

A THESIS

**THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE
MODEL (PWIM) TO IMPROVE STUDENTS' VOCABULARY
MASTERY AT THE FIRST GRADE STUDENTS OF
MAN 1 SOPPENG
(A Classroom Action Research)**



BY

**MUFTIHATURRAHMAH
REG. NUM. 18.1300.098**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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Sarjana Pendidikan (S.Pd)**

English Education Program

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to

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ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Implementation of Picture Word Inductive Model (PWIM) to Improve the Students' Vocabulary Mastery at the First Grade Students of MAN 1 Soppeng

Name of the Student : Muftihaturrahmah

Student Reg. Number : 18.1300.098

Study Program : English Program

Faculty : Tarbiyah

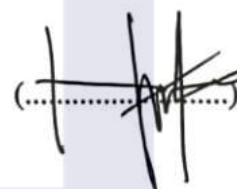
By Virtue of Consultant Degree : Dean of Tarbiyah Faculty Certificate No. 100 Tahun 2022

Approved by
Consultant Commissions

Consultant : Mujahidah, M.Pd
NIP : 19790412 200801 2 020



Co-Consultant : Nur Asiza, M.Pd
NIDN : 2016098601



Cognizant of,

Tarbiyah Faculty
Dean



Dr. Zulfah, M.Pd
NIP. 19830420 200801 2 010

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The Implementation of Picture Word Inductive Model (PWIM) to Improve the Students' Vocabulary Mastery at the First Grade Students of MAN 1 Soppeng

Name of the Student : Muftihaturrahmah

Student Reg. Number : 18.1300.098





Faculty : Tarbiyah

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Approved by Examiner Commissions

Mujahidah, M.Pd.	(Chairman)	
Nur Asiza, M.Pd.	(Secretary)	
Dr. H. Ambo Dalle, S.Ag., M.Pd.	(Member)	
Kalsum, M.Pd.	(Member)	

Cognizant of,

Tarbiyah Faculty
Dean


Dr. Zulfah, M.Pd.
NIP. 198304202008012010

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Parepare, 15th November 2022
The Writer



Muftihaturrahmah
18.1300.098

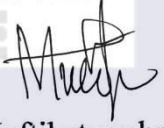
DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name : Muftihaturrahmah
Student Reg. Number : 18.1300.098
Place and Date of Birth : Ujung Pandang, Mei 25th 1999
Study Program : English Education Program
Faculty : Tarbiyah
Title of Thesis : The Implementation of Picture Word Inductive Model (PWIM) to Improve the Students' Vocabulary Mastery at the First Grade Students of MAN 1 Soppeng (A Classroom Action Research)

Stated this thesis is her own writing and if it can be proved that it was copied, duplicated, or compiled by any other people, this thesis and the degree that has been gotten will be postponed.

Parepare, 15th November 2022
The Writer


Muftihaturrahmah
18.1300.098

ABSTRACT

Muftihaturrahmah. *The Implementation of Picture Word Inductive Model (PWIM) to Improve Students' Vocabulary Mastery at The First Grade Students of MAN 1 Soppeng (Classroom Action Research)* (Supervised by Mujahidah and Nur Asiza)

The aim of this research is the implementation of Picture Word Inductive Model (PWIM) to improve students' vocabulary mastery at the first-grade students of MAN 1 Soppeng. The objectives of this research are to find out how is the implementation of Picture Word Inductive Model (PWIM) in improving students' vocabulary mastery and to find out how is the improvement of students' vocabulary mastery by applying Picture Word Inductive Model (PWIM).

This thesis employed Classroom Action Research. The research was conducted in two cycles in which each cycle consisted of planning, action, observation, and reflection. The instruments used in this research were an observation checklist, test, and interview.

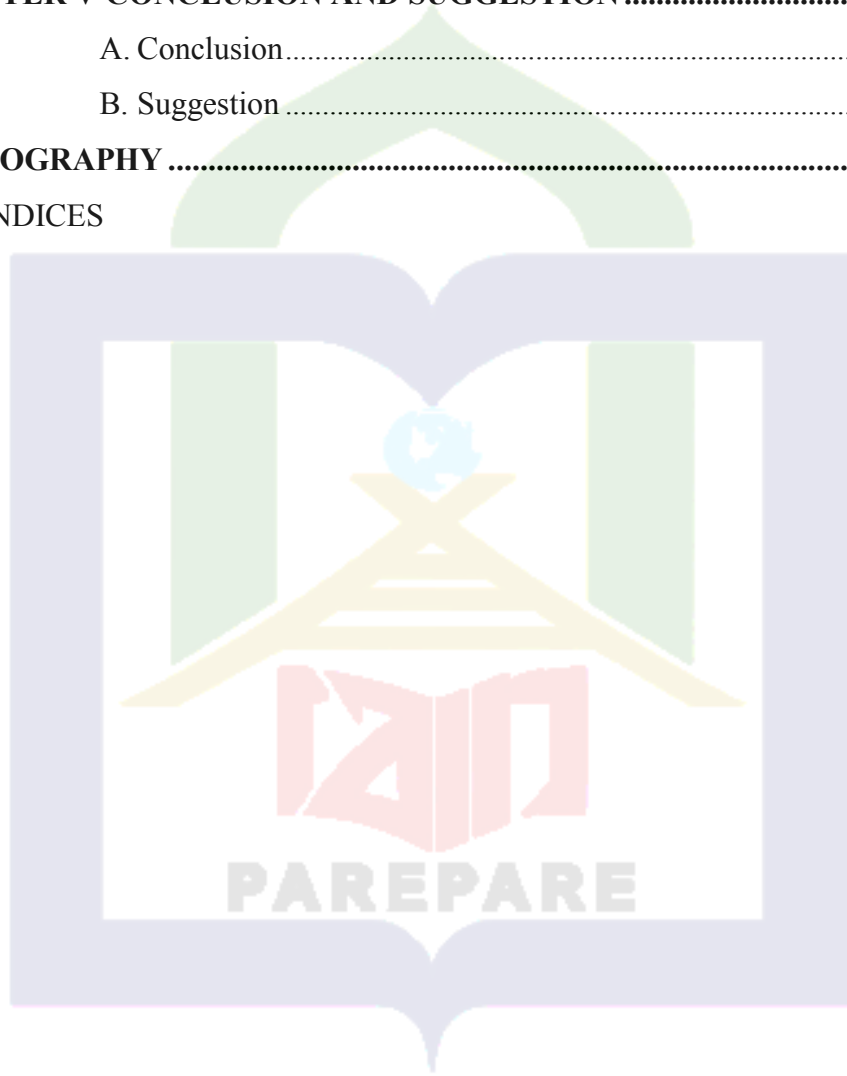
The result of this research showed the score of students in cycle II is higher than the cycle I. Based on the test results, it showed that the vocabulary mastery improved where the mean score of cycle I was 60,95 and the mean score of the cycle II were 76,30. Besides, the result of the observation sheet showed the students' enthusiasm, active participation, and better confidence during the learning process. Moreover, in the interview data, the interviewee gave positive feedback after the treatment.

Keywords: vocabulary mastery, picture word inductive model

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CHAPTER I

INTRODUCTION

This chapter deals with background, research questions, objective of the research, and significance of the research.

A. Background

English has undoubtedly been viewed as a global language by its speakers all over the world. It also became one of the languages that should be taught and learned by the students in school. There are four skills should be mastered by the students and in mastering these skills, vocabulary is the foundation of language learning. It is related to what Chen & Chung in Cui Gu stated as a basic element of any languages, vocabulary is one of the most crucial aspects of language learning.¹ Without sufficient amount of vocabulary in mind, it is tough for learner to express, comprehend, communicate the language well.

Richards & Renadya in Istikamah Salsabila stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.² This means that vocabulary plays an important role in language since it is a core component of the language. Without sufficient or proportional amount of vocabulary, someone will have difficulty in the four skills of English and also will face obstacles to communicate to people in spoken or written form. It is related to what Thornbury in Taufik Suadiyatno

¹Cui Gu, "The Use of Picture-word Inductive Model and Readers Theater to Improve Chinese EFL Learners' Vocabulary Learning Achievement", *Advance in Language and Literary Studies*, 12.3 (June 2021): 120-126 p. 120.

²Istikamah Salsabila, "The Use of Categories Game to Teach Students' Vocabularies on Writing Descriptive Text", *Jurnal Pendidikan dan Pembelajaran*, 6.11 (2017): 1-12 p. 1.

conveyed that without vocabulary nothing can be conveyed”.³This is the reason why vocabulary should be mastered by the students since it becomes crucial factor that will help them in learning a foreign language.

Since English is not our national language, it is not easy to learn it. Even though, English became the second language should be taught in Indonesian school, many students or learners find problem in mastering it. One of the basic problems is lack of vocabulary. Based on the preliminary data through interview with English teacher in MAN 1 Soppeng, Ibu Erdawati, S.Pd, she explained that:

“Dia itu paling bermasalah mi disitu vocabularynya karena langsung saja dia tulis teks, baru google. Jadi dia tidak tau itu yang perkata e. Kan teksnya ji disitu, biasa ku tanya, “Apa bacanya ini, nak?”, na bilang “tidak ku tau i bu”. Nah itu, jadi dia buat teks tetapi setelah dia buat teks sekaligus diartikan, dena nisseng yero vocab na. jadi kurang juga kalo vocabnya.”⁴

In that interview, the teacher mentioned that when she gives a task to students, such as to write a text, they tend to just go to Google Translate. So they do not know the vocabulary. There is only a text after translating it and when the teacher asks them to pronounce that pointed word, then they do not know how to pronounce it. It is because they are lack of vocabulary.

The researcher concluded that since they are lack of vocabulary, the students tend to take the advantage by using Google translate to complete the task given. By using this way, the students do not have to put a lot of effort in completing the task. They just have to copy and paste the text and collect the task to teacher without knowing each vocabulary and how to pronounce it. This leads them to be poor at

³ Taufik Suadiyatno and Kiki Rizki Ananda, “The Effect of Picture Word Inductive Model (PWIM) Strategy toward Students’ Motivation in Learning Vocabulary”, *Jurnal Ilmu Sosial dan Pendidikan*, 3.1 (March 2019): 259-262 p.259.

⁴ Ibu Erdawati, S.Pd, English Teacher at the First Grade Students of MAN 1 Soppeng, *Interview* in MAN 1 Soppeng on 1 March 2022.

mastering vocabulary and other English skills that should be mastered in the school. Because of that, when teacher asks them to pronounce the pointed word, they do not know how to pronounce it. And the problem is they are lack of vocabulary.

Due to that condition, the researcher suggests Picture Word Inductive Model (PWIM). Picture Word Inductive Model (PWIM) is a strategy which used to engage inductive thinking and concept attainment that uses picture to elicit words to enhance vocabulary and language development. Emily Calhoun stated PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies.⁵Inquiry-learning emphasize on active engagement in the learning process to develop and build students understanding through questioning and discovering information. In the inquiry learning, the teacher guided the students to involve actively in learning process by guiding them to discover and understand the information. This strategy is chosen because it can help the students to think about the appropriate words in the picture, engage them in spelling and pronouncing the words, and help them to participate actively in learning activity.

Picture Inductive Model (PWIM) is an effective strategy for student vocabulary mastery since it focuses on learn new words and their meanings, retain them in long-term memory, recall them when needed in comprehension, and apply them in language output. Jiang pointed that PWIM is interesting, to study more quickly, to memorize easily, connecting pictures and words, emphasizing how to use these words, acquiring more words, knowing more knowledge, to learn happily, to

⁵Emily Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (United States of America: Association for Supervision and Curriculum Development, 1999), p. 21.

make the atmosphere lively, to summarize the words by unit, and to memorize those words deeply.⁶

Referring to the explanation above, the researcher is interested in conducting a research under the title: “Improving Students’ Vocabulary Mastery by Using Picture Word Inductive Model (PWIM) at The First Grade of MAN 1 Soppeng.”

B. Research Questions

Based on the background of the research, the research formulates the research questions as follows:

1. How is the implementation of Picture Word Inductive Model (PWIM) in improving students’ vocabulary mastery?
2. How is the improvement of students’ vocabulary mastery by applying Picture Word Inductive Model (PWIM)?

C. Objective of the Research

The objectives of this research are:

1. To find out how is the implementation of Picture Word Inductive Model (PWIM) in improving students’ vocabulary mastery.
2. To find out how is the improvement of students’ vocabulary mastery by applying Picture Word Inductive Model (PWIM).

⁶Xuan Jiang, “Vocabulary Learning through Use of the Picture-Word Inductive Model for Young English Learners in China: A Mix Methods Using Examination Using Cognitive Lead Theory”, *FIU Electronic Theses and Dissertation: Dissertation of Florida International University*, 2014, p. 128.

D. Significance of the Research

The significance of this research divided into theoretically and practically.

1. Theoretically

The results of the research hoped to give contribution in theoretical development for teaching English as foreign language especially to improve students' vocabulary mastery.

2. Practically

The results of the research are expected to be useful for teachers, students, and future researchers.

- a. Students: This research is expected to help students to learn new vocabulary and to introduce them one of the ways in mastering vocabulary that will help them in mastering the four skills in English.
- b. Teachers: This research is expected to be one of references for English teacher to improve the quality of the way in improving students' vocabulary mastery.
- c. For other researchers: This research is expected to give knowledge for the readers in general and also provides them who wish to conduct research in similar field. The researcher suggests to future researcher to conduct the next research on learning motivation towards the implementation of PWIM.

CHAPTER II

REVIEW RELATED LITERATURE

This chapter deals with some previous research findings, some pertinent ideas, conceptual framework, hypothesis, and operational definition of variable.

A. Previous Research Findings

Many researchers have conducted their research on Picture Word Inductive Model (PWIM). Their findings are consecutively presented below:

1. Kamaruddin in his research *“The Effect of Picture Word Inductive Model (PWIM) on Students’ Vocabulary Mastery”*. The result of his research was there is a significant effect of PWIM toward students’ vocabulary mastery at the second-grade students of MTs NW Lingsar.⁷

The similarity of research between the previous research and the current research are: first, in topic raise namely Picture Word Inductive Model (PWIM); second, both researchers refer to vocabulary mastery, and third, object of the research is students.

The difference is the previous research employed pre-experimental research while the current research used classroom action research.

2. Beni Hamdani in his research *“Enhancing Vocabulary among EFL Young Learner through Picture Word Inductive Model”*⁸. The result of his research was the

⁷Kamaruddin, *“The Effect of Picture Word Inductive Model (PWIM) on Students’ Vocabulary Mastery”*, *Jurnal Pedagogy: Jurnal Penelitian dan Pengembangan Pendidikan*, 8.3 (July 2021): 288-295..

⁸ Beni Hamdani, *“Enhancing Vocabulary Among EFL Young Learners Through Picture Word Inductive Model”*, *International Journal of English Education and Linguistics*, 2.1 (June 2020): 9-16.

implementation of picture-word inductive model definitely enhanced young learnerstudents' English vocabulary. It can be seen by the enthusiasm of the students when the model is applied. The students were asked to comment on what they see in the words or sentences and they read the words aloud. This could help them reinforce their memory of these words.

The similarity between the previous research and the current research are the use of Picture Word Inductive Model (PWIM) and both researchers use Classroom Action Research.

The difference is the previous research used the word enhancing while the current research uses the word improving. These terms are different. Enhance is about making a good thing even better while improve is about making a thing better that is not so good now.

3. Joanne Echalico Bermilo and Emelda Roma Remollo in their research "*Picture Word Inductive Model (PWIM) on Students' Vocabulary Achievement and Attitude*". The result was applying PWIM could give impact which had a relatively higher effect in the students' improvement towards vocabulary learning and their attitude.⁹

The similarity is both researchers use Picture Word Inductive Model (PWIM) and intended to do the research on vocabulary.

The difference between are the object and the research design used in the research.

This previous research took the eighth grade students of Valencia National High School in Philippines while the current research was taken in Indonesia,

⁹Joanne Echalico Bermilo and Emelda Roma Romello, "*Picture Word Inductive Model (PWIM) on Students' Vocabulary Achievement and Attitude*", *Indonesian Journal of Contemporary Education*, 4.1 (2021): 19-28.

specifically in the Tenth or the first gradestudents of MAN 1 Soppeng. This research also chose Quasi-Experimental while the current research will be done by Classroom Action Research.

B. Some Pertinent Ideas

1. The Concept of Vocabulary Mastery

a. The definition of Vocabulary

Vocabulary is the basic unit in learning language. Knowing vocabulary has big influence in learning English. There are some definitions of vocabulary. According to Hatch and Brown in Indriarti state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use.¹⁰ Merriam Webster Online Dictionary defined *vocabulary* as a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined.

Vocabulary is one of English components, which is defined as the total amount of words in a language. Extensive vocabulary helps us in expressing our thoughts accurately, passionately, and without repetition in composition. Moreover, Nation defined vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing; it is expected that learners have to increase their vocabulary by around 1000 words a year.¹¹

Based on the explanation above, vocabulary is defined as the total number of words. It is a set or collection of words and phrases usually alphabetically arranged and

¹⁰ Indriarti, "The Effectiveness of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery", *Journal of English Language Teaching*, 3.1 (2014): 76-87, p. 78.

¹¹ Nation I.S.P, "Teaching and Learning Vocabulary" (USA: Heinle Publishers, 1990), p. 22.

explained or defined. It is also the and first thing that should be learned for students because it plays an important role when the students have to speak, write, read, listen. If the students master the vocabulary, they are able to do the four English skills and if they cannot, they will get trouble in conveying things.

b. Types of Vocabulary

Haycraft, quoted by Hatch and Brown in Mofareh Alqahtani indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.¹²

1) Productive vocabulary

Productive vocabulary is the set of words that a person can use when writing or speaking. Productive vocabulary knowledge is assumed to be the words that learners can understand and pronounce. In fact, learners are good at using these words, both spoken and written. Therefore, productive vocabulary can be viewed as an active vocabulary process, as learners can generate words to express their thoughts and feelings that are understood by others. These are well-known, familiar, and commonly used words.

2) Receptive or recognition vocabulary

Receptive or recognition vocabulary is a set of words that a person can assign meanings when listening or reading. Its meaning is known to learners and understood when reading or listening to the text. Learners know and recognize the meaning of words that led them to understand the text they read but did not use to speak and write. These are words that are often less well known to students and used less frequently. Individuals may be able to assign some type of meaning

¹² Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, 3.3 (2015): 21-34 p. 25.

to them, even if they may not know all the subtleties of the distinction. However, when people come across these words, they recognize them, even if imperfectly. In learning receptive vocabulary, the teacher usually gives the meaning the word and use the word in sentence, but just asks the students to spell and pronounce it.

Based on the explanation above, there are two types of vocabulary. Productive vocabulary is the words which the students understand and can bepronounced and use constructively in speaking and writing while receptive vocabulary is the words which the students recognizes and understands in reading and listening text.

c. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Mastery means the ability to comprehend the knowledge or skill in a subject. Vocabulary mastery is needed to be able to express and understand about the four skills in English. It means that by mastering vocabulary, someone is able to express and understand what people are saying. According to Hornby in Arrasul defines mastery as complete knowledge or complete skill.¹³ From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language. It is an

¹³Abdul Rabbi Arrasul and Nursina Abdul Halim, "Improving Students' Vocabulary Mastery by Using Extensive Reading at SMP Muhammadiyah Luwuk", *English Education Journal*, 2.1 (2021): 34-40 p. 36.

individual achievement and possession (Rivers, 1989).¹⁴ For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests, needs, and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

Based on the explanation above, vocabulary mastery is great skill in processing words in language. Mastering vocabulary is definitely needed in learning foreign language because it will help students to express their ideas and to be able to understand other people is sayings.

d. Evaluation of Vocabulary Mastery

According to Hughes in Rahmasiah, there are two kinds of evaluation namely recognition and production.¹⁵ Those are described as follows:

1) Recognition

This is a type of vocabulary test in which test takers are presented with various possibilities that they simply have to identify and choose which one is appropriate for word that is being asked. In this type of evaluation, the test operations as follows:

¹⁴Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, 3.3 (2015): 21-34p. 26.

¹⁵Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p. 142.

a) Synonyms

The test-takers are supposed to choose which words come closest to the words being asked. It is suggested that all of the options are the words that the test-takers are expected to know.

b) Definitions

The test-takers need to know the description of the word that is being asked. What the test-writer must keep in mind is that all options must have the same length.

2) Production

Productive vocabulary testing is difficult that is practically never being attempted in proficiency test. Types of productive vocabulary testing are:

a) Pictures

The test takers are expected to write down the name of given pictures. This method of testing is restricted to concrete nouns which may be unambiguously drawn.

b) Definitions

It is a kind of recognition test during which the test-takers got to know the notion or description of the word that's being asked. What the test writer must keep in mind is that each one the choices must have a similar length.

c) Gap Filling

The test takers are required to fill the gap in a sentence having certain context with available options. The test-writer to notice that the context should not contain itself words that the test takers are unlikely to know.

Based on the explanation above, there are two kinds of evaluation namely recognition and production. Recognition is a type of vocabulary test in which the test takers are presented with various possibilities that they simply need to identify and select which is suitable with the word that is being asked. Productive vocabulary testing is difficult that is practically never being attempted in proficiency test.

2. The Concept of Picture Word Inductive Model (PWIM)

a. Definition of Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) is introduced by Emily Calhoun. PWIM uses pictures to guide students in acquiring words to improve their vocabulary mastery, discovering phonetic and structural principles, and observing and analyzing text in their study of reading and writing. Emily Calhoun stated PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies.¹⁶ In this model, students identify the things what they see in the picture and the teacher guides them by drawing a line from those things to a place outside the picture, classifying the word, writing the word, and spelling it out loud. These benefits are aimed at improving vocabulary in which when the students know all of the objects in the pictures, they will be able to generate thoughts and explain about the pictures more

¹⁶Emily Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*(United States of America: Association for Supervision and Curriculum Development, 1999), p. 21.

readily. By using Picture Word Inductive Model, the teacher indirectly teaches the four skills that exist in the language learning, especially in English.

The Picture Word Inductive Model (PWIM) uses a combination between picture and word. By giving the students combination of picture and word to students, the students' creativity will enhance as it can stimulate students' inductive thinking to recognize and then find the words of the selected picture and it can be new vocabulary for them. Being new to them, the students become enthusiastic, feel motivated, and helps them in gaining confidence in pronouncing vocabulary because not only new vocabulary they get but also they will learn the meaning, the categories, and how to apply them in spoken or written sentences and through this way, it can help them in mastering the four English skills.

Based on the explanations, this strategy helps students to learn about the picture, inquire them to what they see in the picture, spell the repeated words, and even guides them to write down the ideas and sentences until it become paragraphs. As conclusion, Picture Inductive Model (PWIM) is a strategy that guides students to get more new vocabulary that will help in learning the four skills in language.

b. Procedure of Activities of PWIM

There are 10 steps in applying Picture Word Inductive Model (PWIM). Calhoun in Fitri Novia stated there are ten phases in developed the Picture Word Inductive Model (PWIM)¹⁷ as follows:

1. Selecting a picture
2. Identify what they see in the picture

¹⁷Fitri Novia, "Promoting Picture Word Inductive Model (PWIM) to Develop Students' Writing Skill", *Journal of English Education and Applied Linguistics*, 4.1 (2015): 1-6 p. 3-4.

3. Labeling the picture parts identified
4. Reading and reviewing the picture word chart aloud
5. Asking the students to read and to classify the words
6. Reading and reviewing the picture word
7. Adding the words
8. Leading students into creating a title
9. Generating sentences
10. Writing the sentences and paragraph

The basic lesson structure of the PWIM (stopping at vocabulary learning) is described as follows:

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word, ask students to spell the word aloud and then pronounce it.)
4. Read and review the picture word chart.
5. Ask students to read the words and classify them into a variety of groups. Identify common concepts to emphasis with the class.
6. Read and review the picture word chart (say the word, spell it and say it again).¹⁸

Based on the explanation, the researcher divides it into two steps as follows:

Step 1: Selecting and identifying the picture

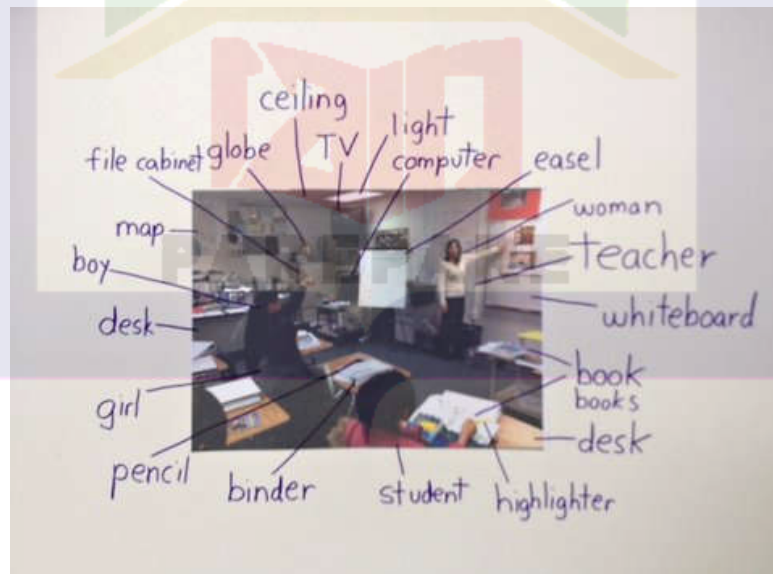
¹⁸Bee Cho Lee, Ambigapathy Pandian, Souba Rethinasamy, and Debbita Ai Lin Tan, “Effects of PWIM in ESL Classroom: Vocabulary Knowledge Development among Primary Malaysian Learners”, *The Southeast Asian Journal of English Language Studies*, 25.4 (December 2019): 179-197 p. 182.

- a) The teacher selects a picture for students.
- b) The students identify what they see in the picture.
- c) The teacher draws lines of the picture while the students label it.
- d) The teacher read the labeling words and the students repeat what the teacher said.
- e) The teachers review the words and the students classify the words into a variety of groups based on similar elements.

Step 2: Reviewing the picture-word

- a) Ask the students to read the classified words again.
- b) The teacher adds words if needed.
- c) The teacher asks the students to think about the information of the labeled charts.

The example of the PWIM can be seen in this picture below.



Source: Larry Ferlazzo (<https://larryferlazzo.edublogs.org/2013/11/07/the-best-ways-to-modify-the-picture-word-inductive-model-for-ells/>)



c. The Advantages and Disadvantages of Picture Word Inductive Model

According Colon and Martinez, there are seven advantages of Picture Word Inductive Model, as follows:

1. It emphasizes phonic, grammar, mechanics, and usage of Standard English.
2. Picture provides authentic, concrete referents for the learning of new words, phrase, and sentence.
3. Because students are using pictures related to content material under study, they feel a part of the classroom community and can participate in class activities.
4. The picture word chart serves as an immediate reference enable students to add these words to their sight vocabulary.
5. Students are assisted in seeing the patterns and relationships of the English language, enabling them to apply this learning to newly encountered words.
6. Students hear and see words spelled correctly and participate in the correct spelling and writing.
7. Learners benefit from the teacher modeling of the key words and concepts. With extensive practice, they can begin to learn how to create sentences and paragraphs related to the subject under study.¹⁹

According to Yuniyarsih, several advantages of using Picture Word Inductive Model are:

1. This model gives the interesting visual in order to makes it easier for the students to learn new words, phrases, and also makes the sentences.

¹⁹Alien Colon and Sara Martinez, *Building Language with the Picture Word Inductive Model*, (Fordam University: New York, 2013), p. 5.

2. This model also makes students feel that they are as a part of the classroom community because they are labeling the picture together.
3. This model teaches the students how to inquire into word and sentence structure based on the picture that have been labeling. So, the students can classify the words into variety of groups of words.
4. By using Picture Word Inductive Model, the students can get the benefit from the teacher in modeling the key words and concepts.
5. The Picture Word Inductive Model can help the teacher to provide a better curricular and instructional balance by focusing the lesson on composing and comprehending the subject.²⁰

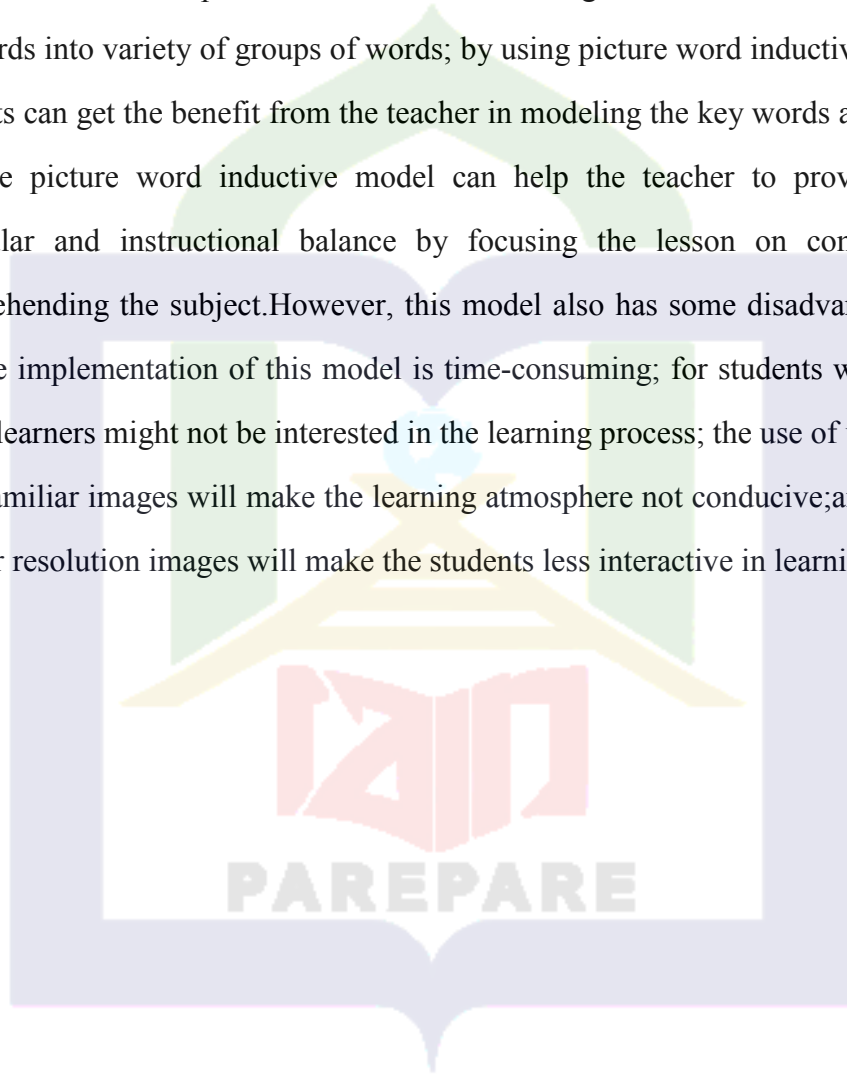
However, using Picture Word Inductive Model has some disadvantages as follows:

1. The implementation of this model is time-consuming.
2. The students who are not visual learners may not be interested in the learning process.
3. The use of uninteresting or unfamiliar images will make the learning atmosphere not conducive.
4. The use of unclear resolution images will make students less interactive in learning.

Based on the explanation about the advantages and disadvantages of Picture Word Inductive Model (PWIM), the advantages is that this model gives the interesting visual in order to makes it easier for the students to learn new words,

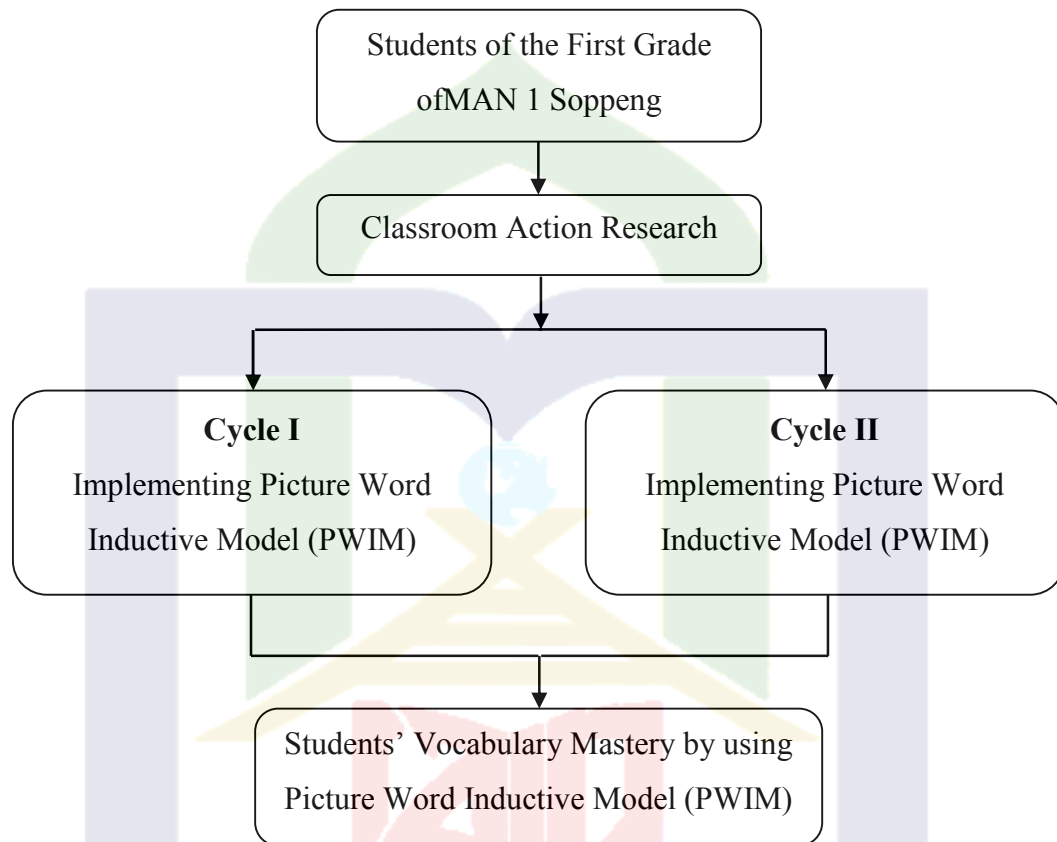
²⁰ Yuniyarsih, "Using Picture Word Inductive Model (PWIM) to Teach Junior High School Students in Writing a Descriptive Text", *Journal of English Language Teaching of Universitas Negeri Padang*, 2.2 (2014): 193-199 p. 195.

phrases, and also makes the sentences; this model also makes students feel that they are as a part of the classroom community because they are labeling the picture together; this model teaches the students how to inquire into word and sentence structure based on the picture that have been labeling so that the students can classify the words into variety of groups of words; by using picture word inductive model, the students can get the benefit from the teacher in modeling the key words and concepts, and the picture word inductive model can help the teacher to provide a better curricular and instructional balance by focusing the lesson on composing and comprehending the subject. However, this model also has some disadvantages, those are: the implementation of this model is time-consuming; for students who are not a visual learners might not be interested in the learning process; the use of uninteresting or unfamiliar images will make the learning atmosphere not conducive; and the use of unclear resolution images will make the students less interactive in learning.



C. Conceptual Framework

The conceptual framework underlying the research is given in the following diagram:



Based on the conceptual framework above, the researcher conducted classroom action research by implementing Picture Word Inductive Model (PWIM) to students of the first grade of MAN 1 Soppeng. The research conducted in two cycles and each cycle, the researcher distributed tests to see the improvement of students' vocabulary mastery by using Picture Word Inductive Model (PWIM).

D. Hypothesis

Hypothesis means a mere assumption or some supposition to be proved or disproved. Based on the conceptual framework above, the researcher formulates hypothesis as follows:

- a. Null Hypothesis (H_0): There is no significant improvement of students' vocabulary mastery before and after applying Picture Word Inductive Model (PWIM).
- b. Alternative Hypothesis (H_1): There is a significant improvement of students' vocabulary mastery before and after applying Picture Word Inductive Model (PWIM).

E. Operational Definition of Variable

1. Variable

There are two variable involved in this research as follows:

- c. Independent variable is the implementation of Picture Word Inductive Model (PWIM).
- d. Dependent variable is students' vocabulary mastery.

2. Operational Definition

The explanation of two variables is explained as follows:

- a. Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) is a strategy that used by the researcher to guidethe students to acquire more new vocabulary by using the picture, inquire them to what they see in the picture, and spell out the repeated words so they retain them in long-term memory, recall them when needed for comprehension, and apply them in language output.

b. Vocabulary Mastery

Vocabulary is defined as the total number of words that used by the first grade students of MAN 1 Soppeng in mastering vocabulary. Vocabulary mastery means a great skill in processing words in language.



CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with subject of the research, location and time of the research, procedure of the research, instrument of the research, and technique of data analysis.

A. Subject of the Research

The subject of the research was the first grade students of MAN 1 Soppeng which consist of eight classes. The detail of the total students at the first grade could be seen as follows:

Table 3.1 Population of the Research

No.	Class	Population
1	X MIA 1	26
2	X MIA 2	27
3	X MIA 3	23
4	X MIA 4	27
5	X IIS 1	28
6	X IIS 2	32
7	X IKA	29
8	X BAHASA	19
Total		211

Source: Staff of MAN 1 Soppeng

In determining the sample, the researcher use purposive sampling technique. According to Arikunto, purposive sampling is the process of selecting sample by

taking subject that is not based on the level or area, but it is taken based on the specific purpose.²¹

The researcher chose class X MIA 1 as sample and conducted the research with 26 students. The researcher chose this class because the preliminary observation was done before. Also, considering to the students' problem in vocabulary mastery explained by the English teacher, the researcher decided to conduct the research in class X MIA 1.

B. Location and Time of Research

The researcher conducted the research in MAN 1 Soppeng, Jalan Kayangan No. 162, Soppeng, South Sulawesi. In this research, the researcher spent one month for collecting and analyzing the data.

C. Procedure of the Research

The researcher used Classroom Action Research. The researcher chose this design because the procedure is systematic, from planning to reflection. In reflection, the researcher could reflect on the teaching process and the result of the test so the researcher could decide whether the next cycle will be applied with some modification or remain the first plan in conducting the next cycle.

The researcher followed Kurf Lewin's design which consists of two cycles and each cycle involves four steps. In order to be clear, the researcher would like to present a model of Action Research stated by Kurf Lewin in a figure below:

²¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 183.

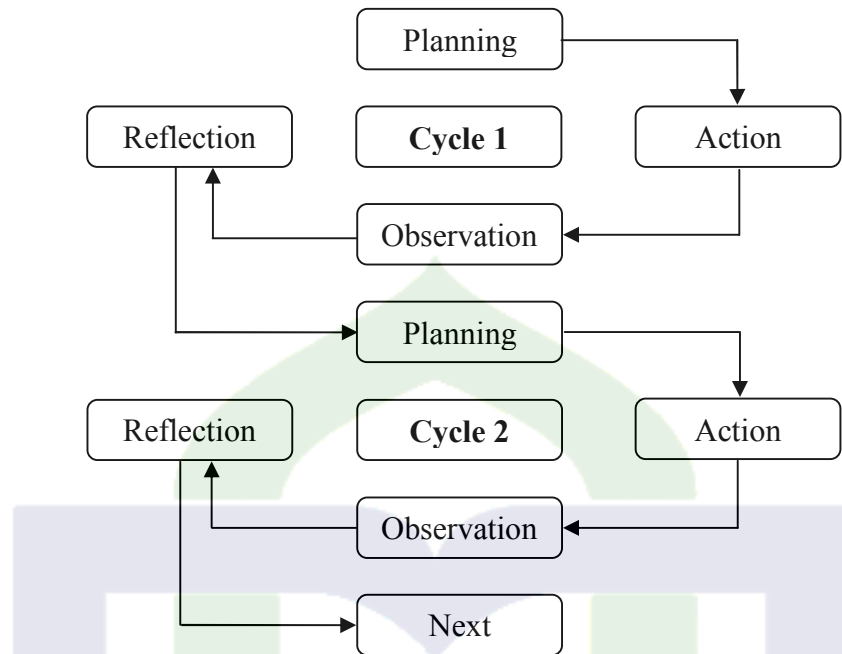


Figure 3.1
Kurt Lewin's Action Research Design²²

There is no limitation of applying cycle in action research. Nevertheless, Arikunto stated that classroom action research should be implemented at least two cycles continuously.²³ The researcher did two cycles to collect the data and every cycle consist of three meetings. If the result is less satisfactory, the researcher can perform the cycle once again in order to achieve the criteria that have been determined.

The procedure of the research as follows:

- 1) Planning
 - a) The researcher prepared the lesson plan.

²² Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, 2009), p. 44.

²³ Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2009), p. 23.

- b) The researcher prepared the picture for implementing the material in the action session.
- c) The researcher prepared the observation checklist for the collaborator.
- d) The researcher prepared the worksheets for the students to answer it together.

2) Action

- a) The researcher showed the picture to the students.
- b) The students identified what they see in the picture.
- c) The researcher drew lines of the picture while the students label it.
- d) The researcher read the labeling words and the students repeat what the teacher said.
- e) The researcher reviewed the words and asks the students classify the words into a variety of groups based on similar elements.
- f) The researcher asked the students to read the classified words again.
- g) The researcher added words if needed.

3) Observation

- a) During the action implementation, the collaborator take turns to observe the teaching and learning process by giving her the observation checklist while the researcher implementing the material.
- b) The researcher observed the results of the test conducted at the end of each cycle. The results of the test compared to examine the students' progress.

4) Reflection

- a) The researcher evaluated the actions implemented in each cycle.
- b) The researcher described the effects of the actions and examined the obstacles found during the implementation.

- c) The researcher also interviewed the collaborator and the student toward the actions. The researcher did the interview after the implementation of cycle I and cycle II. The reflection showed whether the action was successful or not in improving the students' vocabulary mastery.

Those steps in the procedure of the research carried out in two cycles in which each cycle took three times classroom meetings. At the end of Cycle I and Cycle II, a test administered to the students in order to examine how far the PWIM implementation affects their vocabulary mastery.

D. Instrument of the Research

1. Observation

Observation is the collection of information carried out by systematically observing various phenomena that are used as objects of observation. The observation was done by giving the observation checklist to the collaborator to see how the researcher and the students are during the action.

2. Test

The type of test the researcher used in this research is written test. There are two kinds of tests, namely pre-test and post-test. Type of test was fill in the blank both for pre-test and post-test of each cycle.

a. Pre-test

Pre-test is an activity to test the level of knowledge of the material to be presented that is used to know basic knowledge of the students. In this part, the students were asked to answer the gap fill worksheet that was given by the researcher.

b. Post-test

After giving the treatment, the researcher did the post-test. Post-test is the test that was given after the teaching material has been taught. It aimed to find out the results of the treatment, whether there was a significant difference between the results of pre-test and post test.

3. Interview

Interview is a form of data collection in which question was asked orally and the respondent answers was recorded. The collaborator and the students became the target of this interview. In this research, interview was used to get the supported data.

E. Techniques of Data Analysis

The procedure of collecting data is presented as follows:

a. Qualitative Analysis

Qualitative data is used to get an in-depth understanding of human behavior, experience, attitudes, intentions, and motivations. Qualitative data is aimed to find out the way people think and feel. In this technique, the researcher got the data from observation checklist and interview about teaching and learning process in classroom.

The observation checklists data was closely examined to understand the explicit indicator the observation addressed. The result of the observation checklist described in findings and discussion section. Whereas the interview data analyzed by coding on the transcript responses. Assigning codes helps better analyze and summarize the respondents' feedback. To analyze the interview data, the researcher used an automatic system called NVivo application.

b. Quantitative Analysis

The researcher obtained the data of the tests that were given. For analyzing the data, the researcher used these following terms:

1. Calculating the scores of students' answer in test by using the following the requirements:
 - a. Add 1 point for a correct answer,
 - b. Add 0 point for the incorrect answer.

For analyzing the data, the researcher used these following terms:

2. The formula was used to score the students' correct answer at the vocabulary test:

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

3. The following categories was used to classify the students' score:²⁴

The Classification Score:

No.	Mastery Level	Category
1	80 – 100	Very Good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	< 39	Very Poor

4. To find out mean between pre-test and post-test was analyzed by using statistical package for social science (SPSS).

²⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2005), p. 245.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second section deals with discussion. The findings cover the description of the result data analysis that can be discussed in the section below.

A. Findings

1. Assessing Classroom Problems

On Monday 1st August 2022 at 10.17 a.m, the researcher went to school. The researcher brought the license to the office room and the deputy headmaster led the researcher to meet the English teacher of X MIA 1. The researcher met with Ibu Erdawati, S.Pd in Teacher's Room and talk about the research. The teacher then asked the researcher to come in to school twice a week, Tuesday and Thursday. The researcher permits and said thank you to the teacher.

On Tuesday 2nd August 2022 at 09.00 a.m, the researcher returned to school. The researcher and the teacher and went class together. The teacher briefly introduced the researcher to the students. Then, the researcher introduced herself again and explained her intention of her coming to their class. After that, the researcher then distributed the pre-test worksheet to students. After the pre-test sheets have been collected, the researcher said thank you to the students and told them again that the researcher would come to conduct the first meeting of the first cycle on Thursday. After leaving the class, the researcher also permits to the teacher.

The researcher analyzed the students' pre-test and the result will be shown as follows:

Table 4.1 Students' Score in Pre-test

No.	Students' score	Fi	Percentage	Classification
1.	80 – 100	-	-	Very Good
2.	66 – 79	-	-	Good
3.	56 – 65	3	13.0%	Fair
4.	40 – 55	14	60.9%	Poor
5.	<39	6	26.1%	Very Poor
	Total	23	100%	

Based on the table description above, it was clear that the students' ability in vocabulary mastery is poor. It showed that there are no students who got good or very good score. Meanwhile, the students who got fair score only 3 students out of 23 students. The students who poor score are 14 students and very poor score are 6 students.

2. Finding Description of Cycle I and Cycle II

a. Activities Description of Cycle I

1) Planning

After the researcher decided to implement Picture Word Inductive Model (PWIM), the researcher prepared the technique as follows:

- a) The researcher made lesson plans which were implemented in cycle I.
- b) The researcher prepared the observation sheet to give to the collaborator.
- c) The researcher made the post-test that was given to the students after the third meeting in order to know students' vocabulary mastery.
- d) The researcher printed out the materials for teaching.
- e) The researcher studying and understanding the material that would be taught.

2) Action

a) First Meeting

The first action in the classroom was on Thursday, 4th August 2022. The researcher came to school and directly met with the English teacher before enter the class. After the bell was ringing, the researcher and the teacher who was the collaborator of the research came in the class. The students gave greeting and praying before the lesson start. After praying, the researcher had a little conversation while checking the attendance in order to know each student. There were 23 students attended, 1 student was sick and 1 student was absent. After that, the researcher started the teaching-learning process by asking, “What is the basic thing that becomes important when learning English?”. The students showed confused expression by look at each other face and asked what the researcher were said. The researcher translated and some of them answered “kosakata” and some of them answered “vocab”. The researcher asked them again about the importance of vocabulary itself and why we should master it. The students gave various answers and the conclusion of their answers was they could not communicate well in spoken and written form if they do not know the vocabulary. The researcher then told them one strategy in mastering vocabulary and told them the big picture of how is the procedure of the strategy that was carried out that day and for the next 5 meetings.

(1) Identify and Label the Picture

The researcher showed the big size printed picture in the white board and also distribute the paper containing the picture to help students see the details of the picture. The researcher gave detail explanation about the procedure of the strategy and the key of getting more vocabulary is by using WH question. The researcher

asked, “What do you see in the picture?” and they started to mention the vocabularies. Then, the researcher labeled the picture and also asked them to label their picture as the researcher did.

(2)Read and Review the Word Chart

The researcher read the labeling words and asked them to repeat what the researcher were said. Most of students had mistake on spelling and feel shy to raise their voice. But the researcher encouraged them to not be afraid of mistakes and they slowly became confident. After that, the researcher guided them to get more vocabularies by thinking ‘what do think they are doing in the picture? Why that is happen? How that is happen?’ because the vocabulary they mentioned was less than expected. Then, the students start to mention verbs. The researcher labeled the picture again and also asked them to write down new vocabularies they have mentioned in their paper.

(3)Classify Wordsand Review the Picture Word Chart

The researcher read the labeling words again and asked them to repeat what the researcher were said. After read the labeling words together, the researcher asked them more to asking themselves based on WH question and new vocabulary were added. The researcher reviewed the words and asked them to classify the words into variety of groups based on similar elements. The class started being loud because each student classified the words in different groups. Some of them focus on nouns and some of them focus on verbs and adjectives. After classifying the words into its groups, the researcher asked the students to read the classified words again.

During the words repetition, some of students were still focus on the material and some of them lose their attention to the material. In order to make them focus

again, the researcher asked the meaning of the words to students who were not focus and asked other students to help their friends to find the meaning of the words. The unanswered vocabularies were answered together. And to get them grasp on the vocabularies, the researcher asked the students to follow her by repeating all vocabulary they have learned. After that, the researcher distributed a short explanation text related to the picture in order to see the students' understanding and to use the time left. The short explanation text has some missing words and the answers of the text were the vocabulary that the students learned before. The students were allowed to ask the researcher if there were words they did not know. After the students answer their worksheet, the researcher checked their understanding again by answering the worksheet together. After all planned activities were done, the researcher closed the first meeting by hamdalah and salam.

b) Second Meeting

The second meeting was on Tuesday, 9th August 2022. The researcher came to the class and the students gave greeting to the researcher. The researcher asked the students condition while checked the students attendance list. The teacher also entered the classroom right after checking the attendance list. Before starting the material, the researcher gave brainstorming to build the spirits of the students and recall the material that was given on the first meeting. The researcher asked, “By your position order, could you tell me what words are we learned on our first material?” along with the Indonesian translation. Then students mentioned one word they remember from right to the left until the last students. The students who forgot the vocabulary was helped by the other students. During the repetition, the researcher also guided them to the right pronunciation.

(1) Identify and Label the Picture

The researcher conveyed the material by showing and distributing the picture. The researcher asked, “What do you see in the picture?”. The students mentioned what they saw, “flag, ceremony, monday, students, teachers, school, school field, Indonesia Raya song”. Most of what they mentioned was still nouns and the researcher reminded them again to use WH question to get various vocabulary. Then the students start to mention other words and labeling the picture.

(2) Read and Review the Word Chart

After labeling the picture, the researcher read the labeling words and asked the students to repeat what the researcher were said. Most of students still had mistake on spelling, but have better confidence because they did not feel afraid of mistakes anymore. After read the labeling words together, the researcher asked to find more vocabularies by guiding them as the researcher did in the first meeting. The students then mentioned more vocabularies and the researcher add the mentioned words in the labeled picture again. After that, the researcher pronounced the words and asked the students to repeat after the researcher.

(3) Classify Words and Review the Picture Word Chart

Next, the researcher reviewed the words and asked the students to classify the words into variety of groups based on similar elements. After classifying the words into their groups, the researcher asked the students to read the classified words again and correcting if there still misspelling words they pronounced. Some students seemed to start losing their focus and to get them back on the track, the researcher randomly pointed the students for the words’ meaning. The words that the students did not know the meaning were answered by the researcher.

In order to make them remember the words, the researcher erased the labeling words on the whiteboard but left the meaning still written and asked the students to mention each vocabulary. After that, the researcher erased the meaning and left the labeling words. To make sure the students memorize the words well, the researcher distributed a short explanation text that has similar form to the text in the first meeting to be answered. The students were allowed to ask other students or the researcher if they found the words they did not know. After the students finishing their worksheet, the researcher closed the second meeting by hamdalah and salam.

c) Third Meeting

This was the last meeting of the first cycle which conducted on Thursday, 11th August 2022. The first activity was opened by greeting and praying. The researcher checked the attendance list while asking about the students' condition at the day. Before starting the learning process, the researcher did brainstorm to check whether the students remember the previous lessons or not. Brainstorming was done by pointing the students randomly and asked them to mentioned vocabulary they remember with its meaning. To avoid mentioning the same vocabularies, the researcher wrote the mentioned vocabularies on the white board. The students who already forgot the vocabulary were helped by the other students to recall the remained vocabularies they have learned.

(1) Identify and Label the Picture

After reviewing, the researcher conveyed the material by showing and distributing the picture first. The researcher asked them about what they have seen in the picture and the students start to mention the vocabulary. The researcher labeling the picture then pronounced the vocabularies and asked the students repeat after the

researcher. To get more vocabularies, the researcher asked them to use WH questions. The students became quiet as they focus to get new vocabularies. After being quiet for minutes, 7 students started to mention vocabularies they got.

(2)Read and Review the Word Chart

The researcher labeled the picture with new vocabularies they mentioned then pronounced the vocabularies and asked the students repeat after the researcher. After read the labeling words and correcting the mispronounce words, the researcher reviewed the words and asked them to classify the words into variety of groups based on similar elements.

(3)Classify Words and Review the Picture Word Chart

After classifying the words, the researcher asked them to write the meaning of the words and let them ask question if they found difficulties. To make them have better understanding in the words meaning, the researcher pronounce the vocabularies and its meaning once more and asked the students to repeat each vocabulary after the researcher. Next, the researcher distribute a fill in the blank short explanation text related to the picture to be answered together based on the words they learned before.

After fill the blank space in the practice worksheet, there was still 20 minutes left. The researcher decided to do the first evaluation through the first post test. The students were given 15 minutes to answer the test. After that, the researcher asked the students about the obstacle or difficulties they faced during the learning process. Most students said that they only did not know those words in English. The researcher suggested them to bring small dictionary or download English dictionary on their phone for the next meeting. The students also mentioned that pronouncing

the vocabularies correctly is quite difficult. The researcher gave them motivation and also suggested them to just be confident even if they made mistakes and never feel shy or afraid in asking for help or question to the researcher if they found difficulty on the learning process. Finally, the researcher said thanks for students' participation and attention during the teaching and learning process and closes the activity by saying hamdalah and salam.

3) Observation

a) The students' activities in cycle I

In this research, the researcher not only used test to know the students improvement in vocabulary mastery but also used observation checklist to know about the students' activity from the beginning of learning until it finished. At the first meeting, the attendance list showed 23 students attended, 1 student was sick and 1 student was absent. All of students were paying attention to the researcher instruction, but after the material was given, 10 out of 23 students asking question about vocabularies that they did not know in English, 5 students answer the question, and 8 students passively follow the learning process.

At the second meeting, there were 24 students attended and 1 student absent. In this meeting, the observation showed the students improvement. It was seen from the observation checklist that showed 13 out of 23 students asked about the vocabularies they did not know in English, it was increased 3 students than the first meeting. 5 students answer the question, and 5 students still passively follow the learning process.

At the last meeting or the third meeting, there were 23 students attended, 1 student was sick and 1 student was absent. The observation showed 15 students help the researcher labeling the picture by mentioning vocabulary without any help, 3

students asked about some vocabulary they did not know in English, and 5 students still passively follow the learning activity.

b) The students' score in post-test I

On Thursday, 11th August 2022, after the students followed the learning process in cycle I, the researcher gave a test to students to know their understanding and their mastery in vocabulary based on the materials that the researcher gave as far as the learning process.

Table 4.2 Students' Score of Cycle I

No.	Students' score	Fi	Percentage	Classification
1.	80 – 100	-	-	Very Good
2.	66 – 79	6	26.1%	Good
3.	56 – 65	13	56.5%	Fair
4.	40 – 55	4	17.4%	Poor
5.	<39	-	-	Very Poor
	Total	23	100%	

Based on the description above, it was clear that the students' ability in vocabulary mastery is less because only 6 students got good score. The students who got fair score increase into 13 students from 3 students in the pre-test. And the students who got poor score decrease from 14 students in pre-test into only 4 students and there are no students who got very poor score.

4) Reflection

Based on the test result presented in cycle I, it can be stated that the implementation of picture word inductive model strategy to improve students' vocabulary mastery is quite successful. It was seen from the classification score

where most students have good category of score. But the researcher still not satisfied with the result so the researcher decided to continue to cycle II. The researcher and the collaborator also had some discussion, there were some problems found during the learning process as follows:

- a) The students did not know the words in English.
- b) The students have difficulty in pronouncing the words. It was seen from the teaching process where the researcher needs to repeat the some words multiple times.
- c) The students feel shy, doubt, and afraid if they were misspelling the words.
- d) The students seemed less active in the first and second meeting but became better in the third meeting.
- e) The students mentioned less vocabulary than expected.

To solve the problem in cycle I, the researcher added some new plans to improve the vocabulary mastery as follows:

- a) The researcher asked the students to bring small dictionary or download English dictionary on their phone to be used in the learning process.
- b) The researcher patiently guided the students to fix their mispronounce words.
- c) The researcher encouraged the students to be confident and accept if they made mistakes since it was part of learning.
- d) The researcher gave motivation and suggestion to the passive students to be active in the learning process.
- e) The researcher guided them to get more vocabularies.

b. Activities Description of Cycle II

1) Planning

This cycle was not different from the cycle I because the researcher still made the lesson plan, observation checklist, students' worksheet, and test after the last meeting. In order to get the satisfaction of the result, the researcher added some plans to be applied in cycle II as follows:

- a) The researcher asked the students to bring small dictionary or download English dictionary on their phone to be used in the learning process.
- b) The researcher patiently guided the students to fix their mispronounce words and encourage them to not be afraid of wrong pronunciation.
- c) The researcher put her attention to the passive students to be more active in the learning process by giving motivation, suggestion, and encouragement.
- d) The researcher guided them to think inductively to get more vocabularies.

2) Action

a) First Meeting

In the cycle II, the first meeting was held on Tuesday, 16th August 2022. The researcher entered the classroom and the class was opened by greeting and praying. The researcher checked the attendance list, whether there is a student was sick or absent at the day. There were 17 out of 25 students attended because some of them were taking part in the Independence Day events. During checking the attendance list, the teacher who was the observer came to class. After that, the researcher told the students about the result of their post test I. The researcher informed them that the result was fair to good, but mostly fair which not that good and not that bad. The researcher also told them that there were some students who still got poor category of

score but not as many as the students who got fair score. Based on that test score, the researcher decided to conduct one more cycle and also applied for three meetings

Before starting the material, the researcher asked the students about the vocabulary they have learned, but 5 out of 17 students mentioned without seeing their papers, 7 students opened given papers, and 5 students following what their friends were saying. The researcher told them that “In mastering vocabulary, repetition is important because once you do not look or practice what you have learned, you can forget that easily. Try to think ‘what is that in English?’ and make simple sentence of the word you have learned and by this way you can also get more new vocabulary”.

(1) Identify and Label the Picture

After giving motivation, the researcher started the lesson. The researcher told the topic of the material that day that was about extracurricular activity. The researcher showed the picture in the whiteboard and distributed the paper containing the picture and short explanation text. The researcher gave 5 minutes to label the picture that was given. The students became focus their own paper since they already know what were the steps to get the vocabulary. After 5 minutes, the researcher asked the words they have written. Students mentioned, “students, participant, activity, tree, outdoor, scout movement, uniform, stand up, prepare (for ceremony), teamwork, school, and join”. The researcher labeled the picture with the words they mentioned.

(2) Read and Review the Word Chart

Then the researcher asked them to pronounce the words by repeating the words after the researcher. The researcher found that students became more

enthusiastic than the previous meetings, they also got more confidence in repeating the words. After that, the researcher asked them again about the picture to get more words. The researcher reminded them to think about ‘what do think they are doing in the picture? Why that is happen? How that is happen? Where the picture is taken place?’, and other questions to make them get more vocabularies.

(3)Classify Words and Review the Picture Word Chart

After getting the expected vocabularies, the researcher read the new words and asked the students to repeat it. The researcher then asked them to classify the words based on similar elements. The researcher asked them to mention the words they have put in the similar elements or classified words. The researcher reviewed the words and asked them to pronounce those words. Next, the researcher distributed the short explanation worksheet to practice. The students seemed more enjoy the lesson and did not asking many questions as the previous meetings. After finish answering, the researcher asked them if there any question or problem they got during the lesson and the students simultaneously replied, “No”. Then researcher closed the first meeting of cycle II by hamdalah and salam.

b) Second Meeting

The second meeting was on Thursday, 18th August 2022. The class was opened by praying and asked about the students’ condition at the day. The researcher checked the attendance list and there were 20 students attended and 3 students were sick and 2 students were absent. Then the researcher did brainstorming about the last material and asked, “Could you mention what words are we learned last meeting?”. Then the students mentioned, “students, participant, activity, tree, outdoor, scout movement, uniform, camping, hiking, worldwide movement, stand up, prepare (for

ceremony), teamwork, school, and join” simultaneously. The researcher praised their enthusiast in the first activity of the second meeting in cycle II.

(1) Identify and Label the Picture

The researcher introduced the topic of the material, distributed the students' paper contain the picture and worksheet first, and stick the picture in whiteboard. The researcher asked, “What are we going to do?”, then some students replied, “Find the vocabulary of what we see in the picture.”. The researcher again praised them by thumbs up and asked them to write the vocabulary they have seen in the whiteboard by writing it in their paper. After that, the researcher asked them to mention the vocabulary they have written and the researcher labeled it on the shown picture. The researcher asked the students to think more inductively to get more vocabulary by asking “What do you think they are doing? What is the purpose of their activity?”. Then, the students mention, “PMR, students, *organisasi*, school, latihan, help (people), protect, take care (of people), and health” and asked them to open their dictionary to know the words in English.

(2) Read and Review the Word Chart

After they translated into English, the students mentioned the words again. The researcher wrote the vocabularies they mentioned and read the labeling words and asked them to repeat the vocabulary.

(3) Classify Words and Review the Picture Word Chart

Then, the researcher asked them to classify the words into variety of groups. The students worked on their paper seriously and no one asked question to the researcher. The students found it by themselves which classification the words are.

After the students said done, the researcher checked their classification words by asking them to mentioned it one by one. The students got them all right. After that, the researcher read the classified words and asked them to repeat the vocabulary again. Next, the researcher asked the students, “What are we going to do after this?”. The students said answer the worksheet. The students quietly answered the worksheet. After that, the researcher checked their answer and only 2 answers they got it wrong out of 10 questions on the paper. Then the researcher asked, “is there any question or problem?” and the students simultaneously replied, “No”. The researcher then closed the first meeting of cycle II by hamdalah and salam.

c) Third Meeting

The third meeting or the last meeting in cycle II was held on Tuesday, 23th August 2022. The last topic is about Traditional Dance and Sports Extracurricular Activity. As usual, the class was opened by greeting, praying, and brainstorming of the last material. The researcher asked checked the attendance list and there were 23 students attended, 1 student was sick and 1 student was absent. Next, the researcher reviewed the previous lesson that was given on the second meeting. The classroom became loud unlike the previous meetings. The students were competing to mention the words. The researcher praised them for the enthusiasm and remembers all the vocabulary they learned last week but in order to make them quieter, the researcher asked them to mention it by their sit order.

(1)Identify and Label the Picture

The researcher conveyed the material by distributing the picture paper first then sticks the big size paper on the whiteboard. The researcher asked them to write down the words they know on their paper. The students were given 5 minutes to

write the words they see in the picture. The students became quiet because they already know how to do about the picture. After that, the researcher asked them to mention what they have written. Then the students start to completely mentioned nouns, verbs, and adjectives and the researcher labeling the picture showed on the whiteboard.

(2)Read, Review, and Classify Words Chart

After labeling the picture, the researcher read the labeling words and asked the students to repeat what the researcher were said. The researcher corrected some mispronounced words and asked them to classify the words into variety of groups based on similar elements. They mentioned the classified words right away because they already classified it right after they label the picture. The researcher asked the meaning of the words and mentioned it simultaneously. The researcher reviewed the classification words they mentioned and pronounced the words together along with the vocabulary meaning. To see if they understand the words and its meaning, the researcher asked them to answer the fill in the blank short explanation text related to the picture.

After answering the short explanation sheet, the researcher checked their answer and more than half of the total students got them right. The researcher praised their improvement during the meetings in cycle II. The researcher told the students that the post test 2 will be delivered the day after tomorrow and will interview half of the students in the class. The researcher also told them that the students will be chosen randomly for the interview. Finally, the researcher said thanks for students' participation, attention, and enthusiasm during the teaching and learning process in cycle II. The researcher closed the activity by saying hamdalah and salam.

3) Observation

a) The students' activities in cycle II

Generally result and evaluation in cycle II tended to increase more than the cycle I. The researcher used test to know the students improvement in vocabulary mastery but also used observation checklist to know about the students' activity from the beginning of learning until it finished.

The first meeting, the attendance list showed 17 out of 25 students attended because some of them were taking part in the Independence Day events. Before starting the material, the researcher asked the students about the vocabulary they have learned, but 5 out of 17 students mentioned without seeing their papers, 7 students opened given papers, and 5 students following what their friends were saying. After the material was given, 4 out of 17 students asking question about vocabularies that they did not know in English, 11 students answer the question, and 2 students passively follow the learning process.

At the second meeting, 20 students attended and 3 students were sick and 2 students were absent. The observation showed 13 out of 20 students still remember the vocabulary that was taught in the previous meeting. It was seen when the researcher asked them, they mentioned it simultaneously. Meanwhile, 4 students were caught look into their paper and the rest 3 students doubtfully follow the other students when mentioning the vocabularies. When the material was given, 18 students help the researcher labeling the picture. 10 students confidently mentioned the vocabularies with correct pronunciation. 5 students mentioned the vocabularies but still mispronounced some words. Unlike the previous meeting where only 2 students 2 passively follow the learning activity, in this meeting it was became 3 students passively following the learning process.

At the last meeting or the third meeting, there were 23 students attended and 1 student were sick and 1 student were absent. Before giving the last material, the researcher did brainstorm to see if the students still remember the vocabularies they have learned. It was seen from the observation checklist that 14 students mentioned the vocabularies without hesitation. 5 students hesitantly mentioned the vocabularies with some mispronounced words and 3 students still passively following the learning process. When the material is given, the students' enthusiasm about the lesson could be seen from 20 out of 23 students help the researcher labeling the picture by mentioning vocabulary where 14 students confidently mentioned the words and no mispronounced words, 7 students hesitantly mentioned the vocabularies with some mispronounced words, and the student who passively follow the learning activity became 2 students.

In the first meeting, the students already show their enthusiasm during the learning process. Even though many students could not attend the class because they were being part of the Independence event, but the rest students seemed enjoy the learning process. The students also show their improvement in remembering the vocabularies and confidently mentioning the vocabulary if they were asked to mentioned it. In the second and third or last meeting, the students showed their enthusiasm by actively following the learning process; they could inductively think to get more vocabularies and not many of them asked about the vocabulary they did not know as they did in cycle I because the help of dictionary they bring and online translator they downloaded. In the cycle II, the students get more focus during the learning process. They also seemed to feel motivated in learning new words as well which leads to the classroom condition became more fun and enjoyable both for students and the researcher.

b) The students' score in post-test II

After the students followed the learning process in cycle II, on Thursday 25th August 2022, the researcher gave post-test 2 to students to see their improvement and mastery in vocabulary based on the materials that the researcher gave as far as the learning process in cycle II. The result of the test could be seen as follows:

Table 4.3 Students' Score in Cycle II

No.	Students' score	Fi	Percentage	Category
1.	80 – 100	12	52.2%	Very Good
2.	66 – 79	9	39.1%	Good
3.	56 – 65	2	8.7%	Fair
4.	40 – 55	-	-	Poor
5.	<39	-	-	Very Poor
	Total	23	100%	

Based on the table above, it was clear that the students' ability in vocabulary mastery more increase in cycle II than in cycle I. It was improved to 12 students who got very good score from no one got good score in cycle I, 9 students got good score from only students got good score in cycle I, 2 students got fair score while in cycle I 13 students got fair category of scores. Many students who got fair category of scores improve their scores to good scores or even very good category of scores. And there are no students who got poor or very poor score.

After calculating the post-test I scores and comparing them to the pre-test score, it was already improved in cycle I. But the researcher did not satisfy with the test result because the students' score was still at an average level. So, the researcher decided to conduct one more cycle to see more improvement in students' vocabulary mastery and that was how cycle II existed. After seeing the post-test score data in

cycle II that there was a significant improvement in cycle II, the researcher decided to stop this research at cycle II.

4) Reflection

Based on the learning process in cycle I and cycle II that was applied on 4th August to 25th August 2022, the researcher had seen much improvement in cycle II and had done discussion with the collaborator. The flaws and success of learning in cycle II as follows:

- c) The classroom condition became more interesting.
- d) The students show their enthusiasm and more enjoy the learning process.
- e) The students' participation more increased.
- f) The students were not afraid and felt shy during the learning process.
- g) The students became more active in the learning process.
- h) The use of interesting material that was familiar to students is important to catch their interest in the learning process.

Based on the data, the researcher had seen there was improvement of vocabulary mastery from cycle I and cycle II. The students' improvement could be seen from the result of the test that showed the students who got very good scores became 12 students. The students who got good scores increased to 3 students, from 6 students in cycle I became 9 students. The students who got fair scores decrease to 11 students, from 13 students in cycle I became only 2 students in cycle II. Many students who got fair category of scores improve their scores to good scores or even very good category of scores. And there are no students who got poor or very poor scores.

To get an in-depth description of the difference between cycle I and cycle II when it was implemented in the classroom, the researcher concluded that in cycle I, the students did not know the words in English so it was difficult for them to mention the words directly if they see the picture and it made the classroom condition became quiet, while in cycle II the students have downloaded an online dictionary or bring a small dictionary to help them to find the words they did not know. In cycle II, the students get their task done without being asked in detail because they already understand the concept of picture word Inductive Model (PWIM) itself as well as the help of the dictionary they downloaded or brought. Furthermore in cycle I, the students still faced difficulty in pronouncing words, while in cycle II the students became better at pronunciation. Also in cycle I, the students have much doubt, felt shy and afraid which makes them less active in the learning process so they mentioned vocabulary less than expected, meanwhile in cycle II the students became more active and felt enthusiastic in the learning process, confident in pronouncing the words, and feel motivated in learning new vocabulary. The classroom condition also became more fun since the students enjoy the learning process.

3. Analyzing the Interview Data

In this research, the aim of interview was to get an in-depth description of the collaborator and the students' perception about the implementation of Picture Word Inductive Model (PWIM) during the learning process. The interview researcher interviewed one teacher who is the English teacher or the collaborator of the research and five students from X MIA 1 students (the research subject).

The interview data was organized in transcript form (it can be seen in appendix 3) then imported into NVivo application. From the interview data, the

Based on the word cloud feature, it is found that the word "vocabulary" dominated the conversation or the most frequently appeared word in the data 17 times or 1.78%, followed by the words "kosakata", "think", "siswa", "mastering", and "bagus".

Furthermore, word tree analysis was carried out to determine the context of Picture Word Inductive Model (PWIM) implementation for participants. It was also to get the insights from the interviewee (which in this research was the collaborator and the students) about the implementation of Picture Word Inductive Model (PWIM). The Word Tree displayed the results as a tree with branches where it represents the various contexts in which the word or phrase occurs. The word tree visualization can be shown as follows:

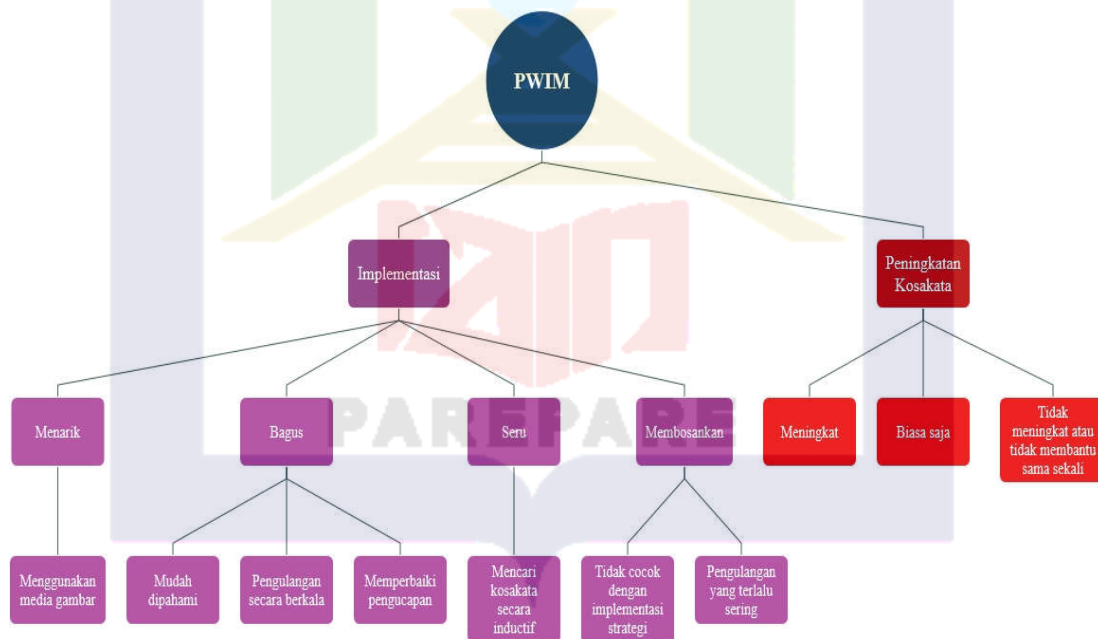


Figure 4.2 The Word Tree of the Data

From the word tree visualization, it was found that the implementation of PWIM is interesting, good, and fun, and also boring for students. According to the participant, the implementation of PWIM is interesting because of the usage of a

picture in the learning process. Another participant also thought that it was good that the implementation of the PWIM strategy was easy to understand, the continuous repetition makes them able to master the vocabulary that was taught during the day, and it also helped and guided them in the correct pronunciation. Besides, there was also a participant who thought it fun because they inductively acquired the words related to the picture. It is related to what Bemillo and Romello have stated that the students exposed to PWIM improved their attitude towards vocabulary learning from moderately positive to positive attitude while the group not exposed to PWIM remained to have a moderately positive towards vocabulary learning at the end of the intervention.²⁵

Furthermore, the improvement of students' vocabulary mastery was successful, average, and did not help at all. According to the participants:

“Ya, cukup membantu kak”

She said the implementation of PWIM helped them in mastering vocabulary.

There is also a participant who thought it was not that good and not that bad on in master vocabulary. Moreover, there is also a participant who thought that the implementation of PWIM did not help them in improving vocabulary mastery.

“Terlalu sering diulangi kak, jadi agak membosankan”

He thought that it was boring because of the continuous repetition. The collaborator and the researcher did a discussion and found that the participant who thought it was boring was a non-visual learner that did not enjoy the learning process of using pictures or visual media.

Based on the explanation, it concluded that the implementation of Picture Word Inductive Model (PWIM) can improve the students' vocabulary mastery. It

²⁵Joanne Echalico Bermilo and Emelda Roma Romello, op. cit. p. 27.

was seen from the result of the test from cycle I to cycle II was improved. The observation checklists also showed that the students became more active and felt enthusiastic in the learning process, confident in pronouncing the words, and feel motivated in learning new vocabulary. The classroom condition also became more fun since the students enjoy the learning process. From the interview data, it was concluded that the students showed positive attitudes and thoughts about the implementation of Picture Word Inductive Model (PWIM).

B. Discussion

In this section, the discussion deals with the implementation of Picture Word Inductive Model (PWIM) to improve students' vocabulary mastery at the first grade of MAN 1 Soppeng. This section explained the result of the students' vocabulary mastery in qualitative and quantitative analysis and also the result of observation checklist during the teaching and learning process.

1. The way Picture Word Inductive Model (PWIM) is implemented to improve the students' vocabulary mastery

The researcher made the lesson plan, observation sheet, and students' work sheet before conducting meetings in cycle I. The result of the post test was less satisfaction but compared to the pre-test, there was already improvement in students' vocabulary mastery after implementing Picture Word Inductive Model (PWIM). The students' felt excited when the researcher shows the picture to students and started to mention words. It is associated to what Elster and Simons stated in Gaedi and Shahrokhi that pictures help captivate and motivate children to learn new words.²⁶By

²⁶ Reza Ghaedi And Mohsen Shahrokhi, "The Impact of Visualization and Verbalization Techniques on Vocabulary Learning of Iranian High School EFL Learners: A Gender Perspective", Elsevier Ltd., 3 (March 2016): 32-42, p. 33.

using picture, it makes the process of teaching and learning more enjoyable, interesting, and unforgettable. If the students like and flow with the process, it means that the students can enlarge their knowledge. It is related to the observation checklist that even in the first and second meeting, the students already showed their active engagement in learning process. Even though it was partially involved, but most students showed their interest when PWIM is implemented. In the third meeting, the students became fully involved in the learning process and only 8 to 5 students passively following the lesson. Even though the result was not that satisfactory, there was comparison between the pre-test and post test that the researcher decided to conduct one more cycle because the researcher expected more improvement in students' vocabulary mastery in the next cycle.

There was not many difference in cycle I to cycle II. The researcher just added some new plans. After conducting three meetings, same as the total meetings conducting in cycle I, the result of the post test II was as the researcher expected that was higher than cycle I. The students showed their enthusiasm that made the students' participation more increased. The students actively involved during the lessons that the classroom condition became interesting because the students feel motivated that they showed excitement when learn and pronounce new words. It is correlated to what Calhoun stated that the PWIM motivates students because most become successful learners. Learners succeed when using the model because the PWIM is based on inquiry into how children learn and how to enhance their learning, including their development of language, the process of learning to read and write, and the reading and writing connection.²⁷ The process of inquiring words and continuously repetition in learning process makes students could remember the

²⁷Emily Calhoun, op. cit. p. 24.

vocabulary longer. That motivation leads students to learn new words and actively engage in learning process.

The continuous repetition when implementing PWIM makes students' remember the vocabulary they have learned both in cycle I and II so that they got better in vocabulary mastery. It is related to what Calhoun stated in her book entitled 'Teaching Beginning Reading and Writing with the Picture Word Inductive Model' that the repeated instructional pattern as words are added to the chart and reviewed—see the item, say the word, listen as the teacher spells the word, read the word as a group, spell it together, read the word again—teaches and reinforces letter recognition, as well as the pronunciation of the words, while repeated attention to the words and spelling helps to build students' reading and writing vocabularies.²⁸

2. Students improvement in vocabulary mastery by applying the Picture Word Inductive Model (PWIM)

Improving students' vocabulary mastery by implementing picture word inductive model at the first grade students of MAN 1 Soppeng obtained satisfactory result. It was seen from the observation checklist and the tests given in cycle I and cycle II that will be explained as follows:

Based on the observation checklists, the teaching and learning process from the first meeting in cycle I to the third or last meeting in cycle II showed improvement. In first meeting in cycle I, the students showed confusion since it was their first time faced with new strategy. The students also faced difficulty in acquiring words since they lack of vocabulary as well as pronouncing the words since they seemed shy, doubt, and afraid in making mistakes in pronunciation. In the

²⁸Ibid, p. 27.

second meeting, the students still tried to adapt with the learning strategy. The students also still faced the same difficulties as the first meeting, but got better since the active students increased which the students became interested following the learning process. In the third meeting, the students became better in some aspects. In mastery of vocabulary, the students got better. It was seen from the recalling or brainstorming process. In pronunciation aspect, the students followed the mentioned vocabulary by the researcher well even though there still mispronounced words. And also, the students became active in learning process and felt motivated to learn new vocabularies. The students still shy in pronouncing words but also their enthusiasm got better compared to the first and second meeting. After three meeting, the researcher distributed the post-test I to know the students' vocabulary mastery after implementing the treatment in cycle I.

Because of the test result in cycle I was less satisfactory, the researcher decided to conduct one more cycle. The observation checklist in cycle II showed in the first meeting in cycle II the students started to show their enthusiasm and became active in the learning process. It was seen after the picture was distributed, they became focus on their papersince they already know the steps to get vocabulary. And also from the students' response that was excited after the researcher asked to pronounce the words. Even though there were some students who still shy and doubt in pronouncing words, the students who feel more confident and seemed motivated in learning new vocabulary was increased. In the second meeting, start from the brainstorming session, the students showed their enthusiasm. In learning process, the students became motivated and serious in learning vocabulary. Their pronunciation got better as well. In the third meeting or last meeting, the students became enthusiastic and active start from the brainstorming session. In learning process, the

students seemed motivated to write the vocabulary based on the picture and divided the collected vocabulary into its classification right away before the researcher asked them to do it. In pronunciation, they also became more confident and even though there were still mispronounced words, they did not afraid if it was wrong. The classroom condition became more interesting compared to the meetings in cycle I.

Based on the result of the students vocabulary mastery test, it showed that the vocabulary mastery of the first grade students of MAN 1 Soppeng improved from cycle I until the cycle II where the mean score of cycle I was 60,95 and the mean score of the cycle II was 76,30. It means that using Picture Word Inductive Model (PWIM) strategy able to improve students' vocabulary mastery at the first grade students of MAN 1 Soppeng. In cycle I showed 6 out of 23 students or 26.1% out of 100% got good category of score, 13 out of 23 or 56.5% out of 100% students got fair category of score, and 4 students or 17.4% still got poor category of score. In cycle II, the students vocabulary mastery were found that 12 out of 23 or 52.2% out of 100% students got very good score where no one got very good category of score in cycle I. The students who got good category of score became 9 out of 23 or 39.1% out of 100% students and only 2 or 8.7% students got fair category of score.

After implementing picture word inductive model in two cycles, it was seen that the students' vocabulary mastery already improved in cycle I but it was less satisfactory that the researcher decided to conduct next cycle. In cycle II, the students showed their enthusiasm and confident in pronouncing words. It could be seen in the result score of cycle II most of students got high score. Then, the researcher did interview to collaborator and some students to know their perception about the implementation of PWIM and analyzed the data by using software NVivo 12.

Based on the word cloud feature in software NVivo 12, it was found that the word "vocabulary" dominated the conversation or the most frequently appeared word in the interview transcript data which 17 times or 1.78%, followed by the words "kosakata", "think", "siswa", "mastering", and "bagus". Furthermore, word tree analysis was carried out to determine the context of PWIM implementation for participants. From the word tree visualization, it was found that the implementation of PWIM is interesting, good, and fun, for students. According to the participant, the implementation of PWIM is interesting because of the usage of a picture in the learning process. Another participant also thought that it was good that the implementation of the PWIM strategy was easy to understand, the continuous repetition makes them able to master the vocabulary that was taught during the day, and it also helped and guided them in the correct pronunciation. Besides, there was also a participant who thought it fun because they inductively acquired the words related to the picture. It is associated to the research that was done by Jiang, stated that the strengths of PWIM is interesting, to study more quickly, to memorize easily, connecting pictures and words, emphasizing how to use these words, acquiring more words, knowing more knowledge, to learn happily, to make the atmosphere lively, to summarize the words by unit, and to memorize those words deeply.²⁹

Furthermore, the improvement of students' vocabulary mastery succeed, average, and did not help at all. According to the participant, the implementation of PWIM helped them in mastering vocabulary. There is also a participant who thought it was not that good and not that bad on in master vocabulary. Moreover, there is also a participant who thought that the implementation of PWIM did not help them in

²⁹ Xuan Jiang, "Exploring Young English Learners' Perceptions of the Picture Word Inductive Model in China", *TESOL International Journal*, 13.1 (2018): 65-78 p. 74.

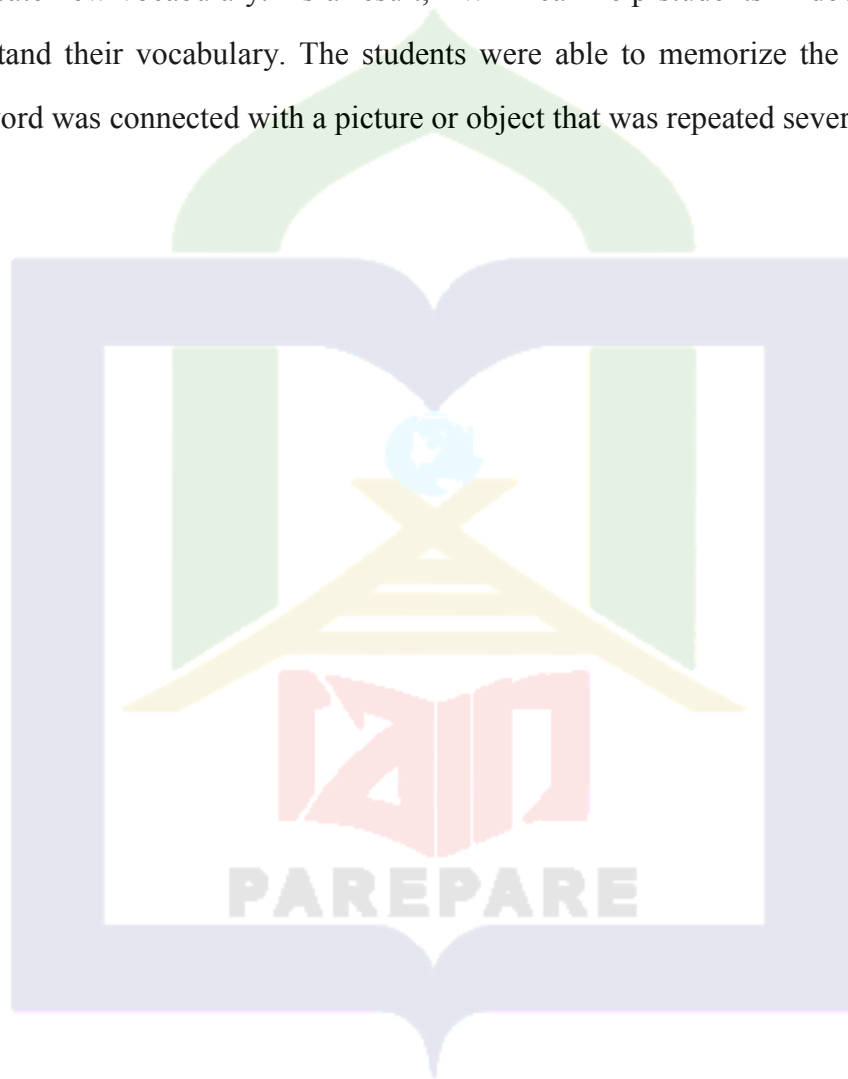
improving vocabulary mastery. He thought that it was boring because of the continuous repetition. The collaborator and the researcher did a discussion and found that the participant who thought it was boring was a non-visual learner that did not enjoy the learning process of using pictures or visual media.

The use of interesting material is important to catch their interest in learning process. One of the ways the teachers could do is using media to help teaching and learning process. Media of teaching could be anything, such as video, audio, or picture. The teacher should design a good activity or method of teaching vocabulary so that the students enjoy and understand the learning process. In this case, the researcher included the picture in teaching vocabulary because the picture allows the students to see the person, place and thing directly. Pictures are more efficient and practical than words because it is easier to recall and remember and also reveal real-life situations that occurred a long time ago. Picture could be media for students to learn while playing. Through play, children create new learning experiences, and these self-created experiences enable them to acquire social, emotional, and intellectual skills they could not acquire in any other way.³⁰ Learn while playing makes the classroom situation more enjoyable so that the students able to grasp the information while playing.

Picture Word Inductive Model has been used to teach reading and writing. But in this case, the researcher used Picture Word Inductive Model to teach vocabulary. Because in PWIM, there are pictures of familiar objects, actions, and scenes, the students can directly hear and see the words spelled correctly. They also read the vocabulary, which makes it easier to learn and recall. In this situation,

³⁰David Elkind, 'The Power of Play: Learning What Comes Naturally', American Journal of Play, 1.1 (2008): 1-6 p. 1.

teaching vocabulary using PWIM can help students to automatically think inductively, and analyze and recognize the photos because the students are required to find the words that are relevant to the pictures. It can encourage the students to add and create new vocabulary. As a result, PWIM can help students in developing and understand their vocabulary. The students were able to memorize the words since each word was connected with a picture or object that was repeated several times.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the research finding and discussion. The suggestion is based on the conclusion.

A. Conclusion

Based on the result data explained on the previous chapter, the researcher could conclude as follows:

1. The way Picture Word Inductive Model (PWIM) is implemented to improve students' vocabulary mastery

The students' activities always improve in every meeting from cycle I until cycle II. In the first meeting in cycle I, the students still did not follow the learning process well whether it was not interesting or confusing for them or it was difficult for them to get the vocabulary. Then the researcher tried to explain the way picture word inductive model was implemented to get vocabulary. The difficulties are the students did not know the vocabulary in English and had difficulty pronouncing words correctly. In the second meeting, the students seemed more enjoyable in the learning process better than in the first meeting. They could follow the learning activities even though they still faced the same difficulties as the first meeting. In the third meeting, the students start showing their interest in the learning process by being active participants in getting vocabulary. In cycle II, from the first to the third meeting, the students showed their enthusiasm. Compared to the previous meetings, in cycle II the students were more active, enthusiastic, and enjoy the learning

process. The students also independently get more vocabulary themselves since they brought their own dictionary or downloaded an online dictionary so they did not ask the researcher anymore, instead they found it themselves. From cycle I to cycle II, their self-confidence also got better pronunciation. Even though they still found it difficult to pronounce, they want to learn and make their pronunciation better than before.

2. Students improvement in vocabulary mastery by applying the Picture Word Inductive Model (PWIM)

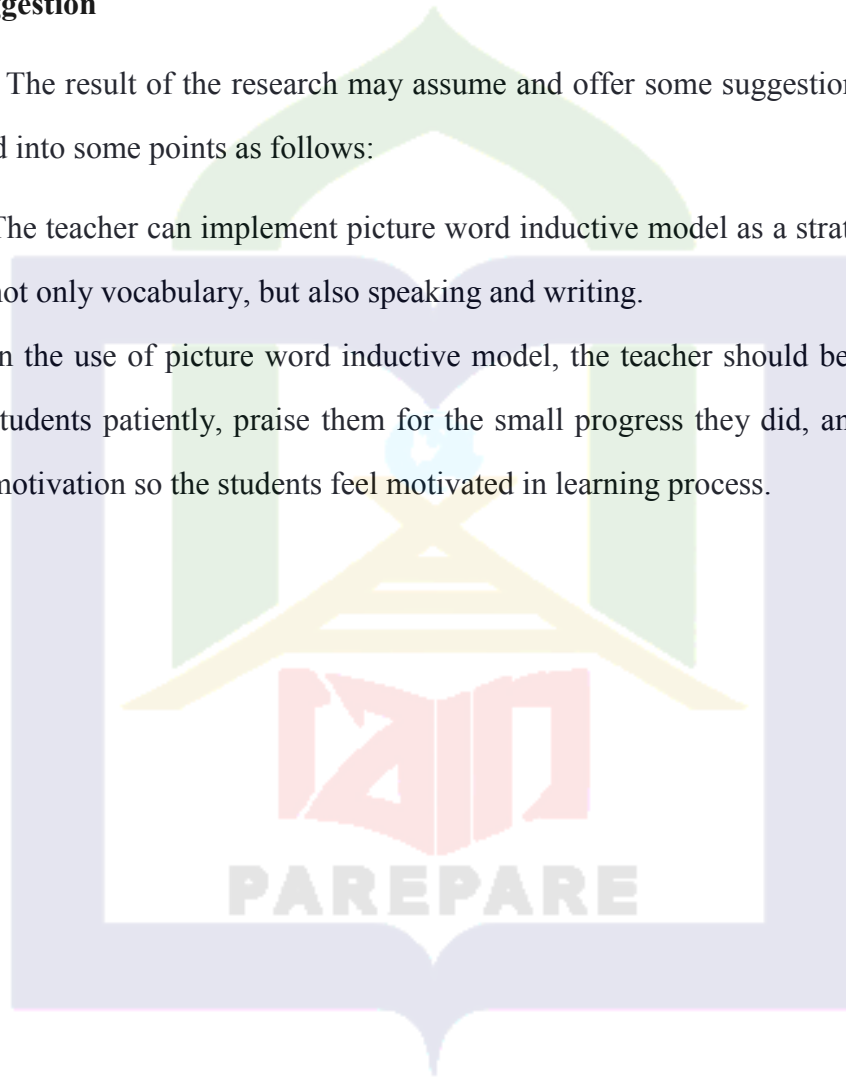
After implementing picture word inductive model in two cycles, it was seen that the students' vocabulary mastery already improved in cycle I but it was less satisfactory that the researcher decided to conduct the next cycle. The students' vocabulary mastery was in average level from poor level when did the pre-test. In cycle II, the students showed enthusiasm and confidence in pronouncing words. It could be seen in the result score of cycle II most of the students got high scores. Even though the result of the cycle I was less satisfactory but the students' activities always improve from cycle I to cycle II because of unstoppable repetition in every meeting. The researcher also did brainstorming to remind them about the vocabulary they have learned so they can put them in long-term memory. That way helped them to recall the vocabulary when needed in doing tests. The observation checklist showed that at every meeting the students more pay attention and focus on the material. The students who felt shy at first the strategy was implemented slowly became active in the learning process. The students also became more enthusiastic and motivated in learning new vocabulary and its pronunciation. The implementation of picture word inductive model to improve students' vocabulary mastery affects

students' pronunciation because they became better in every meeting. And also from the interview data, it was found that most of the students gave positive attitudes or thoughts after the implementation of Picture Word Inductive Model (PWIM).

B. Suggestion

The result of the research may assume and offer some suggestions which are divided into some points as follows:

1. The teacher can implement picture word inductive model as a strategy to teach not only vocabulary, but also speaking and writing.
2. In the use of picture word inductive model, the teacher should be guiding the students patiently, praise them for the small progress they did, and give them motivation so the students feel motivated in learning process.



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Appendix 1: Observation Checklist

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH <small>Jln. AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id</small>
VALIDASI INSTRUMEN PENELITIAN SKRIPSI	

NAMA MAHASISWA : MUFTIHATURRAHMAH
 NIM : 18.1300.098
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
 JUDUL : THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL (PWIM) TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE FIRST GRADE STUDENTS OF MAN 1 SOPPENG

I. Observation Checklist

No.	Indicator	Observed Aspect	Yes	Partially	No
1	Students' behavior in class	1. Students well prepared for the class.	✓		
		2. Students pay attention to the material.	✓		
		3. Students focus in the learning process.	✓		
		4. Students feeling shy to pronounce certain words.			✓
		5. Students actively involved in learning process.	✓		
		6. Students feel enthusiastic in the learning process.	✓		
		7. Students feel motivated in learning new vocabulary.	✓		
2	The researcher in the class.	1. The researcher follows the planning scenario well.	✓		
		2. The researcher effectively holds the class attention.	✓		
		3. The researcher provides clear picture for the material.	✓		
		4. The researcher corrects the students' pronunciation.	✓		
		5. The researcher guides the students to grasp the meaning of new vocabulary.	✓		

- 14 students clearly remember the vocab they were taught last meeting.
- 20 students active in class.
- 14 students confident in pronunciation
- 7 students mispronounced vocab but still confident
- 2 students inactive in class.

Appendix 2: Test

II. Test**A. Pre-Test**

NAMA : Siti Aisyah Arif

SKOR : 46

(Diisi oleh peneliti)

Complete these sentences with a suitable word.

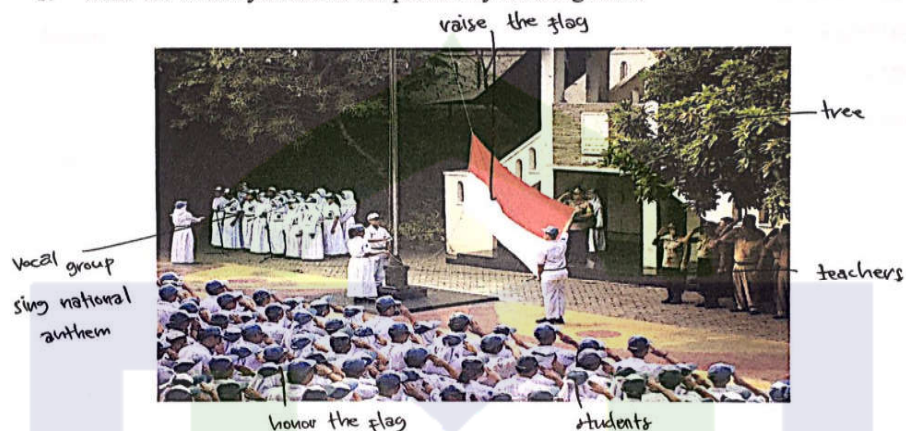
photo	improve	Sore	Spend	beat
mind	market	Spare	Course	escape
enter	subjects	Receive	Important	take

- I don't really do anything in my spare time.
- You mustn't spend much money on things you don't need.
- I couldn't beat you at tennis even if you played with one hand.
- That painting looks like a photo.
- I want to enter my English, so I can get good grades in English class.
- Despite the fire, everyone is able to .
- I simply can't make up my mind. Which one should I choose?
- He works on a stall in the market.
- My feet are feeling receive after workout.
- She'd like to go on another training subjects.
- I didn't take any notes in the lecture yesterday.
- Did she save a grant for her course?
- You have to pass the exam before you can improve the university.
- High school students often study course where they have to do experiments.
- A clean home environment is escape for our health.

B. Post-Test in Cycle I

NAMA : Siti Aisyah Anif
 SKOR : 60
 (Diisi oleh peneliti)

1. Write the words you see in the picture by drawing lines.



2. Determine the title of the text and complete this text below based on the words you write earlier.

Flag Ceremony

The purpose of the ceremony is to honor (1) the flag. It is a way of showing love and respect for one's country. Flag (2) ceremony may be used for special events, honoring a special occasion or person, or retiring a worn flag. The most important part of a flag ceremony is (3) to honor for the flag.

In Indonesian schools, flag ceremony is required every (4) Monday morning. The flag ceremony has an aim to (5) take nationalism and patriotism within the heart and souls of (6) students. Usually, a flag ceremony at (7) field will consist of a series of activities. Well, that will absolutely include the raising of the Indonesian flag. Indonesia Raya is also (8) sung in flag raising ceremony. Indonesia Raya is the national (9) anthem of Indonesia. Students will (10) do every week to (11) raise the flag. Moreover, students and (12) teachers will have a moment of silence to commemorate the merits of Indonesian (13) merits.

The Flag Ceremony should be given utmost importance for it reflects our love for our country, and that it is one of the ways to appreciate the (14) sacrifice of the people who died protecting and defending our (15) country. It honors the symbol of our country, all the hopes, dreams and the people it represents.

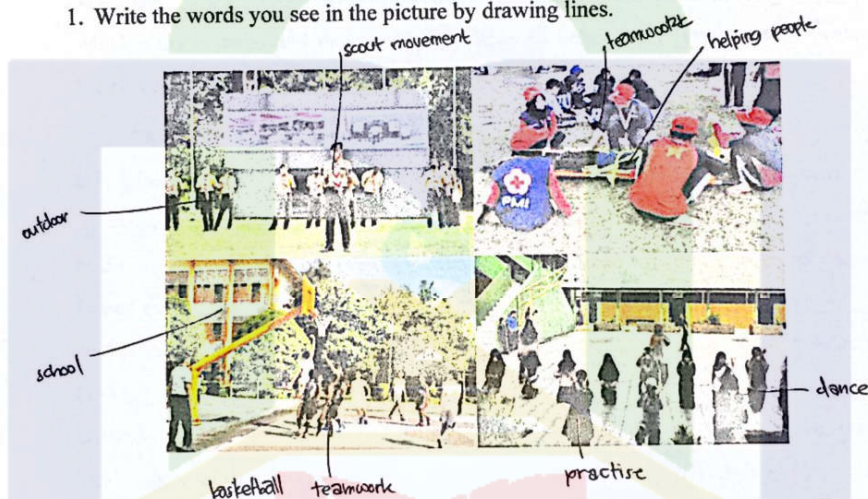
C. Post-Test in Cycle II

NAMA : Siti Aisyah Arif

SKOR : 80

(Diisi oleh peneliti)

1. Write the words you see in the picture by drawing lines.



2. Determine the title of the text and complete this text below based on the words you write earlier.

Extracurricular Activity

The word "extracurricular" can be broken down into "extra" means outside and "curricular" refers to all of the work you do in the classroom. So, extracurricular means the (1) activities that you do outside the class. In Indonesia, it usually (2) called as "eskul" which offers various kinds of opportunities like traditional

dance and music, journalism, English club, futsal (soccer-like ball game), basketball, and so on. Since extracurricular activities (3) offer ✓ various kinds, students can choose and (4) join ✗ any extracurricular which suits their interests.

There are four common extracurricular in Indonesian school. First, Pramuka also known as the Scout Movement is a worldwide youth movement which focused on practical (5) outdoor ✓ activities such as camping, hiking, and so on. Second, The Youth Red Cross (abbreviated PMR) is an organization based in (6) school ✓ which aims to build and develop the character to helping (7) people ✓ to protect their lives and health, as well as to ensure respect for the human being.

Third, sports extracurricular activities aim to help students to (8) improve ✓ their potential, interests, and talents in sports. Sport can be a great way to improve (9) teamwork ✓ and leadership, as well as social skills and self confidence. Fourth, traditional dance is a place where students learn about Indonesian traditional dance. Dance extracurricular is a place for students who have the ability to (10) dance ✓ so that they can develop and express themselves through dance. Dance extracurricular (11) aims ✓ to provide opportunities for students to express, appreciate, be creative, (12) vice ✗, and create beauty. Thus, it leads them to have good knowledge, skills, and behavior because dance teaches flexibility, dicipline, emotional control and expression.

Participating in high school extracurricular activities is a (13) good ✗ way to widen your social network, expand their interests, and build leadership skills. But, some (14) students ✓ might worry that participating in extracurricular may take away too much time from their schoolwork, thus hurting their grades. However, make sure to (15) manage ✓ the time between academic activities. Also, extracurricular activities can improve your overall outlook on school.

Appendix 3: Interview

Teacher's Name: Erdawati, S.Pd

No.	Question	Answer
1	What is your opinion about the implementation of this strategy?	Menurut saya, strategi ini cukup menarik untuk diterapkan untuk mengajarkan teks. Kan ada itu beberapa teks yang harus diajarkan berdasarkan kurikulum seperti teks deskriptif, teks prosedur, dan juga seperti yang saudari lakukan, yaitu teks penjelasan atau explanation teks. Ya, strategi ini menarik untuk diaplikasikan di beberapa jenis teks. Mungkin bisa juga dipake di teks lain, barangkali saudari mau lakukan penelitian lebih lanjut. Oh iya, yang saya suka juga dari strategi ini, itu karena selalu diulangi-ulangi. Mungkin terkesan membosankan, tapi begitu pi memang supaya lama diingat vocabnya.
2	What do you think about the students' participation during the implementation of this strategy?	Seperti yang kita liat ji jugakalau dipertemuan pertama siswa masih malu-malu dan ragu untuk berpartisipasi dalam proses pembelajaran. Namun, seiring berjalannya waktu, mereka menjadi aktif. Apalagi pas kita melanjutkan siklusnya ke siklus kedua dimana mereka

		<p>diberikan topik yang memang mereka lakukan disekolah, mereka semakin aktif walaupun dengan bantuan kamus dan Google Translate karena mereka tidak tau kata tersebut dalam bahasa Inggris. Tapi ada peningkatan yang signifikan dari partisipasi siswa setelah pertemuan pertama sampai pertemuan terakhir.</p>
3	<p>After implementing this strategy, how do you think about the students' vocabulary mastery?</p>	<p>Dari segi kuantitas, jelas sekali bahwa kosakata siswa itu meningkat karena pas diaplikasikan ini strategi, selalu diulang-ulangi kosakatanya. Jadi sangat mungkin untuk na ingat siswa dalam waktu yang lama. Seperti yang saudara sendiri tau bahwa dalam belajar bahasa penting sekali yang namanya pengulangan toh. Kemudian di setiap pertemuan dilakukan brainstorming, dimana kegiatan itu membantu siswa mengingat lebih lama vocabulary baru yang mereka pelajari. Kemudian dari segi kualitas juga membaik karena strategy ini tidak hanya berfokus pada meningkatkan banyaknya kosakata siswa, tetapi juga memperbaiki pronunciationnya sehingga siswa penyebutan kosakata yang dilakukan siswa itu dengan benar. Selain itu bisa diliat menjadi lebih aktif</p>

		dikelas, antusias selama pembelajaran, kayak mereka in keliatannya good mood toh. Siswa yang biasanya pasif dikelas kalau pembelajaran bahasa inggris karena susah na bilang, sekarang berpartisipasi mi dalam proses belajar.
4	As collaborator, is there any weakness during the implementation of this strategy?	Kalau yang saya lihat kelemahannya itu saja, tidak semua siswa bisa langsung berpartisipasi pada aplikasinya. Apalagi siswa yang memang bukan pembelajar visual. Seperti yang saudara mungkin juga tau bahwa kan ada tipe-tipe belajar dan menurut saya ini paling cocok untuk pembelajar visual. Apalagi kita juga mulai mengajarkan dari yang paling basic yaitu vocab. Biasanya kan peneliti langsung ke basic skillnya, kayak speaking lah, writing, terus apa lagi, reading juga, dan listening
5	Does this strategy is interesting to use in the classroom?	Ya, seperti yang sudah saya katakan sebelumnya bahwa strategi ini bisa dipakai dikelas.
6	Do you have interest in using it for the future class?	Ya, jika sudah masuk bab baru yang berhubungan dengan belajar teks, mungkin saya bisa coba aplikasikan, apalagi teks prosedur, kayaknya cocok sekali.

Student 1:

No.	Question	Answer
1	What is your opinion about the implementation of this strategy?	Menurutku kak, bagus dan cukup menarik karena pakai gambar dimana dari situ dicari kosakatanya berdasarkan gambar yang dilihat tadi. Terus diajar ki juga caranya penyebutannya dan pengelompokannya. Jadi, ya bagus kak.
2	How do you feel during the implementation of this strategy?	Awalnya kak membingungkan, kayak apa je ini. Tapi setelah beberapa kali ki masuk, setelah beberapa kali diajarkan, lama-lama menarik dan bisa dipahami.
3	After implementing this strategy, how do you think about your vocabulary mastery?	Meningkat kak, bertambah kosakataku semenjak diajarkan itu dikelas. Terus cara penyebutanku juga ya lebih baik mi daripada sebelum-sebelumnya.
4	Does this strategy help you in mastering vocabulary?	Iya kak, bisa.
5	Why do you think this strategy could or could not help you in mastering vocabulary?	Iya kak karena setelah dilakukan ini dikelas, ada banyak kosakata baru yang saya dapat.
6	As participant, is there any weakness during the implementation of this strategy?	Kalau saya kak, tidak ada.

Student 2:

No.	Question	Answer
1	What is your opinion about the implementation of this strategy?	Menurutku kak, bagus karena sistemnya kita cari sendiri kata apa yang dilihat, jadi lebih bermakna kak, lebih bisa diingat. Belum lagi selalu diulangi-ulangi jadi menurutku bagus untuk mengingat kosakata untuk waktu yang lama.
2	How do you feel during the implementation of this strategy?	Senang kak karena biasanya kan kalau ada gambar disuruh ki paparkan apa yang kita lihat, langsung dalam bentuk kalimat sedangkan ini disuruh ki dulu sebut vocabnya. Nah karena itu, bisa ki dapat kosakata baru. Dan ini sih kak yang paling penting, ternyata selama ini ada kosakata yang penyebutanku salah dan melalui ini ku taumi cara sebut yang benarnya.
3	Does this strategy help you in mastering vocabulary?	Iya, cukup membantu kak.
3	After implementing this strategy, how do you think about your vocabulary mastery?	Menjadi lebih baik kak, meningkat jumlah kosakataku. Dari segi pengucapan juga menjadi lebih baik

		karena diajar ki cara penyebutannya yang benar.
5	Why do you think this strategy could or could not help you in mastering vocabulary?	Karena itu kak, tidak menghafal tapi diulang-ulangi terus.
6	As participant, is there any weakness during the implementation of this strategy?	Kalau saya kak, kadang bosan a karena sering sekali diulangi-ulangi. Tapi bagus juga karena bisa diingat untuk waktu yang lama.

Student 3:

No.	Question	Answer
1	What is your opinion about the implementation of this strategy?	Menurutku kak, ini adalah cara yang menarik untuk menambah kosakata. Karena kita cari sendiri, kemudian diajar cara sebutnya, terus dia masuk dimana dan karena selalu diulangi jadi bisa diingat dalam jangka panjang.
2	How do you feel during the implementation of this strategy?	Seru sih kak, excited juga kayak kira-kita kosakata apa lagi yang dipelajari di pertemuan selanjutnya.
3	Does this strategy help you in mastering vocabulary?	Iya kak.
4	After implementing this strategy,	Bertambah kak, meningkat kosakataku.

	how do you think about your vocabulary mastery?	Dari yang sebelumnya tidak terlalu banyak, menjadi banyak mi sekarang. Walaupun belum pi banyak sekali, tapi lebih baik mi dari yang sebelumnya.
5	Why do you think this strategy could or could not help you in mastering vocabulary?	Karena selalu diulangi kak jadi lama diingat.
6	As participant, is there any weakness during the implementation of this strategy?	Kalau saya kak, tidak ada ji kekurangannya. Tapi, kalau dipikir-pikir lagi ini cara cenderung banyak waktu na pakai. Dan jatuhnya membosankan kalau untuk belajar kosakata saja hampir dua jam pelajaran dipakai.

Student 4:

No.	Question	Answer
1	What is your opinion about the implementation of this strategy?	Kalau saya pribadi kak, tidak bagus sekali, tidak jelek sekali ji juga. Bisa menjadi menarik kalau tepat pengajarannya dan bisa juga membosankan kalau tidak tepat pengajarannya. Dan tergantung topik juga kak, kalau topiknya sesuatu yang asing, ya mungkin bisa membosankan.

2	How do you feel during the implementation of this strategy?	Menurutku kak, biasa-biasa ji.
3	Does this strategy help you in mastering vocabulary?	Menurutku kak, cukup membantu.
4	After implementing this strategy, how do you think about your vocabulary mastery?	Yang ku rasa sejauh ini kak, meningkat kosakataku. Banyak-banyak mi ku tau dari yang sebelumnya. Pengucapan juga, lebih bagus mi, kayak adami aksen baratnya.
5	Why do you think this strategy could or could not help you in mastering vocabulary?	Karena dengan terus diulangi masih ada kosakata yang ku ingat, jadi ya cukup bagus.
6	As participant, is there any weakness during the implementation of this strategy?	Kalau saya kak, tidak ada ji kelemahannya.

Student 5:

No.	Question	Answer
1	What is your opinion about the implementation of this strategy?	Menurutku kak, cara ini susah-susah gampang. Susahnya karena harus ki berpikir lebih kritis tentang gambar yang dilihat untuk bisa dapat banyak kosakata sedangkan bagian gampangnya itu kosakata saja yang mau dicari.

		Seandainya disuruhki juga bikin teks, susah sekali pasti kak.
2	How do you feel during the implementation of this strategy?	Menurutku kak, biasa-biasa ji bahkan cenderung membosankan mungkin karena itu terus caranya, walaupun beda materinya.
3	Does this strategy help you in mastering vocabulary?	Menurutku kak, tidak membantu.
4	After implementing this strategy, how do you think about your vocabulary mastery?	Begitu-begitu ji kak. Ku ingat ji pas belajar ki, tapi ku lupa mi lagi sudahnya. Tapi kalau ku liat yang lain kak, meningkat semua jumlah kosakatanya. Saya ji mungkin tidak bisa ingat kosakata yang dipelajari lebih lama.
5	Why do you think this strategy could or could not help you in mastering vocabulary?	Karena mungkin tidak cocok memang cara ini di saya jadi tidak membantu kak. Lebih ku suka yang bergerak ki kalau belajar kak dan ini kan di tempat ta terus ki saja.
6	As participant, is there any weakness during the implementation of this strategy?	Terlalu sering diulangi kak jadi agak membosankan.

Appendix 4: Research Instrument

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p>
<p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>	

NAMA MAHASISWA : MUFTIHATURRAHMAH

NIM : 18.1300.098

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL (PWIM) TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE FIRST GRADE STUDENTS OF MAN 1 SOPPENG

I. Observation Checklist

No.	Indicator	Observed Aspect	Yes	Partially	No
1	Students' behavior in class	2. Students well prepared for the class. 3. Students pay attention to the material. 4. Students focus in the learning process.			

		<p>5. Students feeling shy to pronounce certain words.</p> <p>6. Students actively involved in learning process.</p> <p>7. Students feel enthusiastic in the learning process.</p> <p>8. Students feel motivated in learning new vocabulary.</p>			
2	The researcher in the class.	<p>1. The researcher follows the planning scenario well.</p> <p>2. The researcher effectively holds the class attention.</p> <p>3. The researcher provides clear picture for the material.</p> <p>4. The researcher corrects the students' pronunciation.</p> <p>5. The researcher guides the students to grasp the meaning of new vocabulary.</p>			

II. Test

A. Pre-Test

NAMA :

SKOR :

(Diisi oleh peneliti)

Complete these sentences with a suitable word.

photo	improve	Sore	Spend	beat
mind	market	Spare	Course	escape
enter	subjects	Receive	Important	take

- I don't really do anything in my _____ time.
- You mustn't _____ much money on things you don't need.
- I couldn't _____ you at tennis even if you played with one hand.
- That painting looks like a _____.
- I want to _____ my English, so I can get good grades in English class.
- Despite the fire, everyone is able to _____.
- I simply can't make up my _____. Which one should I choose?
- He works on a stall in the _____.
- My feet are feeling _____ after workout.
- She'd like to go on another training _____.
- I didn't _____ any notes in the lecture yesterday.
- Did she _____ a grant for her course?
- You have to pass the exam before you can _____ the university.
- High school students often study _____ where they have to do experiments.
- A clean home environment is _____ for our health.

B. Post-Test in Cycle I

NAMA :

SKOR :

(Diisi oleh peneliti)

- Write the words you see in the picture by drawing lines.



- Determine the title of the text and complete this text below based on the words you write earlier.

The purpose of the ceremony is to honor (1) _____. It is a way of showing love and respect for one's country. Flag(2) _____ may be used for special events, honoring a special occasion or person, or retiring a worn flag. The most important part of a flag ceremony is (3) _____ for the flag.

In Indonesian schools, flag ceremony is required every (4) _____ morning. The flag ceremony has an aim to (5) _____ nationalism and patriotism within

the heart and souls of (6) _____. Usually, a flag ceremony at (7) _____ will consist of a series of activities. Well, that will absolutely include the raising of the Indonesian flag. Indonesia Raya is also (8) _____ in flag raising ceremony. Indonesia Raya is the national (9) _____ of Indonesia. Students will (10) _____ every week to (11) _____ the flag. Moreover, students and (12) _____ will have a moment of silence to commemorate the merits of Indonesian (13) _____.

The Flag Ceremony should be given utmost importance for it reflects our love for our country, and that it is one of the ways to appreciate the (14) _____ of the people who died protecting and defending our (15) _____. It honors the symbol of our country, all the hopes, dreams and the people it represents.

C. Post-Test in Cycle II

NAMA :

SKOR :

(Diisi oleh peneliti)

1. Write the words you see in the picture by drawing lines.



2. Determine the title of the text and complete this text below based on the words you write earlier.

The word "extracurricular" can be broken down into "extra" means outside and "curricular" refers to all of the work you do in the classroom. So, extracurricular means the (1) _____ that you do outside the class. In Indonesia, it usually (2) _____ as "eskul" which offers various kinds of opportunities like traditional dance and music, journalism, English club, futsal (soccer-like ball game),

basketball, and so on. Since extracurricular activities (3) _____ various kinds, students can choose and (4) _____ any extracurricular which suits their interests.

There are four common extracurricular in Indonesian school. First, Pramuka also known as the Scout Movement is a worldwide youth movement which focused on practical (5) _____ activities such as camping, hiking, and so on. Second, The Youth Red Cross (abbreviated PMR) is an organization based in (6) _____ which aims to build and develop the character to helping (7) _____ to protect their lives and health, as well as to ensure respect for the human being.

Third, sports extracurricular activities aim to help students to (8) _____ their potential, interests, and talents in sports. Sport can be a great way to improve (9) _____ and leadership, as well as social skills and self confidence. Fourth, traditional dance is a place where students learn about Indonesian traditional dance. Dance extracurricular is a place for students who have the ability to (10) _____ so that they can develop and express themselves through dance. Dance extracurricular (11) _____ to provide opportunities for students to express, appreciate, be creative, (12) _____, and create beauty. Thus, it leads them to have good knowledge, skills, and behavior because dance teaches flexibility, discipline, emotional control and expression.

Participating in high school extracurricular activities is a (13) _____ way to widen your social network, expand their interests, and build leadership skills. But, some (14) _____ might worry that participating in extracurricular may take away too much time from their schoolwork, thus hurting their grades. However, make sure to (15) _____ the time between academic activities. Also, extracurricular activities can improve your overall outlook on school.

III. Interview

Please answer these questions based on your opinion.

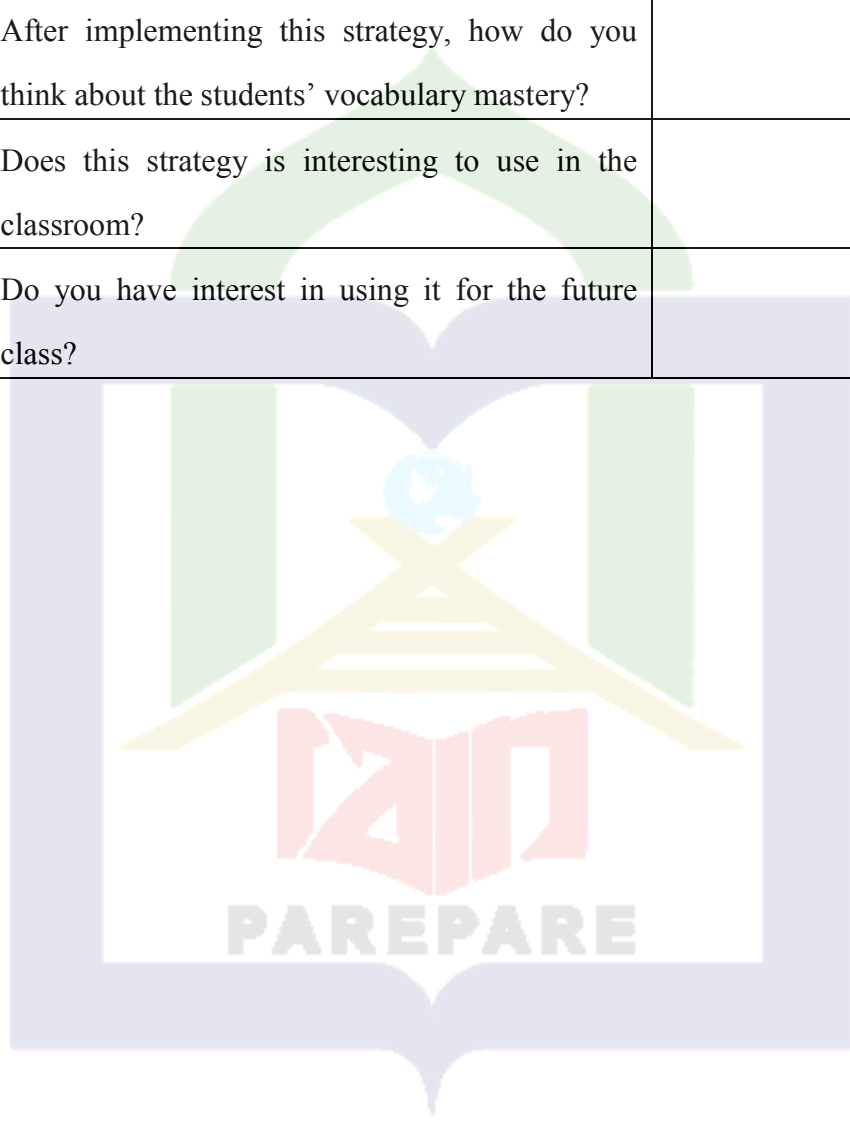
A. Students

No.	Question	Answer
1	What is your opinion about the implementation of this strategy?	
2	How do you feel during the implementation of this strategy?	
3	Does this strategy help you in mastering vocabulary?	
4	After implementing this strategy, how do you think about your vocabulary mastery?	
5	Why do you think this strategy could or could not help you in mastering vocabulary?	
6	As participant, is there any weakness during the implementation of this strategy?	

B. Collaborator

No.	Question	Answer
1	What is your opinion about the implementation of this strategy?	
2	What do you think about the students' participation during the implementation of this	

	strategy?	
3	As collaborator, is there any weakness during the implementation of this strategy?	
4	After implementing this strategy, how do you think about the students' vocabulary mastery?	
5	Does this strategy is interesting to use in the classroom?	
6	Do you have interest in using it for the future class?	



**RENCANA PROGRAM PEMBELAJARAN
(RPP)**

Sekolah/Pendidikan : MAN 1 Soppeng
Kelas/Semester : X/1
Alokasi Waktu : 2 x 45 menit (2 JP)
Mata Pembelajaran : Bahasa Inggris
Tema/Materi Pembelajaran : Vocabulary (Independence Day)

A. Kompetensi Dasar

Mengetahui dan menyebutkan kosa kata yang berhubungan dengan independence day beserta maknanya secara baik dan benar.

B. Indikator

1. Mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi yang dipelajari.
2. Mengetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi yang dipelajari.
3. Menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait.

C. Tujuan Pembelajaran

1. Peserta didik mampu untuk mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi yang dipelajari.
2. Peserta didik mampu untuk mengetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi yang dipelajari.
3. Peserta didik mampu untuk menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait.

D. Langkah-Langkah Kegiatan Pembelajaran

No.	Nama Kegiatan	Waktu
1	Kegiatan Awal 1. Salam dan berdoa. 2. Mempersiapkan peserta didik untuk mengikuti pembelajaran	15 menit

	<p>yang akan dilakukan.</p> <p>3. Menyampaikan tujuan pembelajaran, meliputi tujuan pembelajaran yang akan dilakukan peneliti.</p>	
2	<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Peneliti memberikan penjelasan dan arahan terkait materi yang akan dipelajari dengan menggunakan teknik picture word inductive model (pwim). 2. Peneliti menunjukkan kepada peserta didik gambar yang berhubungan dengan materi yang dipelajari. 3. Peneliti meminta peserta didik untuk mengidentifikasi kosa kata yang terdapat pada gambar yang telah diberikan. 4. Peneliti meminta peserta didik untuk menggambar garis pada gambar yang telah diidentifikasi dan menulis kosa kata yang telah ditemukan. 5. Peneliti membantu peserta didik untuk mengucapkan kosa kata yang terdapat pada word chart. 6. Peneliti meminta peserta didik untuk mengucapkan dan mengeja kosa kata yang terdapat pada word chart dengan baik dan benar. 7. Peneliti meminta peserta didik untuk mengelompokkan kosa kata yang terdapat pada word chart dan meminta peserta didik untuk menuliskan kata-kata yang terdapat pada word bank peserta didik. 8. Peserta didik mengulangi kembali pengucapan dan mengeja kosa kata yang diberikan dan peneliti meminta peserta didik untuk menghapuskan kosa kata tersebut. 	60 menit
3	<p>Kegiatan Akhir</p> <ol style="list-style-type: none"> 1. Peneliti menanyakan tentang pemahaman peserta didik terhadap materi yang telah dipelajari. 2. Peneliti bersama dengan peserta didik menyimpulkan materi yang dipelajari. 3. Peneliti mengajak peserta didik untuk mengakhiri pembelajaran dengan membaca doa. 	15 menit

E. Penilaian

1. Pengetahuan : Tes tulis kosa kata

Skor jawaban benar peserta didik dalam tes kosa kata:

$$Score = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

Klasifikasi Skor:

No.	Mastery Level	Category
1	80 – 100	Very Good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	< 39	Very Poor

Mengetahui,

Guru

Peneliti

ERDAWATI, S.Pd

MUFTIHATURRAHMAH

PAREPARE

Appendix 6: Documentation





Appendix 7: Recommendation Letter from IAIN Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainpure.ac.id, email: mail@iainpure.ac.id

Nomor : B.2498/In.39.5.1/PP.00.9/07/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Soppeng
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kab. Soppeng

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muftihaturrahmah
Tempat/ Tgl. Lahir : Makassar, 25 Mei 1999
NIM : 18.1300.098
Fakultas/ Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jl. Buccello, Perumahan Griya Bukit Kayangan Blok J/16,
Desa Bila, Kec. Lalabata, Kab. Soppeng

Bermaksud akan mengadakan penelitian di wilayah Kab. Soppeng dalam rangka penyusunan skripsi yang berjudul "**The Implementation Of Picture Word Inductive Model (PWIM) To Improve Students' Vocabulary Mastery At The First Grade Students Of MAN 1 Soppeng (A Classroom Action Research)**". Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 19 Juli 2022



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 8: Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu 1 Pintu


SRN CO0004553

PEMERINTAH KABUPATEN SOPPENG
DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU,
TENAGA KERJA DAN TRANSMIGRASI
Jl. Salatungo No. 2 Tlp. 0484 - 23743 Watansoppeng 90812

IZIN PENELITIAN
Nomor : 275/IP/DPMTNT/VII/2022

DASAR	1. Surat Permohonan MUFTIHATURRAHMAH	Tanggal 25-07-2022
	2. Rekomendasi dari BAPPELITBANGDA	
	Nomor 277/IP/REK-T.TEKNIS/BAP/VII/2022	Tanggal 26-07-2022

MENG IZINKAN

KEPADA
 NAMA : **MUFTIHATURRAHMAH**
 UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PARE-PARE**
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**
 ALAMAT : **JL. BUCCELLO PERUM GRIYA BUKIT KAYANGAN, KEL. BILA, KEC. LALU**
 UNTUK : melaksanakan Penelitian :

JUDUL PENELITIAN : **THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL (PWIM) TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE FIRST GRADE STUDENTS OF MAN 1 SOPPENG (A CLASSROOM ACTION RESEARCH)**

LOKASI PENELITIAN : **MAN 1 SOPPENG**

JENIS PENELITIAN : **PENELITIAN TINDAKAN KELAS**
 LAMA PENELITIAN : **25 Juli 2022 s.d 25 Agustus 2022**
 Izin Penelitian berlaku selama penelitian berlangsung dan dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Ditetapkan di : Watansoppeng
 Pada Tanggal : **01 Agustus 2022**
An. BUPATI SOPPENG
KEPALA DINAS





ANDI DHAMRAH, S.Sos, M.M
 Pangkat : **PEMBINA UTAMA MUDA**
 NIP : **19700518 199803 1 007**

Biaya : Rp. 0,00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan oleh **BJIK BPPT**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMTSP-NAKERTRANS Kabupaten Soppeng (scan QRCode)



Appendix 9: Letter of Research Completing



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SOPPENG
MADRASAH ALIYAH NEGERI 1 SOPPENG
Jalan Kayangan Nomor 162 Telepon/Faksimile(0484)21371 Watansoppeng
Email : man1watansoppeng@yahoo.co.id / Email : mansoppeng@yahoo.com
Website : www.man1soppeng.sch.id

Nomor : 093/Ma.21.20.01/TL.00/08/2022
Lampiran : -
Perihal : **Keterangan Izin Penelitian**

Yth.
Dekan Fakultas Tarbiyah
IAIN Pare-pare
di
Pare-pare

Dengan Hormat,

Menindak lanjuti surat permohonan dari Dekan Fakultas Tarbiyah, mahasiswa yang sedang menyusun Karya Tulis Ilmiah Berdasarkan surat Kepala Kantor Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu, Tenaga Kerja dan Transmigrasi, Nomor : 275/IP/REK-T.TEKNIS/BAP/VII/2022, perihal izin penelitian, maka dengan ini Kepala Madrasah Aliyah Negeri 1 Soppeng menerangkan bahwa :

Nama : **Muhtihaturrahmah**
NIM : **18.1300.098**
Program Studi : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**
Alamat : **Jl. Bucello, Perumahan Griya Bukit Kayangan Blok J/16**

Benar telah melakukan penelitian dan pengambilan data pada MAN 1 Soppeng dalam rangka penyusunan Skripsi dengan judul **"The Implementation Of Picture Word Inductive Model (PWIM) To Improve Students' Vocabulary Mastery At The First Grade Students Of MAN 1 SOPPENG (A Classroom Action Research)"** dilaksanakan dari 25 Juli 2022 sampai dengan 25 Agustus 2022.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagai mana mestinya.

Soppeng, 25 Agustus 2022
Kepala



CURRICULUM VITAE



Muftihaturrahmah, her nickname is Uti or some people also called her Mufti. The writer was born in Makassar, 25th of May 1999. She is the first child in her family. She has one brother and one sister. Her father's name is Abdullah Syahid, S.Ag, M.Pd and her mother's name is Gusmiati, S.Ag, M.Pd. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background are; she began her study on 2006 at SDN 17 Bila and graduated on 2011, while at the same year she study in SMPN 2 Watansoppeng and continued her study in SMAN 2 Watansoppeng (SMAN 4 Soppeng), then she graduated on 2017. The writer did her Kuliah Pengabdian Masyarakat in Kecamatan Lapajung, Soppeng on 2021 while did the Practicum Teaching (PPL) at SDIT Al-Qadri Pinrang. The writer completed her thesisentitle of undergraduate thesis of *“The Implementation of Picture Word Inductive Model (PWIM) to Improve Students’ Vocabulary Mastery At The First Grade Students of MAN 1 Soppeng”*.

