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IMPROVING STUDENTS VOCABULARY MASTERY USING SAVI MODEL: (A Classroom Action Research at the 1st Semester Students of English Department of Veteran Bangun Nusantara University of Sukoharjo)

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Abstract: English plays an important role in technological and scientific advance. English is also used as a means of communication within international trade and business. Vocabulary plays an important role as one of the important aspects to improve four skills in teaching learning English: Reading, Writing, Listening, and Speaking. A vocabulary as the important skill, without vocabulary, nobody can improve their studying English. Because of that, each skill is interconnected with each other and closely related by adding some new vocabularies in it. And in this case, the first semester student of English Department of Veteran Bangun Nusantara University is far from the expectation. This purpose of the research is to describe the improvement of students’ vocabulary mastery by using SAVI Model. The research belongs to Classroom Action Research. it is conducted in two cycles. Every cycle was conducted in four meetings and consist of identifying problem, planning, and the action, observing the action, and reflecting the result of the research. The qualitative data were derived from observation, questionnaire, interviews, document, and recording. The quantitative data were derived from pretest, regular assessment and posttest. In analyzing quantitative data, the researchers used a descriptive statistics describing the highest, the lowest and the mean scores. The result of the research indicates that SAVI Model can improve the students’ vocabulary mastery in all aspects: meaning, pronunciation, spelling, and using the words.

Keywords: 3 – 5 words in italic

INTRODUCTION

English has been taught since primary school, in Indonesia. It is a very good condition for the development of English in Indonesia because students will get better mastery in English if they learn it earlier. In this case, teachers play an important role in fastening the intellectual and social development of children. The teachers' task is to help
the students to achieve the communicative competence, teachers are required to have professional competence in order to be able to teach English well.

Vocabulary plays an important role as one of the important aspects to improve four skills in teaching English: Reading, writing, listening, and speaking. Without vocabulary, nobody can improve their studying English. Because of that, each skill is interconnected each other and closely related by adding some new vocabularies in it. In fact, the first semester students of English Department of Veteran Bangun Nusantara University is far from the expectation.

Such condition constitutes in the lecturers’ homework, how to make the students understand the meaning of the new vocabularies. Almost all of the students cannot understand the meaning of the new words that they get by studying the four skills. They say that they do not know the meaning, although they have to face their thesis examination. Their writing skill is very tragic. Knowing that studying vocabulary means recognizing the names of things, it involves more than simply knowing words. In order to truly master a word, a student must have multiple exposures to the word. The students also have to master the meaning, spelling, pronunciation, and the use of the word in communication. In addition for the adults’ one, they are studying vocabulary by talking about the objects.

In studying foreign languages, a teacher should not forget the importance of mastering the vocabulary of students. This ability involves more than just knowing words, but it also involves how we say and spell the words, and how we use the words sucked into the correct sentences. Without being able to master adequate vocabulary, a student cannot fully understand the message of the text. To truly master the vocabulary, a lecturer must realize the role of several vocabulary aspects such as meaning, pronunciation, spelling, and the use of words. As for understanding the meaning of sentences, students should memorize sufficient vocabulary.

Assessing vocabulary was not as simple as the researchers thought. There are many difficulties in mastering and learning vocabulary. Besides that, as for how to teach vocabulary also influences the teaching and learning process, the teaching model also influences the ways in which people master vocabulary. To bear in mind, a teacher must be sure that in teaching vocabulary students not only recognize words, but they can interpret the exact meaning of the words they learn. At this stage, the lecturer must feel confident that the words are well explained before students begin to read them. Finally, the teacher must emphasize relationships and ensure that students become accustomed to words both verbally and visually (Brown, 1994: 23).

Based on our observations at Veteran Bangun Nusantara University, Sukoharjo, especially for the first semester students of the English Department, researchers saw several problems that occur in teaching and learning situations: that students have difficulty doing exercise because of their limitations. Vocabulary. They don’t understand the meaning of a few words. They usually have difficulty memorizing those words. They also have
difficulty saying a few words. Some students still say the words according to their basic reading abilities which are influenced by their natural habits using their mother tongue dialect. It was found that they still felt difficulties in writing the spelling of the correct words, and articulating the words based on correct pronunciation, besides also remembering the class conditions were also far from expectations. The class seemed uninterested and the students felt bored to follow the vocabulary instruction. From the problems above the researcher are interested to carry out a research dealing with the model of teaching vocabulary. To make the research run well, the researcher bring forwards the way of teaching vocabulary to enrich the models of vocabulary teaching learning process and to rise the students’ interested in studying and learning vocabulary. On the other hand, the researcher used SAVI to know the teaching learning process, especially teaching vocabulary for the first semester students in English department, by using this model, it is hoped that the students’ vocabulary mastery can increase, knowing that in a traditional class, only teachers provide encouragement to students. As a matter of fact, students often wish for others’ failure because it increases their own chance of success (Kagan, 1994). This may lead to a hostile learning atmosphere in which students learn to recognize their negatively linked fate (in order for one to gain, the others must lose). In cooperative learning groups, students can encourage and help one another. The cooperative atmosphere of working in a small group may help develop “effective bonds” among students and greatly motivate them to work together (Lie, 1992). SAVI is one of the intellectual methodology based on problem learning approach, by using this approach, the teaching learning process is hoped to be better and interest for the students. It also encourages students to solve the problem that they have to face in learning vocabulary. Dave Meier (2000) is a teacher, trainer, and also created accelerated learning. One of his strategies in teaching learning process is known as SAVI that is Somatic-Auditory-Visualization-Intellectually.

The following describes the acronym of SAVI:

a. S ↔ Somatic → Learning by doing
b. A ↔ Auditory → Learning by Hearing
c. V ↔ Visual → Learning by Seeing
d. I ↔ Intellectual → Learning by Thinking

In line with the above explanation, it is essential to conduct a study focus on improving the vocabulary mastery by using SAVI model. The study focused on how the lecturer transforms the vocabulary subject in four indicators: to get a new meaning, spell, to pronounce, and use the word in sentences. Therefore, the researcher conducted a research on “Improving Students’ Vocabulary Mastery by Using SAVI Model” An Action Research at 1st Semester Students of English Department of Veteran Bangun Nusantara University of Sukoharjo. That stated in the problem statement: can SAVI Model improve the students’ vocabulary mastery? And the objective of the study is to describe the improvement of students’ vocabulary mastery.
The Theoretical Framework of the research can be seen in figure 1:

NEW TEACHING MODEL

SAVI

(S) Somatic
The students practice the dialogue, sing, and say the words repeatedly

(A) Auditory
The students listen to the sounds, music, recording, by using Medias

(V) Visual
The students view the videos, movies, virtual access, and demos

(I) Intellectual
The students do the assignment related to the vocabulary items

Learning by doing Learning by hearing Learning by seeing Learning by thinking

IMPROVEMENT

METHOD

This research is a classroom action research. Action research is the study of social situations that aim to improve the quality of action in teaching scientific discipline in it. This is done in order to generate feedback on the practical situation and validity of the theory or hypothesis referred to. This result is not dependent much on scientific testing of truth, as in its usefulness in helping people to act smarter and more skillfully. In action research, theory is not validated through practice.
According to Kemmis and McTaggart (cited in Nunan, 1998: 6) action research refers to a group of activities, which are not considered action studies if a descriptive research piece is carried out by a teacher in his own class, without the involvement of others, which aims to improve our understanding rather than change the phenomenon that is being investigated. For Kemmis and Taggart, an important impetus for conducting action research is changing the system. By using new models, students understand about increasing vocabulary. A classroom action research can address educational problems or to change matters relating to educational problems to be better done by teachers or practitioners, or in the collaboration of teachers and researchers through their own practical actions and by their own reflection on the effects of these actions.

This research was conducted at Veteran Bangun Nusantara University of Sukhocharjo, Central Java, which was located in the middle of the town of Sukhocharjo. The researcher selected this University because she taught there, and she knew the situation well and it was carried out in the first semester of English department program at the academic year 2015/2016. Research involved the students as participants and the researcher as the lecturer herself. The model of action research was formulated by Kemmis and McTaggart. They stated that action research was a series of reflective spirals consisting of general plan, action, observation, action, and reflection on action (Kemmis and McTaggart, in Eckerman, 2003:25). The description of each stage in one and two cycles as follows: Planning the action, implementing the action, observing and monitoring the action, and also reflecting the action of the research. The technique of data collection, using qualitative and quantitative data. In qualitative included observation, questionnaire, interview, document, and recording. But in quantitative, the researcher used validity and reliability as a criteria of a good test. The researcher used the technique of analyzing the data by using qualitative and quantitative data. This research applied two cycles, each cycle consisted of four treatment. Pretest and posttest were outside the treatment.

FINDINGS AND DISCUSSION

This chapter analyzes the description of the stages of activities developed as part of using SAVIR Model in improving vocabulary mastery to the first Students of English Department of Veteran Bangun Nusantara University of Sukhocharjo. This chapter contains the points of the research objectives; to describe the improvement of students’ vocabulary mastery by using SAVI Model prior to the result description of the two cycles, the research finding, and the discussion in relation to answer the problem statements.

After implementing the action of cycle 1, the researcher conducted a posttest on October 7th, 2014. The mean of the posttest is 84% or 84.00%. The researcher also gave analysis to the students' vocabulary mastery in each aspect. The number of items of meaning aspect was 5 items; the students' average in answering the questions was 4.70 or 4.70%. The number of item of pronunciation aspect was 10 items; the students' average in answering the question was 9.47 or 9.47%. The number of item of spelling aspect was 5; the students' average in answering the question was 3.23 or 3.23%. The number of items
of usage aspect was 5 items; the students’ average in answering the questions was 3.50 or 3.50%. Having finished conducting the post cycle 1, the researcher planned the second cycle because there were some remaining problems that occurred after conducting the cycle 1. The problems that the researcher found in the first cycle are as follows: spelling aspect, and learning activity.

After implementing cycle 2, the posttest was conducted on November 4th, 2015. The mean posttest 2 was 90% or 90.00%. The researcher also gave analysis to the students’ vocabulary mastery in each aspect. The number of item of meaning aspect was 5 items; the students’ average in answering the questions was 4.83 or 4.83 %. the number of item of pronunciation aspect was 10 items; the students’ average in answering the question was 8.63 or 8.63 %. The number of item of spelling aspect was 5; the students’ average in answering the question was 4.70 or 4.70 %. The number of items of usage aspect was 5 items; the students’ average in answering the questions was 4.13 or 4.13 %. Their spelling increased better than in cycle 1. The main topic that used in cycle I were family, parts of the body, characteristics of the people, and people profession.

Before carrying out the research in cycle II, the researcher made a plan by constructing a lesson plan. A lesson plan mentions the topic of the material to teach. The material was Things, it was a main topic that is divided into some parts, they are Things At Home, Things in the Classroom, Food and Beverage, that chose to be applied in cycle II. The media used to teach vocabulary was still the same, they were some pictures of the topic mentioned that they have to pronounce, to spell, to give the meaning, and to make a sentence. Those media are mixed with traditional method that the students still kept record in every meeting. All indicators of vocabulary were increasing in this second cycle. The students understanding and memorizing new words were increasing. Their attention in teaching learning activities improved. The students got accustomed with the new models of teaching and enjoyed the teaching learning process.

This action research has been implemented in two cycles. Based on the reflection of each cycle, an element of implied values can be concluded as follows. Commonly, the improvement of students’ vocabulary mastery can be seen in each aspect of vocabulary instruction. The explanations are as follows:

a. Meaning

In cycle one, the students’ ability in deciding meaning improved. Students got more vocabulary words from learning words they got from the media instruction. Students’ ability in deciding meaning increased, students got more vocabulary words from learning words based on the media which the lecturer given.

SAVI Model, gave the students the clear instructions in each element of its model, and the students could do it well; step by step their vocabulary mastery in meaning became improved. Since these models was applicable and succeed to improve the meaning aspect, the treatment was repeated in cycle 2. In finding the meaning or definition of
words, the researcher still used various media to draw attention to the students. Interesting media made the students enthusiastic to join teaching learning activities.

b. Pronunciation

In the first cycle, the students spelt the words better, students could increase their pronunciation by drilling. There were found improvement in spelling letters such as a, i, e, and r. The researcher helped them to pronounce it by displaying the dictionary in virtual access online. The students listened it then repeated it. After all activities, the students pronounced the words individually. This treatment was repeated in cycle two. Using different topic but the same media, still drilling, and the students pronounced the words. The lecturer also used songs to make the students more interesting to learn pronunciation. The improvement of pronunciation aspect was also gained by the combining the assignment with songs. Song was effective to motivate the students to learn the words’ pronunciation in a familiar and natural way. Every lyric of the song supported the students to memorize the pronunciation of the words when they were sung repeatedly. Song worked effectively through the students’ sense of hearing.

In second cycle, the researcher still applied songs to help the students memorize the new vocabulary pronunciation easily. The researcher used song in third and fourth treatment in this cycle. Besides using a song, the researcher also used drilling activities to ensure the students got better pronunciation. The result was the students’ pronunciation increased significantly after implementing SAVI Model.

c. Spelling

In the first and second cycle, the researcher used the jumbled letters and jumbled words to arrange into a word or sentence. And the researcher was directed the students to spell the new words from the word which given by the lecturer. In this session both for the first and second cycle, the students were asked not only writing but also spell orally. This media was very effective to teach vocabulary in spelling aspect. The students’ mind were easily absorbing the letter, memorize the letters sign and identified the sounds, and then arrange each letter to a word or even a sentence. The result was the students’ spelling increased by using this SAVI Model.

d. Making sentence using a new word

In the first and second cycle, the researcher managed the students to improve their ability to use the words in the simple sentences to complex sentences. The researcher also used mind mapping to help the students to improve their knowledge on vocabulary mastery, it started from one words, the students divided into some new words, so they could develop one word into many words. This last stage showed that the students passed through the time from the only made a simple sentence to complex sentence. The students learned naturally to be more familiar with the usage of words.

CONCLUSIONS AND SUGGESTIONS
The conclusions are as follows:

SAVI Model can improve the students' vocabulary mastery in all aspects: meaning, pronunciation, spelling, and usage of the words and they researcher also found the strengths and weaknesses of teaching using SAVI Model for the first semester students of English Department Bangun Nusantara University of Sukoharjo. The researcher also found the strengths and the weaknesses of this model are as follows:

There are some advantages which the researcher gets by using this model, these are:

a. Strengths

The strength of this research are concentration, motivation, and interest, mental discipline, self-confidence, students' participation. And the other strength can be concluded, such as: SAVI Model was a new strategy that helped students to improve the students' vocabulary mastery for the first semester students of Veteran Bangun Nusantara University of Sukoharjo. The researcher found something new in learning English that made the students understood in meaning the words and they got new vocabulary, so it could improve the students' ability in vocabulary. By using of SAVI Model, the students' vocabulary mastery becomes improve, it can be seen in the score and in the treatment of the research in cycle one, there is a significant improvement in the students' score in each indicator. Various kinds of media helped the students to master vocabulary in natural and easy way. The students were automatically concerned to the material introducing new vocabularies. So the SAVI Model has a positive influence in the students' vocabulary mastery. And also SAVI Model introduced students a new technique of teaching learning activities by using media. The students learned naturally to be more familiar with various kinds of media and traditional one. The new technique using media and also using songs helped the students to mnemonic new words' pronunciation.

b. Weakness

Some of the students did not pay attention to the teacher's explanations or instructions, even some of them made a chat with their friends. For the passive students, they have problems in adaptation in teaching learning process. This New Model still talked about the problem remained in Cycle two, there were found that one or two students did not make a correct sentence by using a new word, they still needed to guide. The lecturer also had a responsibility to make a new progress in teaching learning activities so the students will be more enjoyable in joining the lesson.

Based on the conclusion above, some suggestions will be addressed to the students, the lecturer, and other researchers. It is important for the students to prepare themselves as well as possible to face this SAVIR Model. This model helps them to develop their vocabulary mastery. The students need to increase their motivation in learning vocabulary...
so that they can do get many new words. It is also important for the lecturer especially for the lecturer who teaches vocabulary to improve the quality in teaching language, not only the teaching learning strategy but also the various media to make the students interest in joining the teaching learning activities, for the other researcher to conduct other researchers using SAVI Model to improve the students’ reading and writing skills. In order to maintain beneficial research to education development, the researchers have to provide themselves with enough knowledge related to their research study, particularly in SAVI Model.

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