RESEARCH ARTICLE

VISUAL, AUDITORY, SOMATICS, AND INTELECTUALY (VASI) INSTRUCTIONALAPPROACH IMPROVING ELEMENTARY SCHOOL STUDENTS ENGLISH VOCABULARY MASTERY

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ABSTRACT

This classroom action research aims to find out the implementation of Visual, Auditory, Somatics, and Intelectualy Instructional Approcah on improving Elementary school students' English vocabulary mastery. It using two cycles of Kemmis and McTaggart's Model. Each consists of planning, acting, observing, and reflecting. The data about Parts of Body of English vocabulary was collected by using observation sheet of teacher acts, transcription and document analysis applied for VASI Instructional Approach.The Elementary school students' English vocabulary mastery of Parts of Body proved with students'grade of 56% in the first cycle to 87% in the second cycle. The students' English vocabulary mastery improve 31%. The study implicated that VASI Instructional Approach impacts on Elementary school students' English vocabulary mastery of Parts of Body, and so it can be one ofEnglish instruction alternative.

INTRODUCTION

In this globalization and communication era, English must be mastered of each person in Indonesia. The national system of education must give equal opportunity of education, improving mutuality, relevancy, and efficiency of education management for facing challenges suitable with local, national, regional, and golobal life changing in order to do changes in the way of education development planing, focusing, and simultaneous. So, English instruction in Elementary school can be functioned as students' instrument development in part of gethering knowledge, technology, and art. And then, after they were passed from school, they were hoped to be mature and develop to be wise individual, skillfull, and getting good attitude and behaviors for taking role of national development. Generally, there are four language skills (Listening, Speaking, Reading and Writing) in English instruction of Elementary school students. They are all supporting by other language components, such as vocabulary, grammar, and pronunciation suitable with instruction theme as being the instrument of reaching educationobjectives. This four language skills canbe also used for improving vocabulary mastery of students' communication skill.

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And then, if they are coached and teaching continousely, their vocabulary can simultaneously improve. Robert Lado (1979, pp. 121-126) stated that there are seven steps in teaching English vocabulary, they are: (1) hearing the word, (2) pronoucing the word, (3) grasping the meaning, (4) self-defining context, (5) practice from meaning to expression, (6) reading the word, and (7) writing the word. Suitable with these steps of teaching English vocabulary, it can be stated that teaching acts of English basically is being an integrative acts. It means that English teacher can teach English vocabulary by coaching with other of language skills. So, as the English teachers, they must consider the children world which full with happiness, they only think they can fill much of possible happy in their life. That is why, teacher of English must implement happiness instruction. Teaching English has to be motivated by instructional approach, method, strategy, technique, and tactic which can give good feeling for students. There are many ways that can be implemented for mastering English vocabulary, one of them is by implementing VASI instructional approach. This can motivate students to be anthusias to do learning and make them happy. A student has brain and body. Brain and body is a system of electrical-chemistry-biology which are truely integrated. So, it needs an approach which can supporting student to stand up and acts pariodically in doing learning, especially in English learning, there are manyacts for doing reading.

The acts are needed to refresh and increase the brain which will impact positively in reaching instructional materials. This means that to include all parts of body and mind, students can think and acts better. The students metally process will be motivated their body acts. The advantages of VASI instructional approach are all of the students can learn togetherly, make good instructional environment, and develop effective learning community. They can interact with classmates and teacher and the communication of them can be good developed. By this approach, students are also stimulated more than one parts of their bodies, such as their visualizing, listening, physics and brains.This approach is also motivated students to use and get different ways of learning, such as visual-learning, auditory-learning, somatics-learning, and intelectuality-learning. This is suitable with the English instructional principle implemented for young learners. The instruction will be more meaningful if giving in happinessly and stimulated many parts of students' bodies.

The Nature of English Vocabulary

English instruction in Elementary school, beside teaching grammar and pronunciation is also teaching the language skills (Listening, Speaking, Reading, and Writing). According to Meriam Webster (http://www.merriam-webster.com/ dictionary/vocabulary, access march, 10, 2017, 12.30 p.m.), vocabulary is (1) a list of collection ofwords or words and phrases usually alphabetically arranged and explained or defined(lexicon); (2) a. A sum or stock of words employed by language, group, individual, or work or in a field of knowledge, b. A list or collection of terms or codes available for use (asin an indexing system); (3) a supply of expressive techniques or devices (as of an art form). And, according to Suyatno (2009, p. 43), vocabulary is a group of words which belong to a language and give meaning if one uses the language, sum of vocabulary that must be learned in Elementary school is approacimately 500 words. David Nunan (1991, p. 117) stated that vocabulary is important for using the second language. Without having more vocabulary, one will not be able to use structure and language function in communication comprehensively. So, the vocabulary usage in each level of different ages suitable with the needs, such as the need for constructed simple to complex sentence structure. Such as in USA, students in Elementary school need 2.500 to 8000 words for constructed simple sentences. According to Carol Cox (1999, p. 61), the vocabulary of a school-age child may ranges from 2.500 to 8000 words and will increase dramatically through the elementary years. And then, Jack C. Ricahards (2002, p. 255) stated that vocabulary is a core component of language profficiency and provides much of the basis for how well learners speak, listen, read, and write.
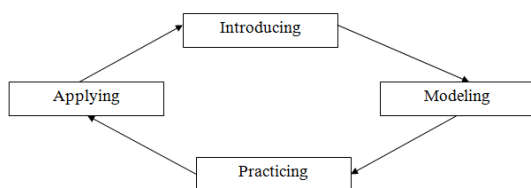

Figure 1. The Fourth Steps of Vocabulary Teaching

In the context of English vocabulary instruction, Suyanto (2009, p. 48) stated again that in simple way, teaching vocabulary can be implemented in four phases as the following:

In the introducing phase, teacher introduce new word with clear spelling. In this phase the teacher can use picture or rill thing in introducing the new word. In modeling phase teacher give sample and act the model of learning. In practicing phase teacher coaches students for imitate and practice. And in applying the phase students apply vocabulary learning phases in fix situation by teacher help. Based on the above description, it can be concluded that English vocabulary mastery means the student' ability of cognitive aspect about the language group of words which were mastered by him/her and use for good communication verbally and writtenly that give meaning if he/she uses the language.

The Nature of Elementary SchoolEnglish Instruction

In UU No. 20 Tahun 2003 of the Repblic of Indonesia, verse 3 stated:

"Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdasakan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik, agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif,mandiri dan menjadi warga negara yang demokratis serta bertanggungjawab."

The English instructional process in Elementary School is implemented oncein a week. The time alottment alocated for fourth grade is 70 minutes. And basically learning English means to communicate, so that, it is focused to improve students ability to communicate well verbally and writtenly. The objective of English instruction at Elementary school much more to form positive attitude of learning English which will show on how the teacher check the students understanding and correct their falses. And then, learning more new vocabulary is being one important thing in English communication. Teacher must know that each child has his/her learning way, and for who is learning foreign language first needs more vocabularies. Correlated to the fourth grade students characteristics, Mulyana Sumantri (2006, p. 12) sated that a) Sesorimotor phase (0 -2 old), along this period, the child organizes his/her nature with acts and parts of body, b) Praoperational phase (2 -7 old), along this phase the child learn to use language and figures imaginative object and words, c) Concret operational phase (7 – 12 old), this phase is beingthe first for the child to think rationaly which can be applied of concret problems, d)Formal operational phase (above 12 old), along this phase the child had the abstract thinking ability, so he/she needs not to think by something help or concret accident.

Generally, the Elementary school students in Indonesia who are 6 – 12 years old including the fourth grade students who are 9 – 10 years old. The students who are in this ages categorize in concret operational phase or is the last of pra operational until the first formal operational phase. In this phase, generally the child has personalities of (a) he/she has the feeling of wanting to know something strongly, (b) want to play and or to get happiness situation, (c) to organize self, to explore something in order to try anything, (d) he/she has strong motivation for getting good prestage, want to be success, (e) he/she will learn effectively if he/she feel happy with the situation faced, and (f) he/she learn with the work way and be happy to teach what he/she can to the classmates.

Based on the above description, the fourth grade students characteristics is who are in the concret operational phase and have the strong feeling of want to know something, like to play or prefer the happiness situation, want to organize self, so want to try and error anything, have strong motivation for getting good prestage and want to be success and they will learn effectively if feel happy with the situation and prefer to teach classmates with what they know. In the context of the child characteristic of speaking the language, in the theory of psycholinguistics, it was believed that man had language acquisition device (LAD), that is the device which man naturally to master the language with the help of his/her brain performance system. This ability is called speaking language characteristic which focus to the man first language ability. And basically, the child had language ability, minimum his/her mather toungne. What the child had known from her/his mother toungne is always being the child ability to learn foreign language. In the language development, this age is being the condusive development time to rapid ability to know and master vocabulary. What the child see and feel will directly comment simply and then to ask logic questions and also to state logic answers.

THE ALTERNATIVE ACTION DESIGN

The Instructional Approach

Theresia Kristianty (2009, p. 38) stated: *"Pendekatan pembelajaran dapat diartikan sebagai titik tolak atau sudut pandang kita terhadap proses pembelajaran yang merujuk pada pandangan tentang terjadinya suatu proses yang sifatnya masih sangat umum, di dalamnya mewadahi, menginspirasi, menguatkan, dan melatari metode pembelajaran dengan cakupan teoretis tertentu".*

The instructional approach is a paradigm of instructional process that willbe along teaching and learning acts. It is the way of thinking or rill act which applie for learning problem solving, learning source, and way of student learning in order the basic competence will be reached by students maximaly. It is the rill act for along the instructional problem solving. Syaiful Sagala (2010, p. 68) stated that the instructional approach is the way which will be implemented by teacher in reaching the instructional objective. So, the instructional approach is the teacher activities in choosing instructional process. Basically, the instructional approach implemented by teacher is for describing subject matters from parts to others oriented to the students experiences for learning concepts, principles or new theories about a knowledge.

VASI Instructional Approach

VASI instructional approach focus on learning has to use all of student's parts of body. The young children can be said good learners because of they use all of their parts of body for doing learning. Dave Meier (2004, p. 91) stated that instructional does not automatically improve with to instruct one to stand and move around, but to combine physical moving with intelectual activities and the use of all parts of body which can impact to intructional process. VASI instructional approach is a learning style which focus on all parts of one body applying in the instructional process. VASI means Visual is learning to observe and figure; Auditory is learning for listening and speaking; Somatics is learning to act and move; and Intelectualy is learning for problem solving and thinking. Learning can be if the fourth implemented simultanly.

Bobbi Deporter (2005, p. 113) stated three learning modality has by someone. they are visual, auditory and somatics (kinesthetic). The visual learners learn through what they see. The auditory learners learn through what they listen and speak. The somatics learners learn through what they tauch and move. This style of learning stated also by Collin Rose, at.al (2003, p. 130) as the following: the visual learners prefer to figure diagrams, pictures, and to see films. They also prefer to read written words, books, posters, and learning materials as clear written texts. The auditory learners learn through listen to new information by verbal description, comments, and cassets. And the somatics learners prefer practice instructional in order they can directly try by self.They want to act along learning process, such as to underline, to figure, and to wrie.

The learning process can be optimal if the fourth of VASI is in an instructional activities. Combining these fourth learning modalities in the instructional activities is being the nucleus of multiple parts of one body instruction. The students result pictogram (as visual learners) while speaking what they are working (as auditory learners) and move simultantly something (as somatics learners) in order to improve their ability to solve problem (as intelectually learners). Correleated to this style of learning, Suyatno (2009, p. 65) stated that VASI instructional approach can be an instructional method which has hands-on and physical activities where learning for doing and getting experiences. Learning can be to see or to listen/speakfirst and then to present for getting argument and sharing ideas and the last to solve any problem. Learning must use eyes through observation, figuration, demonstration, reading, and use instructional media. Learning must use also minds-on (intelectual) as the ability to think. This can be with minds concentration and practice to use them through identification, investigation, finding, making, construction, to solve problem, and then to implement.

The Nature of Visual Instruction

Everyone has strong visual potentiality. The reason is in one brain has more devices for visual information processing. Visual learners more easilly learn if they see what which are speaking by speecher or book and computer program. They can learn better if the can see sample from rill world, diagram, map, idea, icon, picture from various things when they are learning (Dave Meier, 2004, p. 98). Visual leaners have characteristics as the following: learn organizingly, pay attention to anything, keep performance, to remember by pictures, prefer to read than be read, and need decription and whole objective for getting details (Bobbi Deporter, 2005, p. 85).

The students who are categorized visual learners can be helped for learning well in the way of: (1) teacher must to spend ghrapics, pictures, flow chart or experimental media which madeby self; (2) teacher can help them by writing important things in their instructional materials which they are learning; (3) give opportunity to oberve; and (4) prepare papers, color pencils or spidol as means for writing important things.Based on the description, it can be concluded that visual instruction is a style of learning that implementing by teacher for students learn with observing and figuring in order they can see, make, and integrate many kinds of image. Students are learning through seeing sample in the rill world and figuring anything when they are learning.

The Nature of Auditory Instruction

Collin Rose (2003, p. 130) stated that auditory mind is more stronger than what one consider. Our ears continously chaches and keeps auditory information without we consider. So it was important to back again auditory way in learning activities for improving good learning process. The learning process can be through listening something. One learns through audio-musical, leactures, discussion and debate. Auditory learning is learning with listening and speaking. By listening and speaking, the students minds can be active and they can design happiness instruction through auditory-line in their selve. Student who is very auditorical characterized by his/her attention is easy to broken, speak with rythem style, learning with listening way, speaking while reading and dialog internally and externally (Bobbi Deporter, 2005, p. 85). The students who are auditory styles can be helped in ways of inviting them to discuss, to remember while reading aloud, say questions and answers about something which they are learning, pay attention to the learning condition and surounding from disturbing voices, and play slow music for it not broken their concentration. Based on the description, auditory instruction is learning by reading wholy and continously for making summary and then to speak laoudly in order to make the learning process and the instructional materials which are learning easy to remember by the students.

The Nature of Somatics Instruction

In the context of somatics instruction, learningprocess is learning by using tauching parts of body, kinesthetic, practice by using physic and moving any parts of body while learning. This concept concerns to the word somatics that is from greece means body (like psychosomatics). In this learning process students can do thing physically which make all of body parts work and it can correct the sirculation to the brain and then to improve the instruction process. So that, this learning process can be called learning with moving and act.Somatics almost similar with kinesthetics, that is learning through direct physical activities. So, whatever we do by using parst of body we can experience and feel by ourselve the meaning of learning which will be got. There are three principles of somatics instruction, they are (1) impact to the body, (2) the body and minds are one, and include all parts of the body (Dave Meier, 2004, p. 92). The instruction which is impacting parts of body and minds must be one when it is implenting all of the parts of body directly. And then the strategies for applying all parts of body in learning was stated by Collin Rose, at.all. (2003, p. 143) as the following: (1) walking while reading and listening, (2) write notes in cards made by self, (3) writes, (4) learning in group, (5) checks, and (6) read again. Based on the strategies, it can be concluded that somatics instruction can be done the above stages/stragies.

The Nature of Intelectually Instruction

Intellectualy isntruction is being the part of thing process, making, solve problem, and developing meaning. The word intellectual refers to what are the students do in their minds intenally when they use their intelligences for thinking an experience and make relationship, get the meaning, make planning and get values from the experience. So that, intelectually instruction is learning by problem solving and thinking process. According to Dave Meier (2004, p. 99), intellectual is meaning-made in minds, the means use by one is for thinking to unite experiences, make new nerve net and

combining mental experience, physical experience, and emotional experience and then the body intuitive for forming new meaning by self. This is also stated by Joko Susilo (2009, p. 8), intellectual is thinking acts, making, problem solving, and combining meaning. Intellectual will relates mental experience, physical, emotional, and body language for making new meaning to the self. Based on the fourth instruction above, it can be said that the concept of VASI instructionally approach is the students have opportunities for active role in learning in improving their achievement. The learning creativities will be optimally getting if the intellectual and all of body parts combining in one performance of instruction. The VASI instructional approach is an approach which consists of Visual, Auditory, Somatics, and Intellectually instructions. The English instruction which combining visual, auditory, somatics and intellectual instructions can get until 90% information. According to Timothy Wibowo (http://www.pendidikan karakter.com/siapakah-guru-pendidikan-karakter/), access March, 19th, 2013, at 11.00 am. The thecnique of geting information to man minds there are five stages: (1) to read can get 10% information, (2) to listen can get 20% information, (3) to listen and see can get 50% information, (4) to say can get 70% information, and (5) to say and do can get 90% information. By these learning strategy it is hoped it canmake easy to students to remember the sbject matter learning. The VASI instructional approach indicators can be known exactly if the following acts had been done, they are (1) in visual instruction (waching parts of body and pay attention to instructional media making by teacher); (2) in auditory instruction (listening audio instructional materials, answer questions from listening audio instructional materials, and listen to classmate/s presenting in front of the class); (3) in somatics instruction (to show parts of body, to show classmates parts of body, to organize letter to be a word, and to organize pictures); and (4) in intellectually instruction (organizing puzzle, doing tasks based on materials learning, and writing conclusion from experience of instruction activities.

Based on the description, it can be concluded that VASI instructional approach is teaching and learning process which using visual, auditory, somatics and intellectually instruction which guiding, conselling, coaching, and practicing students based on instructional activities for making them actively moving with their all parts of bodies possibly. So, it can make all of in the man body and minds (brain) work in implementing teaching and learning process. This approach has the strengths of fleksibility if it is modified by using suitable method and strategies for not to control the students but to facilitate them. The approach is also can develop happiness instructional situation and to invite the learning in groups in order to develop their togetherness. It means that, they do not only depend to teacher and so they can improve their learning activities.This approach has the weaknesses of the teacher acts only as the facilitator and then the students must be active, if they are not active they can be back to the others. The teacher does not instruct students to learn directly but they learn directly by themselves and the teacher is only to guide them. The last weaknesses is this needs enough long time because of the students must truelly understand first of what they are learning.

The Development of Action Planning Conceptualisation

In the context of conceptual planning of action, vocabulary is one of language component which must be mastery by the

students. It can define as the language group of words which must be master and use in verbally and written communication and giving meaning if one uses the language. So that, in vocabulary instruction, teacher must attain the objectives, quantity, needs and the deep and corrected presenting of the words. The vocabulary instruction must suitable with contexts which canbe done through the fourth stages as the following: introducing, modeling, practicing, and applying.In order to improve the students vocabulary mastery, the teacher needs to implement instructional approach suitable with context and do it in the stages of introducing, modeling, practicing, and applying. VASI instructional approach can be used for English vocabulary instruction because of it is suitable with the context and the stages of vocabulary intruction. In VASI instructional approach, the students must use all of their parts of body such as visual, auditory, somatics, and intellectual which are needed in the stages of introduction, modeling, practicing, and applying. That is why, VASI instructional approach should be implemented in English vocabulary instruction to fourth grade students in improving their vocabulary mastery. It means that vacabulary mastery of fourth grade Elementary school students will be improve if in their English instruction implemented by teacher use VASI instructional approach.

RESEARCH METHODOLOGY

Method and Action Intervention Design (Research Cycle Design)

This study used classroom action research. The method was spiral cycle model which meant the activities cycle consisted of planning, action, observation, and reflection. The classroom action research started from one cycle stage to next cycle stage in order the English instruction was more improving, formed by the improving of students English vocabulary mastery. And then, the improving would be known through the evaluation to each cycle. In the intervention of the research cycle design, the researcher used Kemmis and McTaggart model.

The classroom action research working procedures basically the cycle which consisted of phases: planning, action, observation, and reflection, and then it was continued to replanning, action, observation, and reflection for the next cycle until to form a spriral. In the planning phase, teacher prapare leasson plan, theme, instructional material, instructional steps, instructional media, and develop instructional forms. In the action phase, teacher implemented instructional activitiesbased on the planning, doing observation alongthe instructional process with chosen actiontocollect other suppoting data of instructional process. In the observation phase, observer observed the teacher activities based on the observation sheet. And at the end of the first cycle, teacher make reflection. Here, the observer watched the changes being towards the teacher and the students activities after implemented the second action. In the second cycle, teacher made revision and modification of the instructional process suitable with the result of the first cycle. In the action phase, teacher implemented instructional process suitable with the second plan. In the observation phase, observer watched teacher and students activities based on the planning of second cycle and collecting data on the second cycle. In the reflection phase, the researcher discussed with the colaborator about the action result findings, evaluated the teacher activities which did not yet done or still not optimal, evaluated students anthusiastics in instructional process, and evaluated the whole

action.The following is the figure of Kemmis and McTarggat action research model.
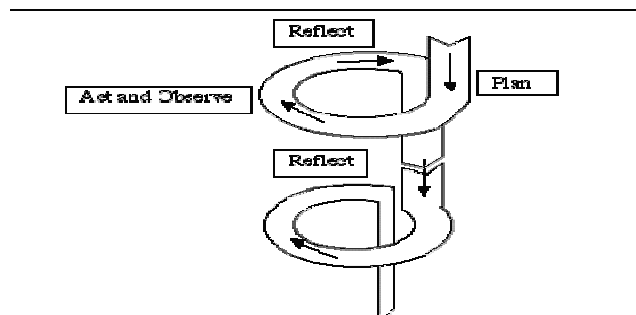

Figure 1. Kemmis and McTarggat Classroom Action Research Model

The Action Phases

Researcher did pra survey in order to know detailly the class condition studied. Here, the researcher diagnosis the English instructional in the Elementary school until getting the problems faced by teacher to be the research focus. And then, students were giving worksheet contained English vocabulary exam. The researcher gave 35 minutes to do this exam. The result of this act was used for implementing classroom action research. In this study, each cyle consisted of two times action and every cycle consisted of planing, action, observation, and reflection. The following was the first cycle lesson plan.

The Action Intervention Result Preferency and Research Instrument

The action intervention result preferncy of this study is hoped, there is the Elementary School students English vocabulary mastery improvement. The teacher implemented VASI instructional approach steps optimally. And the students can get 80% score of English vocabulary mastery. In order to get the needed data, the researcher used evaluation technique for improving students English vocabulary mastery and then for getting data of VASI instructional approach implemented in improving students English vocabulary mastery, the researcher used observation sheet as the research instrument. The conceptual definition of English vocabulary is the students ability of the cognitive aspect about a group of words from the language mastery and to use them in good communication verbally and writtenly which giving meaningfull if they used the language. So, the operational definition of the English vocabulary is the students scores got from written evaluation about cognitive aspect of the language group of words which was indicated by answering questions suitable with the theme, to match the question suitable with the right answer, to fulfill statements rightly, and to construct letter to be the right word. The following table describes the framework of English vocabulary mastery.

VASI Instructional Approach Steps

In order to know the teacher implementing VASI instructional approach in improving students English vocabulary mastery, it was used observation sheet constructed based on the instructional planning which concluded the teacher activition in teaching and learning process and students activition in learning. The following table 3 describes the VASI instructional approach steps.

Table 1. The First Cycle Lesson Plan

The Material : Visual, Auditory, Somatics, and Intelectually (VASI) English Instructional Approach

Objective   : Improving Elementary School students English vocabulary mastery

Time alottment: 2 x Instructional Action

Instructional Action	Objective	Activity	Media	Data Collection Means/Instrument
1	Presenting instructional materials.	1.Making positive emotional environment 2.Implementing instructional process happily. 3.Presenting instructional materials by using media which can make students pay more attention. 4.Presenting instructional material by using audio for making students more concentrate. 5.To play games which make students have to move. 6.Guide students to analyze, to write, to figure, and then discuss what had been learned. 7.Make reflection.		
2	1.Presenting the continued instructional materials. 2.Giving individual test and to see the students achievement after giving treatment on the first cycle.	1.Demostrating. 2.Playing while learning. 3.Ask question and answer related to the instructional materials. 4.Repeating and continue the material which had been learned from before instructional action. 5.To please students to read again the last instructional material and giving them opportunities to ask questions about what were not clear for them 6.Giving individual test. 7.Giving evaluation about the result of individual test. 8.Reflection	To construct words and matching the words. English test	Fieldnote sheet and camera. Individual test instrument and observation sheet.

Table 2. The English Vocabulary Mastery Framework

Dimension	Indicator	Item Form	Item Number	Sum
Remember	Answer question suitable with the theme	Multiple choice	1,2,3,4,5,6,7,8,9,10	10
Understanding	Matching question suitable with the right answer	Matching	11,12,13,14,15	5
Applying	Fulfill the right sentence	Complete sentences	16,17,18,19,20	5
Analyzing	Contruct letters to be the right word	Jumble words	21,22,23,24,25,26,27,28,29,30	10
Total item number				30

Table 3. VASI Instructional Approach Steps

Number	Activity	Instructional Steps Teacher	Instructional Steps Students	Item Aspects Teacher	Item Aspects Students	Sum Teacher	Sum Students
1	Introducing	Presenting aperception	Listen the teacher aperception	1	1	1	1
		Presenting the instructional objectives	Listen the teacher description	2	2	1	1
		Presenting material used instructional media (Visual and Auditory)	Students brave to speak English	3	3	1	1
		Used various instructional strategies	Srudents be motivated in learning	4	4	1	1
2	Modeling	Showing the instructional material (Somatics)	Watching along the Instructional process (Visual)	5	5	1	1
		To say the material learning in English	Not be confuse along the instructional process	6	6	1	1
		To show one by one of the materials learning	Students brave to ask questions	7	7	1	1
3	Practicing	To help students to imitate and practice the words	To imitate the teacher gesture (Somatics)	8	8	1	1
		Goodly respons to students ideas	Goodly work each task given	9	9	1	1
		To form heterogen groups	Students brave to say good ideas	10	10	1	1
		Repeated students spelling rightly	Repeated teacher spelling	11	11	1	1
4	Applying	Guided students work in groups	Helping together to face problems of learning	12	12	1	1
		Explain the games regularity	Playing games sturcturally	13	13	1	1
		Guided students in playing games	Constructing games	14	14	1	1
		Guided students to make conclusion	Students are able to conclude instructional materials	15	15	1	1
	Total					Teacher indicator 15 Students indicator 15	

Table 4. The Action Observation Result of the First Cycle

The Observed Activity	The Observer Data	Corrected Plan
The first Action Teacher presented instructional objectives about the instructional materials which would be learned.	Teacher did not present instructional objectives of materials which would be learned.	Teacher would present the instructional objectives of the instructional materials.
Teacher gave freedom to students to say ideas suitable with the materials which would be learned.	Teacher less gave freedom to students for saying ideas suitable with their dailylife correlated with the instructional materials.	Teacher should be more given students freedom to say their ideas suitable with their daily life concerning with the instructional materials.
Teacher guided students to do the games.	Teacher less guided students to play games.	Teacher should be more guided students to play games.
Students asked questions suitable with the instructionalmaterials which would be learned bravely.	Students less braved to ask questions suitable with the instructional materials.	Teacher should more motivated students for be brave to ask questions suitable with the instructional materials.
Students were active to say ideas as the response towards the instructional process.	Students less active to say ideas as the response to the instructional process.	Students should be more guided for being active in say ideas as reaponse to the instructional process.
Students are active to play games. The Second Action	Students did not active to play games structurally.	Students should be more motivated to play games structurally.
Teacher guided students for being active in each group.	Teacher less guided students for being active in each group.	Teacher should be more given opportunities to students for more being active in group learning.
Teacher guidesdstudents to do repeatition act until they could say the right one.	Teacher less guided students for making repeatition act until they could say the right one.	Teacher shouldstudents be more active to do repeatition actuntil they could say the right one.
Students asked questions suitable with the instructional materials bravely.	Students still less braved to ask questions suitable with the instructional materials.	Teacher should be more guided and motivated students for be brave to ask questionssuitable with the instructional materials.
Students did repeatition act until they could say the right one in order to improve their English vocabulary mastery.	Students less did repeatition act until they could say the right one in order to improve their English vocabulary mastery.	Students would be more guided for doing repeatition act in order to improve their English vocabulary mastery.
Media and Classroom management Learning, manage the class and observe the teacher and students activities.		
Classroom management.	Students were very noise in groups, so the teacher voice did not clearly listen.	Teacher should make dynamic condition in order the students could learn in groups.
To manage teacher and students position seats.	There were some students seat back from the teacher.	Teacher and students position would be managed conducively.
The English vocabulary mastery result of the students.	The students score of English vocabulary mastery was not yet achieved the mean score of minimum class of 80%.	The action would be continued to the second cycle in paying attention to thel weaknesses action faced in the first cycle.

Table 5. The Teacher Weaknesses Action in the First Cycle

Weaknesses Action	Theory
First Action The teacher did not present the instructional objectives which will be done by the students. Class situation was noisy, so the teacher voice less clear listened. In doing the group students' worksheet, there were only several groups seen work together. The teacher did not make the students free to say their ideas connected to the students' daily routines. The students still did not be brave to say questions. They were not active in discussion and play games. Second Action The teacher still did not yet confidence touse English in teaching. The students still less active in question, still noisy and play in group and make the teacher did not be able yet to manage and control the class. She did also not give students opprtunity to judge what they need for the group.	In the VASI instructional approach theory, learning must be through seeing, listening, speaking, reading, presentation/doing, argumentative, saying ideas and arguing. The teacher and students acts in the first cycle, there were some students who were not be brave to argue or to say ideas by themselves in order to practice them for mastering and be active in learning process. That is why, it needs correction for making the class be active learning. The VASI instructional approach characteristics are learning by seeing, listening, moving/working, and then solving problem. According to the instructional process which was done by the teacher, the students were still not active to listen and to pay attention to their classmate who was presenting the topic of subject materials, and so they were not active to ask question, not to use all of their parts of body for learning actively. This means that the VASI instructional approach was not yet used effectively.

Data Analysis and Result Interpretation

Interactive analysis is used in three stages: data reduction, data display, and coclusion. Data reduction used for selection, stating focus, make simple, making details, and changing row data from fieldnote. The resultinterpretation is done after the implementation of the action phases. Researcher describes students English vocabulary mastery for narative interpretation. The test result is counted for knowing the different of before and after action implementation. The formula is as the following:

$$P = \frac{X}{n} \times 100\%$$

Note: P = Presentation

X = Observed scored sum

n = Maximum score sum

THE STUDY RESULT

The First Cycle Action Result and Reflection

Observer observed the activities along of the instructional process, started from the begining tothe end of the first cycle. Observer used observation sheet consisted of some statements about teacher and students activities. This observation sheet used to know about the quality of using VASI instructional aproach. Fieldnote was made and aimed to know about the quality of using VASI instructional approach in order to improve the students English vocabulary mastery. The description of the observation result along of the first cycle instructional proces was in table 4 below. The end of the first cycle action aims to know how far the result along the action process be. Reflection is investigation towards the successive or not successive which had been reached in instructional activities implemented.

Table 6. The Observation Results of the Second Cycle

The Activities Observed	Observer Result	Correction Planing
First Action The teacher activities were to guide students for do replaying words until they can say the rigth one.	The teacher less guided students to replay words until they can say the right one.	The teacher paid attention to guide students for making replaying words until they can say the right one.
The students were be able to ask questions suitable with the matterials presenting.	The students had not yet gotten self confidence for saying questions according to the matterials presenting.	The teacher motivated students for more conficence to asks questions according to the matterials presenting.
Second Action The teacher and students had got the steps of VASI instructional approach for reaching vocabulary mastery learning.	The act did not continued to the next action.	

Table 7. The Students' English Vocabulary Mastery Evaluation Recapitulation Scores

Students	End of First Cycle	End of Second Cycle
1	76	86
2	30	40
3	80	80
4	96	93
5	68	83
6	86	93
7	40	70
8	70	93
9	70	93
10	93	96
11	60	76
12	66	90
13	73	86
14	53	76
15	93	99
16	86	96
17	90	96
18	83	96
19	93	80
20	90	90
21	73	96
22	68	90
23	96	96
24	56	66
25	46	70
26	63	86
27	68	99
28	68	83
29	43	50
30	43	46
31	70	70
32	46	73
Score Sum	2256	2649
Mean Score	70.5	82.57
Percentage	56%	87%
Percentage Advantage		31%

Based on the observation results, the teacher and students activities can be known that according to the fieldnotes and documents in the first cycle and then in the interview with observer, start from first action and second action collected and analized, the result is not satisfaction. This is seen from the steps done by students which did not yet done and then their grade of English vocabulary mastery is not significant yet. The following table 5shows the weaknesses action made by the teacher. Based on the English vocabulary evaluation recapitulation of the fourth grade students of Elementary school in the first cycle, there were 58% of 32 students got the mean score of 73%. It means that in this cycle, there were not gotten maximum score suitable with the target of 70%. The VASI instructional approach used by the teacher in vocabulary learning was not yet satisfaction and it did not yet fully reach the target according to the steps implemented by the teacher did not yet follow the VASI instructional approach characteristics. This was shown in table 5 and fieldnote one and two of the first cycle, so that it should be continued to the second cycle following the steps characterized in VASI instructional approach. The field reality showed that there were many weaknesses action done by the teacher. The students activities were also not yet satisfaction. There were some students not anthusias and still not be active in learning process. So that, according to the reflection, the study should be continued to the second cycle.

The Second Cycle Action Result and Reflection

According to the observation result of the second cycle, the observer observed the teacher and students activities along the teaching and learning process. The results of the observation shown in the table 6 bellow. According to the instrument sheet result consists of 15 questions filled by obeserver, the weaknesses action in thefirst cycle had not been in the second cycle. They were fulfilled by researcher for group attention, and so the students have had attention to do learning dynamicly and conducive. The following is the students' English vocabulary mastery recapitulation scores got from cycle two. The target of students' English vocabulary mastery had been achieved to 80%. In the end of the second cycle had been got 87%, and so the action was not continued to the third cycle. And based on this finding, it can be concluded that the English instruction used VASI instructional approach in improving students' English vocabulary mastery has been success. And based on the observation to the teacher's instructional process showed that there was improving from first cycle of 54% to 100% in second cycle. The improving of students' English vocabulary mastery by using VASI instructional approach had been in the first cycle to the second cycle. This improving indicated by the finding of the problem-solving optimally from the first cycle to the second cycle.

Conclusion

The English instructional process to the students of Elementary school, especially for teaching the instructional material of parts of body through VASI instructional approach can improve students' vocabulary mastery and the efficiency of instructional process. According to the observation result of the teacher and the students activities, fieldnotes, and document, the steps implemented in VASI instructional approach continuesly progress in each cycle, so that in the end of the second cycle, the instructional process had been resulted and reached 100%.

The VASI instructional approach implemented with the variation of inquary and demonstration techniques were supported in this approach because of it was very important to help students to improve their English vocabulary mastery. The improving of students English vocabulary mastery must be focus on the integration concept in order to motivate and to make the students habitualization to use their parts of body in daily learning. Theoritically, VASI instructional approach was focus on the students actively attending the instructional process and to add their wants to learn. And so, the use of this approach is very meaningfull for teacher to develop inovative, contextual, and integration of instructional process. This approach can also form the students paradigm as part of the moral instruction for preparing them to facetheir daily life problems. Practically, VASI instructional approach impacts to the teacher and the students roles. By implementing this approach the teacher can learn the students wholy characteristics because of it can make students be active, the teacher can be more focus for being facilitator which to guide students in teaching and learning process. And finally, the students are motivated to be creative and anthusiastic in learning English.

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