, and *berbicara* = *speak*. Besides, other students wrote the words in their own books while the researcher walked around to check the students’ note.

In this somatic phase, the students were expected to improve their understanding meaning of word and its spelling related to the activities in the classroom.

b) Auditory

Auditory phase was purposed to improve the students’ pronunciation. In this phase, the researcher read the words written on the board loudly and then the students were asked to repeat correctly. After giving them the example in pronouncing the words, the researcher asked the students who did not get the turn yet to come in front of the class to be the model in reading the words which were followed by other students. In this occasion the teacher corrected the students’ pronunciation when they did some mistakes.

c) Visual

In this phase, researcher expected to improve students’ understanding of meaning, pronunciation, and spelling by showing the students the pictures. The researcher asked the students to come in front of the class especially who did not
get the turn yet to mention the name of picture in English that was pointed by the researcher. Afterward, the students were asked to write on the board the name she or he mentioned. For the first student called, the researcher pointed the picture of sitting man then she said “sit” then he wrote the word “sit”. For the next, the researcher pointed the picture of walking man then he said “walk” then he wrote the word “walk”. For the next, the researcher pointed the picture of a man reads then he said “read” then he wrote the word “read”. For the next student, the researcher pointed the picture of a man speak then she said “speak” and wrote the word “speak”. For the last students, they had the same task as like as their friend above.

d) Intellectual

The last step was Intellectual. It was purposed to improve students understanding in applying word in simple sentence. It also trained the students’ meaning, spelling and pronunciation. In this occasion, the researcher gave example how to apply the words in the sentences. The researcher wrote some simple sentences on the board then followed by the students.

- Sit → I sit on the chair
- Read → You read a book
- Speak → I speak Indonesian

After giving the students example of sentences, the researcher asked the students to make 5 other examples using the words that had been learned while she walked around the class to monitor the students in doing the task. In the last,
the researcher checked the result of students’ writing and she checked and corrected the mistakes.

3) Closing

Researcher who was as a teacher gave conclusion of the material that had been learned. The researcher asked the students to practice some words including four indicators, those are meaning, spelling, pronunciation, and using words at home. Then, she gave the time to ask question whether they had some difficulties in comprehending the material. The researcher gave the time for the students to share their feeling after joining the class using SAVI whether they were happy or not. After listening the students’ answer, the teacher could conclude that the students were still confused with SAVI and some of them felt bored. The last, the teacher gave assignment to the students to be done at home, and then teacher ended the class at 10.10 A.M.

b. Second Meeting

The researcher and collaborator began the class at 07.30 A.M. and ended at 08.50. It was on Friday, May 20th 2011. The topic of the second meeting was about things in the classroom. The teacher used the pictures as the media to help in teaching vocabulary. The collaborator took her seat in the corner to observe the activity of teaching and learning process.

1) Opening
The researcher started the class by greeting the students and asked their condition. The teacher told that the day they would study about things in the classroom. Then, the teacher asked the students to mention the name of things in the classroom in English but they did not understand what the researcher meant, then, she asked in Indonesian. The students answered in Indonesian “kursi, meja, papan tulis, buku”. Teacher said “ok, now we are things to study about the things in the classroom in English.”

2) Main activity
   a) Somatic

   The teacher asked the students to move their body to observe and touch everything in the classroom. Then, she said to the students “came on move your body!”. Directly, a student asked “jalan-jalan boleh Bu?”. The teacher answered “ya semua boleh jalan keliling kelas”. The condition changed to be crowded because the students were walking around to observe and touch something in the classroom. After the things in the class were touched by the students, they were asked to list the name of them that they had touched then looked for the meaning in English by using the book and dictionary. They wrote on their own book including chair, table, board, book, pen, ruler, and bag. Then, the researcher asked the students as the volunteer to write the result of their duty on the board. The teacher asked one student to write one word. They wrote on the board one by one including chair, pencil, table, board, book, pen, ruler, eraser, and bag then the teacher added the words paper, chalk, and eraser.

b) Auditory
In this phase, the teacher read the words on the board loudly and the students repeated after her. They were chair, pencil, table, board, book, pen, ruler, eraser, bag, paper, chalk, and eraser. Then, the teacher asked all of the students to pronounce the words on the board correctly while the teacher pointed the words. The teacher asked the volunteer to be a captain in pronouncing the words who would be followed by other students. The first volunteer was Daim sururi. He came forward to be a captain in pronouncing the words. The second volunteer was Dewi sintia. The last volunteer was Dian aprilianti. In this occasion, the teacher checked incorrect pronunciation. For the last of auditory phase, teacher and students read loudly the words on the board. It was repeated for all words on the board in order to get correct pronunciation.

c) Visual

In the visual phase, the teacher divided the class to be four groups and she distributed some words and pictures in the form of cards to each group. She asked to the groups to match the jumble pictures and words. Then, the group matched the pictures and words which showed on the board. After matching them, the students of each group pronounced and wrote the words which had been matched in good pronunciation and spelling. The teacher corrected some students’ pronunciation and spelling which were wrong.

d) Intellectual

In this phase, the teacher asked the students to use logical thinking in making simple sentence. The first, the teacher gave the examples of simple sentences including the things in the classroom. They were:
• I buy book
• I write on the board
• I sit on the chair
• I have pen

After having been given the examples, the students were asked to make 5 other examples using the words that they had learned. The students were doing the task while the teacher walked around to check whether their writing was correct or incorrect. Then, the teacher scored the result of students’ work to motivate them in studying.

3) Closing

In the last, the teacher gave the conclusion of the material and she reminded the students to always remember the vocabularies that had been learnt. The teacher gave the opportunity to the students for asking some questions related to the material which they did not understand yet. Before closing the class, the researcher gave the time for the students to share their feeling after joining the class using SAVI whether they enjoyed the class or not. The students felt pleasure and enjoyable in the class. Then, the teacher gave the students homework for the next meeting. The last, she closed the class by salam.

c. Third meeting

The researcher and collaborator began the class at 08.50 A.M and ended at 10.10 A.M. It was on Monday, May 23rd 2011. In this meeting, the topic is Family. The teacher used audio visual dictionary and picture of family tie as the
media in teaching. The teacher and the collaborator entered the class. The collaborator took her seat in the back.

1) Opening

First, the researcher greeted the students and asked the students about the material at the last meeting. The researcher asked the students to mention the things in the classroom. It was aimed at making the students always remember the material in the past. Then, the students mentioned about the things in the classroom. Furthermore, the researcher told the students that it was the time to learn about family. She asked the students to mention their own family. The students said together: “Ibu, Ayah, Saudara laki, Saudara perempuan, Nenek, Kakek, Paman, Bibi, etc.”

2) Main activity

a) Somatic

The researcher asked the students to show their home work about their family that they had observed at home. Then, she walked around to see the result of the students’ homework. Afterward, the researcher asked the students to write their work (in Indonesian to English) on the board. The students came forward in turns. They wrote “Ibu = mother, Ayah = father, Saudara laki-laki = brother, Saudara perempuan = sister, Nenek = grand mother, Kakek = grand father, Paman = uncle. The teacher added some words including Bibi = aunt, sepupu = cousin, kemenakan lk = nephew, kemenakan pr = niece. After the students finished writing, the teacher asked the students “who did the home work...
“completely?” some students raised their hands and some students were silent because they did not do completely.

b) Auditory

In this phase, the researcher read the words on the board loudly which was followed by the students. The researcher let the students read the words loudly without her guide. It was aimed at measuring how far the students improved their pronunciation. Then, the researcher played VCD which showed the family ties. They felt very happy because they never got treatment using audio visual. They were asked to come closer the laptop to see the picture and pay attention to its voice. It could also train their visualization. Then, the teacher asked the students in turn to come in front of the class to be a model in pronouncing the words and she/he was followed by other students. The first volunteer was Rilo. He had good pronunciation. The second volunteer was Ja’far sodiq. He had wrong pronunciation in the words mother, uncle, and cousin. Then, the teacher corrected them. The third volunteer was Nenti. She had wrong pronunciation in the words uncle, and cousin. Then, the teacher corrected them. The fourth volunteer was Ainun. She had no mistake in pronouncing the words. The last volunteer was Ronaldo. He had wrong pronunciation in the words uncle, and cousin. Then the teacher corrected them. Before the end of this phase, the teacher read the words loudly. In the last of auditory phase, teacher and students read the words together.

c) Visual

The teacher showed the picture of family ties. It was aimed at helping the students to comprehend the meaning of words easily and know how to spell the
words correctly. After showing them the pictures, the teacher asked the students in turn to come in front of the class to point one picture and pronounce it in English then wrote the word in correct spelling. It was done by the students in turn. In this phase, the teacher intended to recall the students’ imagery to the name of something drawn. By this way, the students will be easier to remember the vocabularies that they had learnt.

d) Intellectual

The teacher explained how to use the words about family in the sentence. She wrote some simple examples on the board

1. I have one mother
2. My grand mother is old
3. I have two brothers

After having been given the examples, all of students were asked to make 5 other examples on their own books. Afterward, the teacher called the students who did not get the turn yet to write their sentences on the boar. The firs student wrote “my sister is one”, the second student wrote “I love mother”, the third student wrote “I have sister two” seeing the third student’ writing, the teacher corrected “I have two sisters” while explaining to the students how to use numeral as adjective and singular/plural, the fourth student wrote “I have sister and brother”, the next students wrote “I call my uncle” The last student wrote “she is my mother”. While the volunteer wrote the simple sentence on the board, the teacher walked around to check the other students’ works.

3) Closing
The teacher gave conclusion of material given. To make the students remembered well, the teacher reviewed some instructions including indicator of meaning, spelling, pronunciation, and using words in the sequence. The teacher gave time to the students for asking question about something that they did not understand yet. Before closing the class, the researcher gave the time for the students to share their feeling after joining the class using SAVI whether they enjoyed the class or not. The students felt enthusiastic. Then, the teacher remained the students to study hard at home in order to remember well what had been learnt in the past. In the last, the teacher closed the class by saying salam.

d. Fourth meeting

The fourth meeting was on Friday, May 27th 2011. The class began at 07.30 A.M. and ended at 08.50 A.M. In this meeting, the topic was about *Parts of Body*. The media were picture and audio visual dictionary to help the students in understanding English vocabulary.

1) Opening

Teacher entered the class and checked the attendance list because it was the first period of program. Then, she did a warming up by reviewing the last material given. She touched her bag while asked to the students “do you remember what this is?” the students answered together “bag!” She said again “and…what is this?” The students answered “ruler”. She was happy because the
students still remembered the vocabulary. Afterward, she told the students that we would study about parts of body.

2) Main activity
   a) Somatic

   The teacher asked the students to stand up to touch and mention all parts of body that human have. They touched to identify their own parts of body. They were very crowded. One student touched his head and other students touched their cheek then their nose, some others touch their mouth then their hand, etc. After finished identifying the parts of body, the students were asked to list the name of the parts of body in Indonesian to English in their own books. Then, the teacher asked some volunteers to write the words on the board. They wrote on the board including “rambut = hair, kepala = head, hidung = nose, mata = eye, mulut = mouth, pipi = cheek, telinga = ear, leher = neck, pundah = shoulder, tangan = hand, kaki = foot. Then, the teacher added some vocabularies “lutut = knee, siku = elbow, lengan = arm, lips = bibir, gigi = tooth and punggung = back. When writing on the board, some students had some mistakes in spelling the words but the teacher had corrected him / her.

   b) Auditory

   In improving the students’ ability to pronounce the new words related parts of body, the teacher read the vocabularies on the board loudly then the students repeated after her. Then, the teacher played VCD of audio visual dictionary about part of the body in note book to check the pronunciation. When the notebook showed the picture, written word, and its voice, the students paid attention to it.
seriously while some of them repeated the pronunciation of its voice. Afterward, the teacher asked some volunteer to be a leader to read the vocabularies on the board which was followed by the students. It was done by the students in turn in order the teacher could check the students’ ability in pronouncing the word correctly.

c) Visual

To continue the auditory phase, the teacher still played VCD which showed human’s part of the body. It was aimed at helping the students to comprehend the meaning, pronouncing and spelling of the English words easily. After playing the students VCD about part of the body, the teacher showed the picture human body which was adhered on the board. When the teacher pointed parts of the body in the picture, the students mentioned the name of it. For example; when teacher pointed head of the picture, the students said together “head” and soon. Furthermore, the teacher called some of the student one by one to mention the name of the picture that the teacher pointed. Some of the students remembered the name parts of the body well but some others needed the time think in saying it.

d) Intellectual

The last step of improving English vocabulary mastery using SAVI was teaching students how to use the words in the sentences. After the students were trained to know the meaning, pronunciation, and spelling of new words, they were given the example of how to use the words about parts of body in the sentence.
The teacher wrote the examples of simple sentence about part of body on the board as follows:

- I have one **head**
- I have two **hands**
- My **hair** is black

After giving the students examples, the teacher asked them to make 5 other simple sentences on their own books. Then, the teacher asked some students to be volunteers to write the sentence on the board. There were some volunteers that made mistakes in writing the sentence but the teacher leaded them to correct it. First student wrote “I cut *hair I*”, seeing this sentence, the teacher lead the students to correct it to be “I cut my *hair*”. Second student wrote “I write with hand”. Third student wrote “I have *nose wan*” seeing this sentence, the teacher lead the students to correct it to be “I have one *nose*”. Next student wrote “my mouth is *one*”. Next student wrote “my *tooth is white*” and soon. The last, the students were asked to read the sentences that were written on board. In other hand, the teacher also checked the students’ works which were written on their own books. The teacher scored the result of students’ works to motivate them in studying more.

3) Closing

In the last occasion, the teacher gave the time to the students to ask something that the students did not understand yet but no body said something. Furthermore, the teacher concluded the material and reminded the students to
always study hard and memorize the vocabularies that had been learnt. Before closing the class, the researcher gave the time for the students to share their feeling after joining the class using SAVI whether they enjoyed the class or not. The students felt happy joining the class and they were familiar with SAVI. Then, the teacher closed the class by saying salam.

3. Observing the Action of Cycle 1

In conducting this action research, the researcher took a role as the teacher who taught English vocabularies to elementary school students using SAVI. During implementing this method, the researcher and the collaborator observed the situation, facts, the students’ progress in the vocabulary mastery.

Based on the researcher and collaborator’s field note from the first meeting to fourth meeting, it could be known that (1) the improvement of students vocabulary was improved, therefore, it had not been optimal yet, and (2) There were some strengths and weaknesses of SAVI method that were found after doing action research in the class

commit to user
(1) The improvement of students' vocabulary

The students’ vocabulary mastery develops during the first cycle. They could mention name of activities, things in the classroom, family, and part of the body in English. Some students were able to pronounce the words well but some others could not do this well; it could be seen from the result of post-test of the first cycle. On the other hand, the students still have problems in spelling and using words. They could not spell the words in English correctly. There were only a few students who could spell the words in English correctly. Moreover, the students were not master in using words. They felt difficult in applying the words into sentences because they never got before implementing SAVI.

While the students showed the improvement in mastering vocabulary but few students were slower in adapting SAVI used because they never familiar before. In this case, the researcher had to work hard to change the students’ habit in wasting time in order to ensure that every student learn effectively.

Based on the observation, it could be assumed that the students' English vocabulary mastery improved but it still needed to be continued to the second cycle in order that they could master four indicators well.

Table 07: Mean of Each Indicator from the Post-test 1

<table>
<thead>
<tr>
<th></th>
<th>Total score of each indicator</th>
<th>Mean score of each indicator</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>540</td>
<td>90</td>
<td>Most of the students have good understanding in meaning of words so that they could have high score in indicator of meaning.</td>
</tr>
</tbody>
</table>

commit to user
After getting the treatment of how to pronounce the words, the students were able to pronounce the words correctly so that their score of indicator of pronunciation could achieve the KKM.

For the indicator of spelling, the students still need to be drilled more, because they could not spell the words that they would write correctly.

The students felt very difficult to make sentences, so that the score of indicator of using word was poor.

(2) There were some strengths and weaknesses that were found after doing action research in the class. The strengths and weaknesses of SAVI could be seen as follows:

The strengths of SAVI when it was implemented in teaching vocabulary are; (a) teaching vocabulary through SAVI can improve students’ participation and self-confidence in joining the class. The students were enthusiastic in practicing somatic phase to find new words and translating into English; (b) teaching vocabulary through SAVI could improve students’ vocabulary mastery including four indicators; meaning, spelling, pronunciation, and using words; (c)
in teaching and learning process, the students actively use all their sense so that the students not only intellectually active but also physically active.

The weaknesses of SAVI when it was implemented in teaching vocabulary are; (a) implementing SAVI in teaching students’ vocabulary take much time because there are four steps in every meeting. The researcher had to work had to manage the time as effective as possible; (b) for the students who would not be active, they could not master English vocabulary well.

4. Reflection of Cycle 1

From the observation, the researcher noted that the process of teaching and learning vocabulary using SAVI generally run well. Furthermore, reflecting the result of implementation in first cycle will answer the question as follows: What has been achieved?; What has not been achieved; and then how should it be?

a. What has been achieved

Implementing the action in the first cycle has succeeded in enhancing the students’ vocabulary mastery. After comparing the result of pre-test in which the mean score was 50.833 and the result of post-test in first cycle was 71.875, it could be said that there is a better progress than before. It means the students achievement improved significantly. The significant improvement of vocabulary mastery through SAVI as follows; (1) the students could mention the meaning of words well. It could be seen from the result of post-test of first cycle. The mean score of indicator understanding meaning was 90; (2) the students also improve their pronunciation. It seen from the result of post-test of first cycle that was
76.66; (3) the students were more active in doing activities and they had high participation in English lesson; (4) the classroom situation was more alive because there was interaction between students and teacher and students and students.

b. What has not been achieved

Implementing SAVI in teaching vocabulary in first cycle was not fully success because the were some students who could not spell the words correctly, moreover, many of the students were still confused in using words into sentences, and there were some students still passive in joining the classroom activities. Besides, the role of teacher in managing the class was very necessary needed to make the students’ learning more active.

c. Recommendation

To get the better improvement and goal, it was necessary to continue the following treatment in the action of second cycle. In the following cycle, there were some points that should be improved by the students: (1) students’ pronunciation. As the teacher, it was very necessary to lead the students in spelling the words; (2) students understanding in using words. It means that the teacher had to control and guide the students in using words into sentences. Giving more exercise is better way in improving students’ understanding in using words; (3) creating more interesting activities, so that the students could join the class joyfully; and (4) the teacher was expected to be able to motivate and support the students to be more active. Commit to user
There were some strengths and weaknesses that were found after doing action research in the class. The strengths and weaknesses could be seen as follows:

**a. The strengths of cycle 1**

1) There was improvement in students’ vocabulary mastery.

2) The indicators of meaning and pronunciation were improved and had achieved the KKM.

3) The students’ motivation, confidence, and involvement in class were improved.

4) Some of the students participated in the implementation of SAVI enthusiastically. It proved that they responded to the teacher’s task actively.

5) In the process of teaching and learning, the students were brave to ask something that they did not understand. It means that they studied the material.

6)

**b. The weaknesses of cycle 1**

1) Some students still got difficulties in spelling and using words.

2) Some students were still passive in participating to implement SAVI in the classroom.

3) The class was noisy as they had to act and move to implement SAVI in the classroom.
4) The time allotment seemed to be insufficient as the students had to master four aspects of vocabulary including meaning, spelling, pronunciation, and using words in the sentence.

5. Revising the plan

Based on the result of the reflection above, the researcher and collaborator revised the plan to handle the problem encountered in cycle 1. It was done to eliminate the weaknesses of implementation SAVI in teaching vocabulary. The teacher and collaborator expected that the weaknesses could be overcome and the result of the second cycle was more satisfying.

In this case, there were two indicators which should be enhanced more because the students did not master yet of those indicators. They were spelling and using words. To overcome the problems, teacher drilled the students to practice in spelling and using the words into the sentences. It was expected that the students' achievement of those two indicators was better than the cycle 1. For spelling, the students should practice more to write the words on the board one by one and also on their own book which should be corrected by the teacher in each meeting. The teacher explained that the way to spell and pronounce some words was different. Then, the teacher gave some examples to be practiced by the students. For example: L-I-O-N. It was spelled “Lion” but it is pronounced “Laiən”.

For using words, the teacher gave some examples of using words to be learnt by the students and explained it more. Then, she asked the students to make
other examples on their own book to be checked by the teacher whether it was correct or wrong. In this way, the students would practice more to use the words in the sentences. In order not to waste the time, the teacher would manage it as well as possible.

The teacher should also improve the teaching and learning process. In this occasion, the teacher stimulated the students to be more active by giving them some clue of material, then she asked them to do some activities. The teacher motivated the students in order they could do instruction actively. The next, in order that the students were not noisy, the researcher gave them the duty to write some words in correct spelling. Then, the teacher went around correcting them and checking their spelling of words. By this way, the students have no opportunities to make jollification and walking around. The last problem, the teacher should control the time as well as possible. For indicator of meaning and pronunciation, the teacher did not need much time because the students felt easy in mastering meaning and pronunciation of words. In this case, the teacher had longer time to drill the students in mastering the indicator of spelling and using words.

In conclusion, in the revised plan, the researcher focused on:

1. Students’ ability in mastering spelling of words and using words.
2. Students’ motivation to be active and involved in teaching learning process.
3. Giving the students duty and control them in order not to be noisy.
4. Managing the time allotment in order to cover four indicators.

*commit to user*
C. Report of the Cycle two

1. Revised Planning

The researcher planned a sequence of steps to be conducted in cycle 2 as follows: (a) discussing with the collaborator; (b) designing lesson plan; (c) preparing teaching materials; (d) preparing teaching media; (e) preparing evaluation or students’ work; (f) preparing post-test sheet.

   a. Time allotment

   Time allotment in each meeting was 80 minutes which would be done three meetings a week. There were four meetings and four topics in cycle 2 which would be implemented.

   Table 08: Time allotment of meetings in cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>TIME</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday, June 1st 2011</td>
<td>The first meeting</td>
</tr>
<tr>
<td>2</td>
<td>Friday, June 3rd 2011</td>
<td>The second meeting</td>
</tr>
<tr>
<td>3</td>
<td>Monday, June 6th 2011</td>
<td>The third meeting</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday, June 8th 2011</td>
<td>The fourth meeting</td>
</tr>
<tr>
<td>5</td>
<td>Friday, June 10th 2011</td>
<td>Post-test</td>
</tr>
</tbody>
</table>

   b. Teaching materials

   Table 09: Materials of cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>MEETING</th>
<th>TOPIC OF TECHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meeting 1</td>
<td>(Noun) Animal</td>
</tr>
<tr>
<td>2</td>
<td>Meeting 2</td>
<td>(Adjective) Color</td>
</tr>
</tbody>
</table>
2. **Action of cycle 2**

a. **First meeting**

The first meeting of the second cycle was conducted on Wednesday, June 1st 2011. The topic of this meeting was *Animal*. The teacher used the audio visual dictionary and picture as the media to help the students in understanding vocabulary well. The class was started at 07.30 A.M. and ended at 08.50.

1) **Opening**

The class was begun by teacher’s greeting. Then, she checked the attendance lists because it was in first period of the program. She called the students one by one. After checking the attendance lists, she told that the class would study about *Animal*. The teacher asked to the students about their experience in the zoo. She asked “Who ever went to the zoo?” Some students raised their hand but some others shook their head. It means that they never went to the zoo.

2) **Main activity**

a) **Somatic**

The teacher asked the students to make a list about the animal that they ever met. Furthermore, she asked the students who never went to the zoo to make a list...
of the animal which lived around them at home. The teacher attracted the students to recall their experience in the zoo as well as at home. The students said to the teacher “Bu seingatnya saja ya bu” Teacher answered “ya binatang apapun yang pernah kalian temui”. Then, the students enthusiastically wrote their experience when they went to the zoo. The teacher walked up to one student while saying “where is yours” he said softly “Bu saya nulis binatang yang ada di rumah saya ya bu” The teacher answered “ya, binatang apa saja boleh”. The teacher said to the class “if you finish writing, you should translate into English and write down on the board”. Hearing the teacher’s command, the students opened the dictionary and English book in hurry. Afterward, the teacher asked the students to translate the name of animals in Indonesian into English on their own book and on the board in turn. So, in this phase, the students could improve their knowledge of meaning and spelling of English words about animals.

b) Auditory

In auditory phase, the teacher intended to improve students’ pronunciation. The teacher read aloud the words written on the board. Then, the teacher played VCD of audio visual dictionary about animals to check the pronunciation. At that time, the students listened to the voice carefully to get clear pronunciation. Furthermore, teacher asked some students to be volunteers to lead in pronouncing the words on the board in turn which was followed by other students in the back.

c) Visual

In the visual phase, the teacher wanted to improve students’ understanding of meaning and spelling of words. In this phase, the teacher showed the picture of
animals to the students and asked them to mention the name of animal which was pointed in English. Afterward, she asked the students one by one to mention the name of picture then write down it on the board to train their spelling whether it was correct or wrong. It was done by students in turn.

d) Intellectual

In this step, the teacher moved down the picture from the board and erased all the words. Then, she asked the students translate the name of animals in Indonesian into English without seeing any notes. It was aimed at training their memorization to the new vocabularies. After it was finished, the teacher gave the students some examples how to use the words in the sentence. She wrote down some simple sentences on the board as follows:

- **Snake** is long animal
- **Elephant** is big animal
- I eat **chicken**
- I have one **cat**
- I have two **cats**

The teacher explained how to make sentence including subject, predicate, singular, and plural. The teacher read the sentences on the board which was followed by the students. Furthermore, she asked the students to make 5 other sentences related to the topic. When the students made the sentences, the teacher walked around to help the students who had difficulty.

3) Closing

*commit to user*
The last, the teacher gave conclusion of the topic then she let the students ask something that they did not understand yet. In the occasion for asking question, all of the students just kept silent, nothing to ask. Then, teacher reminded the students to always study hard and memorize some vocabularies at home. Before closing the class, the researcher gave the time for the students to share their feeling after joining the class using SAVI whether they enjoyed the class or not. Some of the students felt bored but some of them enjoyed the class. Then, the teacher closed the class by saying salam.

b. Second meeting

The second meeting of the second cycle was conducted on Friday, June 3rd 2011. The topic of this meeting was Color. The teacher used the audio visual dictionary and flash card as the media to help the students in understanding vocabulary well. The class was started at 08.50 A.M. and ended at 10.10 A.M.

1) Opening

For the opening phase, the teacher greeted the students and asked their condition whether they were good or not. The teacher did warming up to attract their intention to the topic. She asked to the students about the rainbow. She said “siapa yang pernah melihat pelangi?” All of the students raised their hand. Some students said “saya bu...” Then, the teacher asked them again “apa saja warna
pelangi?” The students answered “merah, kuning, hijau”. Afterward, the teacher told them that it was the time to study about “Color”.

2) Main activity
   a) Somatic

   In the somatic phase, the teacher asked the students to go around the class and outside the class to observe colorful thing. Some students went outside the class to take the flowers, leaves, and something else. There were the students who got red flower, yellow flowers, purple flower, white flower, green leaves, yellow leaf, and brown leaf. Other students observed something in the class. They got black pen, blue pen, white paper, and soon. Furthermore, the teacher asked the students color of thing they brought. Then, she asked them to write down on the board something that they held in Indonesian into English. In this way, the students opened the dictionary and English book to know the meaning of each color. They wrote kinds of colors on the board including merah = red, kuning = yellow, putih = white, hijau = green, ungu = purple, hitam = black, etc. The teacher’s duty was to correct students’ works. So, in this somatic phase, the students were trained to understand the meaning of words in English and their spelling correctly.

   b) Auditory

   The teacher pronounced the words on the board loudly. Then, the teacher played VCD of audio visual dictionary about color to check the pronunciation. At that time, the students listened to the voice carefully to get clear pronunciation. It was played twice to make them remember how to pronounce. Furthermore,
Teacher asked some students to be volunteers to lead in pronouncing the words on the board in turn and she/he was followed by other students in the back. In this occasion, the teacher monitored his/her pronunciation whether it was correct or wrong.

c) Visual

In this phase, the teacher distributed the colored card without words and no colored card with words to be matched each other. The teacher divided the class into four groups. Each group had the same duty to match the cards. After it was finished, they were asked to show on the board and read the result of their work in front of the class. Each member of the group should read one word and rewrite the word without seeing the note.

d) Intellectual

In this phase, the teacher asked the students to mention kinds of color in Indonesian to English without seeing any notes. It was done to make them memorize the vocabulary well. Furthermore, the teacher explained how to use the words of color in the sentence. She wrote some simple examples on the board.

- I buy **white** shoes
- I have **red** rose
- My hair is **black**
- Sky is **blue**

After giving the examples, the teacher read the sentences on the board and asked the students to make 5 other examples related to the topic. Then, she checked the students’ writing from whether it was correct or wrong. In this turn,
the teacher helped the students who had difficulty in making the sentence. Furthermore, she scored the students’ work to measure their ability in mastering the material well.

3) Closing

In the last period, the teacher summarized the material. Then, she gave the time to the students to ask something that they did not understand yet but no one asked. The teacher gave homework to the students. They were asked to observe kinds of clothes in the cupboard at home and make a list of what had been found. Before closing the class, the researcher gave the time for the students to share their feeling after joining the class using SAVI. The students felt enthusiastic but some of them were tired. In the end, the teacher closed the class by salam.

c. Third meeting

The third meeting of the second cycle was conducted on Monday, June 6th 2011. The topic of this meeting was Clothes. The teacher used the audio visual dictionary and pictures as the media to help the students in understanding vocabulary well. The class was started at 08.50 A.M and ended at 10.10 A.M.

1) Opening

Teacher entered the class and greeted the students. She took her seat and checked the attendance list. At that time, there was a student absent. Then, she did a warming up by asking question about the last material. She said “what is the color of my cloth?” The students answered together “brown...!” Knowing that the students’ answer was correct, she gave reinforcement by saying “Ok, good”.

commit to user
Afterward, she told the students that we would study about clothes. Then, she said again “Every one here has clothes, right” the students answered together “ya bu..!”

2) Main activity

a) Somatic

The teacher asked the homework given to the students in the last meeting. She said in Indonesian “ayo, kemaren Ibu menyuruh apa di rumah?” the students answered “meneliti lemari masing-masing untuk mencari macam-macam pakaian”. Then, the teacher said “Ok, show me the result of your duty”. She walked around while looking at students’ course book to check the homework. Some of the students had misspelling and some of them did the works well but few of them only wrote the words in Indonesian. The teacher asked some volunteers to write the vocabulary on the board. They wrote on their own book including celana panjang = trouser, celana pendek = short, kaos = t-shirt, kemeja = shirt, jilbab = veil, sarung = sarong, rok = skirt, Jaket = jacket, seragam = uniform. Then, the teacher added some words. They were jas = coat, gaun panjang = gown, baju tidur = pyjamas, dasi = tie, shock = kaos kaki, cap = topi.

b) Auditory

In this step, the teacher read aloud the words on the board. Then, she asked the students to read together the words on the board correctly but there were some students who made mistake in pronouncing the words. The teacher read the words again which was followed by the students. Then, she played VCD of audio visual dictionary to check the correct pronunciation. In the time of playing VCD, the
students listened to the voice correctly and some of them followed the voice softly. It was played twice to get clear pronunciation. Then, the teacher asked the students to read together again to know their ability in pronouncing the words. After they read together, every row of students was asked to read the words in order to know who the students still did mispronunciation.

c) Visual

The visual phase was the step to rain their eyesight in matching pictures and words. It was done to improve students understanding meaning, spelling and also pronunciation. The teacher divided the class into four groups. Then, she distributed pictures of clothes and words in the form of flash card. In this occasion, the groups were asked to match the picture and words then patched on the board. Furthermore, the teacher asked the group to present the result of their work. Every member of group should pronounce the word and rewrite it without cheating any note.

d) Intellectual

The teacher took down the flash cards and erased the vocabulary written on the board. Then, she asked the students to translate kinds of clothes in Indonesian into English without seeing the written words. It was aimed that the students remember well the new vocabulary that had been given. Furthermore, the teacher explained how to use the words into sentence. She gave some examples which were written on the board.

- I buy red **jacket**
- My t-shirt is black
- I have two shorts

After writing some examples, the teacher read them loudly. Then, she explained how to use word of clothes as subject and object. She also explained how to use adjective before object and subject and singular and plural word. The teacher asked the students to make 5 other examples of simple sentence related to the topic. While the students did the task on their own book, the teacher walked around the desk to give helps to the students who had difficulty in writing new sentence. Then, she asked some volunteers to write their work on the board and read the result of their sentences loudly. After reading the sentences, they were asked to present the meaning of their sentence.

3) Closing

In the last, the teacher summarized the material. She gave the time to the students to ask something that they did not understand yet. The teacher did not forget to remind the students to always study hard at home. Then, she gave homework to the students to observe the object in their own home. It was the same as they did last meeting. Before closing the class, the researcher gave the time for the students to share their feeling after joining the class using SAVI. The last occasion, the teacher closed the class by saying salam.

d. Fourth meeting
The fourth meeting of the second cycle was conducted on Wednesday, June 8th 2011. The topic of this meeting was *Home Sweet Home*. It means that students learn about the objects of home. The teacher used pictures as the media of teaching. The class was started at 07.30 A.M and ended at 08.50.

1) Opening

The teacher entered the class with the collaborator. The teacher greeted the students whether their condition was good or not. She checked the attendance list. Then, she came closer to the students to do warming up. She asked to the students about the last material. She said the students “Apakah kalian masih ingat pelajaran kemarin?” The students answered together “Ingat bu” she gave reinforcement to the students “Ok, good!, sekarang Ibu memakai apa saja?” some students answered enthusiastically “skirt, shirt, and veil. Afterward, the teacher asked the students to show the home work.

2) Main activity

a) Somatic

The teacher walked around to check students’ work that she asked to observe the objects of home. Some students listed some words, some listed few words, and some others listed the words with their meaning. Most of them wrote:

- tv = television
- lemari = cupboard
- meja = table
- kursi = chair
- piring = plate
- rak = rack
- pintu = door
- jendela = window
- gambar = picture

The teacher asked the students to write the words on the board. Then, the teacher added some missing words on the board including:

- ruang tamu = living room
- kamar tidur = bedroom
- ruang makan = dining room
- kamar mandi = bathroom
- dapur = kitchen
- lantai = floor
- kursi dipan = sofa
b) Auditory

The next step, the teacher read the vocabularies loudly. Then, she asked the students to read the words together while she corrected some students who made mispronunciation. After they read together, the teacher asked some volunteers to read the words on the board which was followed by other students. In the last, the teacher read the words again which was followed by the students. It was done to know how the students pronounced the new words given.

c) Visual

In the visual phase, the teacher trained the students’ eyesight by using the pictures. In this time, the teacher showed the pictures and she asked the students to translate the name of pictures in English. The teacher called the students one by one and asked them to pronounce the words of the picture that she pointed correctly. After translating the name of pictures, the students were asked to write the words that they said on the board with correct spelling.

d) Intellectual

The teacher asked the students to translate the vocabularies that already learnt in Indonesian into English without cheating any note with correct pronunciation. It was done in order to make the students remember well the new words given to them. Then, the teacher explained how to use words in the sentence. To give the examples she wrote some simple sentences on the board.

- I sleep in the **bedroom**
- The **picture** is on the wall
- The floor is **dirty**
- I open the door

After writing some examples, the teacher read the sentences loudly which was followed by the students. Furthermore, she asked the students to make 5 other sentences while she walked around the desk to give some helps to the students. Then, the teacher asked some volunteers to write their work on the board.

3) Closing

The last, the teacher summarized the material and gave the time to the students for asking question. The teacher never forgot to remind the students to study hard at home. Before closing the class, the researcher gave the time for the students to share their feeling after joining the class using SAVI whether they enjoyed the class or bored. Then she closed the class by saying salam.

3. Observing the Action

In the second cycle, teacher and collaborator did an observation of implementation SAVI method whether it was improved or not. In the fact, the problems which occurred in the first cycle could be handled as well as planned. The following was the result of observation of each meeting:

a. First meeting

In the first meeting of the cycle 2, few students were tired. Three of them showed that they felt bored so that they did not pay attention. For this problem, the teacher had warned them. On other hand, the students were competitively raising their hand to answer teacher’s question. Sometimes, there were the students who still misspelled to write the words but it had been controlled by the
teacher. In this phase, the students mastered the meaning and pronunciation more than in the first cycle. For spelling and using words, they need to be guided more.

b. Second meeting

In this meeting, the students were noisy because the teacher asked them to go outside and bring colorful things. They went outside the class enthusiastically while seeking colorful things such as: purple flower, yellow flower, leaf, stalk, etc. Some of them observed colorful things inside the class, such as; pen, book, bag, etc. They also impassionedly mentioned and spelled what color it was. They began to be able to spell the words well because the teacher always remained them to spell the words correctly. They also began to be familiar with making the sentence in Indonesian then translating into English. Sometimes, they asked the teacher if they found difficulties in translating into English.

c. Third meeting

As the previous meeting, they were noisy to show the homework to the teacher. The teacher was overwhelmed to face this condition because all of the students asked their work to be checked first. The collaborator helped to control the condition by giving advice that all of the students’ works would be checked. It means that the students had high self-confidence and it showed that they believed that their works were well done. After seeing the students works on their own books, the teacher could conclude that a great deal of the students could mention the name of clothes in English well with good spelling and pronunciation. Four of them did the works less satisfying. Furthermore, the students were used to make the sentences in two languages. The condition was very interesting because the
students looked very happy in joining the class. It could be seen in the visual phase, they matched the pictures and words enthusiastically and competitively with other groups.

d. Fourth meeting

In the last meeting, the teacher gave attention more to the students who were not able to spell and use the words correctly. From 24 students, there were four students who could not master the indicators of spelling and using words well. Other students had improvement in mastering the meaning of words well, spelling, pronunciation, and using words. It showed that the students had better improvement in mastering vocabularies.

Table 10: Mean of Each Indicator from the Post-test 2

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Total score of each indicators</th>
<th>Mean score of each indicator</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>540</td>
<td>90</td>
<td>The students mastered the meaning of words well so that their score in indicator of meaning improved</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>505</td>
<td>84.5</td>
<td>The students were able to pronounce of words in correct pronunciation.</td>
</tr>
<tr>
<td>Spelling</td>
<td>525</td>
<td>87.5</td>
<td>After getting the treatment, the students’ score of spelling was improved.</td>
</tr>
<tr>
<td>Using words</td>
<td>405</td>
<td>67.5</td>
<td>The students had difficulty in using words but their score of using words was improved.</td>
</tr>
<tr>
<td>Total</td>
<td>1975</td>
<td>82.291</td>
<td>(continued to next page)</td>
</tr>
</tbody>
</table>
4. Reflecting of Cycle 2

From the observation of cycle 2, it could be concluded that using SAVI was effective to improve students’ vocabulary mastery. The improvement was seen from their score of post-test which compared with pre-test. The mean score of pre-test was 51 and the mean score of post-test was 82.29. It means that the students’ progress in mastering vocabulary was 31%. They could master four indicators more over in mentioning the meaning of words. They learnt to understand the material more. They were happy learning English vocabulary using SAVI because it was never implemented in the class before.

The teacher clarified that SAVI could improve the students’ English vocabulary on each indicator as follows:

a. The improvement in meaning

The students generally felt easy to learn about meaning of word, moreover it was done by using real objects and pictures that they learnt through somatic and visual phase. It made the students easier to recall the name of things in English. Using SAVI was helpful to raise students’ curiosity and initiative in learning new vocabularies. The students could get and memorize large words around them.

b. The improvement in spelling

The students showed a significant improvement in their ability to spell the words. It was seen from their performance when they wrote the words on
the boards also on their own book. They began to be used to spelling the words that the teacher said although they should think to recall how the words were spelled.

c. The improvement in pronunciation

The students understood that the words pronounced was different from the words spelled. They could differentiate the pronunciation of the word *Cat* and *Chair*. They know which should be read using “K” and which should be read using “C”.

d. The improvement in using words

The students got better understanding in using words in the sentence. They began to understand how to use the words as subject and object. They could make a simple sentence from translating Indonesian sentence into English. Many of them have been able to use possessive pronoun in the sentence to modify some nouns, such as: *my pen is black*.

During implementing SAVI in teaching vocabulary, the teacher found

the strengths and weaknesses. It was described as follows;

a. The strengths

1) The students mastered four indicators in learning vocabulary including meaning, spelling, pronunciation, and using words.

2) They paid attention to the teacher’s instruction well so that they understood what to be learned.

3) The students’ motivation, confidence, and involvement in class were improved well.
b. The weaknesses

1) Some students looked so tired because they should do some activities to pass the steps of using SAVI

2) The teacher should provide much time to implement SAVI in teaching.

3) Some students still did not understand well in using words.

D. Discussion

This section presents the discussion of the research findings concerning with the improvement of the students’ vocabulary mastery including four indicators which consist of meaning, spelling, pronunciation, and using words and the improvement of students’ self-confidence, enthusiasm, motivation, concentration and involvement in the classroom by using SAVI. The researcher discussed the research findings below:

1. The improvement of the students’ vocabulary mastery

The researcher found the improvement of students’ vocabulary mastery in each cycle. It included meaning, spelling, pronunciation, and using words. The improvement could be seen from the students’ performance in each meeting and students' result of test. They were enthusiastic to learn new vocabularies by touching something, body movement, experiencing, visualization, playing with words and practicing words. All of those ways improved students’ production of words for understanding meaning, spelling, pronunciation, and using words. In fact, SAVI can improve students’ vocabulary mastery. According to Meier (2000:
42) learning doesn’t automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use all the senses can have a profound effect on learning. In addition, Erwin (2004: 122) said that by intentionally including SAVI teaching and learning strategies in every lesson, or at least in every unit, teachers significantly increase the chances of their students’ success.

In learning vocabulary, to improve the indicator of meaning, SAVI invited the students to learn some words from their experience and body movement which is called by Somatic learning. In this phase, the students found some words, then they were translated into English. By this way, they were easier to remember the name of something in English because it was something that they ever met in the real condition. They were free to find something related to the topic because it helped them to enrich the vocabularies which were drawn in their mind. According to Erwin (2004: 122) everyone learns better if they get physical while they learn. If their bodies don’t move, their brains don’t groove.

In addition, in training the students’ understanding of meaning of words, they got not only from somatic phase but also from visual phase. In the visual phase, teacher provided some pictures and multimedia. Spencer and Kagan (1998: 7.20) state that cartoon and picture stories are effective strategies to have students translate any content into visual symbol system. It can be said that cartoons and pictures can be integrated with language and it also promote the logical intelligence to the logical sequence. Furthermore, Dunn (1986: 13) in Farwell said “Show me and I’ll understand.” In conclusion, the students’ understanding of
meaning could improve well since the teacher implements SAVI in teaching English vocabulary.

For indicator of spelling, the students spelled the words. For this indicator, most of the students need more time to spell. This indicator improved in the somatic and visual phase. In the somatic phases the students found some words and they were asked to spell them in the correct spelling. The students’ ability in spelling was improved through practicing to spell the words which were described related to the material in each meeting. They had been familiar with what words look like. In training the students’ ability of spelling, the teacher often dictated the word and the students spelled it. For example: the teacher said “book”, the students spelled “book” from this example, it could be said that the students were able to differentiate between “buk and book”.

The students are able to spell the words because they often see how the words were spelled by the teacher. Meier (2000: 48) argues that it helps everyone (particularly the visual learner) to “see” what a presenter or book is talking about. Furthermore, the students often repeat to spell the words from what they had seen. According to Jensen in Erwin (2004:129) the human brain can normally register over 36,000 images per hour. The eyes are designed to take in 30 million bits information per second. The students were also able to improve their spelling using intellectual phases because when wrote sentences automatically they spell the words which were arranged to be sentences.

The researcher found the students’ improvement of pronunciation. The students’ ability in pronunciation was improved through hearing and practicing to
pronounce words. This indicator improved through auditory phase. In the auditory phase, they were asked to hear and repeat the pronunciation of words so they had been familiar with what words sound like. Meier (2000: 46) states “if you want to learn more about anything, talk about it nonstop.” In addition, he said that all learners learn by sound, by dialog, by reading out loud, by listening, and by repeating sound in their heads. In the first cycle, the problem of pronunciation was difficult to be controlled but after giving them understanding more and more in the second cycle, they understood that the pronunciation of words were not always the same as the words were spelled. It was done by practicing to pronounce the words more. For example, they were given the word ‘cat’. They pronounced ‘kæt’. It indicates that they could comprehend the words pronounced were different from the words spelled.

The researcher found the students’ improvement not only indicator of meaning, spelling, pronunciation but also the indicator of using words. The indicator of using words improved through intellectual phase of SAVI. Before doing the treatment, they were confused when the researcher asked them to make some sentences from the words given because they never learned how to make a sentence, they were only taught how to read a sentence. The teacher needed much time to explain how to use the words in the sentences to the students. To understand this indicator, the students had to learn hard because it seemed very difficult to create a sentence from words. To make them easy to remember, the teacher asked them to make the sentence from the words which were related to
their life experience then it was translated into English. For example: *Saya Mempunyai Tas*

This example was easier to make the students know how to use the words to be the sentence. Usually, they wrote some words based on their visual appearance. In this phase, the students were required to use their intellectual more to create many ideas in memorizing the vocabularies and producing the sentences. According to Meier (2000: 49) the intellectual is the sense maker of mind; the means by which the human being “thinks,” integrates experiences, creates new neural network, and learns. In addition, Erwin (2000: 134) states that the term “intellectual” is the exercise of internal intelligence of the human mind/body as it reflects on its experience and creates connections, meaning, plans, and value out of it.

From the discussion above, the researcher could inform that the most significant improvement of vocabulary mastery achieved by the students of MI Nahdlatul Ulama Kumpulsari OKU Timur was in the indicator of meaning and pronunciation. For the indicator of meaning, they would easily remember using body movement, experiences, and their visual sense to produce some words in English. Those ways helped them much in recalling the meaning of particular words that they have learnt. The researcher also noticed that some students had good improvement in pronunciation. It could be seen when the teacher given certain words, they were able to pronounce the words correctly.

Based on the description, the researcher concluded that teaching English vocabulary for Elementary School Students using SAVI can improve students’
vocabulary mastery. This was supported by the result of the students’ test. In the pre-test, the mean of students’ score was 50.83. In the-post of the first cycle, the mean of students’ score was 71.87. In the post-test of the second cycle, the mean of students’ score was 82.291. It implied that there was improvement. It also demonstrated that SAVI improved students’ English vocabulary mastery.

2. The improvement of students’ self-confidence, enthusiasm, motivation, and participation in the classroom

The students were more active and having high participation in joining the teaching and learning process. They felt fearless to come forward to write or read some words on the board although sometimes they made mistakes. It indicated that the students had more self-confidence and high motivation. In this research, SAVI motivated them to learn actively. When joining the process of teaching, all of the students involved to do the teacher’s instruction enthusiastically because they enjoyed the method implemented. The improvement was also seen when the teacher asked some questions, the students answered it competitively and enthusiastically. It indicated that they had good concentration in joining the class. According to Brumfit et. al (1997: 207) a further key issue in the literature on teaching children is that of attitude and motivation. Children will learn better if they have a positive attitude towards what they are doing and they are motivated or want to do it. In addition, Meier (2000: 44) states that not all learning needs to be physically active, but by alternating between physically active and physically passive learning activities you can help everyone’s learning. It was different from the class before implementing SAVI, many of the students
were passive and did not pay attention well to the teacher’s explanation. From this phenomenon, it showed that the students had some changes to be improved.

3. The Improvement of Class Condition

The classroom condition was more alive, because there was communication and interaction between teacher and students and students and other students. It happened in all of phases of SAVI which consists of somatic, auditory, visual, and intellectual. The classroom was more conducive and fun than before because the students were involved in doing the process of teaching and learning. According to Erwin (2004:163):

Many of the strategies build a sense of fun in the classroom. One of them is SAVI learning techniques… The strategies were deliberately chosen primarily to meet the need for fun. It is essential to understand, however, that though fun (pleasure, laughter, enjoyment) is the principal goal of these activities, other important results can be derived from them. Some of these strategies help build a sense of connectedness and community (love and belonging), many can be used to provide novelty to the classroom structure (freedom), all are designed to be used within a safe and respectful environment (survival), and when the activities are followed by thoughtful class discussions, most can be powerful learning tools (power).

The students also concentrated more to the material because this method required them to be able to pass step by step of SAVI well. In addition, Meier (2000: 42) said that many learners find it hard to concentrate without doing something physical (if their bodies don’t move, their brain don’t grove).
Before doing a research the collaborator ever said that when the teacher explained the material, some students made jollification so it made the class noisy, some others were silent and sleepy. But in the doing the action, the researcher could control those problems. They became good students in building effective condition in the class.

From those findings, the researcher concluded that SAVI could solve the problems which were mentioned in the first chapter. In conclusion, using SAVI in teaching vocabulary was able to improve students’ vocabulary mastery, students’ self-confidence, enthusiasm, motivation, concentration, and participation in the classroom, and class condition to be better.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter deals with the conclusion of research: (1) the improvement of vocabulary using SAVI, (2) the strengths and weaknesses of SAVI when it is implemented to teach vocabulary. Meanwhile, the suggestions are directed to future action.

A. Conclusion

Based on the research findings from the action conducted in cycle 1 and cycle 2 at the fourth year students of MI Nahdlatul Ulama Kumpulsari OKU Rimur, the following conclusion could be drawn as the answers to the research questions of this study:

1. SAVI can improve the students’ English vocabulary mastery covering four indicators

   After doing the research, the researcher gained that SAVI can improve students’ English vocabulary mastery. The students mastered the meaning of words using somatic and visual phase of SAVI. The students mastered the pronunciation of words using auditory phase. The students mastered the spelling of words using somatic, visual, and intellectual phase. The students mastered using words in sentences through intellectual phase. Through four phases of SAVI, the students could master four indicators in mastering English vocabulary.

2. The strengths and weaknesses of SAVI when it is implemented to teach vocabulary.
a. The strengths of SAVI when it is implemented to teach vocabulary.

1) SAVI can improve students’ motivation, self-confidence and participation.

Before implementing SAVI in teaching English vocabulary, the students were passive, ashamed, and having low motivation in joining the teaching and learning process. They also did not involve fully in doing the class activity such as reading list of words on the board, answering the teacher’s questions, and asking questions to the teacher because they were ashamed. But, during implementing SAVI, the students were active in doing the teacher’s task. They had self-confidence to read the list of words loudly in front of the class and they often asked something difficult to the teacher. It indicated that the students had high motivation in joining English vocabulary class using SAVI.

2) SAVI can improve class condition in teaching vocabulary

In implementing SAVI in teaching English vocabulary, the classroom condition was more alive, because there was communication and interaction between teacher and students and students and students. The classroom was more conducive than before because the students had more concentration in doing the process of teaching and learning. So, the students did the learning steps of SAVI well. They did the somatic learning inside or outside the class to gather some words and the name in English, they also spelled the words. In auditory, they pronounced the words after they got the model from the teacher and the cassette. In visual, they mentioned and matched the picture in English. In intellectual, they practiced how to use the words in the sentences. From this illustration, the
students have no opportunities to make a jollification, noise, and playing by themselves because the teacher controlled the students to do step by step.

b. The weaknesses of SAVI when it is implemented to teach vocabulary.

Besides the strengths, SAVI had also the weaknesses. In implementing SAVI, teacher should provide much time because there were four steps which should be done. It was not easy for the teacher to control the students to do the phases of SAVI well. The students should do the somatic, auditory, visual, and intellectual phases. It needs more time to make the students understand the material well through those phases.

B. Implication

Teaching young children, teacher not only gave them some materials and asked them to memorize them but also gave them occasion to create their ideas through action, imagination, picture illustration, etc which involved all their sense to learn. As common case, the teacher gave list of words and asked the students to memorize them. That way was not effective as it would be easy to forget. In this research, the researcher found that SAVI was very effective to teach vocabulary to young learner. In implementing SAVI, the students could improve their vocabulary mastery covering four indicators of meaning, spelling, and pronunciation and using words. The class condition was more controlled. Hopefully, it will give new perspective for teaching vocabulary of Elementary level.
C. Suggestions

Some suggestions are made to follow up the findings, which are addressed to school, the teachers, the students, and the future researcher.

1. For the School

To improve the students’ success in studying, the school should be able to provide some media as the supporting facilities to help the students in learning especially vocabulary. It is aimed to make the students have high motivation in joining the teaching and learning process and also make the students have better understanding to the material.

2. For the Teacher

In teaching and learning process, teacher should be able to be creative in choosing media and method in order to make the students enthusiastic in joining the process of learning. For the media, the researcher suggests that teacher should provide some pictures, flash card, and audio visual dictionary in order to make the students understand the material well and enjoy the time for studying. For the method, the researcher suggests that teacher should apply SAVI in teaching vocabulary to young children because SAVI requires the students to do actively using all senses. It makes the students learn vocabulary effectively. The last suggestion for teacher is that the teacher should control the students one by one in order to know who has high ability and low ability to be drilled more.
3. For the Students

The researcher suggests that the students should increase their motivation and enthusiasm in joining the process of teaching and learning. The students should also be active in responding the material that had been given by the teacher because if they were passive, they absolutely would not get maximum knowledge.

4. For the Future Researcher

The researcher suggests that the next researchers choose method or strategy which will be implemented in the classroom and they should provide interesting media to ensure the students could master the material given.
BIBLIOGRAPHY


Cook, Janice. 2010. Collaborative Action Research: the Ethical Challenges: International Journal of Evidence Based Coaching and Mentoring Special Issue No.4, October 2010 Page 141


Tosuncuoglu, *Teaching Vocabulary for Active Use*. Turkish Manas University (http://www.pdffactory.com)


http://www.answers.com/topic/mastery

commit to user
Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN 1 (Cycle 1)

Nama Sekolah  :  MI NU Kumpulsari
Mata Pelajaran   :  Bahasa Inggris
Element  :  Vocabulary
Tema  :  Verb (kata kerja)
Topic  :  Memperkenalkan kata kerja yang berhubungan
dengan kegiatan sehari-hari di sekolah
Kelas/Semester  :  IV/I
Pertemuan Ke- :  1
Alokasi Waktu   :  2x40’ (1 kali pertemuan)

I. Standard Kompetensi:
Memahami makna kosa kata sederhana dan teks tulis dalam konteks
kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar:
Merespon makna kosa kata dan menggunakan kosa kata ke dalam bahasa
tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-

III. Indikator:
Pada akhir pembelajaran siswa diharapkan dapat:
1. Menyebutkan arti kosa kata tentang kata kerja sehari-hari di sekolah
2. Mengeja kosakata tentang kata kerja sehari-hari di sekolah
3. Mengucapkan kosa kata tentang kata kerja sehari-hari di sekolah
4. Menerapkan kosa kata tentang kata kerja sehari-hari di sekolah ke dalam
   kalimat sederhana  
   commit to user
IV. A. Materi Ajar

Memperkenalkan kata kerja yang berhubungan dengan kegiatan sehari-hari

*Memperagakan kata kerja sesuai dengan kegiatan sehari hari di sekolah*

1. Berkenalan : introduce
2. Berdiri : Stand
3. Duduk : Sit
4. Angkat tangan : Rise your hand
5. Menulis : Write
6. Bermain : Play
7. Membaca : Read
8. Berjalan : Walk
9. Berbicara : Speak
10. Mendengar : listen
11. Melihat : See
12. Meminjam : Borrow
13. Membaca : sweep
14. Mengepel : mop

Visual aids
B. Latihan soal

a. Pilihlah jawaban a, b, atau c yang sesuai dengan gambar di samping!

1. a. Write
   b. Speak
   c. Introduce

2. a. Stand
   b. Sit
   c. Walk

3. a. Introduce
   b. Sit
   c. read

4. a. Rise hand
   b. Read
   c. write

5. a. Stand
   b. Sit
   c. borrow

b. Ucapkan kata-kata di bawah dengan benar!

6. Speak
7. Hear
8. Write
9. Borrow
10. listen
c. Susunlah huruf-huruf di bawah menjadi sebuah kata yang bermakna sesuai dengan gambar!


12. W-K-L-A = ............


14. S-K-E-P-A

15. L-T-S-E-N-I
d. Buatlah kalimat sederhana dengan menggunakan kata di bawah

16. See
17. Read
18. Introduce
19. Play
20. Write
V. Metode Pembelajaran

SAVI

VI. Langkah-langkah Pembelajaran

1. Kegiatan awal:
   1) Salam dan tegur sapa
   2) Berdoa
   3) Guru memeriksa kehadiran siswa.
   4) Guru menjelaskan topik yang akan dibahas
   5) Guru menjelaskan tujuan pembelajaran
   6) Guru menjelaskan pentingnya pembelajaran

2. Kegiatan inti

| Somatic   | 1. Guru meminta siswa untuk mengidentifikasi dan memperagakan kata kerja sehari-hari yang biasa dilakukan di sekolah
|           | 2. Guru meminta siswa untuk mencatat kata kerja yang telah ditemukan dan diperagakan oleh siswa dalam bahasa Indonesia lalu mencari arti kosa kata dalam bahasa Inggris
|           | 3. Guru meminta siswa untuk menulis kosa kata dalam dua bahasa (Inggris-Indonesia) di papan tulis |
| Auditory  | 1. Guru memberikan contoh dalam mengucapkan kosa kata bahasa Inggris yang benar
| (Improving students’ pronunciation) | 2. Guru meminta murid untuk mengulangi/menirukan cara membaca yang benar.
|           | 3. Guru meminta siswa secara bergantian untuk maju dan menjadi pemimpin dalam membaca kosa kata dengan benar yang diikuti siswa di kelas |
| Visual    | 1. Guru menunjukkan gambar yang berhubungan dengan kata kerja yang biasa dilakukan di kelas
| (improving students’ understanding meaning and pronunciation) | 2. Guru meminta siswa untuk mengamati dan menyebutkan kosa kata tersebut dalam bahasa Inggris.
|           | 3. Guru meminta siswa maju ke depan satu-persatu untuk menunjuk gambar serata mengucapkan nama benda tersebut dalam bahasa Inggris.
|           | 4. **Guru** meminta siswa untuk menuliskan kata yang telah di
ucapkan dalam bahasa Inggris dengan ejaan yang benar

| Intellectual | 1. Guru meminta siswa untuk menyebutkan (menghafal) kosa kata yang telah diperoleh tanpa melihat catatan maupun gambar. 
| (improving students’ understanding how to use word and spelling) | 2. Guru menjelaskan cara mengaplikasikan kosa kata ke dalam kalimat sederhana. Contoh: I sit on the chair, I write on the board 
| | 3. Guru meminta siswa untuk membuat kalimat sederhana yang berhubungan dengan kata kerja di atas seperti yang telah diconohkan oleh guru. |

3. Kegiatan akhir:
1) Guru memberi kesempatan siswa untuk bertanya
2) Guru menyampaikan rangkuman tentang pelajaran saat itu
3) Guru dan siswa melakukan refleksi kegiatan pembelajaran yang telah berlangsung
4) Guru dan siswa membuat rencana untuk pertemuan selanjutnya
5) Salam penutup dari guru

VII. Media dan Sumber Belajar

a. Media:
1. Gambar
2. papan tulis
3. kapur tulis.

b. Sumber Belajar:

VIII. Penilaian

| Jenis Penilaian | Formatif |
| Tujuan | Memantau kemajuan belajar dan memberikan umpan balik kepada peserta didik berdasarkan hasil pantauan |
| Teknik | Pengamatan, hasil kerja siswa |
Fokus Penilaian : Proses dan capaian hasil kerja siswa  
Output Penilaian kompetensi  : Catatan keaktifan siswa dan catatan ketercapaian kompetensi  
Tindak Lanjut  : Pemberian tugas tambahan bagi siswa yang belum memenuhi kompetensi dasar dan pemberian tugas pengembangan bagi siswa yang telah memenuhi standar kompetensi dan kompetensi dasar

IX. System Penilaian Setiap Indikator

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Number Task</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meaning</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Spelling</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Pronunciation</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Using words</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Mengetahui,  
Kepala Sekolah  

Kumpulsari,   Mei 2011  

Guru Mapel Bahasa Inggris  

M. NURHADI, S.Pd.I  

Tb. Endayani  

commit to user
RENCANA PELAKSANAAN PEMBELAJARAN 2 (Cycle 1)

Nama Sekolah : MI NU Kumpulsari
Mata Pelajaran : Bahasa Inggris
Element : Vocabulary
Tema : Noun (kata benda)
Topic : School equipments
Kelas/Semester : IV/I
Pertemuan Ke- : 2
Alokasi Waktu : 2x40’ (1 kali pertemuan)

II. Standard Kompetensi:
Memahami makna kosa kata sederhana dan teks tulis dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

III. Kompetensi Dasar:
Merespon makna kosa kata dan menggunakan kosa kata ke dalam bahasa tulis secara akurat, lancar, dan bermuara dalam konteks kehidupan sehari-hari.

X. Indikator:
Pada akhir pembelajaran siswa diharapkan dapat:
1. Menyebutkan arti kosa kata tentang benda-benda perlengkapan sekolah
2. Mengeja kosakata tentang benda-benda perlengkapan sekolah
3. Mengucapkan kosa kata tentang benda-benda perlengkapan sekolah
4. Menerapkan kosa kata tentang benda-benda perlengkapan sekolah ke dalam kalimat sederhana
XI. A. Materi Ajar

Memperkenalkan benda-benda perlengkapan sekolah

Mengobservasi kelas untuk mencari benda-benda yang berhubungan dengan peralatan sekolah

1. Tas : bag
2. Buku : Book
3. Pena : Pen
4. Sepatu : Shoes
5. Papan tulis : board
6. Pensil : Pencil
7. Penghapus : Eraser
8. Kursi : Chair
9. Meja : Table
10. Penggaris : Ruler
11. Bola : Ball
12. Kertas : Paper

Visual aids
B. Latihan soal
   a. Pilihlah jawaban a,b, atau c yang sesuai dengan gambar di bawah!

1. ![Image of books]
   a. Book
   b. Bag
   c. Board

2. ![Image of shoes]
   a. Ruler
   b. Eraser
   c. shoes

3. ![Image of ruler]
   a. Chair
   b. Ruler
   c. Pencil

4. ![Image of bag]
   a. bag
   b. book
   c. eraser

5. ![Image of table]
   a. table
   b. board
   c. chair

b. Ucapkan kata-kata di bawah dengan benar!
6. Table
7. Ruler
8. Chair
9. Eraser
10. Book

c. Susunlah huruf-huruf di bawah menjadi sebuah kata yang bermakna sesuai gambar di bawah!

11. ![Image of table]
   T-B-L-A-E = ............