CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

While people are living in this world, they need to communicate with others by using language. Every language has massive number of vocabulary, so that it is needed to master adequate vocabulary of a language to be able to use the language in a communication. The one who masters sufficient number of vocabulary can enable them in expressing their ideas. Vocabulary is not only merely about the words. It also deals with the way the idea can be expressed through the number of vocabulary mastered.

Vocabulary is a list of word for particular language or a list or a set of words that individual speakers of a language might use (hatch and brown, 1995:1). Meanwhile Hiebert and Kamil (2005:3) as cited in Bakhri (2014:7) refers vocabulary as the knowledge of meaning words, knowledge of word come in at two form: oral and print.

After knowing some definition of vocabulary, it can be concluded that vocabulary is the knowledge of a set words that become an essential part of language that individuation speaker might understand used to communicate in the form of oral and print. The communication occurred is in spoken and write form.

2. The Importance of Vocabulary

Acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. This means the
vocabulary mastered by a language leaner is very crucial for succeeding the use of language (River, 1983:125) as cited in (Nunan, 1991:117).

Furthermore, vocabulary is all the words in language. It can be said that language is built by number of vocabulary, and that also means a language cannot be separated from any words and cannot stand independently without the presence of vocabulary.

Besides that, the vocabulary is considered as the center of a language, because without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and my be discouraged from making use of language learning opportunities around them. The more one’s vocabulary develops, the easier it is to add new words. (Nunan, 1991:117)

In addition, the sufficient number of vocabulary have to be mastered by English language learner, as it helps people communicate between one to another, and it also helps people in exchanging their idea both in written and oral form. The more vocabulary is mastered, the wider possibility of someone to skillfully use the language.

3. Type of Vocabulary

A language has so many vocabulary required by someone to be able to communicate.

These all vocabulary are divided into two types, namely:

a. General vocabulary, which consist of everyday words widely acknowledge meaning in common usage.

Example : school, hospital, table, etc.

b. Special/technical vocabulary, which was is made up words from everybody, general vocabulary which takes on specialized meanings when adapted to a particular content area or particular subject matter field.
Example: chlorophyll, stethoscope, etc (Zuraida, 2014: 5)

Meanwhile, (Nunan, 1991: 188) in line with (Hatch and Brown, 1995: 370) mentions that there are two kinds of vocabulary should be mastered by language learner, namely:

a) Receptive or passive vocabulary is defined as words in which the readers recognize and understand, but they do not necessarily use.

b) Productive or active vocabulary is defined as words in which the readers both understand and use them to communicate both spoken and written form.

By looking at former discussion about the divisions of vocabulary, it comes into a conclusion that vocabulary can be divided into two type based on the easiness to understand and produce. The firth is the vocabulary that is easy to, understand and produce. It is the combination between general vocabulary and productive vocabulary. Then, the second is the vocabulary that is hard produce both spoken and written form. It is the combination between special/technical vocabulary and receptive vocabulary. The assumption is learners will learn receptive vocabulary first and then by knowing the vocabulary that is receipted the learners will produce some communications (Schmitt, 2000: 5)

4. The Aspect of Teaching Vocabulary

In teaching English vocabulary, there are some important aspects which should be known in English vocabulary (Nation, 2001:3-4), namely:

a) Word Meaning

Word meaning refers to how the words give the language users meaning. This helps learners to know the context of the words. Since sometimes a words was
various meaning so that it is important to know which meaning that fits to the context of a word.

b) Word Use

This word use extension refers to how the words can be uses by the learners. They can be stretched and twisted to fit different context and uses based on the users intention in using the language. For instance, to say someone is in a black mood or someone is yellow, yet it is not actually description color. In such context black and yellow mean something else.

c) Word Classes

Word classes are categories of word. Word class is an important feature in semantic feature analysis. There are grammatical pattern should be practice fluently to the students such as noun, verb complementation, phrases verb, adjective and adverb. The classification of the word of a language in this way depends on their function in communication.

d) Word pronunciation

Word pronunciation means the way ho the word are pronounced according to the international pronunciation.

e) Word spelling

Word spelling is the way the words are spelt based on the regulation of phonetic-transcription.

Aspect of vocabulary that will be taught to the students are meaning and word classes. The reasons for choosing those aspects is that it is suitable for SAVI that will
be implemented in the class. Meanwhile, the word classes which will be taught are nouns, adjective, and verb.

5. Teaching Vocabulary

a) The Principle of Teaching Vocabulary

There are several principles of teaching (nation, 2001: 2):

1. Keep the teaching simple and clear. Do not give complicated explanations.
2. Related the present teaching to past knowledge by showing a pattern or analogies.
3. Use the both oral and written presentation – write on the blackboard as well as explaining.
4. Give more attention to words that are already partly known.
5. Tell the learners if it is a high frequency word that is worth noting for future attention.
6. Do not bring in other unknown or poorly known related words like near synonym, opposites, or members of the same lexical set.

Those principles of teaching vocabulary are to teach the target language. However, the teaching should consider the strategy of teaching vocabulary.

b) Vocabulary learning strategy

Vocabulary learning strategy means the action that is used by the learners to help themselves and remember vocabulary items. This vocabulary strategy is needed in teaching learning process because it can give an ease for the learner to understand the aspect of vocabulary. The action taken in the classroom will decide whether the teaching learning vocabulary process runs well or not. (Cameron, 2001: 2).
In short, vocabulary learning strategy is very important for the learner to take the control of learning vocabulary from the teaching, because vocabulary learning strategy is a set of technique or learning behavior used by learners in order to find out the meaning of a new words, or to retain the knowledge of the newly-learned words, and to expand their knowledge of vocabulary (Schmitt, 2000: 132).

c) The Problems of Teaching Vocabulary

The failure of mastering foreign language is mainly determined by the lack of words mastered. Knowing the sufficient amount of by the will create a meaningful communication. However, there are some obstacles stretching in front of the goal line of mastering the adequate amount of words, those are:

1) Pronunciation problem

The students face difficulties in pronouncing a foreign word is caused by similar sound in the two language, mother tongue and the foreign language. Both language have their own variants which involve in other language, because the learners are more familiar with mother tongue, then the mother tongue language will interfere the pronunciation of the foreign language words (Harmer, 1991:250).

2) Spelling problem

This problem is apparently appeared by the difficult found in pronouncing a word. It can be solved by the repetition of pronouncing letters or words. The more the learners parties to pronounce the words or letter the more they will master the target language (Harmer, 1991:250).
3) Memorizing problem

The ability to memorizing something is different between one student to another. This also gives an impact in learning vocabulary since the learners in order to be able to communication well need to remember a sufficient amount of English words (Harmer, 1991:250).

4) Meaning problem

Sometimes the learners find that is so difficult to determine the meaning of words. It happens because sometimes a word has two or more meaning.

This is also a problem to explain to the learners about the depiction of concrete and abstract word. This will be one of the learning vocabulary problem since it gives difficulty for the teacher to select an appropriate word to give an understanding of the abstract word. The concrete words can be easily figured out by the learners because those words are appeared. To teach words such as books, bag, pen, table are much more easy than to teach words honesty, love, etc (Harmer: 1995: 154)

B. SAVI

1. Definition of SAVI

SAVI is a new method to make teaching learning process more interesting. According to Meier (2000: 43) learning is not automatically improve by having people stand up and move around, But combining physical movement with intellectual activity and the use of all the sense can have a profound effect on learning. It is SAVI learning. The components are easy to remember.

1. Somatic : Learning by moving and doing
2. Auditory: Learning by talking and hearing


All four learning modes have to be present for optimal learning to occur since these elements are all integrated. Since these elements are all integrated, the best kind of learning occurs when they are all used simultaneously. Here’s more detail on each of these four modes (Meire, 2004:41).

1. Somatic Learning

“Somatic” is from the Greek word for body – soma (as in Psychosomatic). It denotes tactile, kinesthetic, hands-on learning – getting physical and using and moving your body while you learn.

Strong somatic learners, however, are at disadvantages in Western culture, which has a long history of separating the body and the mind and disregarding the body as a vehicle for learning. Children who are somatic, who can’t still but who must their bodies in order to keep their minds alive are often considered disruptive, learning disabled, and a menace to the system.

In order to stimulate the mind-body connection, create learning events that get people up and out of their seats and physically active from time to time. Not all learning needs to be physically active, but by alternating between physically active and physically passive learning activities teacher can help children learn. Here are some example of how you can get learners physically involved in the learning.

a. Physically manipulate components of a process or system

b. Act out a process, system. Or set concept
c. Have an experience, then talk about and reflect on it

d. Complete a project that requires physical activity

e. Do an active learning exercise (simulation, a learning game, etc)

f. Take a field trip. Then, write, draw, and talk about what learned from the field

According to Deporter et al. (2010: 124) somatic can be defined as kinesthetic in which by this modality, people can access all activities and emotional. It involves some kinesthetic movement such as:

a. Learning by moving, touching something;

b. Respond something physically;

2. Auditory Learning

Auditory minds are stronger than people realize. Human ears continually capture and store auditory information, even without conscious awareness. And when we make our own sounds by talking, several significant areas of our cerebrum are activated. The ancient Greeks encouraged people to learn out loud by dialog. Their philosophy was; if you want to learn more about anything, talk about it nonstop auditory learning was the standard for all cultures as far back in history as we can go. Here is a brief list of starter ideas for increasing the use of the auditory in learning.

a. Tell learners stories that have the learning material embedded in them.

b. Have learners in pairs describe to each other in detail what they just learned and how they are going to apply it.

c. Ask learners to practice a skill or perform a function while describing out loud in great detail what they’re doing.
d. Have learners create a rap, rhyme or auditory mnemonic out of what they are learning.

e. Ask learners in groups to talk nonstop when doing creative problem solving or long-term planning. (The conversation can be recorded to capture the ideas)

According to Deporter et al. (2010: 124) visual is one of modalities to access visual image which is made and remembered. It relates to colored pictures, photographs, rooms, etc.

3. Visual Learning

Visual acuity, although more pronounced in some people than others, is strong in everyone. The reason is because there is more equipment in everyone’s head for processing visual information than any other sense.

Visual learning helps everyone (particularly the visual learner) to “see” what a presenter or book or picture is talking about. Visual learners learn best when they can see real-world example, diagrams, idea maps, icons, picture, and images of all kinds while they are learning. Another technique that works for everyone, especially for people with strong visual skills, is to ask them to observe something and then to think and talk about it, drawing out the processes, principle, or meanings that it illustrated.

Here are a few more things you can use to make learning move visual.

a. Picturesque language (metaphase, analogies)

b. Vivid presentation graphics

c. 3-dimentional object
d. Vivid picture stories

e. Field observation

f. Colorful decorations

g. Mental imagery exercises

According to Deporter et al. (2010: 124) visual is one of modalities to access all kinds of sounds and spoken words. It involves music, rhyme, intonation, internal dialog, etc.

4. Intellectual Learning

The word “intellectual” indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connection, meaning, plans, and values out of it. It’s the reflection creating, problem-solving, and meaning-building part of a person. The intellectual is the sense maker of the mind; the means by which the human being “thinks” integrates experience, creates, new neural networks, and learns. It connects the body’s mental, physical, emotional, and intuitive experiences together to build fresh meaning for itself. It’s the means by which the mind turns experience into knowledge and knowledge into understanding.

Here are the intellectual aspect of learning get exercise when you have learners engage in activities such as:

a. Solving problems

b. Analyzing experiences

c. Generating creative ideas

d. Accessing distilling information

e. Applying new ideas
f. Creating personal meaning

g. Thinking through the implication of an idea

These four happen with some “creative” techniques that get people physically moving (S) and have strong auditory (A) and visual (V) input, but lack intellectual depth (I). You end up with learning that is “SAVI” a superficial gloss that is bound to wash off in first full rain of reality. But when the intellectual side of learning is engaged, most people can accept even the most playful learning exercise without feeling that it’s shallow, childish, or trite.

2. Steps to SAVI

a. Preparation

The teacher should prepare text containing some vocabulary that will be taught to the students before conducting this method. Then, teacher divide students in their group. After that, the teacher show the picture or the text in power point based on the topic, and the last Teacher asks the students to list the things in Indonesia including school equipment that students find in the class.

b. Procedure

The teacher can implement the four phases below in teaching vocabulary to make the lesson more exciting and motivating the students. They are as follow:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somatic</td>
<td>a. Teacher asks the students to move around to find, touch and identify the thing or activity in order outside the class. Or students are asked to do practice some activity to teach verbs.</td>
</tr>
<tr>
<td></td>
<td>b. Teacher asks the students to list the</td>
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</tbody>
</table>
things in Indonesia including school equipments that students find in the class.

c. Teacher asks the students to find the meaning of the words that they have found by using dictionary or other resources.
d. The last, teacher asks the students to write the words on the background.

<table>
<thead>
<tr>
<th>Auditory</th>
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| a. Teacher reads the words with the meaning on the blackboard loudly and asks the students to repeat after him/her.  
| b. Teacher gives example to pronounce the words correctly.  
| c. Teacher gives example to spell the word correctly.  
| d. Teacher asks the students one by one to come in front of the class to read the words on the black board.  
| e. Teacher asks the each students to come in front of the class to pronounce and spell the words correctly. |

<table>
<thead>
<tr>
<th>Visual</th>
<th></th>
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</table>
| a. Teacher shows the picture about the topic. She/he asks the students to mention the name of the picture in English.  
| b. Teacher points students one by one to mention name of the picture that is shown by the teacher.  
| c. Teacher divides the students to make |
some group investigation consist of 4-5 students.

d. Teacher contribution some picture to each group and jumbles together then the asks the students to match the jumbled picture with the words that are provided by the teacher.
e. Teacher asks the group to read the result of matching jumbled picture with good pronunciation and spelling.

| Intellectual | a. Teacher asks the students to mention things that they have learned (in Indonesia to English) without seeing both note and picture. 
|             | b. Teacher asks the students one by one to come in front of the class to mention things that they have learned (in Indonesia to English) 
|             | c. Teacher asks the students to apply the words into simple sentence.

(Davemeire (2000: 43))

3. Teaching Vocabulary Using SAVI

Teaching vocabulary has a goal that the students will understand about the new words which is taught by the teacher. By using a particular strategy in this case SAVI, the students are expected to get an ease in learning those new words. Finally, it will help the students in mastering English vocabulary.

By using SAVI to teach English vocabulary, it will create a competitive atmosphere which is challenging and attractive to learn English vocabulary. The uses of
this method also get rid of the students’ boredom. This method will also improve the critical thinking of the students since they have to think of strategy to be used in answering the question in order to win the game (Deesri, 2002: 3)

4. The Relevant Studies

There are several previous studies of using SAVI. This is the research conducted by promoter of this technique Endayani in 2011 with the title “improving students English vocabulary through SAVI“. After implementing this technique, the researcher found a progress on the students can find the new vocabulary in around of class. This strategy has made her students more enthusiastic and motivated in doing their task. Even the silent students give their best in participating in this game, so this technique improve not only the learning process atmosphere but also the students’ activeness in following the learning activity.

The other previous research is from Paul National in this journal entitled “teaching vocabulary“. He explains that there are some aspect called as the learning burden that should be covered in teaching English vocabulary. Those aspects will covered by a prepared vocabulary exercise which contains many activities in learning vocabulary such as completion, rewording, matching etc. in this journal, those activities are able to gain learning attention in learning vocabulary and help them in understanding the learning burden.

SAVI method is one of the ways to help the students to obtain vocabulary mastery. Is stands for Somatic, Auditory, Visual and intellectual. This method is considered as suitable way to improve the Junior High school students’ vocabulary mastery because it facilities the students to learn new vocabularies intelligibly. It could make the process of
children’s learning not to feel bored, afraid, and lazy. It leads the students to learn language involving their five sense of body by doing/touching, seeing/observing, talking, and listening.

5. **Basic assumption**

   Based on the statement above, it was assumed that SAVI was appropriate and effective method in teaching vocabulary because it helps the students to get idea. SAVI can encourage the students to study English well given stimulus, such as question that encourages them to get ideas. By doing SAVI, it is hoped the students would be easier to remember or memorize the vocabulary. Therefore, it is assumed that SAVI was effective in teaching and learning.

6. **Hypothesis**

   Based on explanation previously, it is hypothesized that teaching vocabulary using SAVI is effective.