CHAPTER 1
INTRODUCTION

A. Background of the research

Vocabulary is one of the very basic elements in learning English. Vocabulary is the core component of language proficiency and provides much of the basic for how well students speak, listen, read, and write. It is very difficult to master four language skills without mastering a number of vocabularies. Vocabulary also plays a significant role in communication process, both in written and spoken form, so in order to have a good communication in a foreign language, learners are expected to have adequate vocabulary and know how to use them accurately (Richards, 2002: 255). By mastering vocabulary, the students will be able to produce as many sentences as they want, so that they will not face a lot of difficulties in communicating both spoken and written. At last, it can be said vocabulary is one of the components supporting the learners in having communication.

There are some aspects of vocabulary which are important to be mastered by the learners in learning English Vocabulary. Those aspects are the first is meaning; i.e: including definition, synonyms and antonyms, the second is word formation i.e: pronunciation and spelling, and the third is the word use; where the learner also need to know how a word, phrase or concept is used in language. In accordance with that explanation, the teacher has responsibility to make the learners understand well about the vocabulary taught in the class. The teaching and learning vocabulary process should clear and easy for the learners. It is also important to selected the words which are going to be taught language learning process in
order to fit with the students really need and how to use it effectively so that it will match the aim of learning vocabulary (Schmitt, 2000: 22,45-53)

Based on the pre-observation which was on 17th of November, 2014 the same thing happened in the seventh grade students at one of Junior High Schools in Purwokerto, the method that is used by teacher to teach English is lecturing. During method learning process, vocabulary mastery gives influence for students to get the aims of the lesson. Teacher asks the students to move around to find, touch, and identify the thing or activity in or outside the class or students are asked to do practice some activity to teach verbs, teacher gives example to pronounce the words correctly, teacher shows the picture about the topic. She/he asks the students to mention the name of the picture in English, teacher asks the students one by one to come in front of the class to mention things that they have learned (Indonesia to English).

Therefore, finding the meaning of new words and giving exercise can influence in mastering vocabulary. The teacher should give exercise about vocabulary and asks the students to memorize new words, so the students will remember and use the vocabularies. To avoid monotonic resinous in learning vocabulary, increase and reinforce their vocabulary and also helping the students develop their skill in refreshing meaning from the context.

SAVI itself stand for Somatic, Auditory, Visual, intellectual. Somatic is learning by moving and doing. Auditory is learning by talking and hearing. Visual is learning by observation and picturing. Intellectual is learning by problem solving and reflecting. All four learning modes have to be present for optimal learning to occur, (Meier, 2000:41).

Some advantages of using SAVI to teach English vocabulary are SAVI makes the students understand the material in easy way. Then, it helps to requires the students to be
more active physically as well as intelligently. Furthermore, it will give more fun and at the some time reach the aim of the goal of the teaching. (Wright, Bitteridge, & Buckby, 2006:1)

Also, disadvantages of using SAVI learning very demanding perfect teacher so as to integrate the for components in this method. Furthermore, SAVI tend to the involvement of the students, so for students who have less intelligence level, making it inferior students.

To get the ideal condition, there are some steps to implement the method in teaching vocabulary. In the somatic or first phase, SAVI can improve students’ understanding of meaning and gathering words. In this phase, teacher asks students to move around to find something around them for teaching noun, and do an action for teaching verbs and then students mention the meaning in English with teacher’s help. In the auditory or second phase, SAVI can effective students’ spelling and pronunciation. In this phase, teacher asks the students to spell the word by writing them on the board then they read them loudly. In the visual or third phase, SAVI can effective students’ pronunciation, understanding meaning and spelling. In this phase, teacher shows pictures to the students and they are asked to see or observe the pictures related to the material then mention the meaning and pronounce it loudly. They are also asked to write in the of the picture in English on the board. In the intellectual or fourth phase, SAVI can effective students’ ability in using words.

SAVI method is also still rarely used by English teacher to teach English. It might be because this method is considered as a new method in education environment. From that reason, it is needed to undergo an experiment to know whether SAVI method is effective to teach vocabulary, and the experiment will be conducted at the seventh year students at one of Junior High Schools in academic year 2014-2015.
Furthermore, this research is expected to give some contributions for curriculum and pedagogy. In terms of curriculum, it is expected that this method can be other option for teacher English. The teacher can get another method to teach English vocabulary. It is expected that the use of this method can also be used to teach another English skills, such as reading. In terms of pedagogy, it is expected that teacher will know well about the uses of SAVI method.

B. **Reason for choosing the Topic**

The reason for choosing the topic is as follow:

1. Vocabulary is a very basic element in learning process, as it plays an important role in conducting a meaningful communication.
2. SAVI is one of the new competing methods to help the learners to be active and give ease in learning English vocabulary.

C. **Problem of the Research**

Problem of the research is formulated as: Is vocabulary by using SAVI effective?

D. **Aims of the research**

The aim of this study was to find out whether SAVI is effective or not for teaching English vocabulary.