SKRIPSI

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH PICTURE WORD INDUCTIVE MODEL (PWIM) AT THE EIGHTH GRADE OF SMP NEGERI 1 BARAKA KAB. ENREKANG

By

MU'MINATI
Reg. Number: 15.1300.070

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

2020

SKRIPSI

**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH PICTURE WORD INDUCTIVE MODEL
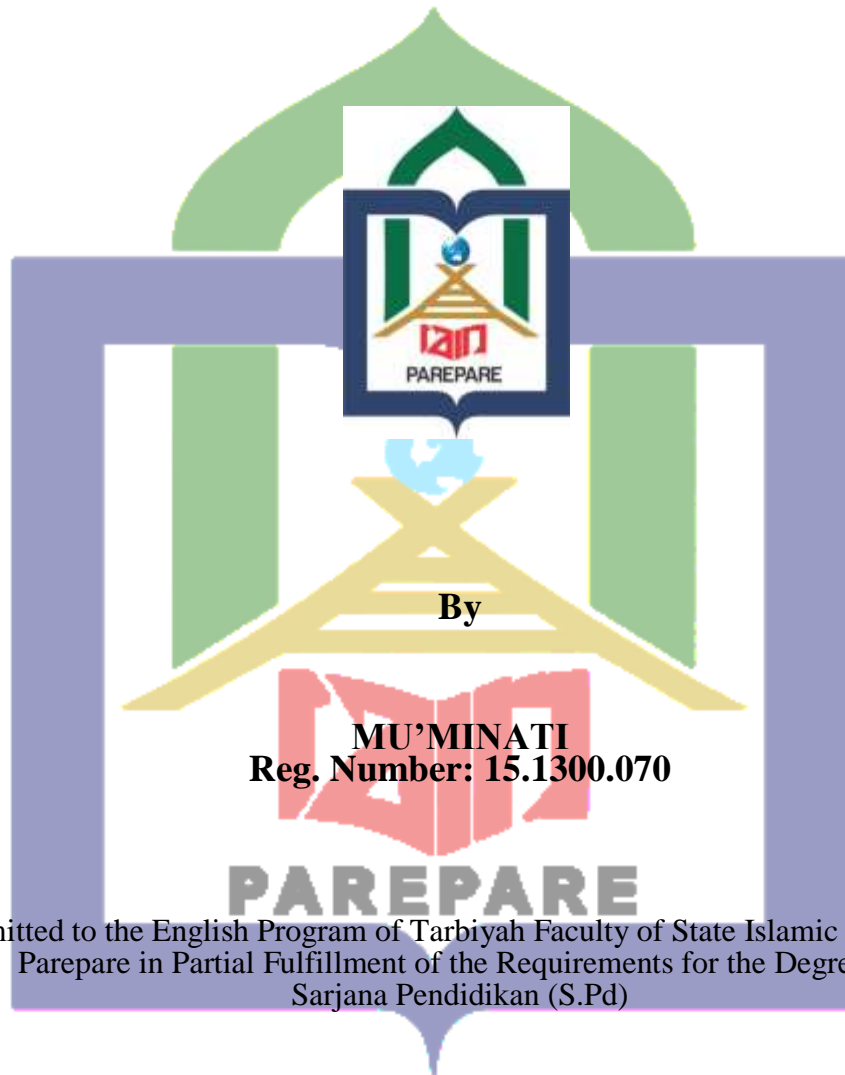(PWIM) AT THE EIGHTH GRADE OF SMP
NEGERI 1 BARAKA KAB. ENREKANG**

By

**MU'MINATI
Reg. Number: 15.1300.070**

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)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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Skripsi

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English Program

Submitted By

MU'MINATI
Reg. Number: 15.1300.070

To

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

2020

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Parepare, March 13th, 2020

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Title of Skripsi   : Improving Students' Vocabulary Mastery through Picture Word Inductive Model (PWIM) at the Eighth Grade of SMP Negeri 1 Baraka Kab. Enrekang

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

Parepare, March 13th , 2020

The Writer,

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Nim: 15.1300.070

ABSTRACT

Mu'minati. *Improving Students' Vocabulary Mastery Through Picture Word Inductive Model (PWIM) At The Eighth Grade Of SMP Negeri 1 Baraka Kab.Enrekang.* (Supervised by Ismail Latief and Magdahalena Tjalla).

This research was aim to find out the improvement of students' vocabulary mastery before and after teaching and learning by using picture word inductive model (PWIM). The result of the research are useful for the teacher and students. In this research, the researcher used pre-experimental. The population of this research was the eighth grade of SMP Negeri 1 Baraka. the sample was one class that is VIII D consist of 28 students. The sampling technique in this research used cluster random sampling. In collecting the data, the researcher used instrument in form vocabulary test which consist of multiple choice and matching item in pre-test and post-test. The researcher collected the data by giving pre-test, treatment, and post-test.

The researcher concludes that before taught by using picture word inductive model in the classroom, the students' ability in vocabulary mastery is still low. There are still many students who have low vocabulary mastery and many students who do not know the meaning of some vocabulary in English and do not know the way of pronouncing words correctly. In addition, the results of the pre-test scores were lower than the post-test scores, which showed that the students' vocabulary mastery was still low before being taught using the picture word inductive model.
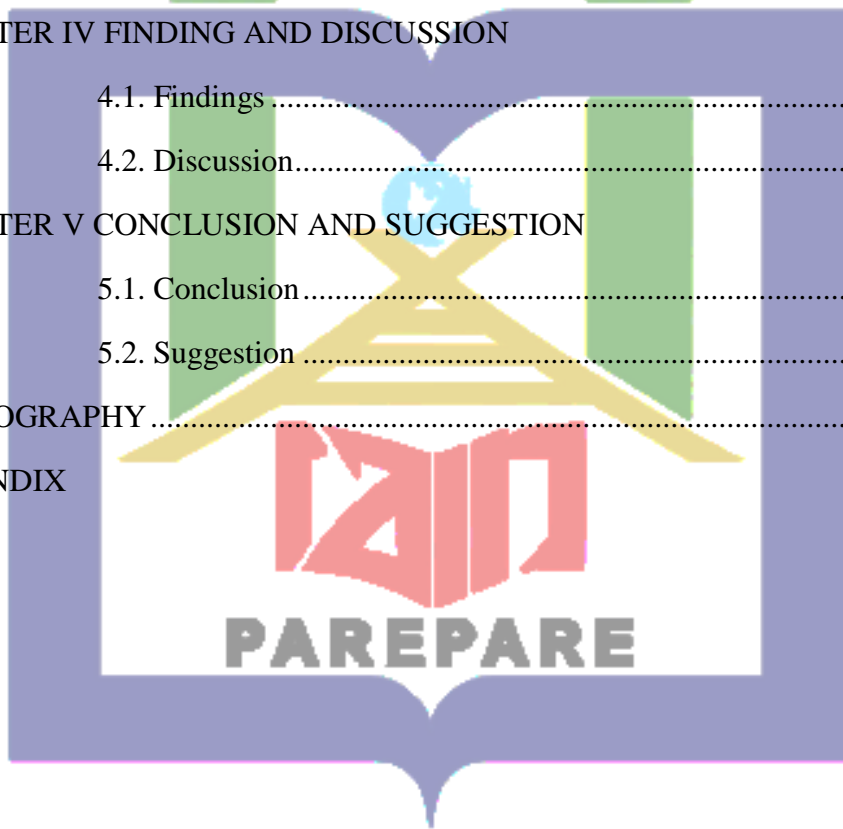
Based on the calculation, the result showed that the mean score of post-test (75,71) is higher than mean score of pre-test (59,28) and obtained that $\alpha = 0,05$ and (df) = N-1 = 28-1 = 27, and the value of the t-table is 1,703, while the value of the t-test is 7,46. It means that the t-test value is greater than t-table value ($7,46 \geq 1,703$). Thus, it can conclude that there is significant improvement in students' vocabulary mastery after giving treatment trough picture word inductive model (PWIM). So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Keywords*:* Vocabulary Mastery, Picture Word Inductive Model (PWIM)

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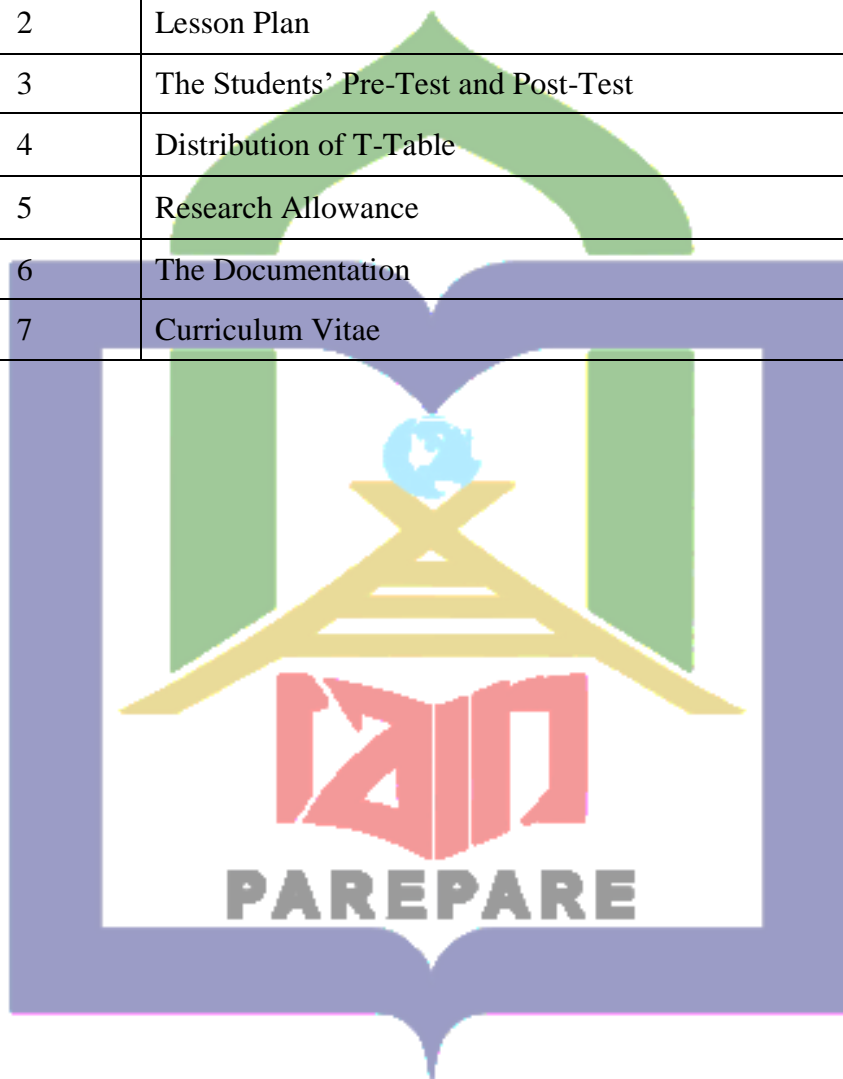
CHAPTER I
INTRODUCTION

1.1. Background

Vocabulary plays an important role in a language, especially in teaching and learning english language. It is an essential skill for learning to read, speak, write, and listen. Without have sufficient vocabulary, people cannot communicate or express their idea and feelings in form of spoken and written effectively. In addition, it is an important role in the development of language skill because for large majority of learners, the ultimate goal of studying is able to communicate. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students process the most sufficient vocabulary.[1] It is makes vocabulary mastery necessary for anyone who wants to understand a reading, conversation, or in writing English. It is an important element to develop language skill, as the first aspect that must be mastered by the student to have acquisition on English skill. Building up a useful vocabulary in central to the learning of a foreign language at primary level.[2] It means that if the students want to master of four skills of English so they have to master vocabulary first, because vocabulary is important aspect in teaching and learning English and make the students understand about the teaching material in the classroom.

In teaching and learning English, the students sometimes get problems and difficulties to master four English skills. Students lack vocabulary and motivation in learning English because students' opinion about English is difficult to learnt.

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[1]Mofareh Alqahtani, The Importance of Vovabulary in Language Learning and How to be Taught (internasional journal of teaching and education, Vol III, No 3/2015), p. 22.

[2]Lynne Cameron, "*Teaching Languages to Young Learners*" (Cambridge: Cambridge University Press, 2001), p. 72.

The limited vocabulary that the students have and poor knowledge about language components will make the difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning because they cannot understand the foreign language words. In the school, the teacher teaches the vocabulary by giving list of vocabulary or translates the difficult vocabulary that the students unknown and ask for to the students to memorize the vocabulary but they easily forget the vocabulary that they have learned in classroom. The students usually consider speaking and writing activities exhausting because they keep on using the same expressions and words and very soon their conversation is interrupted because of missing words. The main reason for such communication problems is the lack of vocabulary. Other students are faced with the problem of forget the words immediately after the teacher has given their meaning or after they have looked them in the dictionary, and this also a cause of the lack of vocabulary. Limiting vocabulary that students have, makes them difficult to understand the meaning of the sentence or text. In the other hand, students do not interest and usually get bored in learning vocabulary that only memorize the vocabulary because the technique that teacher use in presenting a vocabulary is not interest for them. Therefore vocabulary should be taught to the students to make them master the vocabulary as many as possible. The vocabulary should be known, understood, mastered, memorized and applied in the appropriate context.

To improve the students vocabulary mastery the teacher needs to use a various and an appropriate strategy to teach them. The teacher has to make an effort to build the students vocabulary in order to give them opportunities to improve and study new vocabulary. By using a suitable strategy, the students will be more

interested and easy to understand in learning English specially teaching and learning vocabulary. There many kinds of strategys and techniques that can be used in teaching vocabulary that make students more interest in learning vocabulary. one of the technique that used by researcher is using Picture Word Inductive Model (PWIM).

Picture Word Inductive Model (PWIM) is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and action to elicit words from childrens' listening and speaking vocabulary.[3] Picture Word Inductive Model can be used and motivate learners to understand in teaching vocabulary. Picture Word Inductive Model (PWIM) contains familiar object, things or actions which the students can hear and see the word spelled correctly and directly, then they analyze word by word. The students also can read the vocabulary, so it can make the students understand and make it easier to memorize the vocabulary.

At the eighth grade students at SMP Negeri 1 Baraka, the students have some problem in master the English skills. They lose their confident in English and difficult to understanding the teaching material. It is cause of students lack in vocabulary mastery. Students got some problems in deliver their ideas or express their opinion cause of the limiting of vocabulary that they have. In 2004 curriculum it is explained that vocabulary standards that need to master by the students in junior high school level is around 1.500 words. But the students in the eighth grade of SMP Negeri 1 Baraka Kab. Enrekang is still low in vocabulary mastery, because the technique in teaching vocabulary is still conventional way that give to the student list of vocabulary and memorize it In other hand, they do not know how to pronouncing

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

the word correctly. In addition, English vocabulary is different from Indonesian viewed form, including pronunciation and spelling so the way of how pronouncing the word in English is quite different from writing or the spelling.

Based on the description above, the researcher would conduct the study entitle "improving students' vocabulary mastery through picture word inductive model (PWIM) at the eighth grade of SMP Negeri 1 Baraka Kab. Enrekang".

1.2. Problem Statemements

Based on the background above, the researcher formulated the research questions as follow:

1.2.1. How is the students' vocabulary mastery at the eighth grade of SMP Negeri 1 Baraka before the implementation of picture word inductive model?

1.2.2. Is picture word inductive model (PWIM) able to improve students' vocabulary mastery at the eighth grade of SMP Negeri 1 Baraka?

1.3. Objective of the Research

The study has some objectives which include:

1.3.1. To find out the students' vocabulary mastery at the eighth grade of SMP Negeri 1 Baraka

1.3.2. To find out whether teaching vocabulary by using picture word inductive model is be able to improve students' vocabulary mastery at the eighth grade of SMP Negeri 1 Baraka.

1.4. The Significances of The Research

It is expected that the result of the research will provide useful contribution for:

1.4.1. For the researcher, hopes that the result of the research can be used as reference and the researcher can get experience and knowladge about how to

teach and learn vocabulary using various strategies especially by use picture word inductive model (PWIM).

1.4.2. For students, teaching vocabulary by using Picture Word Inductive Model (PWIM) can make students motivate and easier to understand in learning vocabulary and also can improve the students' vocabulary mastery.

1.4.3. For the teacher, to this study also gives contribution to the English teacher in the use of Picture Word Inductive Model (PWIM) as a vocabulary teaching technique to improve students' vocabulary mastery, and also to improve the result of teaching vocabulary.
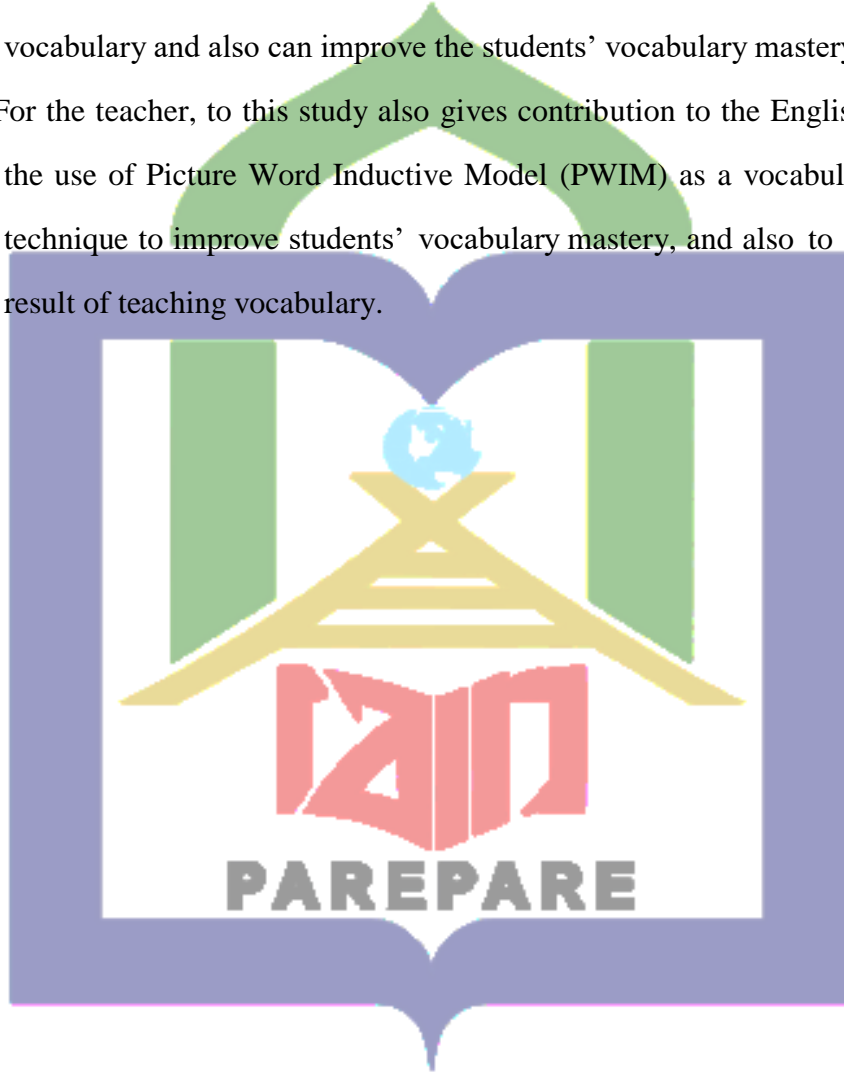
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. Some Partinen Ideas

2.1.1. The concept of Vocabulary

The concept of vocabulary consist of defenition of vocabulary, types of vocabulary, vocabulary development, the importance of vocabulary, and some ways in presenting vocabulary.

2.1.1.1. The Defenition of Vocabulary

Learning a new language cannot be separated from vocabulary. The basic unit in learning language is word or vocabulary. Knowing vocabulary has big influence in learning English. There are some definitions of vocabularies.

Penny Ur states that "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words".[4]

In Oxford Learners Pocket Dictionary, vocabulary are all the words that a person knows or uses, all the words in a language, list of words with their meaning especially in a book for learning a foreign language.[5]

In addition, vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before the learners read the passage of debate. Through direct teaching and reading the learners become

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[4]Penny Ur, "*A Course in Language Teaching*" (Cambridge: Cambridge University Press, 1996), p. 60.

[5]*Oxford Learner's Pocket Dictionary*, Fourth edition (Oxford University Press, 2008), p. 495.

familiar with the topic vocabulary before they need to use it in the formal speaking activity. Johnson (1980) suggests simiilar preteaching as a preparation for listening exercises whivh give futher practice in the vocabulary.[6]

From the definition above, it is concluded that vocabulary is total number of words with their meaning that used to communicate and express ideas in spoken or written language. Vocabulary also is the important point in learning a language and mastering language skills especially in English.

2.1.1.2. Kinds of vocabulary

Words and phrases are small elements but can make up a language as function to express idea. It is important to know types of vocabulary. Harmer divided vocabulary into two types:

2.1.1.2.1. Active vocabulary

Active vocabulary refers to vocabulary that students have been taught and learnt. They are expected to be able to use by the students. Martin Manser notes that an active vocabulary "consist of the words that [people] use frequently and confident.

2.1.1.2.2. Passive Vocabulary

Passive vocabulary refers to words, which students will recognize when they meet them but they will probably not be able to produce.[7] A learner's passive vocabulary is the words that they understand but don't use yet. This can be compared

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[6]I.S.P. Nation, "*Teaching and Learning Vocabulary*" (United States of America: Heinle Heinle Publishers, 1990), p. 3.

[7]Jeremy Harmer, *"The Practice of English Language Teaching*" (New York: Longman 1991), p. 159.

with active vocabulary which words that learners understand and use in speaking or writing.[8]

2.1.1.3. Types of vocabulary

There are 4 types of vocabulary, they are listening, speaking, reading and writing. The first to constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and luckily, vocabulary development in one type facilitates growth in another.

2.1.1.3.1. Listening Vocabulary

This type of vocabulary refers to the words people can hear and understand. Starting in the content can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various words when they are awake and thus someone grow up listening to different word. Most people can identify and comprehend almost 50.000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

2.1.1.3.2. Speaking Vocabulary

Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of the words used in this case is far less than listening vocabulary, the reason being the level of

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[8]Syaharuddin, "*Implementing Direct Method to Increase Students' Vocabulary Mastery at The First Grade of MTS IUJ DDI Lerang-Lerang Pinrang (unpublish: Skripsi of IAIN Parepare, 2019),* p. 8.

comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

2.1.1.3.3. Reading Vocabulary

This vocabulary refers to the words the people recognize when reads any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words. But people do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

2.1.1.3.4. Writing Vocabulary

This type of vocabulary represents those words which we regain while writing to express ideas. It is easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing, It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.[9]

So, based on the explanation above, the most important that the researcher has to know is about types of vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these types.

2.1.1.4. The Importance of Vocabulary

In learning the language cannot be separated from learning about vocabulary, because vocabulary becomes an important basic thing. In learning English, the use of good vocabulary will greatly support mastering English skills such as speaking,

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[9]"Types of Vocabulary" *Wikipedia the Free Encylopedia* (http://en.Wikipedia.org/wiki /vocabulary.honday) (accessed June 6, 2019).

listening, reading and writing. to master the language skills, vocabulary mastery must be mastered.

According to Michael lessad-Clouston, vocabulary is central of English language teaching because without enough vocabulary, students are not able to understand others or express their own ideas.[10]

Rivers in David Nunan has also argued that the acquisition of adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and function we may have learned for aspect of a second language.[11]

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading, listening, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively.

From the statement above it is state that vocabulary is an important factor in all language teaching. Students need to use words in order to express themselves in English. By having many vocabularies, students can understand what they hear and read, make them understand and easier to communicate in English.

2.1.1.5. Some Ways of Presenting Vocabulary

Mastering vocabulary is an important thing in order to mastering English skills. Teacher should use various and an appropriate strategy or technique in teaching vocabulary to improve students vocabulary mastery. A number of

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[10]Michael Lessad-Clouston, "*Teaching vocabulary*", p. 2.

[11]David Nunan, "*Language teaching methodology: A textbook for teachers*" (Sydney: Prentice Hall, 1991), p. 117.

techniques can be adopted in teaching and presenting new vocabulary items. Jeremy harmer state that there some techniques in presenting vocabulary, as follow:

2.1.1.5.1. Realia

The teacher brings the realities thing or object used in the classroom and introduce it to the students such as pen, pencil, book, etc. the students can increase their vocabulary by providing the real objects as an media in teaching vocabulary and providing pictures which are related to the object.

2.1.1.5.2. Picture

Picture can be used to explain the meaning of vocabulary items. Teacher can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking sticks, cars, etc. In using magazine pictures the teachers can cut out magazine pictures that illustrate words in a dialog or basic sentence. The teacher points to the objects and give their foreign language equivalent.[12] Thousands of words that do not relate to the classroom can be made clear with the use of pictures in the form of illustration in a book, drawings on the board, clipping, wall charts, slides, or overhead projection. Since picture can be ambiguous, it is help to confirm the meaning by some supplementary device, including the native language if it necessary.[13]

2.1.1.5.3. Mine, action, and gesture

It is often impossible to explain the meaning of words and grammar either with realia or picture. An action in particular better explained by mime. Gesture is useful for explaining words like "from", "to" etc, or indicating that the past is being

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[12]Edward david allen and rabecca M. valette "*classroom technique: foreign language and english as a second language* (united state of Amerika, Harcourt Brave javanovich.1997), p. 151.

[13]Robert Lado "*Teaching English Across Cultures"* (Singapore, Kim Hup Lee printing, 1988), p. 82.

talked about (the teacher gesture backwards over his shoulder). Concepts like running or smoking are easy to present in this way.

2.1.1.5.4. Contras

Teaching vocabulary by contrast is closed relevant to show the antonyms. This way can be use in teaching the meaning. For example, teachers can present the meaning of "empty" by contrasting it with "full", "cold" by contrasting it with "hot", "big" by contrasting it with "small".

2.1.1.5.5. Enumeration

The teacher introduces word by enumeration them with general meaning, for instance animals, the teacher introduces this word and asks the student to find out some specific words related to animals such as cat, dog, lion, snake etc.

2.1.1.5.6. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be very important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, explaining the meaning of "mate" (friend) we have to point out that it is a colloquial word used in informal context an only used in certain context.

2.1.1.5.7. Translation

Translation is a quick and easy way to present the meaning of words but is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words. Teaching vocabulary

by using translation which teacher ask the students to translate words into their mother tongue.[14]

There are many techniques or strategy that can be use in presenting vocabulary. It is important to use an appropriate technique in teaching vocabulary to make the learners can be mastered the vocabulary and make them more interest and understandable in learning English. In this research the researcher interests to use strategy to presenting and teaching vocabulary to the learners.

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

2.1.2.1. The Definition of PWIM

Picture word inductive model (PWIM) is developed by Emily F. Calhoun which is picture word inductive model 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.[15] This model is using picture as focus to teach language components such as vocabulary, spelling, phonics, word structure, and even writing. PWIM also uses an inductive process (in which students seek patterns and use them to identify their broader meanings and significance), as opposed to a deductive process (where meanings or rules are given, and students have to then apply them).

This model helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in those words. Furthermore, in this model, the students study the picture and

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[14]Jeremy Harmer, "*The Practice of English Language Teaching" (New Edition)* (London, Longman, 1991), p. 161-162.

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

then learn the words. This means is that the students identify things they see in the picture and the teacher draws a line from those things to a place outside the picture, classify the word, writes and spells the word or phrase aloud. They do listen and repeat to the words. The teacher says the words with correct pronunciation then the students repeat the words.

Source: https://id.pinterest.com/pin/198721402283476277/
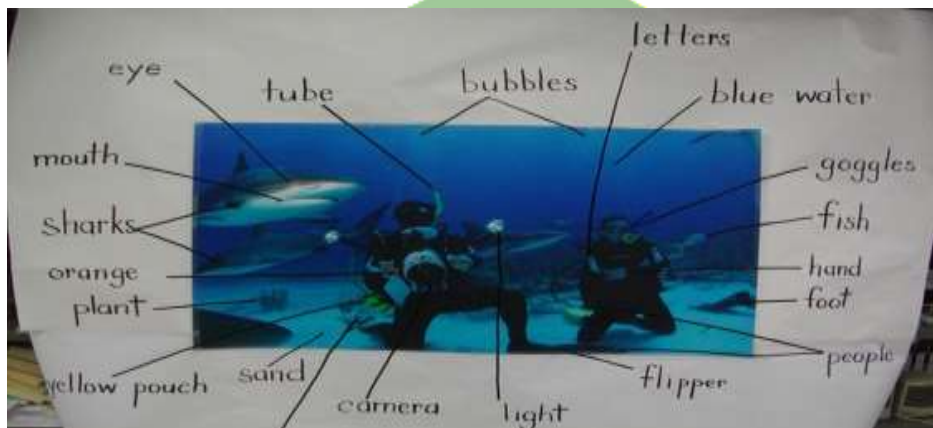
The dictionary supports language use by the class as a group and as individuals and needs to be posted where students can use it to support their reading, their writing, and their independence as learners. Using the chart for help students pronounce the words.

Using Picture Word Inductive Model gave valuable contribution to help the students inquired words well. It is necessary since in the end they are asked to use the words in sentences. They learned the correct pronunciation of the word. In this case, they can hear word pronounced many times until they can pronoun the words correctly. In this activity, they seemed very enjoyable and enthusiastic. The students also get information about part of speech from the word identified. The students are able to know whether the words are adjective, noun, or verb. They also get information about the shape, color, or condition of the object identified in the picture

parts. This is very important for them since they are asked to describe particular places around them.[16]

Based on the definition from the expert above, it can conclude that Picture Word Inductive Model is the strategy which involves inductive process where the students look for the sign and then use the picture to identify the meaning of more broadly. It can say that this process is different with deductive process where meanings and roles that is given to the students to apply it in doing the task.

2.1.2.2. The Purpose of PWIM

The picture word inductive model is a teacher assisted process in which educators provide opportunities for learners to discover words from the picture, increasing the number of vocabulary words that they identify from the picture through reading and writing.

According to Calhoun in Xian Jian one of the advantages of the PWIM strategy is that it assists students in seeing and inferring patterns and relationships in the language, which should enable them to apply and transfer this learning to novel words.[17]

Picture word induction model encourages learners to use a wide range of language experiences increasing site words, vocabulary, sound and structure. This strategy requires educators to use pictures containing acquainted materials and movements to provoke words from individual's listening and speaking vocabulary.

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[16]Natalia Mona Monika, "*the use of picture word inductive model in teaching writing descriptive text at the eighth grade students of SMP Negeri 8 Pontianak in academic year 2016/2017* (skripsi of Tanjungpura University), p. 6.

[17]Xuan Jiang and Kyle Perkins "*A Conceptual Paper on the Application of the Picture Word Inductive Model Using Bruner's Constructivist View of Learning and the Cognitive Load Theory* (*Interdisciplinary Journal of Teaching and Learning) (Florida International University, Florida, 2013), p. 9.

This method is also aimed to exploit on learner's thinking ability.[18]

For most beginning readers and writers, the PWIM is a satisfying and pleasurable activity. They enjoy finding objects and actions in the picture, seeing the words and sentences they generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalizations. 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.[19]

2.1.2.3. Teaching Vocabulary by Using PWIM

In teaching vocabulary using picture word inductive model (PWIM) the students study where a picture selected by the teacher. In beginning, the teacher select a picture as a material and bring into the classroom identify what they see in the picture. Teaching vocabulary using PWIM also make students identify, and analyze words that related to the selected picture. The PWIM help students to develop and add the new word and make students easier to understand their vocabulary.

According to Colhoun that there are some steps in using picture word inductive model (PWIM), it can be shown as follow:

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[18]https://www.academia.edu/9499776/Models_and_Strategies_of_teaching_-_Picture Word - Inductive_Model (accessed 19th of juni 2019).

[19]Emily F. Calhoun, "*Teaching Beginning Reading and Writing with the Picture Word Inductive Model (PWIM)*" (United States of America: Association for Supervision and Curriculum Development, 1999), p. 24.

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 to pronounce it.)

4. Read and review the picture word chart aloud.

5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.

6. Read and review the picture word chart (say the word, spell it, say it again).

7. Add words, if desired, to the picture word chart and to the word banks.

8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.

9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.

10. Read and review the sentences and paragraphs.

2.1.2.4. The Strengths of picture word inductive model (PWIM)

The basic moves of the PWIM stress these components of phonics, grammar, mechanics, and usage. According to Colhoun, there are some of the Strengths of the PWIM. These can be shown as follow:

2.1.2.4.1. Students see the picture and identify things, actions, or activities that contained in the picture.

2.1.2.4.2. The picture that presented become as a stimulus for language experience activities in classroom.

2.1.2.4.3. Students see and hear letters identified and written correctly many times.

2.1.2.4.4. Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).

2.1.2.4.5. Students hear the words spelled and participate in spelling them correctly.

2.1.2.4.6. In writing the sentences, the teacher uses standard English (transforming student sentences if necessary) and uses correct punctuation and mechanics (e.g, commas, capital letters). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After many lessons and experiences with the teacher modeling the devices, the students learn how to use them too.

Based on the explanation above about the strength of PWIM, it can conclude that Picture word inductive model is an interesting activities because use picture as a stimulus to develop students' vocabulary by identify words related to the picture that containing things and action.

2.1.2.5. The weakness of PWIM

According to Feng in Fita Sari that there are several challenges in the implementation of PWIM, those are:

2.1.2.5.1. Not every section of each unit in the textbook can be introduced by using this method such as section of songs or rhymes and short paragraph are difficult to teach by using PWIM.

2.1.2.5.2. PWIM increases teacher's workload because they have to design their own teaching material.

2.1.2.5.3. Practicing the full sequence of PWIM is time consuming.[20]

Based on the explanation above the researcher concluded that there are some weaknesses of using PWIM. First, Not all of the material in textbook can be introduced by using this method. The materials such as songs or rhymes and short paragraph are difficult to teach by using PWIM, this method can increases teacher's workload because the teacher have to design their own teaching material, and to practicing the sequence of PWIM is long and time consuming.

2.2. Previous Research Findings

Therer are some researchers who have conducted research which are similar or related to use of picture word inductive model (PWIM). Some of the research findings as follow:

Susanna, "The effect of using picture word inductive model (PWIM) on vocabulary learning achievement of the first year students of Mts Al Fajar Pekanbaru in academic year 2017/2018", found that in the aim of the research is finding out the effect of Picture Word Inductive Model (PWIM) on vocabulary learning achievement of the first year students of Mts Al Fajar Pekanbaru. This technique is has a significant effect on students' vocabulary achievement and it can increase the students motivation in teaching and learning process. It can prove by the result of the data analysis showed that t-test was higher than t-table (11.727>2.035).[21]

Mirnawati, in her research "Improving Smp Bawari students' vocabulary mastery in teaching descriptive text using PWIM strategy", found that the students

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[20]Fita Sari, "*A comparative study between picture word inductive model (pwim) and memorization learning model to teach vocabulary at the seventh grade of MTSN 3 Boyolali in the academic year 2018/2019*" (unpublish: thesis of IAIN Surakarta), p. 42.

[21]Susanna, Afrianto, Fadly Azhar." *The effect of using picture word inductive model (pwim) on vocabulary learning achievement of the first year students of Mts Al Fajar Pekanbaru in academic year 2017/2018"* (journal of linguistic and English teaching, Vol 5, No 2, Desember 2018), p. 9.

participate actively during the implementation of PWIM in the classroom and it can improve their ability in using the word. The students motivated and they were enthusiastic and finish the task. It has positive effect in improve the student vocabulary mastery of the class VII B students of SMP Islam Bawari Pontianak.[22]

Based on the previous research findings above, it is shown that using of PWIM can improve the students' vocabulary mastery. It was proved by the some researchers that use some technique that is picture word inductive model and found that PWIM is effective to teach vocabulary, make students interest in learning process and they can get new vocabulary from the picture that they have identified. On previous studies focused on the use of PWIM in improve the students' vocabulary mastery in teaching descriptive text while in this research, the researcher will be focus on the students' vocabulary mastery by using PWIM at the eighth grade of SMP Negeri Baraka Kab. Enrekang.

2.3. Conceptual Framework

The focus of this research is the implementation of picture word inductive model (PWIM) in teaching vocabulary. The conceptual framework of this research is giving in the following diagram:

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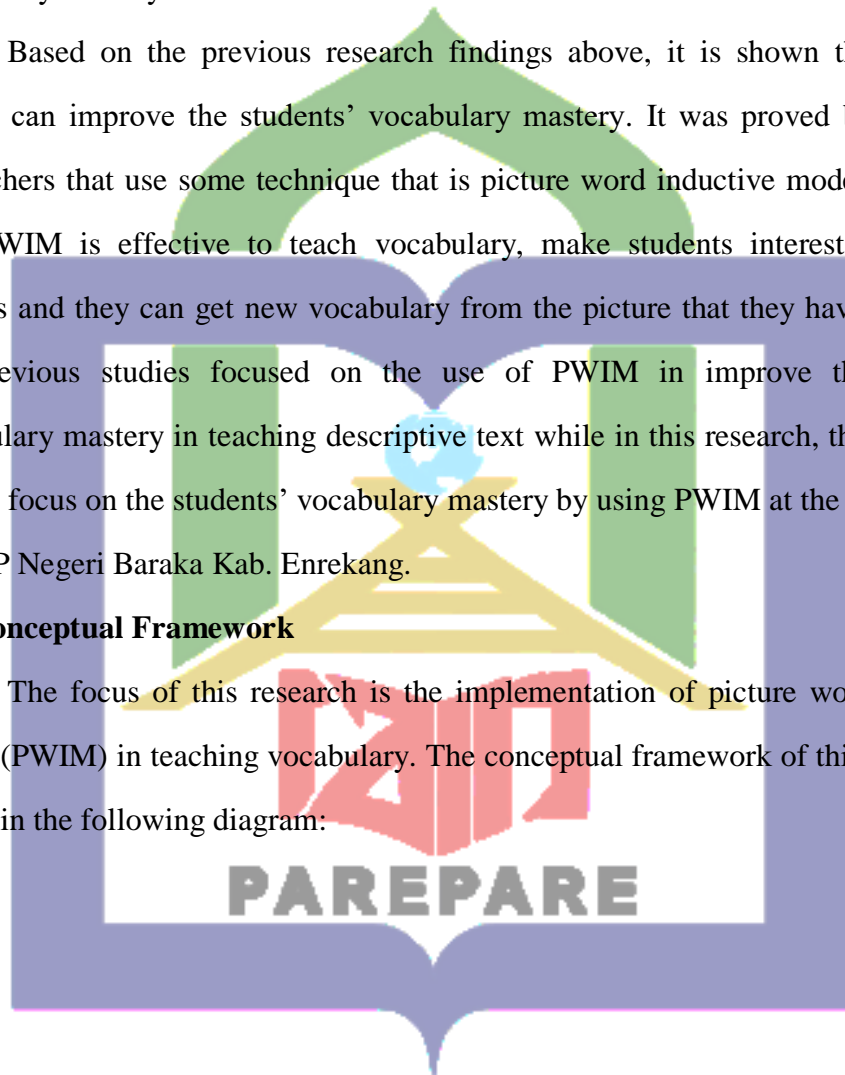
[22]Mirnawati,. "*Improving Smp Bawari students' vocabulary mastery in teaching descriptive text using PWIM strategy''* (journal of learning and education, Vol 5, No 11, 2016), p. 10.

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                        ┌─────────────────────────┐
                        │   Students' vocabulary   │
                        └─────────────────────────┘
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Input	Process	Output

- Students have limiting vocabulary
- The lack of students' interest in learning vocabulary

Teaching vocabulary by using picture word inductive model (PWIM) :

- Selecting and showing picture
- Identifying
- Labeling
- Reading word chart
- Making sentence
- Reviewing and memorizing words

Improvement of Students Vocabulary mastery

In the diagram above there are three elements as follow:

1. Input refers to identify the students' vocabulary mastery of the eighth grade students at SMP Negeri 1 Baraka Kab. Enrekang.

2. Process refers to the teaching and learning vocabulary by using picture word inductive model (PWIM) of the eighth grade students at SMP Negeri 1 Baraka Kab. Enrekang.

3. Output refers to the students' vocabulary mastery improvement at the eighth grade students at SMP Negeri 1 Baraka Kab. Enrekang.

2.4. Hypothesis

H0   = Through picture word inductive model is not be able to improve the students' vocabulary mastery.

H1   = Through picture word inductive model is be able to improve the students' vocabulary mastery.

2.5. Operational Definition of Variable

2.5.1. Variable

    There are two variables involved in this research namely independent variable and dependent variable.

2.5.1.1. The independent variable is the implementation of picture word inductive model (PWIM).

2.5.1.2. The dependent variable is students' vocabulary mastery.

2.5.2. Operational Definition

2.5.2.1. Picture word inductive model (PWIM) is a strategy that was used by the researcher which pictures were starting point in teaching vocabulary skill. The students used the pictures to identify words related to the objects and action in the pictures.

2.5.2.2. Vocabularies are the total numbers of words with their meaning that are used by the students at the eighth grade of SMP Negeri 1 Baraka in learning vocabulary skill.
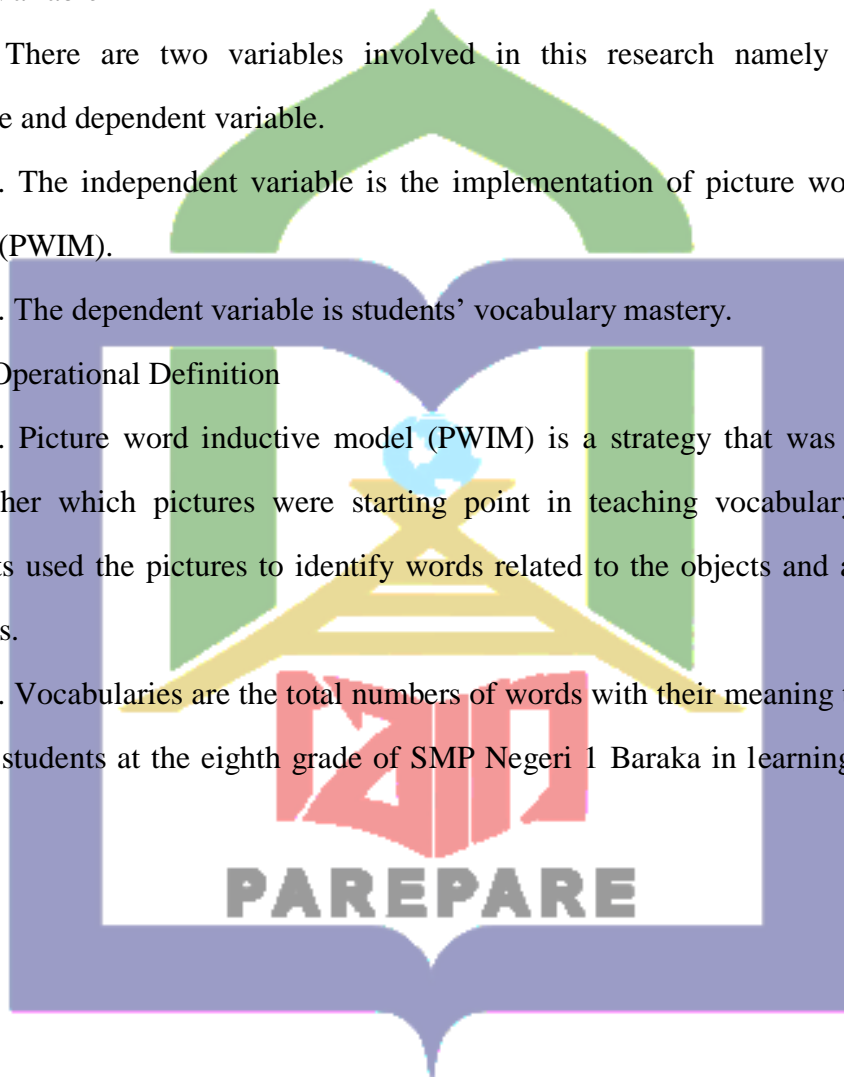
CHAPTER III
THE METHOD OF THE RESEARCH

3.1. The Research Design

Considering the aim of the research, the researcher used quantitative method to conduct the study. The research design of this research was pre-experimental design which consisted of pre-test, treatment, and post-test. The treatment was given between pre-test and post-test. The design can be shown below:

$$O1 \qquad X \qquad O2$$

Where:

O1   : Pre-test

X   : Treatment

O2   : Post-test

3.2. Location and Duration

The research did at the eighth grade students of SMP Negeri 1 Baraka at the English subject and take duration more than 1 month.

3.3. Population and Sample

3.3.1. Population

The population of the research was the eighth grade students of SMP Negeri 1 Baraka in academic years 2019/2020. There were 4 classes as the population of the research and the numbers of all students were 124. The population of the research can be shown in the table below:

Table 3.1.The population of the eighth grade of student of SMP Negeri 1 Baraka

Class	Number of Students
VIII. A	32
VIII. B	32
VIII. C	32
VIII. D	28
Total	124

(Data Source: Administration of SMP Negeri 1 Baraka)

3.3.2. Sample

Related to the total number of the research population which consist of 124 students. The researcher used cluster random sampling technique and chose the VIII D, which is consist of 28 students as the sample of this research.

3.4. Instrument of the research

In this research, the researcher utilizes vocabulary test as the instrument. To make it clear, the details can be shown as follow:

3.4.1. Vocabulary tests

The test was used to measure the student vocabulary mastery before and after being taught by using picture word inductive model. The tests were given in pre-test and post-test. Each test consists of 15 multiple choice and 5 matching items.

3.5. Procedure of collecting data

In this research, the researcher used one kind of test as an instrument to collect data. It was vocabulary test. Vocabulary test was applied twice in pre-test and post-test.

3.5.1. Pre-test was given to find out the students' vocabulary mastery before the treatment about picture word inductive model. The test was given to measure

students' knowledge about how many vocabularies that they know in learning English.

3.5.2. Post-test was given to the students after being given treatment that was in the last meeting. Post-test was given to measure the students' vocabulary mastery after doing treatment based on the material has been learned.

3.6. Treatment

In this research, treatment was given after the pre-test. In the treatment the researcher used picture word inductive model (PWIM) in teaching vocabulary. The treatment was given 6 meetings which each meeting run for 60 minutes. The researcher began to stimulate student to increase their vocabulary mastery using picture word inductive model (PWIM). In the treatment, researcher began to present and show picture related to the material. In this case, the researcher asked to the students to identify what they see in the picture. The teacher read the words in the picture chart and then the student repeat in and spell it.

The steps were described as follow:

1. The first meeting
   a. The researcher greeted the student to open the class. Then the researcher was given instruction and explanation to the students about what they do before teaching the material.
   b. The researcher showed first material about in the classroom and show picture related to topic on the whiteboard.
   c. The researcher asked for the students to identify vocabulary related to the picture.
   d. The researcher asked for the students to come forward and draw line from identified picture and wrote the vocabulary.

e. The researcher read aloud the vocabularies and the students repeat it.

f. The researcher asked students to review the vocabularies and practicing to spell and pronounce the words in the word chart.

g. Students classified the words in word chart and every student attach into their words bank.

h. The researcher gave the students some question and asked the students to make some sentences related to the word chart.

i. The researcher asked the students to memorize the vocabulary have been given with wrote the vocabulary and found the meaning. Then, students mentioned the vocabulary has been given.

j. After that the researcher gave the students chance for asking about unclear material.

2. The second meeting

a. The researcher greeted the student to open the class. Then the researcher gave instruction and explanation to the students about what they do before teaching the material.

b. The researcher showed second material about in the garden and show picture related to topic on the whiteboard.

c. The researcher asked for the students to identify vocabulary related to the picture.

d. The researcher asked for the students to come forward and draw line from identified picture and wrote the vocabulary.

e. The researcher read aloud the vocabularies and the students repeat it.

f. The researcher asked student to review the vocabularies and practicing to spell and pronounce the words in the word chart.

g. Students classified the words in word chart and every student attach into their words bank.

h. The researcher gave the students some question and asked the students to make some sentences related to the word chart.

i. The researcher asked the students to memorize the vocabulary have been given with wrote the vocabulary and found the meaning. Then, students mentioned the vocabulary has been given.

j. After that the researcher gave the students chance for asking about unclear material.

3. The third meeting

a. The researcher greeted the student to open the class. Then the researcher gave instruction and explanation to the students about what they do before teaching the material.

b. The researcher gave next material about place (in the park) and show picture related to topic on the whiteboard.

c. The researcher asked for the students to identify vocabulary related to the picture.

d. The researcher asked for the students to come forward and draw line from identified picture and wrote the vocabulary.

e. The researcher read aloud the vocabularies and the students repeat it.

f. The researcher asked student to review the vocabularies and practicing to spell and pronounce the words in the word chart

g. Students classified the words in word chart and every student attach into their words bank.

h. The researcher gave the students some question and asked the students to make some sentences related to the word chart.

i. The researcher asked the students to memorize the vocabulary has been given with wrote the vocabulary and found the meaning. Then, students mentioned the vocabulary has been given.

j. After that the researcher gave the students chance for asking about unclear material.

4. The fourth meeting

a. The researcher greeted the student to open the class. Then the researcher gave instruction and explanation to the students about what they do before teaching the material.

b. The researcher gave new material about food and show picture related to topic on the whiteboard.

c. The researcher asked for the students to identify vocabulary related to the picture.

d. The researcher asked for the students to come forward and draw line from identified picture and wrote the vocabulary.

e. The researcher read aloud the vocabularies and the students repeat it.

f. The researcher asked student to review the vocabularies and practicing to spell and pronounce the words in the word chart.

g. Students classified the words in word chart and every student attach into their words bank.

h. The researcher gave the students some question and asked the students to make some sentences related to the word chart.

i. The researcher asked the students to memorize the vocabulary has been given with wrote the vocabulary and found the meaning. Then, students mentioned the vocabulary has been given.

j. After that the researcher gave the students chance for asking about unclear material.

5. The fifth meeting

a. The researcher greeted the student to open the class. Then the researcher gave instruction and explanation to the students about what they do before teaching the material.

b. The researcher gave new material about fruits and show picture related to topic on the whiteboard.

c. The researcher asked for the students to identify vocabulary related to the picture.

d. The researcher asked for the students to come forward and draw line from identified picture and wrote the vocabulary.

e. The researcher read aloud the vocabularies and the students repeat it.

f. The researcher asked student to review the vocabularies and practicing to spell and pronounce the words in the word chart.

g. Students classified the words in word chart and every student attach into their words bank.

h. The researcher gave the students some question and asked the students to make some sentences related to the word chart.

i. The researcher asked the students to memorize the vocabulary has been given with wrote the vocabulary and found the meaning. Then, students mentioned the vocabulary has been given.

j. After that the researcher gave the students chance for asking about unclear material.

6. The sixth meeting

a. The researcher greets the student to open the class. Then the researcher gave instruction and explanation to the students about what they do before teaching the material.

b. The researcher gave new material about living room and show picture related to topic on the whiteboard.

c. The researcher asked for the students to identify vocabulary related to the picture.

d. The researcher asked for the students to come forward and draw line from identified picture and wrote the vocabulary.

e. The researcher read aloud the vocabularies and the students repeat it.

f. The researcher asked student to review the vocabularies and practicing to spell and pronounce the words in the word chart.

g. Students classified the words in word chart and every student attach into their words bank.

h. The researcher gave the students some question and asked the students to make some sentences related to the word chart.

i. The researcher asked the students to memorize the vocabulary has been given with wrote the vocabulary and found the meaning. Then, students mentioned the vocabulary has been given.

j. After that the researcher gave the students chance for asking about unclear material.

3.7. Technique of Data Analysis

The technique was used to describe of each research variable by showed descriptive statistic analysis:

3.7.1. Scoring the students by using the formula:

$$\text{score} = \frac{correct\ answer}{Total\ number\ of\ items} \times 100$$

3.7.2. Classifying the score of students' vocabulary

Classifying the score of the students' vocabulary into the following classification.

Table 3.2. Clasification Students' Score

Score	Classification
80 – 100	Very good
66- 79	Good
56 -65	Fair
40 – 55	Poor
≤ 39	Very poor

(Data Source: Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan) [23]

3.7.3. To calculate the rate percentage of the learner score used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency

[23]Suharsimi Arikunto, "*Dasar-Dasar Evaluasi Pendidikan"* (edisi revisi)(Jakarta: PT. Bumi Aksara, 2005), p. 245.

N   = Total number of sample[24]

3.7.4. The formula of the mean score as follow:

$$x = \frac{\sum X}{N}$$

Where: X   = Mean score

$\sum x$ = The sum of the all score

N   = Total number of sample

3.7.5. To calculate the standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N-1}}$$

Where: SD   = Standard deviation

$\sum x$ = The sum all square

N   = The total number of students

$(\sum x)^2$ = The sum square of the sum of square

3.7.6. Finding significant difference between the mean score of the pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N\ (N-1)}}}$$

Where: t   = Test of significant

D   = Mean score

$\sum D$ = The sum of all the score

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[24]Gay, L.R. *"Educational Research"* (New York: Charles Merril Publishing. Co,A. Bell and Howel Company, 1987), p. 448.

N   = Test of significant

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be described in the part below.

4.1. Findings

The findings of the research deal with the classification of the students' score in pre-test and post-test. To find out the answer in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while the post-test was given to know the students' vocabulary mastery after being given treatment through picture word inductive model (PWIM). The result of the post test can answer the question of this research that aims to find out the improvement of students' vocabulary mastery by using picture word inductive model (PWIM) at the eighth grade students of SMP Negeri 1 Baraka Kab.Enrekang.

4.1.1. The Students' vocabulary mastery before the implementation of PWIM

This part presents the result of data analysis about the vocabulary mastery before being given treatment by using picture word inductive model (PWIM). The data were collected from students pre-test which consist of 28 students. Before implementation of the picture word inductive model, the researcher found that students of the eighth grade at SMP Negeri 1 Baraka still lack in vocabulary mastery. Most of the students bored in learning English because some of the students think that English is difficult subject to learned and the teacher still using traditional method in teaching and learning process. The researcher also, found that the students

errors in pronunciation so they did not know how to pronounce the vocabulary correctly.

The researcher also found in the students score in pre-test that the students got low vocabulary mastery. It was proved by the pre-test score of the students that got low score.

4.1.1.1. The Analysis of students' pre-test score

The writer gave test to the students in the first meeting as the pre-test to know the students' vocabulary mastery before being given treatment. Every student got the question and answered it. After giving the pre-test to the students, the researcher analyzed the students' answer using the classification of the students' vocabulary. The result was shown on the following table:

Table 4.1 Student's score in pre-test

No		Students	Pre-Test	
			Correct Answer	Score
1		ADH	11	55
2		AA	14	70
3		AP	17	85
4		AU	10	50
5		AIHA	6	30
6		AM	11	55
7		BDMNA	14	70
8		DA	15	75
9		FI	13	65
10		HI	13	65
11		INR	14	70
12		JSN	7	35
13		KA	12	60
14		MW	11	55

Countinue Table 4.1

No	Students	Pre-Test	
		Correct Answer	**Score**
15	MRR	12	60
16	MY	10	50
17	MRP	16	80
18	NSR	17	85
19	MNR	13	65
20	NS	12	60
21	NH	12	60
22	RFI	7	35
23	RAI	11	55
24	RJL	11	55
25	RSA	13	65
26	RF	5	25
27	WZI	13	65
28	RSY	12	60

(Data Source: The students' score in pre-test)

After calculating the students' score in pre-test, the researcher classified the students' score into score and classification based on Suharsimi Arikunto, *"Dasar-dasar Evaluasi Pendidikan"*. The score and classification are presented in the table 4.2. The following table was the students' score to find out the mean score.

Table 4.2. The Clasification of the students' score in pre-test

No	Students	Score X_1	Score $(X_1)^2$	Clasification
1	ADH	55	3025	Poor
2	AA	70	4900	Good
3	AP	85	7225	Very Good
4	AU	50	2500	Poor
5	AIHA	30	900	Very Poor
6	AM	55	3025	Poor
7	BDMNA	70	4900	Good

Countinue Table 4.2

No	Students	Score X_1	Score $(X_1)^2$	Clasification
8	DA	75	5625	Good
9	FI	65	4225	Fair
10	HI	65	4225	Fair
11	INR	70	4900	Good
12	JSN	35	1225	Very Poor
13	KA	60	3600	Fair
14	MW	55	3025	Poor
15	MRR	60	3600	Fair
16	MY	50	2500	Poor
17	MRP	80	6400	Very Good
18	NSR	85	7225	Very Good
19	MNR	65	4225	Fair
20	NS	60	3600	Fair
21	NH	60	3600	Fair
22	RFI	35	1225	Very Poor
23	RAI	55	3025	Poor
24	RJL	55	3025	Poor
25	RSA	65	4225	Fair
26	RF	25	625	Very Poor
27	WZI	65	4225	Fair
28	RSY	60	3600	Fair
	Total	**1660**	**104400**	

(Data Source: The students' score in pre-test)

Table 4.2 above, shows the result of pre-test score before being given treatment. There were 10 students got fair, there were 7 students got poor, there were 4 students got very poor, 4 students got good and 3 students got very good. The table shows that the majority of the students have low vocabulary mastery in pre-test.

Furthermore, for looking the mean score and standard deviation of the students' skill in pre-test, the researcher had calculated it.

The result can be presented as follows:

Mean score of the pre-test:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1660}{28}$$

$$\bar{X} = 59{,}28$$

Thus, the mean score of the pre-test was 59,28.

Based on the result of the pre-test, the data shows that the mean score of the pre-test was 59,28. It could be seen that students' vocabulary mastery was got low score. It showed that majority of the students got low score, most of the students got fair, poor, and very poor.

The standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{104400 - \frac{(1660)^2}{28}}{28-1}}$$

$$SD = \sqrt{\frac{104400 - \frac{2755600}{28}}{27}}$$

$$SD = \sqrt{\frac{104400 - 98414{,}28}{27}}$$

$$SD = \sqrt{\frac{5985{,}72}{27}}$$

$$SD = \sqrt{221{,}69}$$

$$SD = 14{,}88$$

Thus, the standard deviation of the pre-test was 14,88. After determining the mean score of the pre-test was 59,28 and standard deviation of the pre-test was 14,88, t could be seen that the students' vocabulary mastery were in low category.

In other hand, the researcher also had written the students' score into the table of frequency and the percentage before being given treatment using picture word inductive model. After that, the students' score were then show the table calculated to find out the frequency and percentage of the students' score and classification. It can be seen in the following table:

Table 4.3. The frequency and percentage of the pre-test

Score	Classification	Frequency	Percentage
80 – 100	Very good	3	10,71 %
66- 79	Good	4	14,28 %
56 -65	Fair	10	35,71 %
40 – 55	Poor	7	25,00 %
≤ 39	Very poor	4	14,28 %
		28	100%

(Data Source: The frequency and percentage of the pre-test)

Table 4.3 above shows the percentage of the students score in pre-test. There were 3 (10,71%) classified as very good, there were 4 (14,28%) classified as good, there were 10 (35,71%) classified as fair, there were 7 (25,00%) classified as poor, and there were 4 (14,28%) classified as very poor. The percentage shows that majority of the students' ability in vocabulary was still low.

4.1.2. The Improvement of Students Vocabulary Mastery

The students' vocabulary mastery after getting treatment through picture word inductive model (PWIM) got improvement. The students were more active and participated in the learning process. The students also enjoy and easier in

memorizing the vocabulary. The researcher found that the students' vocabulary mastery was improve after getting treatment, it was prove by the students' post-test score higher than pre-test score.

4.1.2.1. The Analysis of Students' Post-test Score

The researcher gave post-test to know the students' vocabulary mastery after being given treatment through picture word inductive model. In this section, the researcher showed the students' score in post-test, the mean score and the rate percentage of students' vocabulary in post-test. The result was shown in the following table:

Table 4.4. Student's Score in Post-test

No	Students	Post-Test	
		Correct Answer	Score
1	ADH	17	85
2	AA	15	75
3	AP	19	95
4	AU	16	80
5	AIHA	13	65
6	AM	15	75
7	BDMNA	18	90
8	DA	18	90
9	FI	16	80
10	HI	12	60
11	INR	11	55
12	JSN	14	70
13	KA	17	85
14	MW	13	65
15	MRR	15	75
16	MY	15	75
17	MRP	18	90
18	NSR	19	95
19	MNR	15	75

No	Students	Post-Test	
		Correct Answer	**Score**
20	NS	13	65
21	NH	14	70
22	RFI	11	55
23	RAI	15	75
24	RJL	12	60
25	RSA	17	85
26	RF	10	50
27	WZI	17	85
28	RSY	16	80

(Data source: *The students' score in post-test)*

After calculating the students' score in post-test, the researcher classified the students' score into score and classification based on Suharsimi Arikunto *"Dasar-dasar Evaluasi Pendidikan"*. The score and classification are presented in the table 4.5. The following table are the students' score to find out the mean score.

Table 4.5. The Clasification of the students' score in post-test

No	Students	Score X2	Score $(X2)^2$	Clasification
1	ADH	85	7225	Very good
2	AA	75	5625	Good
3	AP	95	9025	Very good
4	AU	80	6400	Very good
5	AIHA	65	4225	Fair
6	AM	75	5625	Good
7	BDMNA	90	8100	Very good
8	DA	90	8100	Very good
9	FI	80	6400	Very good
10	HI	60	3600	Fair
11	INR	55	3025	Poor
12	JSN	70	4900	Poor
13	KA	85	7225	Very good
14	MW	65	4225	Fair

Countinue Table 4.5

No	Students	Score X2	Score $(X2)^2$	Clasification
15	MRR	75	5625	Good
16	MY	75	5625	Good
17	MRP	90	8100	Very good
18	NSR	95	9025	Very good
19	MNR	75	5625	Good
20	NS	65	4225	Fair
21	NH	70	4900	Good
22	RFI	55	3025	Poor
23	RAI	75	5625	Good
24	RJL	60	3600	Fair
25	RSA	85	7225	Very good
26	RF	50	2500	Poor
27	WZI	85	7225	Very good
28	RSY	80	6400	Very good
	Total	**2105**	**162425**	

(Data source : The students' score in post-test)

In the table 4.5 above, it shows the result of post-test score. There were 12 students got very good, there were 8 students got good, there were 5 students got fair, 3 students got poor. The total score in post-test was 2105. It proved that there was an improvement of students' score in post-test. The students got improvement after being given treatment through picture word inductive model (PWIM).

Furthermore, for looking the mean score and standard deviation of the students' skill in post-test, the researcher had calculated it. The result can be presented as follow:

Mean score of the post-test:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2105}{28}$$

$\bar{X} = 75,17$

Thus, the mean score of post-test (X_2) was 75,17

Based on the result of post-test, the data showed that the mean score of the post-test was 75,71 from that analyzing. It could be seen that the students' ability in vocabulary mastery was good.

The standard deviation of post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{162425 - \frac{(2105)^2}{28}}{28-1}}$$

$$SD = \sqrt{\frac{162425 - \frac{4431025}{28}}{27}}$$

$$SD = \sqrt{\frac{162425 - 158250,89}{27}}$$

$$SD = \sqrt{\frac{4174,11}{27}}$$

$$SD = \sqrt{154,59}$$

$$SD = 12,43$$

After determining the mean score of post test (X_2) was 75,67 and standard deviation of the post-test was 12,43. It could be seen that students' vocabulary mastery was in a good category.

In other hand, the researcher also had written the students' score into the table of frequency and the percentage after being given treatment using picture word inductive model. After that, the students' score were then show the table calculated

to find out the frequency and percentage of the students' score and classification. It can be seen in the following table:

Table 4.6. The frequency and percentage of the post-test

Score	Classification	Frequency	Percentage
80 – 100	Very good	12	42,85 %
66- 79	Good	8	28,57 %
56 -65	Fair	5	17,85 %
40 – 55	Poor	3	10,71 %
≤ 39	Very poor	0	0%
		28	100 %

(*Data source :* The frequency and percentage of the post-test)

Based on the table 4.3 above, it shows the percentage of the students score in post-test that there were 12 (42,85 %) classified as very good, there were 8 (28,57%) classified as good, there were 5 (17,85%) classified as fair, there were 3 (10,71%) classified as poor, and there was not classified as very poor. The percentage means majority of the students' ability in vocabulary mastery got improvement.

4.1.3. The Overall Result of Pre-Test and Pos-Test

The result explained that the pre-test and post-test was used to measure the students' knowledge gained in the treatment by using picture word inductive model in this research. In other words to determined the students' knowledge in vocabulary mastery before and after treatment or pre-test and post.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.7. The comparison between pre-test and post-test result

No	Students	The Students' Scores	
		Pre-test	Post-test
1	ADH	55	85
2	AA	70	75
3	AP	85	95
4	AU	50	80
5	AIHA	30	65
6	AM	55	75
7	BDMNA	70	90
8	DA	75	90
9	FI	65	80
10	HI	65	60
11	INR	70	55
12	JSN	35	70
13	KA	60	85
14	MW	55	65
15	MRR	60	75
16	MY	50	75
17	MRP	80	90
18	NSR	85	95
19	MNR	65	75
20	NS	60	65
21	NH	60	70
22	RFI	35	55
23	RAI	55	75
24	RJL	55	60
25	RSA	65	85
26	RF	25	50
27	WZI	65	85
28	RSY	60	80
MEAN		59,28	75,67
MAX		85	95
MIN		25	50

(Data source : The comparison between pre-test and post-test result)

That table above shows that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their vocabulary mastery through picture word inductive model (PWIM). The improvement could be measure by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 25 and the maximum was 85, beside that the minimum score of post-test was 50 and the maximum score of post-test was 95. The mean score of pre-test was 59,28 and the mean score of post-test was 75,67. Before treatment the students got fair category but after doing treatment by using picture word inductive model the students got very good category, it means that there was an improvement with students' vocabulary mastery.

4.1.4. T-test Value

T-test was used to ensure that students got an improvement after gave the treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.8. The worksheet of the calculating of the score on pre-test and post-test.

No	Pre-test	Post-test	D	D^2
1	55	85	30	900
2	70	75	5	25
3	85	95	10	100
4	50	80	30	900
5	30	65	35	1225
6	55	75	20	400
7	70	90	20	400
8	75	90	15	225
9	65	80	15	225
10	65	60	-5	25

Countinued Table 4.8

No	Pre-test	Post-test	D	D^2
11	70	55	-15	225
12	35	70	35	1225
13	60	85	25	625
14	55	65	10	100
15	60	75	15	225
16	50	75	25	625
17	80	90	10	100
18	85	95	10	100
19	65	75	10	100
20	60	65	5	25
21	60	70	10	100
22	35	55	20	400
23	55	75	20	400
24	55	60	5	25
25	65	85	20	400
26	25	50	25	625
27	65	85	20	400
28	60	80	20	400
	$\sum$		445	10525

(Data Source: the worksheet of the calculating on pre-test and post-test)

In the other to see the students' score, the following is t-test was statically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\sum D}{N}$$

In which:

D   = the mean score of difference

$\sum$D   = the total scores of difference between pre-test and post-test

N   = Total sample

$$D = \frac{445}{28}$$

$$D = 15{,}89$$

So, the mean score difference was 15,89

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

T = Test of significance

D = Mean Score of difference (X1-X2)

$\sum D^2$ = The sum of all the score

N = The total sample

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

$$t = \frac{15{,}89}{\sqrt{\dfrac{10525 - \dfrac{(445)^2}{28}}{28\,(28-1)}}}$$

$$t = \frac{15{,}89}{\sqrt{\dfrac{10525 - \dfrac{198025}{28}}{28\,(27)}}}$$

$$t = \frac{15,89}{\sqrt{\dfrac{10525 - 7072,32}{756}}}$$

$$t = \frac{15,89}{\sqrt{\dfrac{3452,68}{756}}}$$

$$t = \frac{15,89}{\sqrt{4,56}}$$

$$t = \frac{15,89}{2,13}$$

$$t = 7,46$$

4.1.5. Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test was t = 7,46. To find out the degree of freedom (df) the researcher used following formula:

df = N – 1

df = 28 – 1

df = 27

For the level of significance (P = 0,05) and df = 27 and the value of T-table 1,703, while the value of t-test 7,46. It means that the of t-test was greater than t-table (7,46 ≥ 1,703). Thus, it can be concluded that there was an improvement with the students' vocabulary mastery after being given treatment by using picture word

inductive model (PWIM). So, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

4.2. Discussion

4.2.1. The improvement of the Students' Vocabulary Mastery Picture Word Inductive Model (PWIM)

Based on the finding in the previous section showed that the students' vocabulary mastery has developed, students' score after giving treatment was higher than before giving treatment. As explained in the data collection a vocabulary test was administered twice in pre-test and post-test. The pre-test was given before treatment, which aim to know the students' vocabulary knowledge. The post-test was given after giving the treatment to check the student's achievement on English language learning especially in vocabulary mastery by use picture word inductive model (PWIM).

To know the improvement of students' vocabulary mastery, the researcher calculated the mean score of students' score in pre-test and post-test. From the finding shows that the mean score of post-test (75,71) was higher than the mean score of pre-test (59,28).

By looking at the test finding, the data provided in classification table based on the vocabulary. In pre-test, there were 3 (10,71%) students classified as very good score, there were 4 (14,28%) students classified as good, there were 10 (35,71%) classified as fair, there were 7 (25,00%) classified as poor, and there were 4 (14,28%) classified as very poor score. While in post-test, that there were 12 (42,85 %) students classified as very good score, there were 8 (28,57%) students classified as good, there were 5 (17,85%) classified as fair, and there were 3 (10,71%) students

classified as poor score. It showed that there was improvement in students' ability after giving treatment.

In addition, to know what was the hypothesis received between null hypothesis (H_0), and alternative hypothesis (H_a), the researcher used t-test to know the calculating result showed the t-test value 7,46 was greater than t-table value 1,703. Even, for the level significant (α) 5% and df = 27. It means that the t-test value is greater than t-table (7,46 $\geq$ 1,703) and alternative hypothesis (H_a) was received, it was concluded that through picture word inductive model was able to improve students' vocabulary mastery at the second grade at SMP Negeri 1 Baraka Kab. Enrekang, while the null hypothesis (H_0) was rejected.

Based on the findings above, the researcher concluded that in teaching vocabulary through picture word inductive model (PWIM) was able to improve students' vocabulary mastery at the eighth grade of SMP Negeri 1 Baraka Kab. Enrekang.

4.2.2   To find out how to implementation of picture word inductive model (PWIM) to improve the students' vocabulary mastery

There were six meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test. It purposed to know the students' ability in vocabulary and students' vocabulary mastery before getting the treatment. The steps of this test was the English teacher introduce the researcher to the students before leaving the classroom and then the researcher started to introduced herself and gave explanation about the test. After that the researcher gave work sheet as the pre-test which consist in vocabulary test 20 questions. In this case after the students finished the work sheet, the researcher collected and checked the

students' work sheet at home. Then, the researcher gave correction on the students' paper and gave the score.

In the first meeting the researcher entered to the class and greeting to the students. In this meeting the researcher gave information and explanation about the steps in applying picture word inductive model. The researcher gave the first material about things in the classroom. After that the researcher showed a big picture on the whiteboard and distributed small picture to the students and then students was given time around 10 minutes to identified vocabularies that containing in the picture. The next steps is the researcher asked the students to came forward one by one to wrote the vocabularies that they had found on the whiteboard. Then the researcher guide the students to pronounce and spelling the word chart and the students repeated and reviewed the vocabularies with correct pronunciation. The students added the words in their word bank. The researcher asked them to memorized the vocabulary and made some sentences used the words in word chart. In the last, the researcher gave explanation about the next material for the next meeting.

In the second meeting, the researcher gave the second treatment. At the first before gave the next material, the researcher was reviewing the vocabulary that have given in the previous meeting. In the second meeting the researcher gave material about in the garden. After that the researcher continued the treatment using picture word inductive model. After that the researcher showed a big picture on the whiteboard and distributed small picture to the students and then students was given time around 10 minutes to identified vocabularies that containing in the picture. The next steps is the researcher asked the students to came forward one by one to wrote the vocabularies that they had found on the whiteboard. Then the researcher guide the students to pronounced and spelling the word chart and the students repeated and

reviewed the vocabularies with correct pronunciation. The students added the words in their word bank. The researcher asked them to memorized the vocabulary and made some sentences used the words in word chart. Next the researcher chosen some students to reviewed the vocabulary in front of the class. In the last, the researcher gave explanation about the next material for the next meeting.

The third meeting, the researcher gave next material about in the park. The researcher showed a big picture on the whiteboard and distributed small picture to the students and then students was given time around 10 minutes to identified vocabularies that containing in the picture. The next step was the researcher asked the students to came forward one by one to wrote the vocabularies that they had found on the whiteboard. Then the researcher guide the students to pronounced and spelling the word chart and the students repeated and reviewed the vocabularies with correct pronunciation. The students added the words in their word bank. The researcher asked them to memorized the vocabulary and made some sentences used the words in word chart. Next the researcher chosen some students to reviewed the vocabulary in front of the class. In the last, the researcher gave explanation about the next material for the next meeting.

The fourth meeting, the researcher gave material about in living room. The researcher showed a big picture on the whiteboard and distributed small picture to the students and then students was given time around 10 minutes to identified vocabularies that containing in the picture. The next steps is the researcher asked the students to came forward one by one to wrote the vocabularies that they had found on the whiteboard. Then the researcher guide the students to pronounced and spelling the word chart and the students repeated and reviewed the vocabularies with correct pronunciation. The students added the words in their word bank. The researcher

asked them to memorized the vocabulary and made some sentences used the words in word chart. Next the researcher chosen some students to reviewed the vocabulary in front of the class. In the last, the researcher gave explanation about the next material for the next meeting.

The fifth meeting, the researcher gave next material about fruits. The researcher showed a big picture on the whiteboard and distributed small picture to the students and then students was given time around 10 minutes to identified vocabularies that containing in the picture. The next steps is the researcher asked the students to came forward one by one to wrote the vocabularies that they had found on the whiteboard. Then the researcher guide the students to pronounc and spelling the word chart and the students repeated and reviewed the vocabularies with correct pronunciation. The students added the words in their word bank. The researcher asked them to memorized the vocabulary and made some sentences used the words in word chart. Next the researcher chosen some students to reviewed the vocabulary in front of the class. In the last, the researcher gave explanation about the next material for the next meeting.

In the sixth meeting, before giving last material to the students, the researcher gave reviewing about the vocabulary that have given in previous meeting. In this meeting the researcher was giving the sixth treatment as the last. The researcher continued to applying picture word inductive model and gave the last material about food. Before giving the material, the researcher was reviewing the vocabulary that have given in previous meeting before. Next, the researcher showed a big picture on the whiteboard about food and asked the students to identified and found vocabularies containing on the picture. The researcher distributed small picture to the students and given time around 10 minutes to identified vocabularies that containing

in the picture. The next steps is the researcher asked the students to came forward one by one to wrote the vocabularies that they had found on the whiteboard. Then the researcher guide the students to pronounced and spelling the word chart and the students repeated and reviewed the vocabularies with correct pronunciation. The students added the words in their word bank. The researcher asked them to memorized the vocabulary and made some sentences used the words in word chart. Next the researcher chosen some students to reviewed the vocabulary in front of the class.

After the researcher was done the treatment six times, the researcher gave post-test to measure the ability and vocabulary mastery of students after treatment by applying picture word inductive model. The researcher gave vocabulary test multiple choice and matching item.

The researcher has found that before using picture word inductive model in teaching vocabulary, the students' vocabulary mastery still low. It was proven by the result of the pre-test. The students lack their vocabulary. One of the factors was the technique or strategy that the English teacher used in teaching and learning still monotonous. So the students got bored in learning process in the classroom.

After the treatment was gave in 6 meetings, the researcher concluded that the students' ability was improve. It proved by the result of the post-test. After applying picture word inductive model in teaching vocabulary, it gave improvement to the students' vocabulary mastery. Making the students easier to remember and memorize the vocabulary and the students also more active in the learning process. Students enjoy the learning activities by identifying the vocabulary in the image shown and found new words from pictures and know pronunciation of the vocabulary correctly.

Using picture word inductive model gave contribution and useful for the students in the learning process. This model help the students to enhance their learning. The process also help the students to add and develop their new words by identifying words which containing in the picture. providing opportunities for the learners to discover words from the picture. using picture as a focus to teach language component such as vocabulary, spelling, phonics, word structure, and even writing.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the data analysis, research finding, and discussion in the previous chapter, the researcher conclude that before taught by using picture word inductive model in the classroom, the students ability in vocabulary mastery is still low. There are still many students who have low vocabulary mastery and many students who do not know the meaning of some vocabulary in English and do not know the way of pronouncing words correctly. In addition, the results of the pre-test scores were lower than the post-test scores, which showed that the students' vocabulary mastery was still low before being taught using the picture word inductive model.

There was a significant difference of the students' vocabulary mastery in before and after giving treatment. Through picture word inductive model (PWIM) was effective in teaching English vocabulary of used and student quality increase. It was proved by the data analysis of pre-test and post-test result where the mean score of pre-test was 59,28 and the mean score of post-test was 75,17. After the application of t-test formula of post-test and found that t-test value (7,46) was higher than t-table value (1,703). It means rejecting of null hypothesis (Ho) and accepting of alternative hypothesis (Ha) and it shows that teaching vocabulary by using picture word inductive model (PWIM) was effective, students can get many vocabularies and students' vocabulary got improvement. Their vocabulary improve with they can found new vocabulary, pronounce the words many times, memorize more words easier after giving the treatment. The students was very exciting and enjoy the learning process and done the lesson. However it was worked to teaching vocabulary

by using picture word inductive model especially in the second grade of students at SMP Negeri 1 Baraka Kab.Enrekang.

5.2. Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this research for teacher, students, and other researchers. The suggestions are as follow:

5.2.1. For the teacher

The teacher is hoped more creative and use variety method in teaching and learning process. Also need has a good feedback in teaching, so the students are not bored in learning process and motivated the student in learning english. The teacher can use and apply picture word inductive model in teaching vocabulary to the students in the classroom.

5.2.2. For the students

The students need to more active in practice and increase their vocabulary, so that they can easier to understand about English and lesson. The students need to be good learners, pay attention to their teacher in teaching and learning process in the classroom.

5.2.3. For the other researcher

For the next researchers suggested for have many references about picture word inductive model (PWIM). This research can give some advantages for other researcher who wants to use this research as a reference in conduct a research.

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APPENDIX

Appendix 1: Research Instrument

	KEMENTRIAN AGAMA REPUBLIK INDONESIA
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	FAKULTAS TARBIYAH
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NAMA MAHASISWA   : Mu'minati

NIM   : 15.1300.070

FAKULTAS/ PRODI   : Tarbiyah/ Pbi

JUDUL   : Improving Students' Vocabulary Mastery Through Picture Word Inductive Model (PWIM) at the Eighth Grade of Smp Negeri 1 Baraka Kab. Enrekang

PRE-TEST

A. choose the correct answer from the option a, b, c, or d.

1. Sarah put her books on the ……
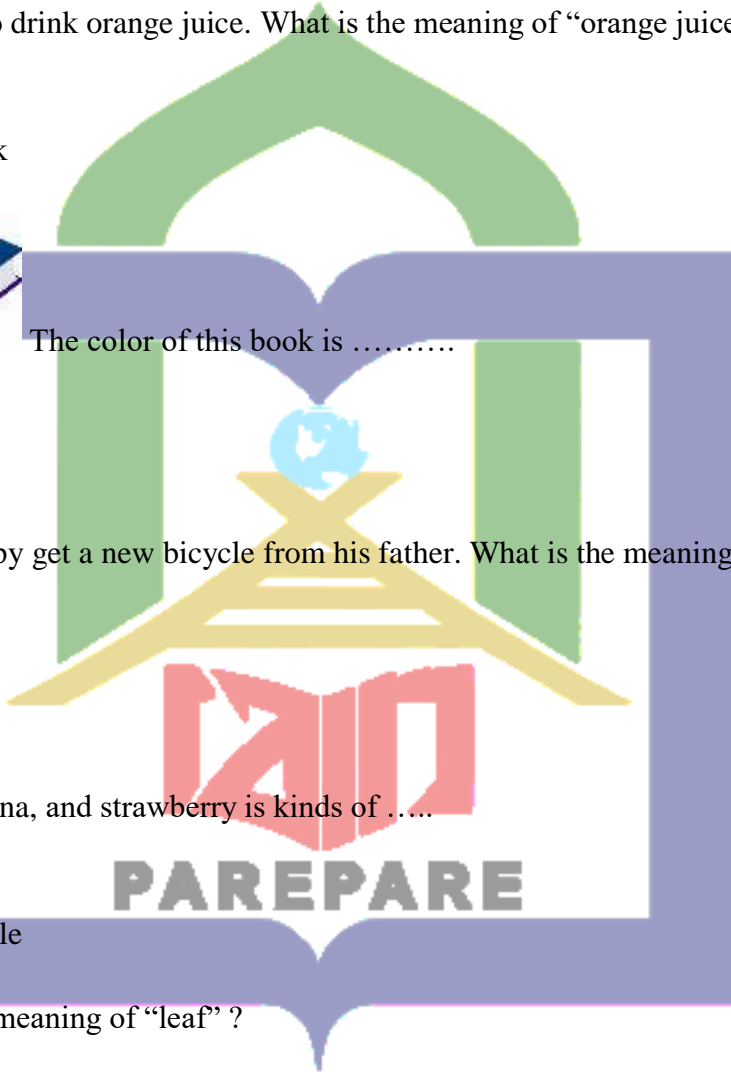   a. Globe
    b. Table
    c. Bedroom
    d. Bag

2. what picture is this ?
    a. Rose
    b. Jasmine
    c. Sun flower
    d. Dandelion

3. The person that work in the school is ……
   a. A doctor
   b. A teacher
   c. A police
   d. A nurse

4. we use spoon and ……….to eat our food.
   a. Plate
   b. Glass
   c. Sofa
   d. Vas

5. Dian go to school every day to study. Who is Dian ?
   a. Pilot
   b. Farmer
   c. Nurse
   d. Student

6. what is the English of " rumput"
   a. Grass
   b. Tree
   c. Branch
   d. Root

7. What picture is this ?
   a. Mountain
   b. River
   c. Sea
   d. Road

8. Thing that use to showing country, river, town and etc, is …….
   a. Post card
   b. Bag
   c. Hat
   d. Map

9.What is the English of "duduk" ?
   a. Sitting
   b. Studying
   c. Standing

    d. Writing

10. what is the English of "ranting "
    a. Tree
    b. Branch
    c. Leaf
    d. Flower

11. Anna like to drink orange juice. What is the meaning of "orange juice"
    a. Kopi
    b. The
    c. Jus jeruk
    d. susu

12.   The color of this book is ……….
    a. Yellow
    b. Red
    c. Green
    d. Blue

13. Jerry is happy get a new bicycle from his father. What is the meaning of "happy"?
    a. Bahagia
    b. Sedih
    c. Bosan
    d. Marah

14. Apple, banana, and strawberry is kinds of …..
    a. Flower
    b. Fruits
    c. Vegetable
    d. Orange

15. what is the meaning of "leaf" ?
    a. Bunga
    b. Akar
    c. Daun
    d. Pohon

B. match the picture with the word in righ !

1.

2.

3.

4.

5.

a. Chair

b. Flower

c. Globe

d. Television

e. Hand

f. Bowl

g. Umbrella

h. Bread

POST – TEST

A. choose the correct answer from the option a, b, c, or d.

1. Mia takes a ……. to write a letter to her friend in Japan.
   a. Picture
   b. Paper
   c. Souvenir
   d. Book

2. Which one of the word that is fruit ……
   a. Carrot
   b. Onion
   c. Grape
   d. Mushroom

3. . what is the meaning of "blanket" ?
   a. Selimut
   b. Bantal
   c. Handuk
   d. karpet

4. When we are thirsty, we use …… to drink.
   a. Plate
   b. Glass
   c. Sofa
   d. Vas

5. what picture is this ?
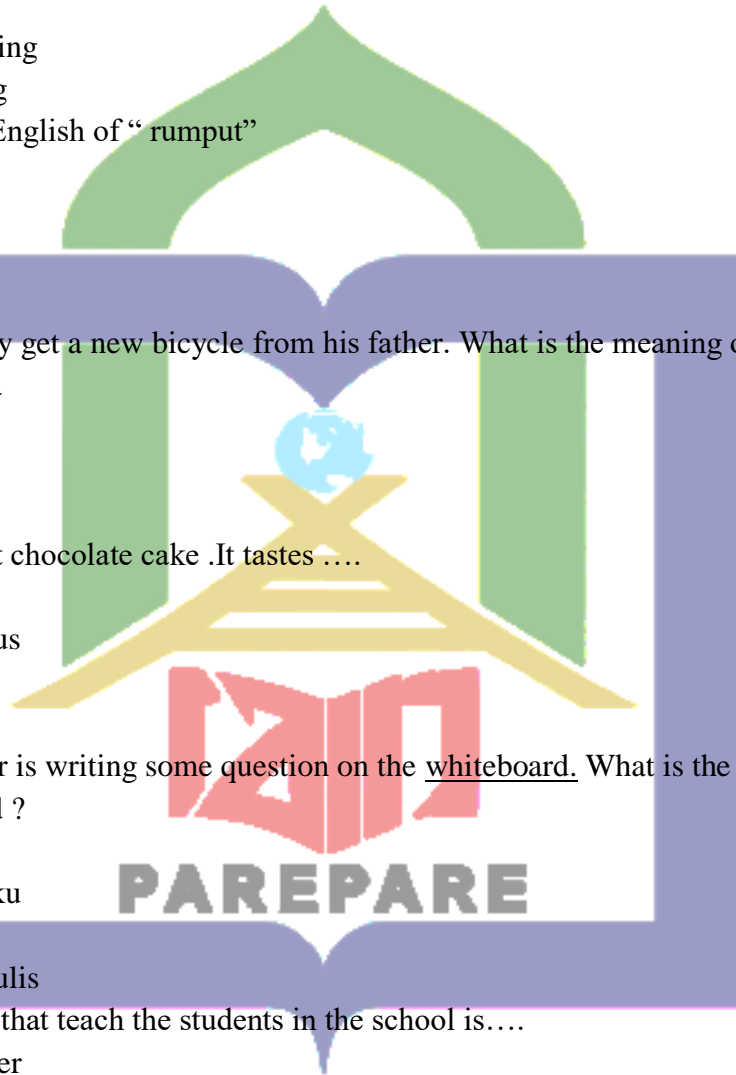   a. Rose
   b. Jasmine
   c. Sun flower
   d. Dandelion

6. Dian go to school every day to study. Who is Dian ?
   a. A Pilot
   b. A Farmer
   c. A Nurse
   d. A Student

7. What is the boy doing ?
   a. Eating
   b. Sitting
   c. Swimming
   d. Walking

8. What is the English of " rumput"
   a. grass
   b. leaf
   c. branch
   d. root

9. Jerry is happy get a new bicycle from his father. What is the meaning of "happy" ?
   a. Bahagia
   b. Sedih
   c. Marah
   d. Bosan

10. I like to eat chocolate cake .It tastes ….
    a. Sour
    b. Delicious
    c. Hot
    d. salty

11. The teacher is writing some question on the whiteboard. What is the meaning of whiteboard ?
    a. Jendela
    b. Rak buku
    c. Peta
    d. Papan tulis

12. The person that teach the students in the school is….
    a. A Teacher
    b. A Police
    c. A doctor
    d. A Nurse

13. what is the name of these fruits ?
   a. Grape and apple
   b. Pineapple and mango
   c. Banana and orange
   d. Strawberry and mango

14. Anna like to drink orange juice. What is the meaning of "orange juice"
   a. Kopi
   b. Jus jeruk
   c. Teh
   d. Susu

15. What is the English of "bermain" ?
   a. Walking
   b. Running
   c. Playing
   d. Watching

B. Match the picture with the word in righ !

1.

2.

3.

4.

5

   a. Cloud
   b. Glass
   c. Floor
   d. Table
   e. Tree
   f. Bread
   g. Watermelon
   h. River

Appendix 2: Lesson Plan

LESSON PLAN

Sekolah	:	SMP Negeri 1 Baraka
Mata Pelajaran	:	Bahasa Inggris
Kelas/ semester	:	VIII/ 1 (satu)
Materi ajar	:	Vocabulary (in the classroom)
Alokasi Waktu	:	2 x 45 menit

Standar kompetensi : Memahami kosa kata dalam bahasa inggris dan maknanya terkait dengan materi yang dipelajari.

Kompetensi Dasar : Menegetahui dan menyebutkan kosa kata yang ada di dalam kelas beserta maknanya secara baik dan benar.

Indikator : 1. Mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi things in the classroom.

2. Menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari.

3. Menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan things in the classroom.

Tujuan Pembelajran : 1. Siswa mampu unutk mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi things in the classroom.

2. Siswa mampu untuk menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari dengan baik.

1

3. Siswa mampu untuk menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan things in the classroom secara baik dan benar

Materi Pembelajaran

Topik   :   Things in the classroom

Metode pembelajaran

Metode   :   Kontekstual

Teknik   :   Picture Word Inductive Model

Langkah-langkah pembelajaran:

A. Kegiatan awal

1. Salam dan berdoa

2. Mempersiapkan peserta didik unutk mengikuti kegiatan pembelajaran yang akan dilakukan

3. Menyampaikan tujuan pembelajaran yang meliputi tujuan pembelajaran yang akan dilakukan peneliti.

B. Kegiatan inti

1. Peneliti memberikan penjelasan dan arahan terkait materi yang akan dipelajari dengan menggunakan teknik picture word inductive model

2. Peneliti menunjukkan kepada siswa gambar yang berhubungan dengan materi things in the classroom

3. Meminta siswa untuk mengidentifikasi kosa kata yang terdapat pada gambar yang telah diberikan

4. Peneliti meminta siswa unutk menggambar garis pada gambar yang telah diidentifikasi dan menuliskan kosa kata - kosa kata yang telah ditemukan

5. Peneliti membantu siswa untuk mengucapkan kosa kata yang terdapat pada word chart

6. Meminta siswa untuk mengucapkan dan mengeja kosa kata yang terdapat pada word chart dengan baik dan benar

7. Meminta siswa mengelompokkam kata-kata yang tertdapat pada word chart dan meminta kepada siswa unutk menuliskan kosa kata pada word bank siswa

8. Mengulangi kembali pengucapan dan mengeja kosa kata yang diberikan dan meminta siswa menghapalkan kosa kata yang diberikan

Kegiatan penutup

1. Peneliti menanyakan tentang pemahaman siswa terhadap materi yang baru saja dipelajari

2. Peneliti bersama dengan siswa menyimpulkan materi yang telah dipelajari

Sumber Belajar

- Picture of things in the classroom
- Dictionary

Penilaian

Tes kosa kata : Tes terdiri dari 15 soal pilihan ganda dan 5 soal mencocokkan

$$\text{score} = \frac{correct\ answer}{Total\ number\ of\ items} \times 100$$

Score	Classification
80 – 100	Very good
66- 79	Good
56 -65	Fair
40 – 55	Poor
≤ 39	Very poor

LESSON PLAN

Sekolah	:	SMP Negeri 1 Baraka
Mata Pelajaran	:	Bahasa Inggris
Kelas/ semester	:	VIII/ 1 (satu)
Materi ajar	:	Vocabulary (garden)
Alokasi Waktu	:	2 x 45 menit
Standar kompetensi	:	Memahami kosa kata dalam bahasa inggris dan maknanya terkait dengan materi yang dipelajari
Kompetensi Dasar	:	Menegetahui dan menyebutkan kosa kata yang ada di taman (halaman rumah) beserta maknanya secara baik dan benar .
Indikator	:	1. Mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi in the garen.
		2. Menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari.
		3. Menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan materi in the garden.
Tujuan Pembelajran	:	1. Siswa mampu unutk mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi tentang garden.
		2. Siswa mampu untuk menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari dengan baik.

3. Siswa mampu untuk menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan garden secara baik dan benar.

Materi Pembelajaran

Topik   :   In the garden

Metode pembelajaran

Metode   :   Kontekstual

Teknik   :   Picture Word Inductive Model

Langkah-langkah pembelajaran:

A. Kegiatan awal

1. Salam dan berdoa

2. Mempersiapkan peserta didik unutk mengikuti kegiatan pembelajaran yang akan dilakukan

3. Menyampaikan tujuan pembelajaran yang meliputi tujuan pembelajaran yang akan dilakukan peneliti.

B. Kegiatan inti

1. Peneliti memberikan penjelasan dan arahan terkait materi yang akan dipelajari dengan menggunakan teknik picture word inductive model

2. Peneliti menunjukkan kepada siswa gambar yang berhubungan dengan materi garden

3. Meminta siswa untuk mengidentifikasi kosa kata yang terdapat pada gambar yang telah diberikan

4. Peneliti meminta siswa untuk menggambar garis pada gambar yang telah diidentifikasi dan menuliskan kosa kata - kosa kata yang telah ditemukan

5. Peneliti membantu siswa untuk mengucapkan kosa kata yang terdapat pada word chart

6. Meminta siswa untuk mengucapkan dan mengeja kosa kata yang terdapat pada word chart dengan baik dan benar

7. Meminta siswa mengelompokkam kata-kata yang tertdapat pada word chart dan meminta kepada siswa unutk menuliskan kosa kata pada word bank siswa

8. Mengulangi kembali pengucapan dan mengeja kosa kata yang diberikan dan meminta siswa menghapalkan kosa kata yang diberikan

Kegiatan penutup

1. Peneliti menanyakan tentang pemahaman siswa terhadap materi yang baru saja dipelajari

2. Peneliti bersama dengan siswa menyimpulkan materi yang telah dipelajari

Sumber Belajar

- Picture of garden
- Dictionary

Penilaian

Tes kosa kata: tes terdiri dari 15 soal pilihan ganda dan 5 soal mencocokkan

$$\text{score} = \frac{correct\ answer}{Total\ number\ of\ items} \times 100$$

Score	Classification
80 – 100	Very good
66- 79	Good
56 -65	Fair
40 – 55	Poor
≤ 39	Very poor

LESSON PLAN

Sekolah	:	SMP Negeri 1 Baraka
Mata Pelajaran	:	Bahasa Inggris
Kelas/ semester	:	VIII/ 1 (satu)
Materi ajar	:	Vocabulary (In the park)
Alokasi Waktu	:	2 x 45 menit

Standar kompetensi : Memahami kosa kata dalam bahasa inggris dan maknanya terkait dengan materi yang dipelajari

Kompetensi Dasar : Menegetahui dan menyebutkan kosa kata yang ada ditaman beserta maknanya secara baik dan benar .

Indikator : 1. Mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi in the park

2. Menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari

3. Menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan materi in the park

Tujuan Pembelajran : 1. Siswa mampu unutk mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi in the park

2. Siswa mampu untuk menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari dengan baik

3. Siswa mampu untuk menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan park secara baik dan benar.

Materi Pembelajaran

Topik   :   In the park

Metode pembelajaran

Metode   :   Kontekstual

Teknik   :   Picture word inductive model

Langkah-langkah pembelajaran:

A. Kegiatan awal

1. Salam dan berdoa

2. Mempersiapkan peserta didik unutk mengikuti kegiatan pembelajaran yang akan dilakukan

3. Menyampaikan tujuan pembelajaran yang meliputi tujuan pembelajaran yang akan dilakukan peneliti.

B. Kegiatan inti

1. Peneliti memberikan penjelasan dan arahan terkait materi yang akan dipelajari dengan menggunakan teknik picture word inductive model

2. Peneliti menunjukkan kepada siswa gambar yang berhubungan dengan park

3. Meminta siswa untuk mengidentifikasi kosa kata yang terdapat pada gambar yang telah diberikan

4. Peneliti meminta siswa untuk menggambar garis pada gambar yang telah diidentifikasi dan menuliskan kosa kata - kosa kata yang telah ditemukan

5. Peneliti membantu siswa untuk mengucapkan kosa kata yang terdapat pada word chart

6. Meminta siswa untuk mengucapkan dan mengeja kosa kata yang terdapat pada word chart dengan baik dan benar

7. Meminta siswa mengelompokkam kata-kata yang tertdapat pada word chart dan meminta kepada siswa unutk menuliskan kosa kata pada word bank siswa

8. Mengulangi kembali pengucapan dan mengeja kosa kata yang diberikan dan meminta siswa menghapalkan kosa kata yang diberikan

Kegiatan penutup

1. Peneliti menanyakan tentang pemahaman siswa terhadap materi yang baru saja dipelajari

2. Peneliti bersama dengan siswa menyimpulkan materi yang telah dipelajari

Sumber Belajar

- Picture of park
- Dictionary

Penilaian

Tes kosa kata : tes terdiri dari 15 soal pilihan ganda dan 5 soal mencocokkan

$$\text{score} = \frac{correct\ answer}{Total\ number\ of\ items} \times 100$$

Score	Classification
80 – 100	Very good
66- 79	Good
56 -65	Fair
40 – 55	Poor
≤ 39	Very poor

LESSON PLAN

Sekolah	:	SMP Negeri 1 Baraka
Mata Pelajaran	:	Bahasa Inggris
Kelas/ semester	:	VIII/ 1 (satu)
Materi ajar	:	Vocabulary (food)
Alokasi Waktu	:	2 x 45 menit
Standar kompetensi	:	Memahami kosa kata dalam bahasa inggris dan maknanya terkait dengan materi yang dipelajari.
Kompetensi Dasar	:	Menegetahui dan menyebutkan kosa kata yang terkait dengan materi "food" beserta maknanya secara baik dan benar.
Indikator	:	1. Mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi tentang food.
		2. Menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari.
		3. Menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan food.
Tujuan Pembelajran	:	1. Siswa mampu unutk mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi food.
		2. Siswa mampu untuk menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari dengan baik.
		3. Siswa mampu untuk menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan food secara baik dan benar.

Materi Pembelajaran

Topik　　　:　Food

Metode pembelajaran

Metode　　:　Kontekstual

Teknik　　:　Picture Word Inductive Model

Langkah-langkah pembelajaran:

A. Kegiatan awal

1. Salam dan berdoa

2. Mempersiapkan peserta didik unutk mengikuti kegiatan pembelajaran yang akan dilakukan

3. Menyampaikan tujuan pembelajaran yang meliputi tujuan pembelajaran yang akan dilakukan peneliti.

B. Kegiatan inti

1. Peneliti memberikan penjelasan dan arahan terkait materi yang akan dipelajari dengan menggunakan teknik picture word inductive model

2. Peneliti menunjukkan kepada siswa gambar yang berhubungan dengan materi food

3. Meminta siswa untuk mengidentifikasi kosa kata yang terdapat pada gambar yang telah diberikan

4. Peneliti meminta siswa unutk menggambar garis pada gambar yang telah diidentifikasi dan menuliskan kosa kata - kosa kata yang telah ditemukan

5. Peneliti membantu siswa untuk mengucapkan kosa kata yang terdapat pada word chart

6. Meminta siswa untuk mengucapkan dan mengeja kosa kata yang terdapat pada word chart dengan baik dan benar

7. Meminta siswa mengelompokkam kata-kata yang tertdapat pada word chart dan meminta kepada siswa unutk menuliskan kosa kata pada word bank siswa

8. Mengulangi kembali pengucapan dan mengeja kosa kata yang diberikan dan meminta siswa menghapalkan kosa kata yang diberikan

Kegiatan penutup

1. Peneliti menanyakan tentang pemahaman siswa terhadap materi yang baru saja dipelajari

2. Peneliti bersama dengan siswa menyimpulkan materi yang telah dipelajari

Sumber Belajar

- Picture of Food
- Dictionary

Penilaian

Tes kosa kata : tes terdiri dari 15 soal pilihan ganda dan 5 soal mencocokkan

$$score = \frac{correct\ answer}{Total\ number\ of\ items} \times 100$$

Score	Classification
80 – 100	Very good
66- 79	Good
56 -65	Fair
40 – 55	Poor
≤ 39	Very poor

LESSON PLAN

Sekolah	:	SMP Negeri 1 Baraka
Mata Pelajaran	:	Bahasa Inggris
Kelas/ semester	:	VIII/ 1 (satu)
Materi ajar	:	Vocabulary (fruits)
Alokasi Waktu	:	2 x 45 menit

Standar kompetensi : Memahami kosa kata dalam bahasa inggris dan maknanya terkait dengan materi yang dipelajari

Kompetensi Dasar : Menegetahui dan menyebutkan kosa kata yang terkait denan materi "fruits" beserta maknanya secara baik dan benar.

Indikator : 1. Mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi tentang fruits.

2. Menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari.

3. Menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan tentnag fruits.

Tujuan Pembelajran : 1. Siswa mampu unutk mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi tentang fruits

2. Siswa mampu untuk menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari dengan baik.

3. Siswa mampu untuk menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan fruits secara baik dan benar.

Materi Pembelajaran

Topik   :   Fruit

Metode pembelajaran

Metode   :   Kontekstual

Teknik   :   Picture Word Inductive Model

Langkah-langkah pembelajaran:

A. Kegiatan awal

1. Salam dan berdoa
2. Mempersiapkan peserta didik untuk mengikuti kegiatan pembelajaran yang akan dilakukan
3. Menyampaikan tujuan pembelajaran yang meliputi tujuan pembelajaran yang akan dilakukan peneliti.

B. Kegiatan inti

1. Peneliti memberikan penjelasan dan arahan terkait materi yang akan dipelajari dengan menggunakan teknik picture word inductive model
2. Peneliti menunjukkan kepada siswa gambar yang berhubungan dengan materi tentang fruits
3. Meminta siswa untuk mengidentifikasi kosa kata yang terdapat pada gambar yang telah diberikan
4. Peneliti meminta siswa unutk menggambar garis pada gambar yang telah diidentifikasi dan menuliskan kosa kata - kosa kata yang telah ditemukan

5. Peneliti membantu siswa untuk mengucapkan kosa kata yang terdapat pada word chart

6. Meminta siswa untuk mengucapkan dan mengeja kosa kata yang terdapat pada word chart dengan baik dan benar

7. Meminta siswa mengelompokkam kata-kata yang tertdapat pada word chart dan meminta kepada siswa unutk menuliskan kosa kata pada word bank siswa

8. Mengulangi kembali pengucapan dan mengeja kosa kata yang diberikan dan meminta siswa menghapalkan kosa kata yang diberikan

Kegiatan penutup

1. Peneliti menanyakan tentang pemahaman siswa terhadap materi yang baru saja dipelajari

2. Peneliti bersama dengan siswa menyimpulkan materi yang telah dipelajari

Sumber Belajar

- Picture of Fruits
- Dictionary

Penilaian

Tes kosa kata : tes terdiri dari 15 soal pilihan ganda dan 5 soal mencocokkan

$$\text{score} = \frac{correct\ answer}{Total\ number\ of\ items} \times 100$$

Score	Classification
80 – 100	Very good
66- 79	Good
56 -65	Fair
40 – 55	Poor
≤ 39	Very poor

LESSON PLAN

Sekolah	:	SMP Negeri 1 Baraka
Mata Pelajaran	:	Bahasa Inggris
Kelas/ semester	:	VIII/ 1 (satu)
Materi ajar	:	Vocabulary (living room)
Alokasi Waktu	:	2 x 45 menit

Standar kompetensi : Memahami kosa kata dalam bahasa inggris dan maknanya terkait dengan materi yang dipelajari

Kompetensi Dasar : Menegetahui dan menyebutkan kosa kata yang ada di ruang tengah/ ruang keluarga beserta maknanya secara baik dan benar.

Indikator : 1. Mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi tentang living room

2. Menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari.

3. Menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan living room.

Tujuan Pembelajran : 1. Siswa mampu unutk mengidentifikasi kosa kata yang terdapat pada gambar terkait dengan materi living room.

2. Siswa mampu untuk menegetahui tentang kosa kata dan maknanya yang terdapat pada gambar terkait dengan materi dipelajari dengan baik.

3. Siswa mampu untuk menyebutkan dan mengucapkan kosa kata yang terdapat pada gambar terkait dengan living room secara baik dan benar.

Materi Pembelajaran

Topik   :   Living room

Metode pembelajaran

Metode   :   Kontekstual

Teknik   :   Picture Word Inductive Model

Langkah-langkah pembelajaran:

A. Kegiatan awal

1. Salam dan berdoa

2. Mempersiapkan peserta didik unutk mengikuti kegiatan pembelajaran yang akan dilakukan

3. Menyampaikan tujuan pembelajaran yang meliputi tujuan pembelajaran yang akan dilakukan peneliti.

B. Kegiatan inti

1. Peneliti memberikan penjelasan dan arahan terkait materi yang akan dipelajari dengan menggunakan teknik picture word inductive model

2. Peneliti menunjukkan kepada siswa gambar yang berhubungan dengan materi living room meminta siswa untuk mengidentifikasi kosa kata yang terdapat pada gambar yang telah diberikan

3. Peneliti meminta siswa unutk menggambar garis pada gambar yang telah diidentifikasi dan menuliskan kosa kata - kosa kata yang telah ditemukan

4. Peneliti membantu siswa untuk mengucapkan kosa kata yang terdapat pada word chart

5. Meminta siswa untuk mengucapkan dan mengeja kosa kata yang terdapat pada word chart dengan baik dan benar

6. Meminta siswa mengelompokkam kata-kata yang tertdapat pada word chart dan meminta kepada siswa unutk menuliskan kosa kata pada word bank siswa

7. Mengulangi kembali pengucapan dan mengeja kosa kata yang diberikan dan meminta siswa menghapalkan kosa kata yang diberikan

Kegiatan penutup

1. Peneliti menanyakan tentang pemahaman siswa terhadap materi yang baru saja dipelajari

2. Peneliti bersama dengan siswa menyimpulkan materi yang telah dipelajari

Sumber Belajar

- Picture of living room
- Dictionary

Penilaian

Tes kosa kata : tes terdiri dari 15 soal pilihan ganda dan 5 soal mencocokkan

$$\text{score} = \frac{correct\ answer}{Total\ number\ of\ items} \times 100$$

Score	Classification
80 – 100	Very good
66- 79	Good
56 -65	Fair
40 – 55	Poor
≤ 39	Very poor

Appendix 7: Curriculumm Vitae

CURRICULUMM VITAE

MU'MINATI. The writer was born on April 8th 1995 at Buntu Lamba, Kec. Malua, Kab. Enrekang. She is the second child in her family. She has an old brother's name is Abd. Rahman,S. Her father's name is Sumardi and her mother's name is Mina. Her educational background, she began her study 2001 in SDN No. 36 BT. Lamba, Kec. Malua, Kab. Enrekang and graduated on 2007, at the same year she registered at SMP Negeri 1 Baraka, Kec. Baraka, and graduated in 2010 at the same year she registered in SMA Negeri 1 Baraka, Kec. Baraka, and graduated in 2013. On 2015, she registered at State Islamic Institute (IAIN) Parepare at English Education Program and finish her study by title of skripsi "Improving students' vocabulary mastery through picture word inductive model (PWIM) at the eighth grade of SMP Negeri 1 Baraka Kab.Enrekang."