THE USING OF SAVI (SOMATIC, AUDITORY, VISUAL AND INTELLECTUAL) TECHNIQUE IN IMPROVING THE STUDENTS' VOCABULARY AT THE SEVENTH GRADE OF *SMPN 01 MONTA BIMA*

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ABSTRACT

The objective of the research was to find out Effectiveness of SAVI (Somatic, Auditory, Visual and Intellectual) Technique in Improving Students' Vocabulary at the Seventh Grade of SMPN 01 Monta Bima.

The researcher applied experimental method. The population of the research was the seventh Grade student of SMPN 01 Monta Bima which consisted of 168 students'. The researcher used purposive sampling technique which took the seventh grade as sample consists of two classes for VII B as control class and VII C as experimental class.

The result of the research showed that the seventh grade students had fair score in pre-test. After treatment using SAVI in experimental class, their vocabulary aspect significantly improved. Differ with control class their vocabulary was not significantly improved. The data analyzed using t-test showed that the value of t-test was higher than the value of t-table (2.244>2.021). It can be said that SAVI (Somatic, Auditory, Visual, and Intellectual) was effective to improve the students' vocabulary.

Key Words: Vocabulary, SAVI (Somatic, Auditory, Visual and Intellectual) Technique

BACKGROUND

English is an international language. In facing the free market era its role will be more seriously felt. We cannot keep the science development and global technology development in balance, without the mastery of English. There are some books, some recent researchers, some new articles, some written mass media, and some other information in website that are commonly presented in English. Thus, the English mastery is more helpful to the process of knowledge acquisition, especially in the field of education to promote its quality. English can help us to communicate with others. Some people also think that by understanding and able in speaking English, they can know the world, it means wherever we are.

In Indonesian, English is considered as a foreign language. This foreign language is being taught from junior high school up to senior high school as a compulsory subject. To support all of the linguistic skills we need vocabulary. It is element which conveys meaning of sense of what they want to express. In accordance with the important of vocabulary (Harmer 1991: 149) stated that in teaching foreign language, including, speaking, reading, writing, and listening skills. It is impossible to use those skills without vocabulary, because vocabulary is very important to build up these skills.

Among these four components vocabulary considered to play a central role, through vocabulary we can communicated ideas, emotions, and desires. Besides with good command of vocabulary on language, someone can express ideas effectively.

Teaching vocabulary in a foreign language classroom is not easy. It is not enough for English teacher to only prepare their students to use list of words and ask them to memorize them. They are expected to provide students with rich and exciting exercises which can help them to prepare in improving their vocabulary. Teachers in this case, have a big role to motivate all of them to have the same perception about the importance of English today. Vocabulary should be taught in various ways so that the students can be more interested in learning it. Vocabulary building is not an easy effort to do, the teachers of English should find out solution by creating an effective technique in teaching vocabulary. The teachers of English are challenged to be more innovative and creative.

There are some factors to optimize the study, are: First, positive environmental learn. People can learn more effectively in physical environment, emotional, and social. Existence of feel perfection, security,

enthusiasm, and joy is more importance to optimize of the study of human being. Second, People can learn effectively if he/she fully involved and active and also take full responsibility for their own learn effort.

Research now indicates that people learn trough all the body and mind by verbal, nonverbal, rational, emotional, physical, and intuitive as the same time (Meier : 1999). Collin rose said that "if you know to use the techniques that match your preferred way of learning, you learn more naturally. Because it is more natural for you it becomes easier. And because it is easier, it is quicker, hence the name, - Accelerated learning (Rose 1997 In accelerated learning). Based concept from this study is the study take place quickly, pleasing and gratifying. Based on Meier 's book the Accelerated learning handbook names the way of learning with term "SAVI Approach" which stands for Somatic (learning by physical activity that uses the body in some way), Auditory (learning by talking and social interaction), Visual (learning by watching and listening), Intellectual (learning by reflecting, thinking and analyzing). Meier in Hernowo (2003:91) stated that if a study can entangle all the element of SAVI, study will take place effective and attractive. Specifically when it be applied in vocabulary.

Based on the statement above, the writer inspired to carry a research under the topic "The effectiveness of SAVI (Somatic, Auditory, Visual, and Intellectual) technique in improving the students' vocabulary at the seventh Grade of *SMPN 01 Monta Bima*."

The Concepts of Vocabulary

1. Definition of Vocabulary

 "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word which is made up of two or three words but express a single idea. There are also multiword idioms where the meaning of the phrase cannot be defined from an analysis of the component word." (Ur, 2003:60).

Hornby (1963) define vocabulary as a book containing a list of words use translator and a range of words known to or use by person in trade, profession, etc.

Cambridge Learner's Dictionary (2001:708) states that vocabulary is: "all the words you know in a particular language, all the words that exist in a language or that are used when discussing a particular subject, and a list of words and their meaning."

Gove in Rita (1987) states that vocabulary is: "a sum of words of language employed by individual, group or work in relation to a subject."

In another view, Simon and Schuster (1979:2046) define vocabulary as, firstly vocabulary as a list of words and sometimes phrases, usually arranged in alphabetical order and defined, a dictionary, glossary, or lexicon, secondly as all words of language, thirdly as all the words used by a particular person, class, profession, etc: sometimes all the words recognized and understood by a particular person, although not necessarily used by him (in full, passive vocabulary.

2. Types of Vocabulary

Vocabulary is the stock of lexical items in a language. For the purpose of learning and teaching activities, it can be classified into two kinds, namely receptive and productive vocabulary. Receptive vocabulary refers to words for lexical items which only can be recognized and comprehended in the context of reading and listening material. Productive vocabulary refers to words which can be recalled and used appropriately in writing and speech. Sometimes they are so difficult to be distinguished because a word that a student had in his or her receptive store may suddenly become productive if the situation or context provokes to be a permanent state of affairs.

3. The Importance of Vocabulary

A good command of vocabulary was one of the most important aspects in learning foreign language, like English, because the ability of the language learners to read and comprehend the subject was relatively determined by their vocabulary command. A large vocabulary helped students to express ideas precisely, vividly and without repeating it in composition, students could not do well in comprehension without a large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

4. The Principles of Teaching and Learning Vocabulary

As the researcher knows that learning a foreign language is more difficult. So in this case, to learn a foreign language includes English, it is necessary to use a certain method in teaching a lesson to the students. In the process of teaching, particularly the teaching of a foreign language, method serves as an important factor, and should be given special attention and high priority in order to achieve the goal of teaching.

5. Vocabulary Teaching

Teaching vocabulary is an important part of language. And it must be done carefully. The English teacher should know which words are important to learn because many words will not useful to the students.

The most frequently vocabulary is presumably that which individual feel mostly needed. These needs will be very different kinds of situation. That is way teacher should select the vocabulary, in order that the teaching can be done easily to be able to use them in expressing their needs. According to Harmer (1991) there are many occasions when some forms of presentation and/or explanation is the best way to bring new words into the classroom.

6. Function of Vocabulary

In communication, a writer use language to express her/his ideas, feelings, etc; whether in spoken and written form. To bridge suffixation among her, language that the writer uses consists of some aspects such as words and rules (grammar). They are utilized in communication to make their ideas to be understood and accepted others.

Relating to the language, words have an important role. Therefore, it is essential in communication. A normal person will not be able to communicate without any words in her/his mind. By using words accompanied by rules of language. The researched ideas, feelings, emotion, and manner can be expressed. Furthermore, people can understand what they say to the writer. Communication cannot run effectively if the writer does not know the vocabulary of the language. Therefore, in this case, the writer assumes that someone's competence in communication (spoken and written) is mostly influenced by his/her vocabulary mastery. This assumption is strengthened by Saville Troke who says "vocabulary is most important for understanding, knowing names, for thing, actions, and concept. We could have no success…if we have no word in that language for things we needed to express" (1976:87).

7. Testing Vocabulary

Testing vocabulary is very important with my write, because we could know about several types of testing vocabulary, like reading, writing, and speaking.

Madsen (1983: 126-127), states that "a test of vocabulary is to measure the students knowledge of the meaning of a certain word as well as the patterns and collocations in which they occur". Such a test may test their active vocabulary (the words they should be able to use in speaking and writing) or their passive vocabulary (the words they should be able to recognize and understand when they are listening to someone or when they are reading). Obviously, in this kind of test the method used to select the vocabulary items (sampling) is the most importance.

SAVI

SAVI (Somatic, Auditory, Visual, and Intellectual) is one method which involves all of the potentials in the body to study or all of sensory registers, this method created by Meier (1999). *Somatic* means that *learning by moving and doing, Auditory are learning by talking and hearing, Visual are learning by observing and picturing and Intellectual* are *learning by problem solving and reflecting.* If a study can entangle of all the elements of SAVI, the study will take place effective and attractive especially when it applied in reading activity.

Many researchers have not applied this method to enhance students' vocabulary. Therefore, this research is different from the previous researches. Such as Thus, the researcher states that this research is unique and applicable for students.

METHOD OF RESEARCH

The method used in this research was experimental research. It aimed to find out the effectiveness of SAVI (Somatic, Auditory, visual, and intellectual) Technique in improving the students' vocabulary at the seventh grade of *SMPN 01 Monta Bima*. There was given a pre-test before treatment in experimental and control class and after the treatment using SAVI (in experimental class and without using SAVI in control class) a post-test of the same instrument test was given.

1. Location of Research

This study conducted at *SMPN 01 Monta Bima* which was located in Jl. Lintas Parado, Desa Tangga. The research selected seventh grade students as a research object. The seventh grade students consisted of seventh classes expected for VII A until VII G classes.

2. Population and Sample

Population is all of research subjects (Arikunto, 2006). Population is all of special aspects like characteristic, phenomenon and concept (Tiro, 2000). The population of the research was the seventh grade of *SMPN 01 Monta Bima*. It consisted of seven classes and each class had 24 students expected for VII A until VII G classes.

Sample is Most of representatives of population who are researched (Arikunto, 2006). Sample is a number of members of population (Tiro, 2000). Sample is a number of individual for study in such a way that individuals represent the larger group from which they select (Suharsimi, 2006, p.131). Related to the technique in taking sample, the researcher used purposive sampling technique. The sample took because of the purpose of the researcher that related with time, materials and purposes of the researcher. The researcher took two classes consist of VII C class as experimental class and VII B control class.

3. Instrument of the Research

The instrument used in this research was test, which consisted of pre-test and post-test. The pre-test was intended to find out the student about the vocabulary (noun and adjective) while the post-test was administered to see the students' achievement about the vocabulary (noun and adjective) based of material that have been given.

4. Procedure of Data Collection

The procedures of data collection data in this research were as follows:

a. Pre-test
The pre-test was given to the students to measure their ability/knowledge of vocabulary before treatment in experimental class and without treatment (using SAVI) in control class. In this case the researcher gave test in a form of multiple choices. It conducted for 45 minutes. (Appendix 4)

b. Treatment
After giving the pre-test, the researcher conducted a treatment to the students (in experimental class using SAVI method).

1. It was conduct in three meetings for two weeks. Each meeting had the same treatment but different topic. In this step the researcher explained to the students and then provided some vocabularies and then provided the material using SAVI method. For example, explained or described an object. For example the transportation. One thing we can give we explained to the students to give other vocabulary words.
2. Teacher ordered the students to name things and describing things orally in front of the class while the other students listen carefully.
3. Then interpret the teacher in English. And after that the teacher instructed the students to memorize some words.

c. Post-test

The post-test was given to experimental class after the treatment and in control class without treatment. This post-test conducted for 45 minutes and the topic was the same as pre-test. The researcher conducted the post test to know whether vocabulary teaching by using SAVI improved the students' vocabulary.

RESEARCH FINDING

This research was an experimental research study, which had a function to find out the effectiveness of SAVI (Somatic, Auditory, Visual and Intellectual) in improving the students' vocabulary at the seventh grade of *SMPN 01 Monta Bima*. The effectiveness of SAVI in improving vocabulary can be seen from the gained scores of the subject of the research. Therefore, the conclusion of this research was taken by comparing the result of t-test and t-table.

In this part, the researcher presented the statistical computation of the obtained data namely pre and post test to find out the result of test. Before coming to the statistical computation of the data, it was important to tabulate the data to analyze the score of students' test.

DISCUSSION

This part presents the result of improving vocabulary of the seventh grade students to make a descriptive text from picture by using SAVI (Somatic, Auditory, Visual, and Intellectual) technique at the seventh grade of *SMPN 01 Monta Bima*.

The score of the vocabulary of the seventh grade students of *SMPN 01 Monta Bima* taught using SAVI after the treatment was higher than the score of the students' vocabulary before the treatment. Before the treatment the mean score of experimental class (taught using SAVI) was 17.5 and after treatment the mean score of experimental class was 28.33.

In the control group did not use the method as experimental class method. The research used conventional method to teach vocabulary in this class. The result of the control class (taught without SAVI) showed that there was no significant increase about the mean score of the students' vocabulary mastery. The mean score in the pre-test was 7 and the mean score in the post-test was 10.92.

And from the value of the t-test and t-table of the experimental class, t-test (2.244) was higher than the t-table (2.021) and significant level was 0.05. The score df = 24+24-2= 46. Since the score t-test was sought greater than t-table, the Hypothesis Ho was rejected and Ha accepted. It indicated that using SAVI technique can stimulate or there were different areas of vocabulary quality assessed in this study, namely memorize and know about vocabulary was important for students to know more about the words in the picture when the research given treatment. The Finding shows that the vocabulary quality of the students improved.

Based on the result of the data, it can be inferred that after the treatment by using SAVI technique, the students were interesting. It means that effectiveness SAVI technique can improve the students' vocabulary at the seventh grade of *SMPN 01 Monta Bima*.

CONCLUSION

This experimental research took the seventh grade students of *SMPN 01 Monta Bima* as the research subject, to find out the effectiveness of SAVI (Somatic, Auditory, Visual and Intellectual) technique in improving student's vocabulary. However, based on the research findings and the discussion in chapter IV, the result of this research can be summarized as follows:

1. The result of the analysis of the students' vocabulary taught using SAVI or the experimental class show that the mean score of the pre-test was 17.5 and the mean score of post–test was 28.33. From the mean scores of the pre-test and post-test of the experimental class it can be seen that there was a significant progress from pre-test to the post-test.
2. The result of the analysis of the students' vocabulary taught without using SAVI or the control class shows that the mean score of the pre-test was 7 and the mean score of the post-test was 10.92. From the

mean score of the pre-test and the post-test of the control class, it can be seen that there was progress but not significant progress than the mean score of the pre-test and post-test in the experimental class.
3. The t-test value was higher than t-table value. Based on the data analysis, it was found that there was a significant difference between the results of teaching vocabulary using SAVI and that teaching vocabulary without using SAVI.

SUGGESTION

Based on the conclusion above, the researcher would like to propose some suggestion to the students, the English teacher and the other researcher.
1. To the students
The result of this research indicates that the students' vocabulary of the seventh grade students of *SMPN 01 Monta Bima* is in the high category. This condition does need further hard work to reach better achievement in English anymore. In order to maintain the level of their achievement and also to improve it, the students are suggested to keep studying continually, reading book more, it is accepted that their English achievement will improve from time to time in learning vocabulary.
2. To the teacher
By analyzing the result of this research, the teacher can apply SAVI as an alternative way (method) in improving the students' vocabulary
3. To other researchers
The researchers suggest that other researchers are able to investigate the problems in vocabulary faced by students of junior high school. There are many cases in English vocabulary which can be observed. This research can be reference for further investigation.

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