

## IMPROVING STUDENTS' VOCABULARY THROUGH SOMATIC, AUDITORY, VISUAL, AND INTELLECTUAL APPROACH

**Zulfa Nabila, Albert Rufinus, Wardah**

English Education Study Program, Language and Art Education Department,  
Teacher Training and Education Faculty of Tanjungpura University, Pontianak  
Email: [zulfanabila60@gmail.com](mailto:zulfanabila60@gmail.com)

**Abstract:** This study intended to improve students' vocabulary through Somatic, Auditory, Visual, and Intellectual (SAVI) Approach to the fourth grade students of SDIT Al-Mumtaz Pontianak in academic year 2014/2015. This study was conducted through Classroom Action Research (CAR) which consisted of three cycles. The subject of this research was the fourth grade students which consisted of 31 students. The data was collected by using observation checklist table and field notes. To measure the students' improvement on vocabulary, the writer administered the evaluation test. The research finding showed that SAVI Approach improved students' vocabulary. In the somatic phase the students could catch up the vocabulary that they would learn. In the auditory phase students knew how to spell and to pronounce the vocabulary. In the visual phase students knew the meaning of the vocabulary and in the intellectual phase students wrote a simple sentence with the word that they learned. Students showed their improvement in every cycle. Based on the result mention above, it is concluded that teaching vocabulary by using SAVI Approach was successfully improving students' vocabulary.

**Key words:** Vocabulary, SAVI Approach

**Abstrak:** Penelitian ini bertujuan untuk meningkatkan kemampuan kosa kata siswa melalui pendekatan Somatic, Auditori, Visual, dan Intelektual (SAVI) pada siswa kelas empat di SDIT Al-Mumtaz Pontianak pada tahun ajaran 2014/2015. Penelitian ini menggunakan penelitian tindakan kelas yang terdiri dari tiga siklus. Sampel dari penelitian ini adalah siswa kelas 4 yang terdiri dari 31 siswa. Data dikumpulkan menggunakan tabel daftar observasi dan catatan lapangan. Untuk menghitung peningkatan pada kosa kata, penulis membuat tes evaluasi. Penemuan penelitian menunjukkan bahwa pendekatan SAVI meningkatkan kosa kata siswa. Pada tahap somatic siswa dapat menangkap kosa kata yang akan dipelajari. Pada tahap auditori siswa mengetahui bagaimana mengeja dan mengucapkan kosa kata. Pada tahap visual siswa mengetahui arti dari kosa kata dan pada tahap intelektual siswa mampu menulis sebuah kalimat sederhana dengan kosa kata yang telah mereka pelajari. Siswa menunjukkan peningkatannya pada setiap siklus. Berdasarkan hasil yang telah disebutkan diatas, dapat disimpulkan

bahwa mengajar kosa kata dengan menggunakan pendekatan SAVI telah berhasil meningkatkan kosa kata siswa.

**Kata kunci: Kosa kata, Pendekatan SAVI**

One of the language components that is very important to be acquired and learnt by the student is vocabulary. Kamil and Hiebert in butler, et al. (2010, p.1) defined “vocabulary as the knowledge of words and word meanings”. Vocabulary become an important component because communication in any language is impossible without mastering the words used in that language. Levine and Reves in Tehlah and Karavi (2012, p.2) “Revealed lack of vocabulary will affect to difficulty for students in language learning process. Students will be difficult to understand English text.” Moreover, Krashen in Jiying (2000, p.3) says “Vocabulary is basic for communication. If acquirers do not recognize the meaning of the key words used by those who address them they will be unable to participate in the conversation.” In addition, McCarthy in Xhaferi (2008, p.9) emphasized that “no matter how well the students learn grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way”. Therefore, vocabulary has important role in developing English skills.

Vocabulary is taught in elementary school until senior high school. In elementary school vocabulary is a basic language skill which helps students to learn other language skills they are listening, speaking, reading, and writing. In the syllabus of JSIT (Jaringan Sekolah Islam Terpadu) as the syllabus for SDIT, in the second semester of the fourth grade students should be able to write a very simple sentence using the words which they learn. At this level students need to know the meaning of the word, how to spell and pronounce the words.

Based on the interview with the English teacher in SDIT (Sekolah Dasar Islam Terpadu) Al-Mumtaz Pontianak and on the classroom observation, most of the fourth grade students had difficulties in knowing meaning, spelling, pronouncing, and making a very simple sentence. Although the teacher taught all of those aspects, their knowing were still low. He tried to use different styles of learning, but he never combined them in one process of teaching and learning. Beside that, the students were very active, but they did not supported by the attractive media and the interesting learning style. Therefore, they got problems to spell, to pronounce, to know the meaning, and to use the word in a sentence.

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. In sum, based on those problems, the writer would like to help the teacher to solve the students' difficulties in learning vocabulary by providing a new approach to be implemented in the class. An appropriate approach delivered by writer in order to improve students' vocabulary was Somatic, Auditory, Visual, and Intellectual (SAVI) approach. This approach proposed by Dave Meier in 2000. SAVI is an

approach that combines four learning styles in one approach. By combining these four learning styles, this approach can make students accelerated their learning.

In this study, the writer decided to use SAVI approach as part of Accelerated learning in teaching vocabulary to the student of SDIT Al-Mumtaz. According to Meier (2002, p.26) “Accelerated learning (AL) is the most advanced learning approach used in the present and has many benefits”. Greenlees (2001, p.3) says “accelerated learning aims is for each individual to discover their unique learning style and develop methods to unlock their learning potential”. Moreover, Rose (2001, p. 18) mention “AL is a way of learning that uses the methods that match the students ‘preferred’ learning style so that the students can learn naturally, easily, quickly, and enjoyably”. SAVI requires the student to be more active physically as well as intelligently. Meier (2002, p.91) says “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.” 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 less by watching presentation (V), but they can learn much more if they can do something when presentation is going on (S), talking about what they are learning (A), and think through how to apply the information being presented to their job (I) (Meier, 2002, p.100). From the approach application, the students are hoped to be able to understand the material given by the teacher and they can comprehend vocabulary well involving meaning, spelling, pronunciation, and the language use. Grinder in Silberman (2011, p.28) who says “every 30 students, 22 of them can learn effectively when the teacher combining the visual, auditory, and kinesthetic in present the learning activities”. Therefore, to meet these needs teachers should be multisensory and full of variety.

In conclusion, the writer wants to assert that the research about improving students’ vocabulary to the fourth grade students of SDIT Al-Mumtaz Pontianak through SAVI approach is important. That is to find out how SAVI improve students’ vocabulary. The result of this research showed that by using SAVI Approach all learning style of students were covered. Students also motivated in learning and the most important things that students’ vocabulary improved in every cycle.

## **METHOD**

In this research, the writer used a classroom action research which is aimed was to improve students’ vocabulary of the fourth grade students of SDIT Al-Mumtaz Pontianak through SAVI Approach. Mills in Creswell (2008, p.597) “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”. According to Kemis and Mc Taggart in

Arends (2004, p.507) “Action research starts with classroom situations that teachers find unsatisfactory and in need of improvement. The process consist of isolating a problem for inquiry, taking action, collecting data, observing what happens, and then reflecting on the whole process before recycling into further study”.

The subjects of this study were the fourth grade students of SDIT Al-Mumtaz in class B which consist of 31 students. The reason for choosing this subject of the research was based on the pre research, where the writer got information that the student’s vocabulary is still low which can be seen from the facts that the students could not 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 conducted this research to improve students’ vocabulary covers the word meaning, how to spell and pronounce the word, and also how to use the word in simple sentence.

The researcher used observation and measurement technique. In this research, the teacher taught and the researcher observed the class. In observation, the researcher paid attention to the students’ performance carefully in order to notice the things that have connection with the research focus. The observation did by using observation checklist table and field notes as a guidance to notice students’ improvement by using SAVI approach. Meanwhile, measurement technique did by conducting test to know the students progress or students’ vocabulary achievement in every cycle. The data or the research findings were discussed based on the result of students’ test, observation checklist tables and field notes.

To get students’ score from their test, the writer used formula as follow:

$$\text{Score} = \frac{\text{Raw Score}}{\text{Total Items}} \times \text{The Correct of Each Number}$$

Note:

- Raw score = total correct answer
- Total Items = the amount of the test items
- Maximum Score = the highest score (100)
- The Correct of Each Number = 100

To get students’ mean score, the writer measured it by using the following formula:

$$= \frac{\Sigma}{n}$$

Where:

- $\bar{x}$  = the mean
- $\Sigma$  = the sum of each of the values in the distribution
- $n$  = the number of cases

Taken from Urdan, Timothy C (2005, p. 23)

The data was analyzed by reflecting the factor information took from the students' test, observation checklist tables, and field notes. The reflecting was one of the feedbacks of the teaching learning process. From this activity, the researcher expects to find out the benefit or the strength and the weakness of the process. After knowing the weakness, then the researcher could decide what action would be treated in the classroom to improve the teaching learning process.

To know the result of the observation checklist, the writer used this formula below:

$$\text{Mean score} = \frac{\Sigma}{n}$$

Note:

$\Sigma$  = The total score of the observation

n = The total of considerations of the observation

After having the mean score of the performance from the observation, the writer used category to specify the level of the performance, the category was described as follow:

**Table 1 analyzing the observation**

No.	Consideration	Score
<b>Total Score</b>		
<b>Mean Score</b>		

**Table 2 Category of Observation**

No.	Range Score	Predicate
1.	3.50 – 4.00	Very Good
2.	3.00 – 3.49	Good
3.	2.50 – 2.99	Poor
4.	< 2.50	Very Poor

*Adopted from penilaian IPKG (2012, p.57)*

## FINDINGS AND DISCUSSION

### Findings

#### First Cycle

This research has three cycles. The duration of each meeting was 2 x 35 minutes. Every cycle consisted of planning, acting, observing, and reflecting stage as Classroom Action Research's procedures. The first cycle was on Monday, 23<sup>rd</sup>

February 2015. The second cycle was on Monday, 9<sup>th</sup> March 2015 and the last cycle was on Monday, 16<sup>th</sup> March 2015.

In the planning stage, the writer was helped by the English teacher to prepare and determine some important things to support the research. For the first time, the writer taught the teacher about how to use SAVI Approach in the teaching learning process. Then, both the teacher and writer divided their own job. The English teacher acted as the teacher and the writer acted as the observer. It means that, there was collaboration between the teacher and the writer. The writer had prepared a lesson plan as a guideline for doing the classroom activity. The lesson plan was based on standard competency and based competency as stated in curriculum used by the school. The components of the lesson plan were school identity, standard competency, based competency, indicators, learning objectives, time allocation, teaching and learning material, teaching and learning activity, teaching and learning aids, scoring indicator, and scoring rubric. Those components of the lesson plan was made based on discussion with the English teacher first. After that writer had prepared the observation checklist which was used by the writer to observe the expected occasions. The writer also had prepared a field note to record the unexpected occasions in the teaching learning process and a camera to take the pictures of the teaching learning process. Those things prepared by the writer to know and to support the research.

Acting is a stage of Classroom Action Research in which an English teacher did the teaching learning process by the approach in order to improve the students' vocabulary. In this research, the English teacher had held the acting stage by SAVI Approach to improve students' vocabulary. The time for English subject was 70 minutes. There was one student absent in this cycle. The English teacher did the procedures of teaching learning process based on the lesson plan in which the teaching learning process was divided into three activities they were pre activity, whilst activity, and post activity. Meanwhile the writer did observation by using observation checklist, wrote field note, and took some photos of the activities in the classroom. Therefore, for this stage the teacher and observer did their own job.

In pre activity, the teacher did some appreciations they are greeting, clearing up the table, and motivating the students. This was aimed to build students' characteristics and cultures in term of discipline. Then, the teacher gave the students some questions related to the material in order to build up their motivation and background knowledge. Moreover, the teacher set the classroom to get the students ready to do the learning process. After pre- activity, the teacher came to whilst activity. Whilst activity was the main of the teaching learning process, in this activity, both students and teacher did roles in the classroom. There were three parts in this activity they were exploration, elaboration, and confirmation. These parts were aimed to make the teaching learning process reached the goal of learning. While whilst activity was being held, the teacher played his roles as the facilitator, instructor and the adviser for his students. So that, the students were kept on the track of the activity. Meanwhile, the students who acted as the objects of teaching learning process played their roles as participants of the activity. In whilst activity, teacher played his role as the

facilitator in teaching process. Here, SAVI approach was applied by the teacher. In somatic phase, teacher asked students to write their date of birth. Then, teacher asked students to stand by the date, month, and the same year. After that, teacher presented the objectives to be achieved in that learning. The purpose was to build up their knowledge about vocabulary. Here, students started their knowledge about what kind of vocabulary that they would learn. After that, teacher went to next phase that was auditory and visual. Here, teacher taught the students about cardinal and ordinal number, days, and months. Teacher also showed video to make the learning fun. After the students watched it, the students learnt how to spell and to pronounce the words. The purpose was to improve students' understanding meaning, spelling, and pronouncing. Then, teacher came to the last phase that was intellectual phase. The purpose of this phase was to measure students' comprehension about the vocabulary. Here, the teacher gave them test that consisted of ten multiple choice related to the vocabulary that had been learnt. The students were given twenty minutes to finish the test. The next activity was confirmation part. The teacher evaluated the activity by asking what they had learnt that day, asking their difficulties along the activity, and motivating them to be more active in the classroom, to speak English, and to study English hard. In post activity, teacher concluded all the activities that students learned. Teacher also gave them homework for more exercises. Finally, the teacher closed the activity in the first cycle.

Observing stage is one of stages in Classroom Action Research in which the writer helped the teacher for observing the teaching learning process. The writer as the observer used various kind of tools to observe. The teacher and the writer decided to use two different tools of data collecting because they considered about the classroom action research that should be more detail. The tools were observation checklist and a field note. The writer observed the first cycle by using observation checklist and a field note. It was aimed to make the writer easier to see the improvement of the teacher and the students. Based on the observation checklist, the teacher did activities based on the planning of the lesson plan. He gave instruction clearly, explained the material in detail and motivated the students to study English hard. Therefore the teacher performance was categorized as good. Based the field note, many unexpected thing happened. Those things were there was one student who was absent, teacher forgot to explain the learning objectives, teacher did not carry out the somatic phase well, he did not show the movement activity while teaching process and the Sound of the video was bad when it use speaker. The writer distributed assignments to students to see the improvements of their vocabulary through SAVI Approach. The mean score of students' achievement was 75.67.

Reflection is a stage in which both the writer and the observer reflect what they have been done. In this stage, the writer and the teacher find the solution of the problems and weaknesses which have been found in the cycle. They together make a summary of the problems. Then, find the better solution for them in order to correct the mistakes, so that the teaching learning process as well as students' achievement can be improved. In this research, the teacher and writer found some problems that had to be corrected. The problems were related to the

process of teaching learning, the teacher, and the students. Then, the writer summarized the problems into some points they were: (a) Teacher did not explain the learning objectives to the students. It made the students was not curious to solve their problems. (b) Teacher also did not carry out the somatic phase well. Therefore, the process of SAVI approach did not run well. Where, he did not show the movement activity while teaching process. (c) The Speaker of the media could not work properly. Therefore, the video did not appear with good sound. Because of it, the students were a bit of confused and lack of interest. The problems above led the writer to conduct another cycle in order to improve everything in the teaching learning process in term of the students' performance, teacher's performance, condition during observation class, and the score of the students. Therefore, the teacher and the writer discussed together to make correction and reflection to the second cycle they were: first, before explaining the material, teacher should be explaining and informing the learning objectives to the students. Second the writer should be repeating the explanation to the teacher about SAVI approach and made sure that he could understand about SAVI approach. Besides that, teacher also prepared the teaching and used all the part of SAVI approach. Third, both teacher and writer needed to check all the instruments especially the media before the teaching learning process. In conclusion, the first cycle was not perfect as expected. It needed to be revised and improved in order to get the better result or improvement from the first cycle. Therefore, the writer conducted the next cycle or second cycle to revise and improve weaknesses in the first cycle.

### **Second cycle**

Based on the problems in the first cycle, the writer decided to conduct the second cycle. The planning stage of this cycle included the reflection of the previous cycle. As same as previous planning, the writer was being helped by the teacher in arranging evaluation test, making a new lesson plan, doing the observation checklist, and providing the field note sheet.

In the pre activity on the planning stage, the preparation when the teacher came to the classroom was good. The teacher started the class in pre-activity by greeting and asking their readiness. Teacher also motivated the students to learn. In this stage, teacher mentioned the learning objectives and what they should do during teaching learning process. To make the students active and participate well in teaching learning process the teacher divided the students into some groups and gave the score to the active group. In whilst activity, teacher applied the SAVI approach. In exploration phase teacher used somatic approach. In this approach students imitated the movement of teacher who played a role as a mother when she was cooking. It was to attract students in guessing the theme of the lesson in that day. It also helped students to start their knowledge about what kind of vocabulary that they will learn. After that, teacher came to elaboration phase. In this phase, teacher used Auditory, Visual, and intellectual approach. In auditory and visual approach, students saw pictures about kitchen utensils. The purpose of it to make students knew the name of the kitchen utensils in English. With the same slide, teacher also taught them how to spell and pronounce. Students also



practiced how to read simple sentences about kitchen utensils. In this phase, students also learned about the function of every tool of kitchen utensils. This auditory and visual phase built up students' knowledge about knew the meaning of the vocabulary and knew how to spell and pronounce the vocabulary about kitchen utensils. Then, teacher came to next approach that was intellectual approach. In this phase, students did the assignment that writer prepared. After having done the assignment, one of students tried to answer the questions in front of the class while another was correcting the answer of their friend. It helped students' intellectual in mention things that they have learned. The last was confirmation, in this phase teacher evaluated students' performance by asking what they had learnt in that day, asking their difficulties along the activity, and motivating them to study English hard. The next activity was post-activity. In post activity, teacher concluded the material and gave them homework. Finally, the teacher closed the class.

Like in the first cycle, the writer used observation checklist table and a field note. The form of the observation checklists and the field notes were same with the first cycle. Based on the observation checklist for teacher, almost activities got the higher point. It was meaning the teacher had done each activity better than previous cycle. He did not forget to explain the learning objectives. He became an instructor, motivator, and adviser successfully, although it was not too maximal, but it was better than previous performance. Therefore performance of teacher in the second cycle was categorized as good. Based on the observation checklist, the students did the expected activities better than previous cycle. They were comfort with the writer as the observer in the class. They also were more motivated in the class. It was because the teacher gave the score to the group which always motivated. As the reward, the best group would out of the class firstly after that the next group in the second rank, and then the last group. Based on the field note, there was an unexpected thing happened. This thing was the way of somatic approach was still low. It made the SAVI approach was not same with what the writer expected. On the other hand, students score was better than previous cycle. The students' mean score was 83.44.

After doing observation, teacher and the writer went to the next step. It was reflection stage. In this stage, both the teacher and the writer concluded that the second cycle was still unsuccessful, but the students' mean score improved. The most important things, the weaknesses happened in the first cycle had been able to be minimized in the second cycle. The teaching learning process was also better than the first cycle. The improvements were; teacher's and students' performance were better than the first cycle although students' performance was not very good, teacher was successfully being a good facilitator, motivator and adviser for his students, and most students' score improved. It meant that SAVI Approach helped them to reach expected achievement in vocabulary. Based on the observation in cycle two, the teacher and writer needed to apply one more cycle. It should be done because there were some weaknesses should be settled especially about the students' score. Although both teacher and students' performance was better than first cycle. It was not the best performance from them. After discussing with the teacher, both teacher and writer agree to conduct the third cycle.

### **Third cycle**

Based on the findings in the second cycle, the teacher and writer decided to conduct the third cycle. The planning stage of this cycle included the reflection of the previous cycle. In the planning stage, the teacher and writer were mapping the problems which found in the second cycle and then, both teacher and writer made same solutions like as in reflection stage. In this stage, both teacher and writer provided what they needed in acting stage. They made a new planning, evaluation test, and tools to collect the data.

In pre activity on the planning stage, the teacher arranged the class well to make it ready for teaching learning process. After that, teacher started the class by greeting, brainstorming, and motivating the students to start learning. Then, teacher mentioned the learning objectives. On that day, they were four students were absent. It was meaning there were 27 students in the classroom. Next, teacher came to whilst-activity. In here, teacher was ready to use all part of SAVI approach. Teacher started by somatic phase. In this phase, teacher taught by playing games. Students divided into three groups. All the students were very active. They played 'match the kitchen utensils and the function.' In this part, teacher could handle the class very well. It really improved students' curiosity about the vocabulary that they would learn. Both teacher and students were happy and active. In this phase, somatic approach was applied very well. After playing the games, teacher came to the next phase that was auditory and visual. In this phase, teacher corrected their groups' jobs and gave them score. Here, teacher also repeated how to spell, pronounce, and understand the meaning of the word about kitchen utensils. So that students knew the meaning, knew how to spell and pronounce the vocabulary about kitchen utensils. The next activity, students in the first group asked the function of one kitchen tool to the second group. Then, second group answered the function of the kitchen tool that the first group had asked. Then, the teacher would give the extra score to the group for the right answer. After that, in intellectual phase teacher taught the students how to write a simple sentence about kitchen utensils. Then, they also tried to do the assignment about writing a simple sentence about kitchen utensils. Here, students really enthusiastic to write the simple sentence about kitchen utensils. After that, another person as the representative of the group came in front of the class to speak about the function of kitchen utensils based on their writing. The last activity was confirmation. In this stage, teacher asked the students' difficulties and motivated them to keep their motivation in learning English. Teacher also asked their opinion in learning English. Most of them were enthusiastic in answering that they were motivated in learning English. Besides that, the writer also gave reward to all groups for their achievement in learning English. After finishing whilst-activity, then the teacher came to handle the post activity. In the post activity, teacher concluded the lesson together with students and closing the class. In this activity both teacher and the students were doing better.

In conclusion, the acting stage of the third cycle was run best than the first and second cycles. During the acting stage, the students had done each activity better than the previous cycle. They were more excited to do the activities

in the classroom and more concern to the material. They were more active and enthusiastic in asking the teacher if they found difficulties in spelling, pronouncing, or meaning. The teacher was already good in being motivator, and facilitator for the students. Overall, the process of the third cycle improved; it was better than previous cycles. The problems were settled and the process was almost perfect.

As same as two previous cycles, in this cycle, the writer also became the observer who helped the English teacher in the classroom. The form of the observation checklists and the field notes were almost the same with the first and second cycle. While doing observation, the writer found some findings that the third cycle was best than previous cycles. Based on the observation in the third cycle, the writer described the results as follows. Based on observation checklist, teacher's performance on pre activity was very good. He had been being good motivator because he raised the students' motivation to study hard and successfully brainstormed the students before they began to play games. Teacher not only did best on pre-activity but also in whilst activity. He was successfully being a good instructor, motivator, and adviser for the students. In whilst activity, he gave instruction clearly for the students to played the games. He was also successful in controlling the class. He made students enjoy and enthusiastic in learning English. He did the activities systematically based on the planning. It was almost perfect.

In post-activity, he motivated students again to keep learning and being a good student. As a result, the performance of teacher in the third cycle was categorized very well. Based on the observation, students do the activities very well. All students participated in playing games, did the assignment and answered their friends' or teacher's questions. The writer and the teacher concluded that the students' performance in the third cycle was categorized as a very good performance. It means that the student's performance was maximal enough. Based on the field note, there were no unexpected things happened in the class. All things happened successfully based on the expectation from both teacher and the writer. Beside that, SAVI Approach successfully helped the students to improve the vocabulary. The students' achievement was good. Based on the students' score on evaluation test, teacher and writer concluded that the students' score improved. The mean score of students' evaluation test was 90.74. The results of the third cycles indicated the improvement of students' vocabulary. The students knew the meaning of the word, spelling and pronouncing, and also writing the vocabulary in simple sentence. In addition, their performances or activities in the classroom were getting better in this cycle.

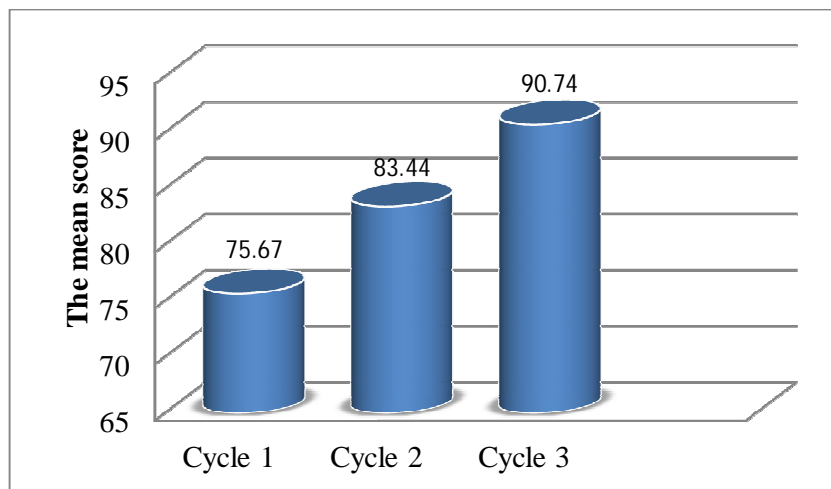
## **Discussion**

This research is a Classroom Action Research. The writer used this method because the writer believes it can help the students of fourth grade students of SDIT Al-Mumtaz Pontianak for settling their problems. The problems were the difficulty in knowing the meaning of the word, spelling, pronouncing of the word, and using the word in simple sentence. Therefore, the writer tried to solve these problems by applying a teaching approach, namely SAVI approach.

The writer analyzed the data based on the result of the data analysis which was gathered from the observation checklists, field notes, and the students' score.

SAVI approach was considered successful in this research. S for somatic phase made students to be attractive, happy, and enjoyable by doing some activity. Here, students also prepared their self to accept the vocabulary that they learned. A for the auditory phase made students knew how to spell and to pronounce the vocabulary that they learned. V for the visual phase made students knew the meaning of the vocabulary from showing the picture of the vocabulary that teacher taught. I for the intellectual phase made students could mention the vocabulary that they learned and also made students could make a simple sentence based on the word that they learned. The improvement of every stage of SAVI was done in every cycle. It was also shown by the improvement of the students' performance from the first cycle to the third cycle, as well as their score in each test and achievement in each item. As mentioned in the previous part of this chapter, the writer has done three cycles. The mean score of students' achievement on detail information of first to last cycle gradually improved. Therefore, it can be concluded that teaching vocabulary by using SAVI approach successfully helped the fourth grade students of SDIT Al- Mumtaz Pontianak.

The improvement of students' achievement in each cycle can be seen as follows:



**Figure 1: The Mean Score of Students' Achievement**

Based on the observation checklist and also the field note, there were some important improvements of students. The students became more enthusiastic in two last cycles to begin the lesson. In the first cycle, they got little bit confused of the process and the new person as the observer make them little bit awkward. In the second cycle, the students did not get much more confused. They became enjoy, but the somatic approach did not work well. That is why their performance was not maximal. In the last cycle they were not confused anymore. They had

known very well what to do in the third cycle. It made their performance was better. It did not like cycle one and cycle two. The students got involved more actively in the class, successfully knowing the meaning of the word, knowing and the ability of students improved in every cycle. The improvements also could be seen from the result of the students' performance. In the first cycle, the students' performance was categorized as a standard performance, in the second cycle, the improvement was good performance, and the last cycle the result of students' performance was best performance. The students' performance increased to be better which was categorized as a very good performance.

As we know, students' performance would not be better if there was no support from the teacher's performance. The teacher had led, motivated, facilitated, and also guided the students when the approach was implemented. The teacher's performance in each cycle was good. He successfully taught vocabulary to the students and keeps the track of teaching and learning based on the planning. Briefly, almost all aspect in the research was running well in the last cycle. The explanation and description of the improvements above, led the writer assumed that the Classroom Action Research could be conducted in three cycles because there were significant improvements from the first cycle to the third cycle. By using SAVI approach, the students knew the meaning of the vocabulary, spelling and pronouncing the word, and writing a simple sentence by using the word that they had learnt. The improvements were the evidences that this approach had successfully helped the students in improving their vocabulary. In conclusion, the writer determined that this research was satisfactory. Through SAVI approach, the students could improve vocabulary. Therefore, the writer has concluded the action hypothesis which states "SAVI approach can improve students' vocabulary on the fourth grade students of SDIT Al-Mumtaz in academic year 2014/2015" were accepted.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

The results of the research indicates that SAVI Approach improve the vocabulary of the fourth grade students of SDIT Al-Mumtaz. In the somatic phase, the students could catch up the vocabulary that they would learn. In the auditory phase, students knew how to spell and to pronounce the vocabulary. In the visual phase, students knew the meaning of the vocabulary and in the intellectual phase, students could write the simple sentence with the word that they learned. Students showed their improvement in every cycle. It can be seen from the data in three cycles. In the first cycle, students found the implementation of SAVI approach was new, so that every phase of SAVI approach was still stiff. Then, in the second cycle students understood every phase of SAVI approach. In the third cycle, students understood better and make them learned enthusiastically and very actively. Students who have different style in learning are very suitable with this approach which combines four type of learning style.

SAVI approach also made students achievement improved in every cycle. In the first cycle, students did the assignment. It was to measure students' knowledge about the meaning of the word and writing a very simple sentence. The mean score of students' assignment was 75.67. In the second cycle, students also did the assignment. In here, writer and teacher made a variation of the task to make students were still curious to finish the assignment. It was also to measure students' knowledge about the meaning of the word and writing a very simple sentence. The mean score of students' assignment was 83.44. In the last cycle, writer and teacher started to measure students' knowledge from the somatic phase by doing a game match the kitchen utensils with the function. The theme of the vocabulary was still same with the second cycle. At the intellectual phase writer and teacher also gave the assignment to write a simple sentence about the kitchen utensils. Here, students very enthusiastic in finish their assignment. It was better than the two cycles before. The mean score of students' assignment was 90.74. Finally, this research comes to a conclusion that Somatic, Auditory, Visual, and Intellectual Approach can improve the vocabulary of fourth grade students of SDIT Al-Mumtaz Pontianak.

### **Suggestions**

There are some suggestions that the researcher would like to propose, they are: (1) The use of SAVI approach should be recommended to the English teachers, especially to teach the elementary school students in order to attract their motivation in learning English, (2) In teaching learning process teacher also can multiply the variety of the activities from SAVI approach to improve the ability of students and also their achievement, (3) For further research, it is recommended to apply SAVI approach at Junior High School level, (4) For the next researcher, it is also recommended to apply SAVI Approach in other skills of English language learning.

### **BIBLIOGRAPHY**

- Arends, Richard I. (2004). *Learning to Teach*, 6<sup>th</sup> edition. New York: Mc Graw Hill.
- Creswell, John W. (2008). *Education Research: Planning, Conducting, and Evaluating, Quantitative and Qualitative Research*. New Jersey: Pearson Educational International.
- Greenlees, Vivien. (2001). *Accelerated Learning*. Available at <http://www.ulster.ac.uk>
- Jiying, Z. (2000). Cultural Conotation in English Vocabulary Language Teaching. *EFL China Journal* retrieved from <http://www.elt-china.org/pastversion/lw/pdf/zhangjiying.pdf>

- Meier, Dave. (2002). *The Accelerated Learning Hand Book. Panduan Kreatif dan Efektif merancang program pendidikan dan pelatihan*. Bandung: Kaifa.
- PPL, Unit. (2012). *Panduan Pelaksanaan PPL Mahasiswa FKIP UNTAN Bahasa Inggris / Mandarin*. Pontianak: FKIP UNTAN
- Rose, Collin and Nicholl, Malcolm. (2002). *Accelerated Learning*. Bandung: Nuansa.
- Silberman, Melvin. (2011). *Active learning: 101 Strategies to Teach Any Subject*. Bandung: Nusa Media.
- Tehlah & Karavi. (2012). Effectiveness of Explicit Affixation Instruction on English Vocabulary Development. *Proceedings-Teaching Techniques-002 4<sup>th</sup> International Conference on Humanities and Social Sciences April 21s, 2012* Faculty of Liberal Arts.
- Urduan, Timothy C. (2005). *Statistics in Plain English, 2<sup>nd</sup> edition*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers
- Xhaferi, Brikena and Xhaferi, Gezim. (2008). Vocabulary Learning Strategies Used by Students at Seeu in Terms of Gender and Teachers' Attitudes Toward Teaching Vocabulary. *UEJL-Tetove*, 1-119.