THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA & ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA

International Conference 2016
8 - 10 September 2016
University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

"Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond"
PROCEEDINGS

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FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, f) technology-based language instruction, g) the role of technology in innovation in ELT methodology, h) the role of technology in language materials development, i) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrust to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

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### LIST OF INVITED SPEAKERS

<table>
<thead>
<tr>
<th>No.</th>
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The 63rd TEFLIN International Conference 2016 vi
# TABLE OF CONTENTS

- **FOREWORD** ................................................................................................................................. ii
- **LIST OF INTERNAL AND EXTERNAL REVIEWERS** .......................................................... iii
- **LIST OF INVITED SPEAKERS** ................................................................................................. vii
- **LIST OF FEATURED SPEAKERS** .............................................................................................. vi
- **TABLE OF CONTENT** ................................................................................................................ vii

## THE RELATIONSHIP BETWEEN SYNTACTIC COMPLEXITY AND EFL READING PERFORMANCE IN AN INDONESIAN CONTEXT

- Sahiruddin ........................................................................................................................................ 1

## EDMODO IN THE CLASS: STUDENTS' VOICE ON ONLINE LEARNING (A STUDY AT UNIVERSITAS MUHAMMADIYAH PAREPARE)

- Salina A. .......................................................................................................................................... 13

## PLANNING A LOCAL BASED TEACHING MATERIAL OF ENGLISH FOR TOURISM FOR HIGH SCHOOLS: A NEED ANALYSIS OF ENGLISH OF LOCAL COMMUNITY AROUND LOMBOK INTERNATIONAL AIRPORT IN CENTRAL LOMBOK

- Sani Farnasari ................................................................................................................................. 18
- Sudinman Willan ............................................................................................................................... 18
- Fdy Syahrial ....................................................................................................................................... 18

## USING LITERARY WORK IN IMPROVING STUDENTS' PERFORMANCE IN SPEAKING CLASS

- Santir E. P. Djahimo ......................................................................................................................... 25

## ENGLISH VOCABULARY ACQUISITION OF A SEVEN YEARS OLD CHILD IN NON-SPEAKING ENGLISH COMMUNITY

- Sardian Maharani Asnur .................................................................................................................... 34
- Abdul Najib Tuuanany ...................................................................................................................... 34

## BENEFITS OF WRITTEN CORRECTIVE FEEDBACK IN AN EAP WRITING CLASS

- Sari Hidayati ...................................................................................................................................... 42
- Masyudi Lathi'f ................................................................................................................................. 42

## IMPROVING STUDENTS' SPOKEN INTERACTIONS OF DESCRIPTIVE TEXT THROUGH A FAN-N-PICK TECHNIQUE

- Sehika ............................................................................................................................................... 47

## STUDENTS' PERCEPTION ON TOEFL A SURVEY AT SAMARINDA STATE POLYTECHNIC

- Sektaloni Oscarini Wati Bhakti ........................................................................................................ 56
- Therestia Hilda Kayani ....................................................................................................................... 56

## THE EFFECT OF SEMANTIC GRADIENT STRATEGY TOWARDS VOCABULARY MASTERY OF THIRD YEAR STUDENTS AT SMP PLUS AT-TIOIBA PEKANBARU

- Seno HP ............................................................................................................................................. 65
- Marhamah ......................................................................................................................................... 65
- Muhammad Ridwan .......................................................................................................................... 65
EVALUATION OF SPEAKING SKILL MATERIALS OF INTENSIVE COURSE (IC) TEXTBOOKS AT FIRST SEMESTER OF ENGLISH DEPARTMENT ........................................ 160
Siti Maria Ulfia .......................................................... 160

LISTENING MATERIALS DEVELOPMENT: HUMANIZING INSTRUCTIONAL MATERIALS .......................................................... 167
Siti Mina Tamah .......................................................... 167

THEMATIC STRUCTURE IN ENGLISH TEXTBOOK AND ESP-TEXTBOOK TEXTS: A CONTENT ANALYSIS .................................................. 176
Siti Nafisah .............................................................. 176

MORAL VALUE AND ITS DISCONTENTS: AN INTRODUCTION OF PARADOXICAL READING TO FOLKTALES ........................................ 183
Siyaswati ................................................................. 183

THE DIFFERENCE OF LEARNING STRATEGIES IN LISTENING SKILL EMPLOYED BY THAILAND AND INDONESIAN EFL UNIVERSITY STUDENTS 189
Sofi Yuniani ............................................................ 189

PROJECT BASED LEARNING MODEL TO DEVELOP SPEAKING SKILL AND MOTIVATION OF ENGINEERING STUDENTS OF POLYTECHNIC ........................................ 196
Sri Endah Kusmartini .............................................. 196
Carlos RS ............................................................... 196

ERRORS AND MISTAKES IN WRITING ARTICLE: LECTURER' AND STUDENTS' EVALUATION .................................................. 204
Sri Lestari ............................................................... 204
Tri Wahyun Chasanatun ............................................. 204

THE TEACHING TECHNIQUES OF ENGLISH TEACHERS ........................................ 210
Sri Mamooah .......................................................... 210

IMPROVING STUDENTS' SPEAKING ABILITY BY USING "FIND SOMEONE WHO" ACTIVITIES .................................................. 216
Sri Puji Astuti .......................................................... 216

ANALYZING THE APPROPRIATENESS OF ENGLISH FOR BUSINESS CORRESPONDENCE INSTRUCTIONAL MATERIALS FOR ELT AT POLINES USING LEARNING CYCLE TECHNIQUES ........................................ 222
Sri Rahayu Zeeb ...................................................... 222

IMPROVING STUDENTS' WRITING SKILL THROUGH DIARY WRITING FOR THE TENTH GRADERS OF SCIENCE 2 AT STATE SENIOR HIGH SCHOOL JETIS 1 BANTUL YOGYAKARTA ........................................ 227
Sri Sarjiyati ............................................................. 227

ENERGIZERS IN BOOSTING RURAL EFL STUDENTS' ACTIVENESS TO PROMOTE CHARACTER BUILDING ........................................ 235
Sri Sarwanti ............................................................ 235

USING INSTRUCTIONAL MEDIA AND TECHNOLOGY: "LINE IN PARAGRAPH WRITING CLASS" .................................................. 241
Sri Wahyuni ............................................................ 241
Fauzul Efita ............................................................. 241
Johari Afirzal .......................................................... 241

INTERCULTURAL GROUPWORK: IMPROVING SPEAKING SKILL THROUGH INTERCULTURAL ISSUES ........................................ 248
Sri Winarsoh ........................................................... 248

DEVELOPING A TEACHING MATERIAL IN TEACHING ENGLISH FOR SPECIFIC PURPOSES FOR MECHANICAL ENGINEERING ........................................ 255
Sri Yuliiani ............................................................. 255
WHEN THE ELEMENTS OF A SYLLABUS GO ASTRAY: AN ANALYSIS OF EFL FOR GENERAL PURPOSES SYLLABUS OF AN ISLAMIC STATE INSTITUTE IN MANADO ...................................................... 262
Srihadi Sinubako ................................................... 262
Nur Halimah ......................................................... 262

FACTORS AFFECTING LISTENING COMPREHENSION ACHIEVEMENT OF STUDENTS (A DESCRIPTIVE STUDY AT THE THIRD SEMESTER STUDENTS OF MUHAMMADIYAH UNIVERSITY MAKASSAR) ...................................................... 270
St. Asriatl AM .................................................... 270

MODIFYING AUTHENTIC MATERIALS FOR LISTENING CLASS: A PRACTICAL IDEA ...................................................... 279
Sudarsono ......................................................... 279

AUTHENTICITY IN LANGUAGE CLASSROOM: ALTERNATIVE TASKS AND MATERIALS FOR IN-CLASS DEBATE ...................................................... 284
Sueb .............................................................. 284

LOCAL AND GLOBAL ASPECTS OF DCF AND ICF ON EFL WRITING PERFORMANCE ...................................................... 291
Suhardwan Budianto .............................................. 291
Nur Mukmidaier ................................................ 291
Adnan Latief .................................................... 291

CLASSROOM-BASED ASSESSMENT (THE IMPLEMENTATION OF CLASSROOM ASSESSMENT OF 2013 CURRICULUM BASED SCHOOL) ...................................................... 300
Suharto no ........................................................ 300
Mahendra Pujl Pernana Aji ..................................... 300

MOTIVATIONAL TEACHING PRACTICES IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM: PERCEPTIONS OF INDONESIAN UNIVERSITY STUDENTS OF ENGLISH ...................................................... 310
Sukardi Weda .................................................... 310

LEARNING TEXTUAL ANALYSIS OF PRESIDENT JOKOWI'S SPEECH TEXT AT APEC 14 ...................................................... 320
Sulistyaningsih .................................................. 320

AN EFFECTIVE WAY TO ENHANCE EFL TERTIARY STUDENTS' LISTENING COMPREHENSION SKILLS THROUGH SHADOWING TECHNIQUE ...................................................... 325
Sumarsih ........................................................ 325
Masitowarm Siregar ............................................. 325
Dedi Sanjaya ..................................................... 325

MULTIMODALITY IN EFL WRITING CLASSROOM: IMPLICATIONS FOR CALL APPROACH ...................................................... 331
Suparmi ......................................................... 331

THE INDONESIAN LEARNERS' GRAMMATICAL COMPETENCE OF THE ENGLISH PERFECT TENSES ...................................................... 337
Susaan Tceplis .................................................. 337
Hendra Tedjasuksmama ........................................ 337

THE ENGLISH LANGUAGE SPEAKING SYLLABUS IN AN INDONESIAN UNIVERSITY: AN INVESTIGATION OF STUDENTS' NEEDS FOR FUTURE EMPLOYMENT ...................................................... 345
Susiati .......................................................... 345
THE IMPLEMENTATION OF QUANTUM TEACHING AND LEARNING MODEL TO IMPROVE STUDENTS’ READING COMPREHENSION ........................................ 358
Syamsiarna Nappu ........................................ 358
Asmaul Husna Al-Hayyam ................................... 358

INTERNET ABUSE TOWARD STUDENTS’ ASSIGNMENT ................................ 365
Syawal .................................................. 365
Patnunadin ........................................... 365
Nasrullah ............................................. 365

TEACHER-DO-FIRST METHOD IN LEARNING ENGLISH ACADEMIC WRITING AT INDONESIAN EFL CLASSROOMS: A DISCUSSION ON TEACHING COMPOSITION WITHIN EFL CONTEXT ......................................... 372
Syayid Sandi Sukandi ................................... 372

USE OF TECHNOLOGY FOR EFFECTIVE LANGUAGE LEARNING: INDIAN EXPERIENCE .......................................................... 383
T.S. Chandra Mouli ........................................ 383

NEEDS ANALYSIS IN DESIGNING A SELF-ASSESSMENT MODEL FOR EFL ACADEMIC WRITING CLASS ........................................ 389
Taufiqulloh ............................................... 389

FOSTERING EFL STUDENTS IN WRITING A RESEARCH PROPOSAL THROUGH WRITING CONFERENCE AND SELF-REFLECTION .................. 394
Christina I.T. Panggabean ................................. 394

CONVERSATIONAL SHADOWING IN NATIVE SPEAKER (NS)-NON NATIVE SPEAKER (NNS) INTERACTION AND ITS EVIDENCE OF LEARNING THROUGH NEGATIVE FEEDBACK AND UPTAKE ................................................ 401
Teguh Hadi Saputro .................................... 401

PROMOTING PRE-SERVICE TEACHERS’ SELF-REFLECTION THROUGH VIDEO RECORDING-BASED CONFERENCE .................................. 410
Teguh Sulistyono ........................................ 410

ALTERNATIVE ASSESSMENT: E-PORTFOLIO VIA EMAIL IN A HIGHER EDUCATION ........................................................ 415
Tera Athena ............................................. 415

ENGLISH GRAMMAR INSTRUCTION FOR ADULTS: IS CLINIC WORKABLE? 421
Titis Agunging Tyas, .................................... 421
Mohammad Adnan Latief .................................. 421
Enny Irawati ............................................. 421

ACTION RESEARCH ON ORAL TEMPERATURE MEASUREMENT ROLE PLAY ACTIVITY IN AN ESL NURSING CLASS ........................................ 424
Tiyas Saputri ............................................. 424

INCORPORATING CARTOON STORY MAKER INTO TASK-BASED LANGUAGE TEACHING ..................................................... 430
Tri Muliyati .............................................. 430

EMPOWERING STUDENTS THROUGH EXTENSIVE READING ..................... 439
Tri Pramasti .............................................. 439
Matheus Rudi ............................................ 439
Linusia Marsih .......................................... 439

IMPROVING STUDENTS’ WRITING COMPETENCE THROUGH BLOGGING . 445
Trianawaty ................................................ 445
Jehannes Leonardi Taloko ............................... 445
ENCOURAGING STUDENTS' INTEREST IN STUDYING ENGLISH POETRY THROUGH REPOL (READING POEM OUT LOUD) FOR LOW LEVEL STUDENTS .......................................................... 452
Trikaloka Handayani Putri .......................................................... 452

DEVELOPMENT KAHOOT WEB-BASED QUIZ IN LEARNING ESP FOR INTERNATIONAL BUSINESS MANAGEMENT STUDENT IEU SURABAYA ........ 457
Tuty Hariyanti .......................................................... 457

IMPROVING SPEAKING ABILITYZ (PRONUNCIATION, INTONATION, WORD STRESS) BY USING VIDEO DUBBING APPLICATION: CREATIVE E-LEARNING .......................................................... 463
Ulfa N' imah .......................................................... 463
Mida A. Soviana .......................................................... 463
Muhammad Hidayat .......................................................... 463

THE IMPACT OF PROFESSIONAL TRAINING ON TEACHER'S ROUTINE TEACHING PRACTICES .......................................................... 469
Umar Abdullah .......................................................... 469

PRE-SERVICE ENGLISH TEACHERS' SELF-REFLECTION ON THEIR PEER TEACHING PRACTICES: DEVELOPING SELF-AWARENESS ON QUALITY TEACHING .......................................................... 476
Usn Mulaji .......................................................... 476

NURTURING LITERACY LEARNING THROUGH THE USE OF THEMATIC CONTENTS IN THE INSTRUCTION .......................................................... 480
Vanny Handayani .......................................................... 480

A NEED ANALYSIS OF MIDWIFERY STUDENTS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE .......................................................... 487
Vega Hasmatantya .......................................................... 487

IMPROVING STUDENTS VOCABULARY MASTERY BY USING SAVI MODEL (A CLASSROOM ACTION RESEARCH AT THE 1ST SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF VETERAN BANGUN NUSANTARA UNIVERSITY OF SUKOHARJO) .......................................................... 494
Veronika Ununi Pratiwi .......................................................... 494
Mas Sulis .......................................................... 494
Setiyono .......................................................... 494
Purwani Indri Astuti .......................................................... 494
Ch. Evy Tri Widyahening .......................................................... 494

UTILIZING MEMES AS A TEACHING STRATEGY IN WRITING CLASS .......................................................... 501
Vindy Cahya Ekaningrum .......................................................... 501
Agnes Dian Purana .......................................................... 501
Noor Aida Afiah .......................................................... 501
Elsa Marina Desianti .......................................................... 501

USING INQUIRY-BASED LEARNING TO TEACH PARAGRAPH WRITING .......................................................... 508
Vita Veadityaningtyas .......................................................... 508

THE LEARNERS' ATTITUDE TOWARD VIDEO ON STUDENTS OF NON-NATIVE ENGLISH SPEAKERS AT STIE PERBANAS SURABAYA .......................................................... 515
Kartica Marta Budiana .......................................................... 515

USING TRIPTICO FOR DRILLING AND CLASSROOM ACTIVITIES .......................................................... 520
Wawan Setawan .......................................................... 520

PROMOTING AUTONOMOUS LEARNERS AS STRATEGY FOR SOLVING SPEAKING PROBLEMS AT SHARIA FACULTY OF UIN MALIKI MALANG ........ 527
Welly Kuswanto .......................................................... 527
RINGO GAME: AN EFFECTIVE WAY TO ENRICH VOCABULARY MASTERY ........................................ 537
Wendy Marlin Kakerissa ................................................................. 537

ONLINE AUTHENTIC ASSESSMENT AS A TOOL FOR PRE SERVICE TEACHERS’ PERFORMANCE EVALUATION: ADDRESSING THE DISTANCE PROBLEM ................................................................. 544
Widya Ratna Kusumaningrum ......................................................... 544

AUTHENTIC MATERIAL IN TEACHING AND ASSESSING INTERPRETATION .................................................. 551
Wiwiti Sariash .............................................................. 551

TEACHING CRITICAL THINKING IN SPEAKING CLASS THROUGH SOCRATIC QUESTIONING METHOD AT FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF BORNEO UNIVERSITY TARAKAN ACADEMIC YEAR 2014/2015 ................................................................. 559
Woro Kusmaryani .............................................................. 559
Ade Handani .............................................................. 559

PRE-SERVICE TEACHERS’ THEORETICAL ORIENTATIONS TOWARDS SPEAKING SKILL INSTRUCTIONS FOR JUNIOR SCHOOL STUDENTS: IS THERE ANY UNDERLYING BELIEF? .......... 565
Yakob Metboki ....................................................................... 565

LANGUAGE LEARNING AFFORDANCES IN COLLABORATIVE WRITING: A QUALITATIVE CASE STUDY OF INDONESIAN EFL UNDERGRADUATE STUDENTS ................................................................. 571
Yanti Sri Rezeki .............................................................. 571

THE PROPOSED SYLLABUS OF CCU SUBJECT FOR THE FIFTH SEMESTER STUDENTS OF DIPLOMA THREE ENGLISH PROGRAM OF UNIVERSITY OF MERDEKA MALANG................................................................. 580
Yasmin Farani ....................................................................... 580
Malikbaktul Lailiyah ............................................................... 580
Tedjaningtyas ........................................................................ 580

THE EFFECTIVENESS OF USING POINT COUNTER POINT AS A DISCUSSION METHOD TO IMPROVE THE STUDENTS’ SPEAKING ACHIEVEMENT AT UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA, MEDAN ................................................................. 585
Yayuk Hayuliina M .............................................................. 585
Darmawati .............................................................. 585

PERSUADING CHILDREN TO LOVE READING WITH LITERATURE ................................................................. 590
Yeni Probowati .............................................................. 590

INDONESIAN FOLKTALES IN ENGLISH TRANSLATION TEXT AND ITS ILLUSTRATIONS PERCEIVED AS A MEDIUM OF DEVELOPING STUDENTS’ ENGLISH VOCABULARY ................................................................. 595
Yeny Prasitiwi .............................................................. 595

CHALLENGING STUDENTS’ CONFERENCE LEVEL IN ENGLISH PRESENTATION ................................................................. 600
Yerly A. Datu .............................................................. 600

THE ENACTMENT OF TRANSLINGUAL NEGOTIATION STRATEGIES DEPLOYED DURING AN INTENSIVE ENGLISH COURSE IN GORONTALO, INDONESIA ................................................................. 608
Yohanes Nugroho Widiyanto .................................................. 608
Farid Muhamad .............................................................. 608

A CASE STUDY OF TEACHER’S STRATEGIES TO ENCOURAGE STUDENTS ASKING QUESTIONS ................................................................. 613
Yudhi Widiyanto .............................................................. 613
Dewi Reclusantiningsih .......................................................... 613
UTILIZING ‘WHATSAPP’ IN LANGUAGE LEARNING: FROM IDEA TO PRACTICE .................................................. 622
Yulis Setiyowati .......................................................... 622
Arjunanri ............................................................... 622
Kuswahono .............................................................. 622

BASIC-TO-BASIC: ANSWERING THE CHALLENGE TO HELP STUDENTS IMPROVE THEIR SKILLS IN WRITING .......................................................... 628
Yulis Kurniawan .......................................................... 628

BREAKING THE CLASSROOM ICEBERG THROUGH ELICITATION TECHNIQUE .......................................................... 633
Yulianto Sabat .......................................................... 633

GUIDED DISCOVERY LEARNING TO GENERATE STUDENTS’ COHESIVE DEVICES MASTERY IN WRITING RECOUNT TEXT FROM THE PERSPECTIVE OF LOCUS OF CONTROL .......................................................... 639
Yuniarta Ita Purnama .......................................................... 639

USING EXPERIENCE, GENERALIZATION, REINFORCEMENT AND APPLICATION (EGRA) METHOD IN TEACHING WRITING AT EIGHT GRADE STUDENTS OF SMP PGRI 2 JAMBI .......................................................... 645
Yumi ................................................................. 645

SANGKURIANG: WHY IS IT INAPPROPRIATE? .......................................................... 650
Yuyus Saputra .......................................................... 650
Arini Nural Hidayati .......................................................... 650
Neni Marlina .............................................................. 680

CREATING AUDIO VISUAL MEDIA OF NARRATIVE STORIES FOR SPEAKING ACTIVITY OF JUNIOR HIGH STUDENTS OF SMPN 1 DEKET LAMONGAN .......................................................... 656
Zahra Zakiya Akda .......................................................... 656

DEVELOPING ELECTRONIC ENGLISH WORKBOOK FOR INTERNSHIP STUDENTS OF MULTIMEDIA PROGRAM IN VOCATIONAL HIGH SCHOOL .......................................................... 663
Zarriyat Nyncha Rahmawati .......................................................... 663

WHY ARE STUDENTS RELUCTANT TO CONVERSE IN THEIR SPEAKING CLASS? .......................................................... 670
Muamaroh ............................................................... 670

ENHANCING COLLEGE STUDENTS’ ABILITY TO GENERATE IDEAS IN WRITING USING GRAPHIC ORGANIZER .......................................................... 576
Hesti Rokhaniah .......................................................... 576

TEACHER’S FEEDBACK IN INDONESIAN’S ENGLISH WRITING .......................................................... 683
Nirna Paris ............................................................... 683
Sutida Ngonkum .......................................................... 683
Porane Dee Rajiyuset .......................................................... 683

EFL TEACHERS’ CREATIVITY IN DESIGNING CLASSROOM ACTIVITIES USING TECHNOLOGICAL TOOLS WITHIN VALEMO COVERAGE .......................................................... 692
Dyah Dewi Masia .......................................................... 692

ENHANCING LEARNERS’ FOUR LANGUAGE SKILLS BY UTILIZING IELTS SPEAKING TEST QUESTIONS: REFLECTIVE PRACTICE ON INTEGRATED COURSE .......................................................... 701
Syahara Dina Amalia .......................................................... 701

THE APPLICATION OF JEREMIAH APPROACH (T-EX APPROACH) ON ESSAY WRITING: LISTENING TO STUDENTS’ VOICE .......................................................... 708
Mister Gidion Manu .......................................................... 708
Nihta V. Liando ........................................................... 708
EMPOWERING RECIPROCAL TEACHING IN TEACHING READING COMPREHENSION ................................................................. 713
  Khoiriyyah ................................................................. 713
  Sulityanti ................................................................. 713

METACOGNITIVE STRATEGY INSTRUCTIONS TO DEVELOP AUDITORY LEARNING STYLE STUDENTS’ READING COMPREHENSION .... 719
  Silvi Liscia Dewi ........................................................... 719
  Nur Makkinaiden .......................................................... 719
  Mohammad Adhan Latief .................................................. 719
  Johannes Ananto Prayogo .................................................. 719

TEACHING LISTENING ABILITY BY USING BLENDED LEARNING APPROACH TO THE STUDENTS OF THE SECOND SEMESTER OF ENGLISH EDUCATION STUDIES MUHAMMADIYAH FRINGSEWU LAMPUNG ACADEMIC YEARS 2015/2016 ................................................................. 724
  Fatna Yuriarti ............................................................... 724

LINEART APPLICATION: THE NEW WAY IN TEACHING STUDENTS’ READING COMPREHENSION ........................................... 731
  Rini Estiowati Ikaniagrum ............................................... 731

EFL STUDENTS’ PERCEPTION OF TEACHER’S CORRECTIVE FEEDBACK ON ACADEMIC WRITING................................................ 737
  Isu Sujawaarti ............................................................... 737

A CONSTRUCTIVISM OF LEARNING ENGLISH AS FOREIGN LANGUAGE FOR NURSING STUDENTS (AN ENGLISH FOR SPECIFIC PURPOSE (ESP) COURSE IN SHAPING LEARNING GOALS) ............................................. 742
  Muhammad Safuddin ......................................................... 742

AN ANALYSIS OF CLAUSES RELATIONSHIP IN DISCUSSION CHAPTERS OF UNDERGRADUATE STUDENTS’ THESIS WRITING IN ENGLISH ) .................................................. 749
  Magdalena Ngongo .......................................................... 749

ACHIEVING PRODUCTIVE LEARNING IN BIG CLASS BY INCREASING STUDENTS’ PARTICIPATION .................................................. 749
  Nana Sucia ................................................................. 757
  Tri Winindyasari Paluji ...................................................... 757

PERCEPTUAL LEARNING STYLES OF ITS STUDENTS .................................................. 762
  Kartika Nuswantara ............................................................ 762
  Ismaili Zain ................................................................. 762
  Hermanto ................................................................. 762
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, also speaking, needs 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 addicting 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 consists of identifying problem, planning, 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 pre test, regular assessment and post test. In analyzing quantitative data, the researcher 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.

Key words: SAVI Model, classroom action research, vocabulary mastery.

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 learning English. Reading, writing, listening, also speaking, needs 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 addicting 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 language, the teacher should not forget the importance of vocabulary mastery. It involves more than simply knowing a word. It also involves the way we pronounce and spell those words, and how we use those words into sentences. Without mastering adequate vocabulary, a student cannot fully understand the message of the text. In order to truly master vocabulary, a learner should be aware of the role of some aspects of vocabulary such as meaning, pronunciation, spelling, and the usage of the words. In recognizing the meaning of sentences, a learner should memorize adequate vocabulary.

Learning vocabulary is not as simple as the researcher thought. There are many difficulties to learn vocabulary. Besides that, the way to teach vocabulary also influences the teaching learning process, the teaching model also influences the way to master vocabulary. In addition, the teacher must be sure not only those students recognize the words, but they can attach the right meaning to the word as well. The lecturer must feel sure that the words are well explained before the students begin reading them. The last, teacher should emphasize relationship and be sure that the students become familiar with the words both orally and visually (Brown, 1994: 23).

Based on the observation at Veteran Bangun Nusantara University of Sukoharjo, especially for the first semester students of English Department, the researcher saw some problems occurring in a teaching learning situation: that the students got difficulty to do exercises because of their limited vocabulary. They did not understand the meaning of some words. They usually found difficulties to memorize the words. They also got difficulties in pronouncing some words. Some students still pronounce the words according to their basic reading ability which was influenced by their natural habit using their mother language’s dialect. They also faced difficulty to write the correct spelling of the words, and to use those words into correct sentences, the class condition was also far from the expectation. 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.
These are the meaning of SAVI itself:

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, to 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:
METHOD

This research was classified into Classroom action research. Action research was the study of social situation with a view to improve the quality of action within it. It aimed to feed practical situations and the validity of the theories or hypothesis. It generated depending not so much on scientific test of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action research, theories were not validated through practice.

According to Kemmis and McTaggart in Nunan (1998:6) action research was a group of activity. It was not considered to be an action research if a piece of descriptive research was carried out by a teacher in his or her own classroom, without the involvement of others, which was aimed at increasing our understanding rather than changing the phenomenon under investigation. For Kemmis and Taggart, the essential impetus for carrying out action research was to change the system.

By using the new models, the students’ comprehension about vocabulary increase. A classroom action research can overcome the education problems or to change things related to educational problems for better done by teachers or practitioners, or in collaboration of teacher and researcher by means of their own practical action and by means of their own reflection toward the effect of those actions.

This research was conducted at Veteran Bangun Nusantara University of Sukoharjo, Central Java, which was located in the middle of the town of Sukoharjo. 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 on action, and reflection on action (Kemmis and McTaggart in McKernan, 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 also 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.

RESEARCH FINDING 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 semester Students of English Department of Veteran Bangun Nusantara University of Sukoharjo. 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 item 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 spelt 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

After implementing the research in two cycles and getting the result of the research, the conclusions are as follows:

SAVI Model can improve the students’ vocabulary mastery in all aspects: meaning, pronunciation, spelling, and using the words and the 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 vocabularies, 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. Weaknesses

  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 word. 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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