

A THESIS

**THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE
MODEL (PWIM) TO BOOST STUDENTS' VOCABULARY
OF SEVENTH GRADE STUDENTS OF
SMPN 1 PAREPARE**



BY

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REG NUM. 2020203888203042**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

2024

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In the name of Allah, The Beneficent and The Merciful

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Parepare, 22th June 2024
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DECLARATION OF THE RESEARCH AUTHENTICITY

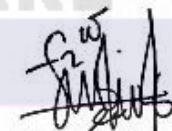
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Stating truly that this thesis is my own work. if it is proven that it is copied, duplicated or imitated by others, then the thesis and the degree it has obtained will be postponed.

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ABSTRACT

Fasya Adriana : *The Effectiveness of Picture Word Inductive Model (PWIM) to Boost Students' Vocabulary of Seventh Grade Students' of SMPN 1 Parepare (Ambo Dalle, Munawir).*

Learning vocabulary is an important part of learning a language, especially English, which supports speakers to express their opinions, ideas or feelings. Vocabulary is the most important element in learning a language is vocabulary. in this study the researchers have objectives, namely, 1. To find out how students' vocabulary mastery before using the Picture Word Inductive Model (PWIM) Strategy in seventh grade SMPN 1 Parepare. 2. To find out whether the Picture Word Inductive Model (PWIM) strategy is effective in vocabulary learning in the seventh grade of SMPN 1 Parepare. This study aims to improve the comfort of students and make learning more active and interesting.

This study used a pre-experimental research design in the form of One-Group Pre-test Post-test with a total of 34 students in the 2023-2024 school year at SMPN 1 Parepare. Data collection techniques include observation, tests, and implementation of the PWIM strategy. The duration of this study was one month which included Pre-test and Post-test. Data analysis was carried out using a descriptive approach using the SPSS application..

The research results showed that before being given treatment using the Picture Word Inductive Model (PWIM), students' vocabulary mastery in the pre-test was at an average score of 58.09. After treatment using the PWIM strategy, vocabulary mastery increased significantly with an average score of 76.62. The significance value of the data is 0.001, which is smaller than the alpha value of 0.05. So the pre-test results and post-test results show that the increase in students' vocabulary mastery is statistically significant after using the PWIM strategy. These results show that H_0 is rejected and H_1 is accepted, so it can be seen that the Picture Word Inductive Model (PWIM) strategy can be very useful for learning vocabulary because it helps students memorize vocabulary more easily by utilizing the objects in the pictures in it.

Keywords: *Vocabulary Mastery, The effectiveness of the Picture Word Inductive Model (PWIM) Strategy.*

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya

ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

- a. Single vowels (monofong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
اَيّ	Fathah and Ya	Ai	a and i
اَوّ	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Na me	Lett ers and Mar ks	Nam e
تَا / تَي	Fath ah and Alif or ya	Ā	a andl ine abov e
يَي	Kasr ah and Ya	Ī	i andl ine abov e
يِي	Kasr ah and Ya	Ī	i andl ine abov e
وُو	Kasr ah and Wau	Ū	u and line abov e

Example :

مات	:māta
رمى	: ramā
قيل	: qīla
يموت	: yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : *raudahal-jannahatauraudatuljannah*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnahal-fāḍilahatau al-madīnatulfāḍilah*

الْحِكْمَةُ : *al-hikmah*

5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا : *Rabbanā*

نَجَّيْنَا : *Najjainā*

الْحَقُّ : *al-haqq*

الْحَجُّ : *al-hajj*

نُعْمٌ : *nu‘ima*

عُدُوْ : *‘aduwwun*

If the letters *ى* bertasydid at the end of a word and preceded by the letter kasrah *ي*, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : Arabi (not ‘Arabiyyor ‘Araby)

عَلِيٌّ : ‘Ali (not ‘Alyyor ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters *ا* (*alif lam ma‘arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, *al-*, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

الشَّمْسُ : *al-syamsu* (not *asy- syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (not *az-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أَمْرٌ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole.

Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafzlabikhusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al).

Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata ‘āla</i>
saw.	=	<i>ṣallallāhu ‘alaihiwasallam</i>
a.s.	=	<i>‘alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
بد	=	بدون
صلعم	=	ﷺ

ط	=	طبعة
ن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

Learning vocabulary is an important part of learning a language, especially English, which supports speakers to express their opinions, ideas or feelings. In Indonesia itself, English is still considered a foreign language and makes it the first foreign language taught in schools. There are four skills that need to be mastered in language, namely Writing, Reading, Listening, and Speaking. To develop these four skills, vocabulary has the most important function and influence in developing these four language skills. According to Fauziyati in the research of Shinta Puspitasari et al, states that Vocabulary is the most important part of language, and is very important for language learners in general.¹ So it can be concluded that the most important element in learning a language is vocabulary.

According to Laufer in 1997 cited by Thuraya A. Alabsi said that Vocabulary is very important for students to understand and communicate well with others in L1 and L2 languages. It is impossible to understand anything in the mother tongue or foreign language without vocabulary.² So it can be concluded that understanding vocabulary is very influential in the process of understanding something so as to create good communication.

Students' difficulty in understanding a foreign language is because they lack English vocabulary. For junior high school students in Indonesia, the target or maximum number of English words that should be mastered may vary depending on the school curriculum and English teaching approach in each school. In general, it is

¹ Shinta Puspitasari and Merry Prima Dewi, "The Effect of Using Picture Word Inductive Model (PWIM) Strategy Toward Vocabulary Mastery of Ninth Grade Students of MTsN 6 Agam" 8 (2024): 8999.

² Thuraya A. Alabsi, "The Effectiveness of Role Play Strategy in Teaching Vocabulary," *Theory and Practice in Language Studies* 6, no. 2 (2016), p. 227

expected that junior high school students can understand and use around 3,000 to 5,000 active and passive words in English. As some teachers believe that vocabulary does not need to be taught thoroughly, they pay less attention to vocabulary teaching. As a result, classroom learning is not successful because students do not enjoy the lessons. Therefore, nowadays teachers should be required to use appropriate vocabulary teaching strategies. According to Oxford 2003 in Alpino Susanto, learning strategies are tools for active and independent engagement, which are essential for improving communication skills. To determine the best teaching strategy, teachers need to analyze how to create an active learning atmosphere and avoid a boring learning process.³

Based on the results of observations made in class VII of SMPN 1 Parepare in the 2023/2024 school year, it was identified that English learning was only carried out once a week by the teacher and the vocabulary material taught was only verb vocabulary and the provision of material only once in a semester of learning so that many students were still confused about the vocabulary words on the objects they saw and interspersed with the material in the package book. Where after the teacher distributes the task of writing verb vocabulary in the package book, the teacher will only check the task without any initiative from the teacher to ask students to memorize the vocabulary or just repeat together, therefore as a result students will quickly forget the material because students become passive in class. It can be concluded that many students have problems understanding the meaning of sentences and do not understand the meaning spoken by the teacher, therefore students are only able to master basic vocabulary as taught in elementary school, for example tables, chairs, blackboards, doors, windows, shoes, hats while they do not know what the vocabulary of school uniforms, tails, scales, water taps, ceilings, etc. Another problem that also arises is that many students wander around when the teacher is

³ Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 189, <https://doi.org/10.22216/jk.v1i2.2136>.

explaining in class so that the class becomes less conducive. This causes the teaching and learning process to be boring.

To Boost students' ability to master vocabulary, the strategy that will be used by researchers is to use Picture Word Inductive Model (PWIM). The uniqueness of PWIM can boost teacher creativity in making vocabulary learning fun. PWIM is a strategy in language arts that uses pictures containing familiar objects and actions to acquire basic words from children's vocabulary.⁴ The Picture Word Inductive model is designed to develop vocabulary, reading and writing skills and utilize elementary level students' inductive thinking abilities. PWIM contains objects or actions in pictures that are familiar to students where they can see and hear the spelling of words clearly. Where students hear the words pronounced correctly many times. Using image media plays a very important role in supporting the teacher's explanation which helps students to quickly understand the material.⁵

Based on the background of the problem above, the researcher is interested in conducting research on Picture Word Inductive Model (PWIM) to boost students' mastery of English vocabulary. Where this strategy has not been used by teachers therefore it will help teachers in solving problems regarding the improvement of students' vocabulary mastery in class VII at SMPN 1 Parepare. So the researcher decided to conduct a study with the title "**The Effectiveness of the Picture Word Inductive Model (PWIM) to Boost Students' Vocabulary of Seventh Grade Students of SMPN 1 Parepare**".

⁴ Emily F Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 1999), p. 21

⁵ Khofidhoh Carolina Anita, "Using Picture for Teaching Vocabulary to the Junir High School Students," *English Language Teaching Education Journal (ELTEJ)* 2 (2019), p. 34.

B. Research Question

Based on the research background previously discussed above, this research formulates the research problem as follows:

1. How is the vocabulary mastery of seventh grade students of SMPN 1 Parepare before using Picture Word Inductive Model (PWIM) strategy?
2. Is Picture Word Inductive Model (PWIM) strategy effective to boost vocabulary mastery of seventh grade students of SMPN 1 Parepare?

C. The Objective of the Research

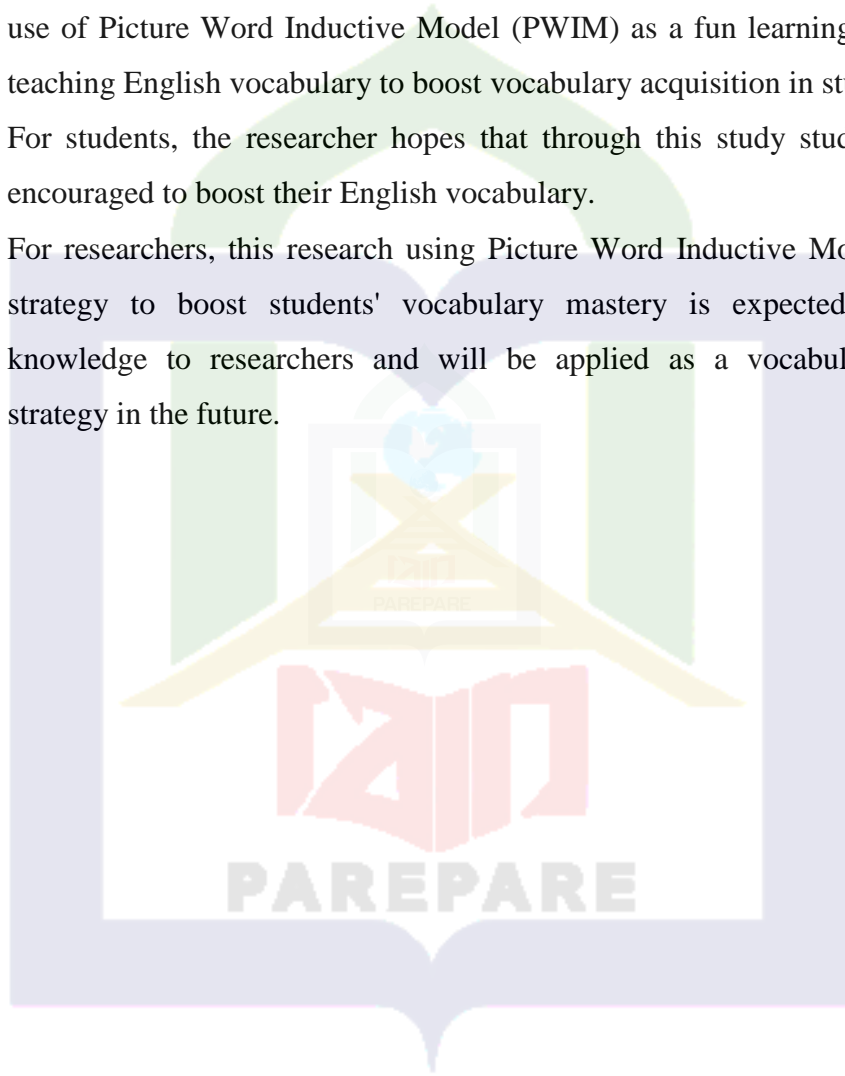
Based on the problem formulation above, the researcher formulated the research objectives as follows:

1. To find out how students' vocabulary mastery before using the Picture Word Inductive Model (PWIM) strategy in class seventh of SMPN 1 Parepare.
2. To find out whether the Picture Word Inductive Model (PWIM) strategy is effective in vocabulary learning in grade seventh of SMPN 1 Parepare.

D. Significance of Research

It is hoped that the results of this research will provide a useful contribution to

1. For teachers, this research is expected to contribute to English teachers in the use of Picture Word Inductive Model (PWIM) as a fun learning strategy for teaching English vocabulary to boost vocabulary acquisition in students.
2. For students, the researcher hopes that through this study students will be encouraged to boost their English vocabulary.
3. For researchers, this research using Picture Word Inductive Model (PWIM) strategy to boost students' vocabulary mastery is expected to provide knowledge to researchers and will be applied as a vocabulary learning strategy in the future.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Nur Husnil Khatimah and Sri Hariati Musri in their research entitled "Application of the Picture Word Inductive Model in Improving English Vocabulary" with the subject of class VIIIA students at GUPPI Samata Middle School, as many as 109 students as the population and the sample selected was 39 students. In this research the researcher used a quantitative research design with an experimental method, the mean score for the Pre-Test from the selected sample was 53.52 and the mean score for the Post-Test was 83.34, this shows that the application of the Picture Word Inductive Model was effective in students' vocabulary mastery.⁶

Putu Juwita Sari in his research entitled "The Effectiveness of Using Picture Word Inductive Model (PWIM) to Improve Students Vocabulary Knowledge at the Eight Grade of SMP Negeri 1 Bandar Sribhawono in the Academic Year 2022/2023" with the research subject being Class VIII.1 which There were 33 students who were the sample in this research and used quantitative research with a one group Pre-Test and Post-Test design. and the results shown in the Pre-Test averaged 59.57 and the average Post-Test score was 74.21 with an increase in score from Pre-Test to Post-Test of 16.63. Thus, the application of the Picture Word Inductive Model in increasing vocabulary shows positive and effective results in teaching vocabulary.⁷

Okniel Zebua in his research " Writing descriptive text By Using Picture Word Inductive Model Strategy where the aim of this research is to improve the way of writing descriptive text for students in class 7 of SMP Negeri 6 Alasa Satu Atap in

⁶ Nur Husnil Khatimah and Sri Hariati Mustari, "Penerapan Picture Word Inductive Model Dalam Meningkatkan Kosakata Bahasa Inggris Siswa," *Jurnal Pendidikan Dan Profesi Keguruan 1*, no. 2 (2022): 181, <https://doi.org/10.59562/progresif.v1i2.31873>.

⁷ Putu Juwita Sari, "The Effectiveness Of Using Picture Word Inductive Model (PWIM) To Improve Students Vocabulary Knowledge At The Eight Grade Of SMP Negeri 1 Bandar Sribhawono On The Academic Year 2022/2023" (2023).

2022/2023”with a total of 30 students. by using Classroom Action Research (CAR) and for data collection techniques the researcher used Pre-Test, Field Note, and Post-Test and stated that the results of this research were differences between the results before receiving treatment and the results after receiving treatment which can be seen from the increase in scores from the Pre-Test with a minimum score of 58 and a maximum of 70 and after conducting treatment in Post-Test 1, the student's score in the minimum class was 60 and the maximum was 80, then the author tried to do more treatment on the student's ability to write descriptive text and got an increase in the minimum score of 75 and the maximum score of 85 in Post-Test 2. So this explains that the PWIM strategy can improve students' skills in writing descriptive texts.⁸

Dyanita Afriyanti in her research "Improving Students Reading Comprehension by Using Picture Word Inductive Model (PWIM) in Recount Text at the Eight Grade of SMPN 35 Merangin Academic Year 2019/2020 with the research subjects being 14 class VIII students using Classroom Action Research (CAR) with Pre-Test and Post-Test research instruments, where the Pre-Test results obtained were only 14% of students completed the KKM and in the first cycle of the Post-Test as many as 64% of students completed the KKM. In the second cycle of the Post-Test there was an increase to 86% of the KKM students who completed it, therefore from the first cycle to the second cycle it increased by 28%. The conclusion from the discussion above is that using the Picture Word Inductive Model (PWIM) strategy can improve reading comprehension of recount text in Class VIII students at SMPN 35 Merangin.⁹

Susanna in her research entitled "The Effect of Using Picture Word Inductive Model (PWIM) on Vocabulary Learning Achievement of The First Year Students of

⁸ Okniel Zebua, "Writing Descriptive Text By Using Picture Word Inductive Model Strategy" 2, no. 1 (2023): 77–82.

⁹ Afriyanti Dyanita, "Improving Students Reading Comprehension by Using Picture Word Inductive Model (PWIM) in Recount Text at the Eight Grade of SMP N 35 Merangin Acadmic Year 2019/2020," *Sustainability (Switzerland)* 14, no. 2 (2019), p. 1–4.

MTs AL FAJAR Pekanbaru" where the first grade students of MTs Al Fajar Pekanbaru were the population with a sample size of 34 students selected through the Cluster Random Sampling technique. This research uses a pre-experiment type with a one group Pre-Test and Post-Test design with research instruments using multiple choice tests. The results of the Pre-Test scores showed an average score of 58.65 and the average score on the Post-Test showed 76.22. Therefore, it can be concluded that there is a significant influence in using the Picture Word Inductive Model (PWIM) in increasing students' vocabulary.¹⁰

Based on the results of previous research above, it can be concluded that using the PWIM strategy in learning English vocabulary is able to stimulate students' desire to boost vocabulary mastery. This is proven by several previous studies above which used the Picture Word Inductive Model strategy which suggested that this strategy was effective to use.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Learning a foreign language cannot be separated from vocabulary. The basic unit in language learning is vocabulary. realize that vocabulary has significant advantages when learning English. There are few definitions of Vocabulary.

According to Richards and Renandya quoted from Rohmatillah, vocabulary is an important part of language proficiency. They also state that vocabulary provides much of the foundation for reading, writing, speaking, and listening.¹¹

¹⁰ 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 Linguistic and English Teaching*, vol 5, No 2 Desember 2018), p.2.

¹¹ Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary Rohmatillah Institut Agama Islam Negeri (IAIN) Raden Intan Lampung," *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung* 6, no. 1 (2015), p.70.

According to Cristal, David Vocabulary is Common, words known and utilized by one individual, a list of words in sequential order arranged with their implications.¹²

The Oxford Learner's Pocket Dictionary defines vocabulary as all the words one knows or uses in a language, as well as a list of words along with their definitions, particularly in books intended to help one learn a foreign language.¹³

Researchers can conclude that vocabulary is a collection of words that can help students understand lessons in class. Students can speak many words by memorizing a lot of vocabulary. Vocabulary plays an important role to boost students' knowledge in class.

2. Kinds of vocabulary

Vocabulary is divided into two categories, according to some experts: active vocabulary and passive vocabulary. Haycraft points out that receptive and productive vocabulary are interrelated. This is quoted from Hatch and Brown 1995.

a. Receptive Vocabulary

Receptive vocabulary is vocabulary that students recognize and understand when it is used in context, but they cannot produce it. Receptive vocabulary is vocabulary that students recognize when they see or encounter reading texts, but are not able to use in speaking and writing. Thus, receptive vocabulary can be called a passive process.

b. Productive Vocabulary

Productive Vocabulary: The term “productive” refers to words that are understood and pronounced correctly and used constructively in writing and

¹² Ika Chairiyani, “Hubungan Antara Penguasaan Vocabulary Dengan Reading Ability Para Karyawan PT. AMMI Bogor,” *Tedc* 9, no. 1 (2015), p. 77, www.nwlg.org/pages/.

¹³ Victoria Bull, *Oxford Learner's Pocket Dictionary, Fourth Edition* (Oxford University Press), 2008.

speaking. This includes appropriate speaking or writing skills and receptive vocabulary. Because learners can produce words to convey their ideas to others, productive vocabulary can be addressed as an active process.¹⁴

3. The Importance of Vocabulary

Learning vocabulary is essential to learning a language, and mastering vocabulary is essential to mastering skills such as reading, writing, speaking, and listening. Thus, good vocabulary mastery is very important to master English language skills.

According to David Nunan, having a sufficient vocabulary is important to successfully use a second language because without an extensive vocabulary, we cannot use the structures and functions that we may have learned for parts of the second language.¹⁵

According to Michael Lessad-Clouston, vocabulary is very important for English language teaching because students will not be able to understand others or express their own ideas if they do not have sufficient vocabulary.¹⁶

One of the most important skills required for teaching and learning a foreign language is vocabulary; it is the basis for the development of other skills, such as reading, listening, speaking, writing, spelling, and pronunciation. Vocabulary is an important tool for students in their efforts to use English well.

Judging from the statement above, it emphasizes that an important component in all language teaching is vocabulary. Students must use words to speak in English. Having a large vocabulary will help students understand what they hear and read, making it easier for them to understand and communicate in English.

¹⁴ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* 3, no. 3 (2015), p. 26–28.

¹⁵ David Nunan, "Language Teaching Methodology: A Textbook for Teachers" (Sydney: Prentice Hall, 1991), p. 117.

¹⁶ Michael Lessad-Clouston, "Teaching vocabulary", p. 2.

4. Kinds of Media

According to Djamarah and Zain 2010: 124, cited by Fathul Munir, there are three types of media:

- a. Audio media: a type of media that only emits sound, such as radios, cassettes, etc. Therefore, this media is not suitable for deaf students.
- b. Visual media: Visual media only shows pictures without sound; students only see the pictures without hearing what the actors are saying. The example of this media is strip, slides photo etc.
- c. Audio visual media is media that displays images and sounds. Audiovisual media is divided into :
 - a) Quite audiovisual: this media displays sound and images, such as sound slides.
 - b) Movement audiovisual: this media displays sound and images that can move, such as cartoons.
 - c) Pure audiovisual: means that images and sound come from a single source, such as movies or videotapes.
 - d) Not pure audiovisual: means the image and sound come from another source. For example, images from an LCD projector and sound from active speakers.¹⁷

The following are several vocabulary teaching techniques proposed by Brewster, Ellis, and Girard in 1992.

a. Using Objects

The use of objects in studying vocabulary serves to help students remember vocabulary better, because our memory for objects and images is very reliable and visual techniques can be a cue for remembering words. Takač, 2008. In addition,

¹⁷ Fathul Munir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students," *Journal of English Language Teaching and Linguistics* 1, no. 1 (2016). p. 23, <https://doi.org/10.21462/jeltl.v1i1.20>.

Gairns & Redman 1986 stated that real object techniques are suitable for beginners or young learners and when presenting concrete vocabulary.

If the vocabulary consists of concrete nouns, the use of objects can be used to indicate the meaning. Introducing a new word by showing an actual object often helps learners memorize the word through visualization. Objects brought to or in the classroom. For example: The teacher shows a real object such as a comb that can be a real object seen by students so that students can memorize the vocabulary.

b. Using Illustrations and Pictures

Pictures help students understand new words and connect their previous knowledge to new stories. Using illustrations or pictures can introduce a lot of vocabulary. This is a great approach to explain the meaning of unknown words. You should use it as often as possible. The picture list includes photos, posters, flashcards, wall charts, magazines, boards, sticks, and drawings. Images for teaching vocabulary also come from many sources, as well as images taken by teachers or students themselves. The list of images is also in color and intended for schools. Pictures taken from magazines and newspapers are also very useful. Today, many readers have textbooks, vocabulary and vocabulary books that have many interesting pictures explaining the meaning of basic words. Teachers can use learning materials provided by the school. They can also make their own props or use pictures from magazines. Visual support helps students understand the meaning and helps make the word easier to remember. Apart from using learning materials available at school, teachers can use their own teaching aids or use photos from magazines. Visual supports make words easier to remember and help students understand their meaning.

c. Contrast

Some words are easily explained by contrasting their opposites; for example, the word "good" is contrasted with "bad", but some words are not. It is very difficult to distinguish words whose opposites can be judged. If "white" and "black" are

contrasted, then there is “in between” and “grey”. Additionally, “contrast” can be used to show differences, as in a photo contrasting “before” and “after” shots to show a person's weight loss.

d. Mime, Expressions and Gestures

As explained by Klippel 1994, "mime or gesture is useful if it emphasizes the importance of gestures and facial expressions in communication." Basically, mimes can be used to show the meaning of words in reading and speaking as they emphasize more on communication. Through mimics, expressions and gestures, you can introduce many words. For example, use adjectives such as "angry", "happy", "crying", and take off the hat.

e. Translation

Although translation does not encourage students to think about word meanings (Cameron, 2001), it can be useful for teachers in some situations, such as when encountering incidental vocabulary (Thornbury, 2002), to evaluate students' understanding, and to show similarities or differences between the first and second languages. In other situations, translation can lead to errors (Takač, 2008). Word translation is always necessary, and this method can save a lot of time.

f. Enumeration

A collection of items called a counter is a complete and ordered list of all items.

In the collection. Can be used to present meaning. In other words, this method is useful in cases where words that are difficult to explain visually are required. We can count or list various items and say “clothes” to provide an explanation.

The teacher can name several types of clothing, such as skirts, trousers, trousers, etc., and the meaning of the word "clothes" will be clear.¹⁸

There are many approaches that can be used to present vocabulary, but it is very important to use the right approach to teach vocabulary to students so that they can master vocabulary and increase their interest and understanding of English. In this study, researchers focused on the strategies used to present and teach vocabulary to students.

5. The Definition of Picture Word Inductive Model (PWIM)

Emily F. Calhoun suggests that Picture Word Inductive Model (PWIM) is an inquiry-oriented language arts technique that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use PWIM with children in small groups, small groups, or individually to lead them to ask questions about words, discover phonetic and structural principles, and use observation and analysis to gain a better understanding of vocabulary.¹⁹ The Picture Word Inductive Model (PWIM), as quoted by Tri Wahyuni et al. in their research, is a tactic that is focused on asking students questions based on pictures.²⁰ It can be concluded that Picture Word Inductive Model is a strategy to boost students' vocabulary mastery through pictures consisting of images of an object, action or trait that is familiar to students.

This model helps students discover the phonetic and structural principles present in the words they read, as well as add words to their writing comprehension. In different models, students identify objects in pictures, draw lines from those

¹⁸ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 26–28, <https://doi.org/10.20472/te.2015.3.3.002>.

¹⁹ Emily F. Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 1999). p. 23

²⁰ Tri Wahyuni et al., "Designing AR Based PWIM to Promote Students' English Vocabulary in the Higher Education of Indonesia," *Universal Journal of Educational Research* 8, no. 12B (2020), p. 8054, <https://doi.org/10.13189/ujer.2020.082606>.

objects to places outside the picture, classify words, write, and spell words or say them out loud. Students listen and repeat the words after the teacher says the words with the correct pronunciation.



Picture 2.1 PWIM

6. The Purpose of Picture Word Inductive Model (PWIM)

The purpose of using PWIM is to boost students' vocabulary mastery, writing skills, and also reading skills. This strategy can be used with small groups, in pairs, or individually to teach students to ask about specific words and add them to their vocabulary. PWIM also aims to boost students' ability to think inductively. Developing learners' vocabulary concepts and paragraph sentence structures in general subjects such as reading, mathematics, science, and social studies are additional goals of this strategy. The ultimate goal of this strategy is to make students who are just learning a language become skilled language learners.²¹

Asking students to write down as many nouns as possible from the pictures they see is a good way to start the learning process. For example, focus on animal images. Students can write several nouns, whether they are visible in the photo or picture or not. They can write things like "Hands, Feet, Fur, Tail, Ears, Nose, fangs,

²¹ Xuan Jiang and Eric; Perkins Dwyer Kyle, "Vocabulary Learning through Use of the Picture-Word Inductive Model for Young English Learners in China: A Mixed Methods Examination Using Cognitive Load Theory," *Department of Curriculum and Instruction Doctor of*, no. 3644776 (2014, p. 26, <https://doi.org/10.25148/etd.FI14071150>).

claws" or other nouns like "Pictures of animals, plants, humans, etc." Then students are asked to write as many words as possible to explain the words they have written before, such as "Savage, Big, Firm, Adventurous, Sensitive to prey, etc.

The inductive model of picture words is a fun and satisfying activity for most beginning readers and writers. Students enjoy finding objects and actions in pictures, seeing the words and sentences they create and write. Students are motivated to use the Picture Word Inductive Model because most become successful learners. This model is based on research on how children learn and to boost their learning, including their language development, the process of learning to read and write, and the relationship between reading and writing.

7. The Procedure of Picture Word Inductive Model (PWIM)

Basically, if you look at the title of Emily F. Calhoun's book, the illustrated Inductive Model is used to teach reading and writing. However, in teaching using this strategy there are pictures containing objects, actions and activities that they are familiar with seeing or doing.

Emily F. Calhoun outlines steps for teaching students using the Picture Word Inductive Model (PWIM). The steps are as follows:

- 1) Select an image to be displayed related to the material to be taught.
- 2) Ask students to identify what they see in the picture.
- 3) Label the parts of the picture that have been identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then pronounce it).
- 4) Read and review the picture word chart aloud.
- 5) Ask students to read the word based on the identified word. Identify and classify the word. Examples: how to spell Books, socks, why is there a consonant s at the end of Books, etc.
- 6) Read and review the picture word chart (say the word, spell it, say it again)

- 7) Ask students to make a sentence about the identified word.
- 8) Read and review the sentence.²²

Therefore, the process in the Picture Word Inductive Model begins with students looking at the picture, finding its relationship to the words, and then spelling the words.

8. The Strength of Picture Word Inductive Model (PWIM)

Emily F. Calhoun mentioned that there are several strengths that use PWIM in the teaching and learning process, which are as follows:

- a. Students will hear the correctly pronounced words many times from the identified picture word chart.
- b. Repeatedly students hear and see the letters identified and written correctly.
- c. Many times the student hears and spells correctly spelled words and participates in spelling correctly.²³

9. The Weakness of Picture Word Inductive Model (PWIM)

However, such a strategy still has several weaknesses in teaching such as the following:

- a. PWIM increases the teacher's workload because they have to design their own teaching materials.
- b. Practicing the full PWIM circuit is time consuming.²⁴

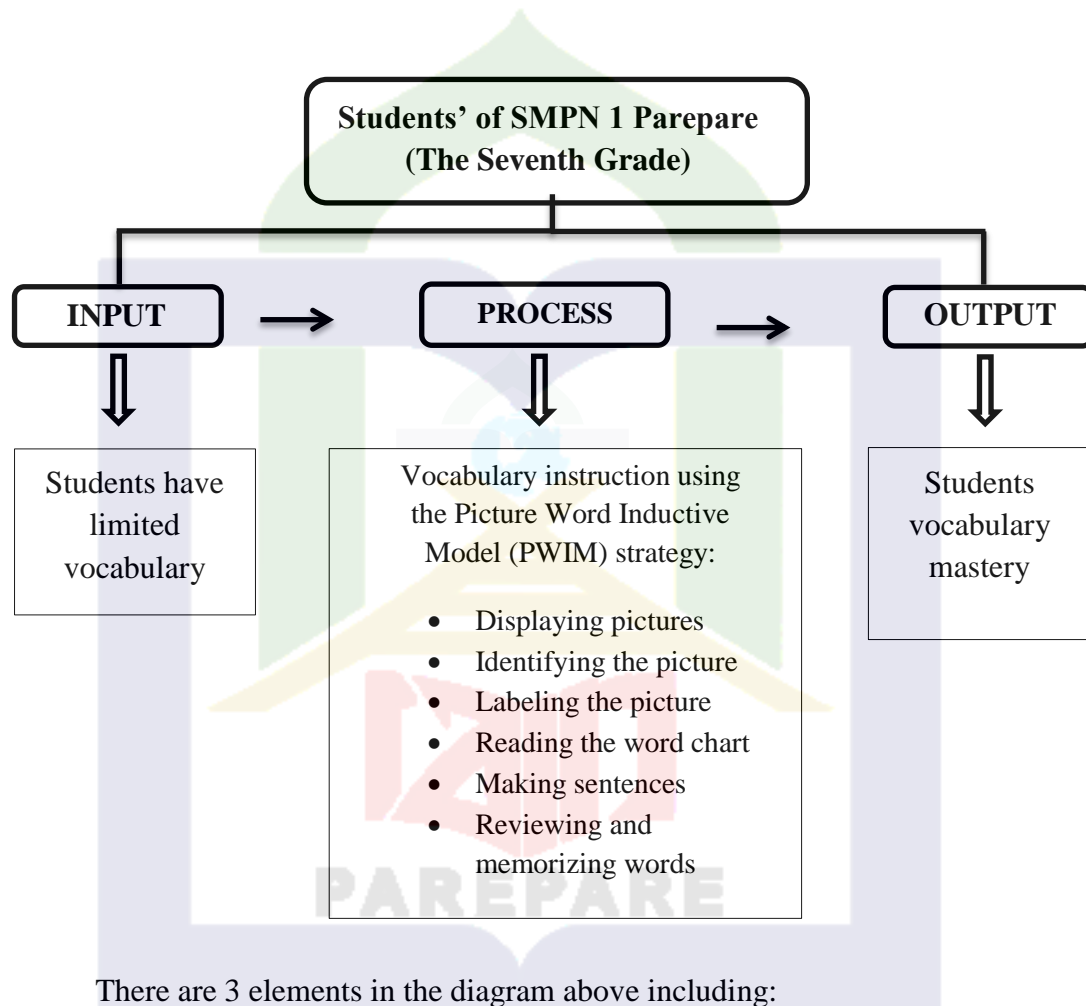
²² Emily F. Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 1999), p. 23.

²³ Emily F Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 1999). p. 23

²⁴ Mu'Minati, "Improving Student's Vocabulary Mastery Through Picture Word Inductive Model (PWIM) At The 8 Grade Of SMP Negeri 1 Baraka Kab. Enrekang" (2020). p. 18-19

C. Conceptual Framework

The application of the inductive model of picture words is the focus of this research, therefore the conceptual framework of this research will be presented in diagram form as follows:



1. Input aims to identify the vocabulary mastery of class VII students at SMPN 1 Parepare.
2. Process refers to the process of teaching and learning vocabulary using the Picture Word Inductive Model (PWIM) for class VII students at SMPN 1 Parepare.

3. Output aims to measure vocabulary improvement after using the Picture Word Inductive Model (PWIM) on class VII students at SMPN 1 Parepare.

D. Hypothesis

According to Kothari, Hypothesis may be defined as a proposition or a set of propositions set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts.²⁵ So it can be concluded that the hypothesis is a temporary assumption about the problem and its truth will be tested through the research process.

H₁: The use of the Picture Word Inductive Model is effective to boost the vocabulary of class VII students at SMPN 1 Parepare.

H₀: The use of the Picture Word Inductive Model is not effective to boost the vocabulary of class VII students at SMP 1 Parepare.

E. Variables and Definition of Operational Variable

1. Variable

a. Independent variable (x)

The independent variable is a variable that can have an influence due to changes or emergence of the dependent (dependent) variable.²⁶ The independent variable in this study is the Picture Word Inductive Model.

b. Dependent variable (y)

The dependent variable is the variable that is affected by the independent variable. The dependent variable in this study is the increase in vocabulary of Class VII students of SMPN 1 Parepare.

²⁵ C.R. Kothari, *Research Methodology Method and Techniques (Second Revised Edition)* (Jaipur (India), 2004). p. 184

²⁶ Nfn Purwanto, "Variabel Dalam Penelitian Pendidikan," *Jurnal Teknodik* 6115 (2019), p. 346. <https://doi.org/10.32550/teknodik.v0i0.554>.

2. Definition of operational variable
 - a. Researchers use the Picture Word Inductive model (PWIM) as a strategy to boost students' vocabulary mastery. Students use pictures to look for words related to the objects and actions shown.
 - b. Boost students' vocabulary is a contribution to the success and progress of the English language skills of class VII students at SMPN 1 Parepare.

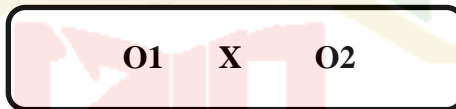


CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, researchers used quantitative research methods with experimental research types. According to Gall and Borg quoted in Rahmatullah Akbar's research, the experimental research type is the most effective quantitative research method for finding out the cause and effect relationship between two variables, namely independent and dependent variables or more.²⁷ According to Sugiyono quoted by Rahmatullah Akbar's research, the type of experimental research is divided into four parts, namely pre-experiment, true experiment, quasi experiment, and factorial experimental design.²⁸ With this, researchers used pre-experiment research with a one-group pretest-posttest design consisting of pretest, treatment, and post-test. where the results between the pretest and posttest are assumed to be the result of the treatment provided.



Where

O1 : Pre-Test

X : Treatment

O2 : Post-Test

²⁷ Rahmatullah Akbar et al., "Experimental Research Dalam Metodologi Pendidikan," *Jurnal Ilmiah Wahana Pendidikan*, Januari 2023, no. 2 (2023), p. 468.

²⁸ Akbar et al. p. 92

B. Research location and Duration

This research was conducted on students of class VII.4 at SMPN 1 Parepare in English subject and takes approximately 1 month.

C. Population and Sample

1. Population

The population in this study were all seventh grade students at SMPN 1 Parepare in the 2023/2024 school year. The total population are 373 students divided into 11 classes. The research population can be seen in the table below:

Table 3.1. The population of seventh grade students at SMPN 1 Parepare.

NO.	Class	Number of Students
1.	VII.1	34 Students
2.	VII.2	33 Students
3.	VII.3	34 Students
4.	VII.4	34 Students
5.	VII.5	34 Students
6.	VII.6	34 Students
7.	VII.7	34 Students
8.	VII.8	34 Students
9.	VII.9	34 Students
10.	VII.10	34 Students
11.	VII.11	34 Students
The total of students		373 Students

(Data source: Administration of SMPN 1 Parepare)

2. Sample

Related to the total population of 373 students. The sampling technique used by researchers in this study was purposive sampling, Purposive sampling is when certain individuals or events are selected intentionally because they have limited expertise in the field to be studied according to Maxwell in 2012 cited by Deri Firmansyah et al in his research.²⁹ Therefore, the researcher chose 34 students from class VII.4 SMPN 1 Parepare as the sample in this study because based on observations that have been made, class VII.4 has a very poor vocabulary mastery compared to other class VII at SMPN 1 Parepare.

D. Procedure of Collecting Data

In collecting data, researchers used one of the instruments in this study, namely the vocabulary test. where researchers applied the vocabulary test during the pre-test, then researchers gave treatment in 4 meetings and gave a post-test at the end of the meeting.

1. The pre-test

The pre-test was given to measure the extent of students' mastery of English vocabulary before being given treatment using the picture word inductive model (PWIM).

2. Treatment

In this research, the treatment was given after conducting a pre-test. In providing treatment, the researcher applied the use of picture word inductive model (PWIM) strategy in teaching vocabulary. The treatment was given in four meetings with a duration of 120 minutes at each meeting. where in the treatment the researcher

²⁹ Deri Firmansyah and Dede, "Teknik Pengambilan Sampel Umum Dalam Metodologi Penelitian: Literature Review," *Jurnal Ilmiah Pendidikan Holistik (JIPH)* 1, no. 2 (2022), p. 92, <https://doi.org/10.55927/jiph.v1i2.937>.

will present and display pictures related to the material. In this case, students are asked to identify what they see in the pictures that have been displayed, then the researcher reads out the words that have been identified in the picture chart and then asks students to repeat the words back.

The steps are as follows:

1. The First meeting

- a. The researcher opened the class by greeting the students. Then the researcher gave directions to the students about what they would do before teaching the material.
- b. The researcher shows pictorial material on the board that is related to the picture of the classroom.
- c. The students are asked to identify the vocabulary related to the picture displayed on the board.
- d. The researcher asked the students to come forward and draw lines from the identified objects then write the vocabulary.
- e. The researcher then read the written vocabulary aloud and students were asked to repeat the words.
- f. The researcher then asked students to write the vocabulary that had been identified in their respective notebooks.
- g. The researcher then invited students to make a sentence that related to the vocabulary that had been identified.
- h. Researchers asked students to memorize the vocabulary that had been identified. and ask students to ask questions about the material they have studied if anything is not clear.

2. Second meeting

- a. The researcher opened the class by greeting the students. Then the researcher gave directions to the students about what they would do before teaching the material.
- b. The researcher showed the second picture material on the board related to the Traditional market.
- c. The students are asked to identify the vocabulary related to the picture displayed on the board.
- d. The researcher asked the students to come forward and draw lines from the identified objects then write the vocabulary.
- e. The researcher then read the written vocabulary aloud and students were asked to repeat the words.
- f. The researcher then asked students to write the vocabulary that had been identified in their respective notebooks.
- g. The researcher then invited students to make a sentence that related to the vocabulary that had been identified.
- h. Researchers asked students to memorize the vocabulary that had been identified, and ask students to ask questions about the material they have studied if anything is not clear.

3. Third meeting

- a. The researcher opened the class by greeting the students. Then the researcher gave directions to the students about what they would do before teaching the material.
- b. The researcher shows a new picture material related to the kitchen on the board.
- c. The students are asked to identify the vocabulary related to the picture displayed on the board.

- d. The researcher asked the students to come forward and draw lines from the identified objects then write the vocabulary.
- e. The researcher then read the written vocabulary aloud and students were asked to repeat the words.
- f. The researcher then asked students to write the vocabulary that had been identified in their respective notebooks.
- g. The researcher then invites students to make a sentence that is related to the vocabulary that has been identified.
- h. Researchers asked students to memorize the vocabulary that had been identified, and ask students to ask questions about the material they have studied if anything is not clear.

4. Fourth meeting

- a. The researcher opened the class by greeting the students. Then the researcher gave directions to the students about what they would do before teaching the material.
- b. The researcher shows a new picture material related to the zoo on the board.
- c. The students are asked to identify the vocabulary related to the picture displayed on the board.
- d. The researcher asked the students to come forward and draw lines from the identified objects then write the vocabulary.
- f. the researcher then asked students to write down the vocabulary that had been identified in their notebooks.
- g. the researcher then invites students to make sentences related to the vocabulary that has been identified.

h. Researchers asked students to memorize the vocabulary that had been identified. and ask students to ask questions about the material they have studied if anything is not clear.

3. The Post-test

Post-test is given to measure the extent of students' vocabulary mastery after providing treatment based on the picture word inductive model (PWIM) material that has been taught. Post-test was given at the last meeting.

E. Instrument

In this research, researchers used a vocabulary test as an instrument.

1. Vocabulary Test.

This test is used to measure the extent of students' vocabulary mastery before and after being given treatment, namely a multiple choice test consisting of 10 questions, 5 matching questions, and 5 word translation questions.

F. Technique of Data Analysis

The data analysis technique used in this research is descriptive analysis which aims to describe each variable in the research.

- a) Score students' correct answers on the pre-test and post-test using the formula:

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

- b) Classifying students' vocabulary scores.

Table 3.2. Classification of Student Vocabulary Scores

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*)³⁰

- c) Percentage of students' reading score using the following formula:

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

Where:

P : Percentage

F : Frequency

N : Total Number of Students

- d) To find out the average score following formula:

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

Where :

\bar{x} = Mean Score

$\sum x$ = The total number of the students score

³⁰ Arikunto Suharsimi, *Dasar Evaluasi Pendidikan, Edition of Revisi* (Jakarta: Bumi Aksara, 2011).

N = The number of student

- e) To Calculating standard deviation of students' score in pre-test and post-test following formula:

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

Where:

X = Average Value

N = The total number of sample

SD = The standard derivation

- f) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

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

Where :

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample

T test becomes very essential test for comparing the two findings result data which has different categories of sample and average result.

CHAPTER IV

FINDINGS AND DISCUSSION

The focus of this chapter is the results that have been collected previously, data analysis and research discussion. through the analysis of the data, it produces findings that will be explained through the use of data analysis techniques which will be discussed in detail below.

A. Findings

The findings of this study aim to answer the questions in the previous chapter. in this study the researchers applied two tests, namely the pre-test given before getting treatment and the post test given after getting treatment, after that from the post-test results the researchers could answer the questions in the previous chapter whether after being given treatment through the use of the Picture Word Inductive Model (PWIM) strategy there was a significant increase in students' vocabulary mastery at SMPN 1 Parepare.

Tabel 4.1 Descriptive analysis

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Error	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	34	25	85	1975	58.09	2.379	13.873
Posttest	34	50	95	2605	76.62	2.076	12.106
Valid N (listwise)	34						

Source: SPSS 26 Output Data

According to the data presented in the table above, a comprehensive analysis shows that there is a significant difference between the pre-test score and the post-test score after the implementation of the specific treatment. Specifically, the mean score before the treatment was 58.09, while the mean score after the intervention increased to 76.62. This interesting finding shows a marked difference between the performance levels before and after the use of the Picture Word Inductive Model (PWIM) strategy. These results indicate the undeniable role of this strategy in improving students' vocabulary.

1. Students' vocabulary mastery before using Picture Word Inductive Model (PWIM) strategy.

Table 4.2 Result of the Pre-test

No	Category	Result of data	
		Frequency	Percent
1	Very Good 80-100	3	9%
2	Good 66-79	4	12%
3	Fair 56-65	11	32%
4	Poor 40-55	12	35%
5	Very Poor ≤ 39	4	12%
TOTAL		34	100%

Based on the data analysis above, there are only 3 students who received Very Good grades. 4 students fell into the good category, while 11 students fell into the fair category, 12 students fell into the poor category, and 4 students fell into the very poor category. Therefore, the researcher will present descriptive statistics of students' Pre-

Test scores before using the Picture Word Inductive Model (PWIM) strategy in class VII.4 SMPN 1 Parepare.

Table 4.3 Descriptive of Pre-test

	Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	34	25	85	1975	58.09	2.379	13.873
Valid N (listwise)	34						

Source: SPSS 26 Output Data

Based on the results of the data above, it can be seen that students' vocabulary mastery before using the Picture Word Inductive Model strategy is included in less with a score of 58.09. Students still need to enrich their vocabulary mastery.

2. Students' vocabulary mastery after using Picture Word Inductive Model (PWIM) strategy.

Table 4.4 Result of the Post-test

No	Category	Result of data	
		Frequency	Percent
1	Very Good 80-100	16	47%
2	Good 66-79	10	29%
3	Fair 56-65	5	15%
4	Poor 40-55	3	9%
5	Very poor ≤ 39	0	0%
TOTAL		34	100%

Based on the data analysis above, it shows that there are 16 students in the very good category, 10 students in the good category, 5 students in the fair category and only 3 students in the bad category and 0 students in the very bad category.

Based on the results of data analysis in the table above, it shows that after using the Picture Word Inductive Model (PWIM) strategy to determine its effectiveness to boost students' vocabulary mastery in class VII students of SMPN 1 Parepare can be said to be successful. therefore, the researcher will present descriptive statistical data for students' vocabulary mastery after using the PWIM strategy.

Tabel 4.5 Descriptive of Post-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Posttest	34	50	95	2605	76.62	12.106
Valid N (listwise)	34					

Source: SPSS 26 Output Data

Based on the results of the data above, it can be seen that students' vocabulary mastery after using the Picture Word Inductive Model (PWIM) strategy falls into the good category with a score of 76.62. Students still need to enrich their vocabulary mastery.

3. Significant changes in vocabulary mastery of students in class 7.4 SMPN 1 Parepare

Tabel 4.6 T-test Paired sample test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest - Posttest	-18.529	15.837	2.716	-24.055	-13.004	-6.822	33	<.001	<.001

Source: SPSS 26 Output Data

Based on the data collected, the resulting t-count value is -6.822. To determine the significance of this value with a confidence level of 95% or 0.05, we compared it with the critical value from the t-distribution table. The degree of freedom (df) used was 33, corresponding to the number of samples minus one (34 - 1 = 33). In the t-distribution table, the relevant critical value is 1.692.

From this comparison, the statistically significant t-count value $-6.822 \leq -1.692$. Thus, because the t-count value is negative, if the t-count value is negative

- t-count \leq t-table means H_0 is rejected and H_1 is accepted (Affected)
- t-count \geq t-table means H_0 is accepted H_1 is rejected (No effect)

In this analysis, the t-count value was obtained as -6.822 compared to the critical t-value of -1.692, indicating a significant increase in vocabulary acquisition of seventh grade students at SMPN 1 Parepare after applying the PWIM strategy.

Furthermore, based on the paired sample test table, the significance value (2-tailed) is 0.001 with the following conditions:

- a. If $\text{Sig.} \leq 0.05$, it means there is an improvement.
- b. If $\text{Sig.} \geq 0.05$, it means there is no improvement.

With a significance value (Sig.) of $0.001 \leq 0.05$, the pre-test and post-test results show significant changes. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This indicates that there is an increase in students' vocabulary acquisition after applying the PWIM strategy in English learning.

Test of Normality

Normality test is a test performed on a group of data to assess whether the data is normally distributed or not.³¹

Tabel 4.7 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.147	34	.060	.958	34	.209
Posttest	.153	34	.043	.954	34	.161

a. Lilliefors Significance Correction

Source: SPSS 26 Output Data

The following are the normality test criteria:

- a. If $\text{Sig.} \geq 0.05$ then it can be said to be distributed norms
- b. If $\text{Sig.} \leq 0.05$ then it can be said that it is not normally distributed.

³¹ Usmadi Usmadi, "Pengujian Persyaratan Analisis (Uji Homogenitas dan Uji Normalitas)," *Inovasi Pendidikan* 7, no. 1 (2020), p. 58, <https://doi.org/10.31869/ip.v7i1.2281>.

In the Normality test above, researchers used the Shapiro-Wilk normality test where according to Althouse et al in 1998 quoted by Nornadiah Mohd Razali et al said that for sample sizes carried 50 using the Shapiro wilk normality test.³²

Based on the test of the normality table above, it can be seen where the significant value of the pre-test is 0.209 and the significant value of the post-test is 0.161 so it can be concluded that both data are greater than 0.05 where it can be said that the pre-test and post-test data are normally distributed.

B. Discussion

1. Students' vocabulary comprehension before applying Picture Word Inductive strategy.

Based on the results of data analysis, it can be seen that the initial ability of students in learning is obtained through the score of the test questions given (pre-test and post-test), namely the results of the pre-test value show that the average score obtained by students is 58.09. In the very good category, 0 students or 0%, then there are 12% or 4 students who get good scores, while 32% or 11 students get moderate scores, as many as 35% or 12 students are categorized as poor, and 12% or 4 students get very bad scores which are assessed from the results of the student's pre-test and also from the results of vocabulary acquisition before being given treatment using the PWIM strategy. The pre-test results of class VII.4 students of SMPN 1 Parepare can be said to have not understood and known the material related to English vocabulary on objects around them. Therefore, many students are still less precise in answering the tests given because their knowledge of vocabulary related to the material is very lacking. This is because they rarely train themselves and also teachers never take the importance of vocabulary mastery seriously. In addition, the results of the study

³² Nornadiah Mohd Razali and Yap Bee Wah, "Power Comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling Tests," *Journal of Statistical Modeling and Analytics* 2, no. 1 (2011), p.25.

showed that the lack of experience in interesting and interactive learning also contributed to the low mastery of students' vocabulary. Many conventional methods fail to attract students' interest, so they do not create a supportive learning environment. The success of learning is very dependent on the way the material is delivered, using strategies in learning itself can make learning in the classroom active. In conclusion, students face various obstacles in developing their vocabulary, including lack of understanding and lack of interesting learning media. However, the use of PWIM strategy as a strategy that uses images in its interactive learning has proven to be effective in improving students' vocabulary acquisition. By utilizing image media and providing interesting activities, the Picture Word Inductive Model (PWIM) Strategy creates a more interesting and active learning environment.

2. Students' vocabulary comprehension after applying Picture Word Inductive strategy.

Based on the results of the research that has been conducted through the post-test, the results of the study showed that the average value obtained by students was 76.62. Of the 34 students, there were 16 students (47%) who were in the very good category, 10 students (29%) achieved the good category, as many as 5 students (15%) were in the sufficient category, and 3 students (9%) were in the less category, while 0 students were in the very less category. The use of this strategy is considered fundamental and important in supporting the success of the learning process. and is important compared to others in the process of supporting the success of a learning process, therefore, when the method or approach used is less successful in showing success in learning, sometimes the approach used is less effective in learning. The use of this strategy is considered fundamental and important in supporting the success of the learning process.

The Picture Word Inductive Model strategy in learning English vocabulary is very suitable to be applied because, in its presentation, students can identify vocabulary by looking at the picture directly so that it is easier to train students' memorization skills. Based on this, the benefits of learning with the Picture Word Inductive Model strategy are very useful and meaningful and students will be familiar with recognizing the meaning of words because they are used to seeing the picture and its meaning. so this will motivate students to get used to identifying vocabulary from the objects they find.

The implementation of the Picture Word Inductive Model (PWIM) must be accompanied by interactive activities in the learning process, which include the ability of educators to stimulate creativity, increase motivation, and raise the spirit of students. This aims to enable them to actively participate in English conversations and expand their vocabulary. Educators must also ensure students' understanding of their speaking needs, and continue to encourage their commitment to mastering new vocabulary.

The following is the procedure for implementing the Picture Word Inductive Model Strategy (PWIM) for learning English vocabulary in class VII at SMPN 1 Parepare:

- a. Presentation of short dialogues. Researcher begins the learning process by first motivating students about the importance of mastering English vocabulary in life to support communication.
- b. Provide some examples of materials through pictures and simple real objects. Researcher provide examples of vocabulary and spelling words and then make sentences through pictures about the material that has been displayed.
- c. Evaluation, to find out the students' vocabulary mastery ability, students are then asked to memorize as much identified vocabulary as possible and ask students to come to the front of the class to mention the vocabulary and its meaning.

This research consisted of four meetings conducted as follows:

In the first meeting, the researcher entered the classroom, greeted the students, checked attendance, and inquired about their well-being. During this session, the researcher administered a 45-minute Pre-test. Subsequently, the researcher introduced the first lesson related to the classroom environment. Students were instructed to identify vocabulary depicted in pictures, and then each student was asked to come to the front of the class one by one to write down the identified vocabulary. Afterward, the researcher asked the students to spell the words they had written correctly. Following this, all students were required to write down the identified vocabulary in their notebooks and were encouraged to memorize as many words as possible.

In the second meeting, the researcher entered the classroom, greeted the students, checked attendance, and inquired about their well-being. The researcher then presented the second lesson related to a traditional market (Pasar tradisional). Students were instructed to identify vocabulary depicted in pictures, and then each student was asked to come to the front of the class one by one to write down the identified vocabulary. Afterward, the researcher asked the students to spell the words they had written correctly. Following this, all students were required to write down the identified vocabulary in their notebooks and were encouraged to memorize as many words as possible.

In the third meeting, the researcher entered the classroom, greeted the students, checked attendance, and inquired about their well-being. The researcher then proceeded to deliver the third lesson related to the kitchen (dapur). Students were asked to identify vocabulary depicted in pictures, and then each student was invited to come to the front of the class one by one to write down the identified vocabulary. Following this, the researcher instructed the students to spell the words they had written correctly. Subsequently, all students were required to write down the identified vocabulary in their notebooks and were encouraged to memorize as many words as possible.

In the fourth meeting, the researcher entered the classroom, greeted the students, checked attendance, and asked about their well-being. Then, the researcher proceeded with the fourth lesson related to the zoo. Students were asked to identify vocabulary depicted in pictures, and then each student was invited to come to the front of the class one by one to write down the identified vocabulary. After that, the researcher asked the students to spell the words they had written correctly. Following this, all students were required to write down the identified vocabulary in their notebooks and were encouraged to memorize as many words as possible.

The results of the post-test showed a significant increase in vocabulary mastery of grade VII students of SMPN 1 Parepare. For example, students can recognize vocabulary in everyday contexts such as in the zoo, kitchen, and market, and are able to use it in conversations, questions, and answers in English. This reflects clear progress after receiving learning treatment.

3. Significant changes in students' vocabulary mastery in class 7.4 SMPN 1 Parepare.

The average value obtained by students before receiving treatment was 58.09 and the average value obtained by students after receiving treatment increased to 76.62. It can be seen from the comparison between the pre-test and post-test results that this provides an opportunity for students to further hone their vocabulary mastery. And in the paired sample test that has been carried out, it was obtained that H_0 was rejected and H_1 was accepted with the criteria if $\text{Sig.} \leq 0.05$ means there is an increase and vice versa if $\text{Sig.} \geq 0.05$ means there is no increase. With the results of the paired sample test, the value of $\text{Sig.} 0.001$ was obtained, which shows that $\text{Sig.} 0.001 \leq 0.05$ so that the results of the pre-test and post-test experienced significant changes. So H_0 was rejected and H_1 was accepted. Therefore, it can be concluded that the effectiveness of the Picture Word Inductive Model (PWIM) strategy can improve the vocabulary mastery skills of class VII.4 students of SMPN 1 Parepare

CHAPTER V

CLOSING

A. Conclusion

Based on the findings and discussion in this study, the researcher concluded that the use of Picture Word Inductive Model (PWIM) as a strategy can significantly improve students' vocabulary mastery, where before using the Picture Word Inductive Model (PWIM) strategy the average score obtained by students was quite low but after using the Picture Word Inductive Model (PWIM) strategy the average score of students increased quite significantly. Therefore, it can be concluded that the use of Picture Word Inductive Model (PWIM) strategy to boost students' vocabulary mastery is effective.

B. Suggestion

Based on the data above, here are recommendations for various parties:

1. For English Teachers: It is advisable for teachers to consider using innovative and engaging strategies, methods, or media for students. This can create a more interactive learning environment and prevent classroom boredom.
2. For English Students: Students are encouraged to actively participate in the learning process by collaborating with educators. This cooperation can help maximize their learning outcomes.
3. For Future Researchers: For future research, it is recommended to delve deeper into developing PWIM strategies that align with broader research contexts and needs. This research can serve as a valuable reference for other researchers interested in exploring English language learning strategies. Thus, all stakeholders can utilize the findings of this research to enhance the quality of both teaching and research in the future.

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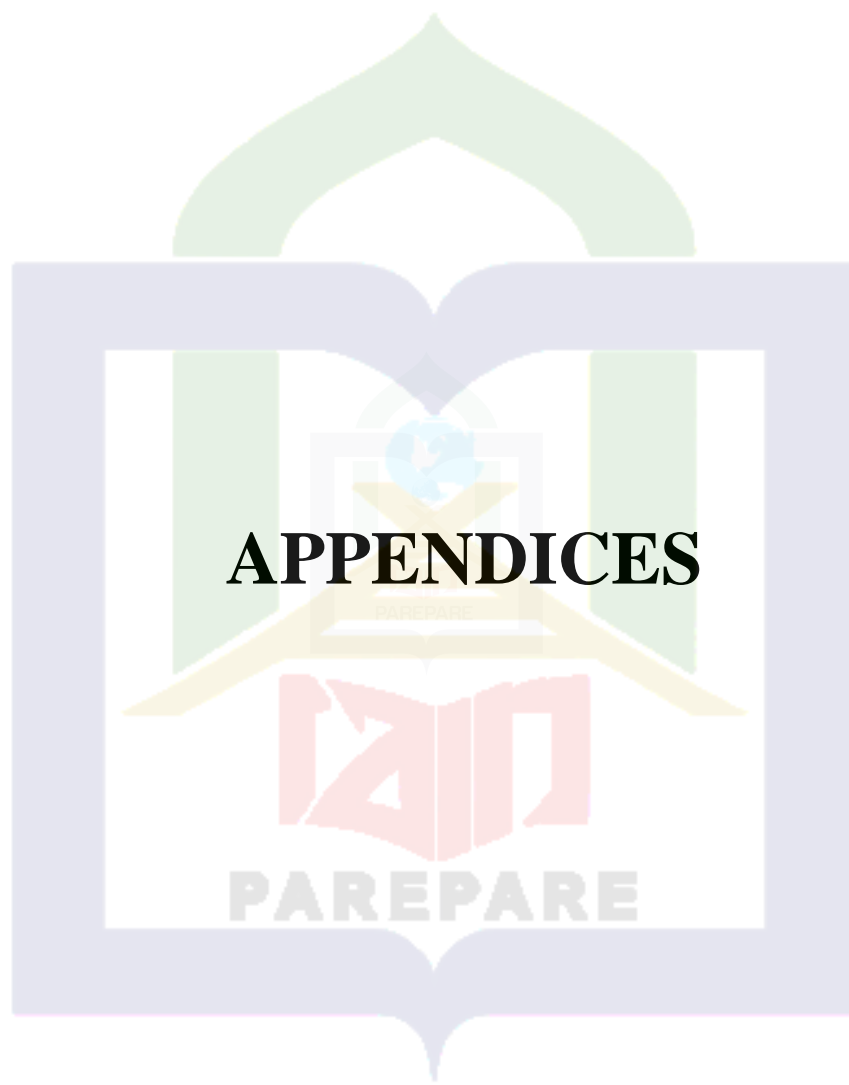
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APPENDICES

PAREPARE

Appendix 1. Instrument of Pre-Test and Post-Test

	<p style="text-align: center;">KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307</p>
	<p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN PROPOSAL SKRIPSI</p>

NAMA MAHASISWA : FASYA ADRIANA
 NIM : 2020203888203042
 FAKULTAS : TARBIYAH
 PRODI : ENGLISH EDUCATION
 JUDUL : The Effectiveness of Picture Word Inductive Model (PWIM) to Boost Students' Vocabulary of Seventh Grade Students of SMPN 1 Parepare

Instrument of the Pre-test

A. Choose the correct a, b, c or d to answer the question below by giving mark (X)!

1. People who teach at school are called?

- a. a farmer
- b. a fashion designer
- c. Teacher
- d. Fisherman

2. The writing place that teachers use in class when teaching is?

- a. Wall
- b. Ceiling
- c. Floor
- d. Whiteboard

3. What is the English of “wastafel”

- a. Broom
- b. Sink
- c. Glass
- d. Pillow

4. What is the name of the picture on the side?

- a. Eggplant
- b. Spinach
- c. Lemongrass
- d. Pumpkin



5. We use forks and when we eat food.

- a. Sandals
- b. Spoon
- c. Book
- d. Table

6. Mom buys vegetables and fruits at?

- a. Market
- b. Airport
- c. Office

d. School

7. What is the flavor of the vegetable on the side?

- a. Salty
- b. Sweet
- c. Bitter
- d. Spicy



8. Which of the following is not in the zoo?

- a. Jellyfish
- b. Lions
- c. Monkeys
- d. Giraffe

9. What is the English of "Kebun Binatang"

- a. Field
- b. Beach
- c. Park
- d. Zoo

10. the ... is big

- a. Duck
- b. Chicken
- c. Rabbit
- d. Elephant

B. Match the picture with the word in right!

1.



a. Globe

b. Peacock

2.



c. Map

d. Window

3.



e. Cage

f. Plants

g. Stove

4.



h. Faucet

i. Tree

5.



C. Translate the word below!

- 1. Basket =
- 2. Ceiling =
- 3. Refrigerator =
- 4. Deer =
- 5. Veil =

Parepare, 20th March 2024

Consultant



Dr. H. Ambo Dalle, S.Ag., M.Pd
NIP. 19691231 199903 1 006

Co-Consultant



Munawir, M.Pd
NIP. 19880930 2023211016

PAREPARE

Instrument of the Post-test

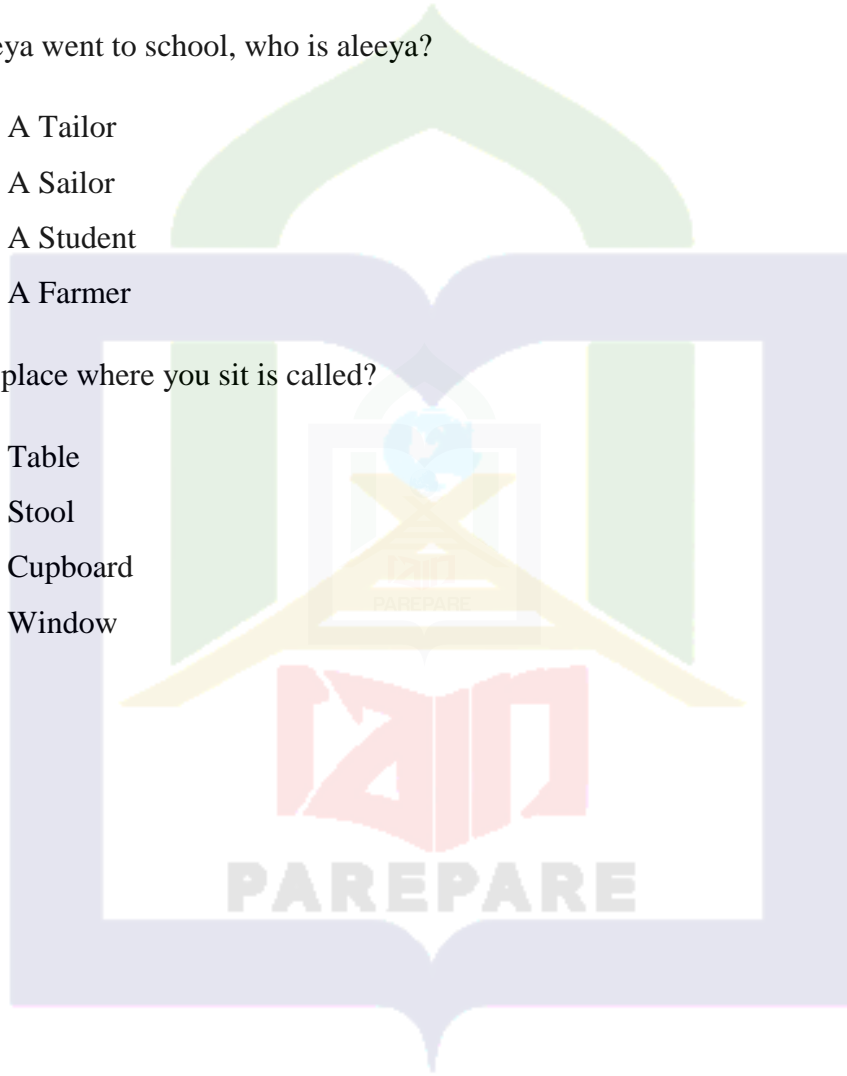
A. Choose the correct a, b, c or d to answer the question below by giving mark (X)!

1. Aleeya went to school, who is aleeya?

- a. A Tailor
- b. A Sailor
- c. A Student
- d. A Farmer

2. The place where you sit is called?

- a. Table
- b. Stool
- c. Cupboard
- d. Window



3. Which is not included in the vegetable group?

- a. Mangosteen
- b. Spinach
- c. Tomatoes
- d. Chili

4. What is the name of the object on the side?

- a. Shirt
- b. Socks
- c. Veil
- d. Pants



5. What is the English of "Kandang"

- a. Floor
- b. Road
- c. Cage
- d. Building

6.



What is the child doing in the picture?

- a. Eating
- b. Speaking
- c. Angry
- d. Sitting

7. Lions like to eat?

- a. Meat
- b. Fruit
- c. Leaves
- d. Rice

8. Teachers teach in?

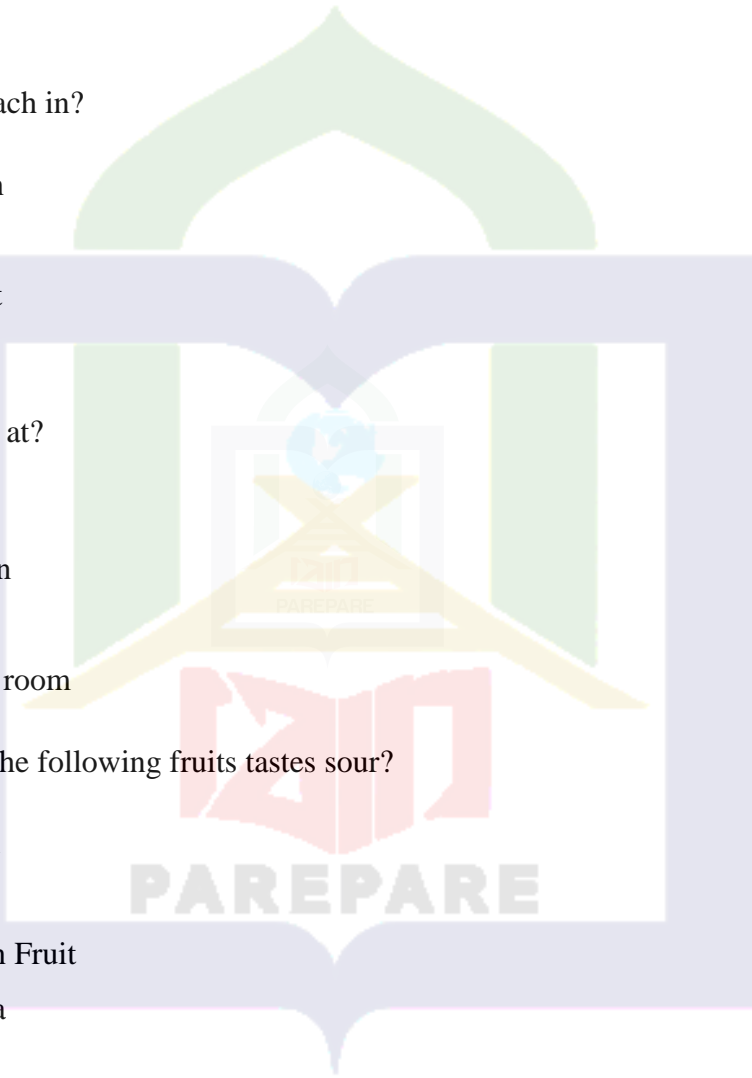
- a. Garden
- b. Beach
- c. Market
- d. School

9. Mom cooks at?

- a. School
- b. Kitchen
- c. Office
- d. Living room

10. Which of the following fruits tastes sour?

- a. Lemon
- b. Pears
- c. Dragon Fruit
- d. Banana



B. Match the picture with the word in right!



a. Safari Cars

b. Bowl



c. Stove

d. Pillow



e. Plate

f. Tree

g. Teacher



h. Doctor

i. Scales



C. Translate the word below!

- 1. Bitter =
- 2. Napkin =
- 3. Eggplant =
- 4. Cabinets =
- 5. Seller =

Parepare, 20th March 2024

Consultant

Co-Consultant



Dr. H. Ambo Dalle, S.Ag., M.Pd
NIP. 19691231 199903 1 006

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NIP. 19880930 2023211016

PAREPARE

Appendix 2 The Result Data of The Test

No	NAMA SISWA	Pre-Test	
		Correct Answer	Score
1	AM	11	55
2	AKRM	14	70
3	ADS	17	85
4	AVT	10	50
5	AQ	6	30
6	ANN	11	55
7	AMQ	14	70
8	AB	15	75
9	AK	13	65
10	BZS	13	65
11	DHP	14	70
12	EAR	7	35
13	FAT	12	60
14	FR	11	55
15	IMS	12	60
16	JSN	10	50
17	KH	16	80
18	LA	17	85
19	MGA	13	65
20	MHJ	12	60
21	MJD	12	60
22	MAS	7	35
23	MAK	11	55
24	MAF	13	65
25	MAR	5	25
26	MA	11	65
27	MFJ	12	60
28	MKP	9	45
29	NZ	11	55
30	RA	11	55
31	RS	10	50
32	SNS	12	60

33	YAF	11	55
34	YA	10	50

No	NAMA SISWA	Post-Test	
		Correct Answer	Score
1	AM	17	85
2	AKRM	15	75
3	ADS	19	95
4	AVT	16	80
5	AQ	13	65
6	ANN	15	75
7	AMQ	18	90
8	AB	18	90
9	AK	16	80
10	BZS	12	60
11	DHP	11	55
12	EAR	14	70
13	FAT	17	85
14	FR	13	65
15	IMS	15	75
16	JSN	15	75
17	KH	18	90
18	LA	19	95
19	MGA	15	75
20	MHJ	13	65
21	MJD	14	70
22	MAS	11	55
23	MAK	15	75
24	MAF	12	60
25	MAR	17	85
26	MA	10	50
27	MFJ	17	85
28	MKP	15	75
29	NZ	16	80
30	RA	17	85
31	RS	16	80

32	SNS	15	75
33	YAF	18	90
34	YA	19	95



Appendix 3 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 Parepare
 Mata pelajaran : Bahasa Inggris
 Kelas : VII
 Waktu : 120 Menit (pertemuan ke1)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui gambar.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Peserta didik mampu menulis kalimat dari kata yang telah diidentifikasi.
4. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<ul style="list-style-type: none"> • Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa. • Guru menanyakan kabar dan mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang ingin dicapai • Guru memberikan apersepsi dan motivasi
Kegiatan Inti (100 menit)

- Guru menjelaskan materi yang akan di pelajari.
- Guru menuliskan huruf Alphabet beserta contoh cara pengucapannya
- Guru menampilkan materi gambar “ Classroom” yang akan diidentifikasi.
- Guru menjelaskan kepada siswa langkah-langkah Picute Word Inductive Model.
- Guru meminta masing-masing siswa untuk maju kedepan menuliskan kosakata yang telah mereka diidentifikasi dengan menarik garis dari objek dalam gambar.
- Siswa diminta untuk membaca kata yang telah ditulis kemudian mengeja kata tersebut dengan baik dan benar.
- Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang telah diidentifikasi.
- Guru meminta siswa menuliskan kalimat dari kata yang telah diidentifikasi.
- Guru meminta siswa menghafal kosakata yang telah diidentifikasi.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
- Guru memberikan umpan balik dan pesan moral dari pembelajaran.
- Guru memberikan penugasan kepada siswa.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 Parepare
 Mata pelajaran : Bahasa Inggris
 Kelas : VII.4
 Waktu : 120 Menit (pertemuan ke2)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui gambar.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Peserta didik mampu menulis kalimat dari kata yang telah diidentifikasi.
4. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<ul style="list-style-type: none"> • Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa. • Guru menanyakan kabar dan mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang ingin dicapai • Guru memberikan apersepsi dan motivasi
Kegiatan Inti (100 menit)

- Guru menjelaskan materi yang akan di pelajari.
- Guru menampilkan materi gambar “Traditional Market” yang akan diidentifikasi.
- Guru meminta masing-masing siswa untuk maju kedepan menuliskan kosakata yang telah mereka diidentifikasi dengan menarik garis dari objek dalam gambar.
- Siswa diminta untuk membaca kata yang telah ditulis kemudian mengeja kata tersebut dengan baik dan benar.
- Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang telah diidentifikasi.
- Guru meminta siswa menuliskan kalimat dari kata yang telah diidentifikasi.
- Guru meminta siswa menghafal kosakata yang telah diidentifikasi.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
- Guru memberikan umpan balik dan pesan moral dari pembelajaran.
- Guru memberikan penugasan kepada siswa.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 Parepare

Mata pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 120 Menit (pertemuan ke3)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui gambar.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Peserta didik mampu menulis kalimat dari kata yang telah diidentifikasi.
4. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<ul style="list-style-type: none">• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.• Guru menanyakan kabar dan mengecek kehadiran siswa.• Guru menyampaikan tujuan pembelajaran yang ingin dicapai• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (100 menit)

- Guru menjelaskan materi yang akan di pelajari.
- Guru menampilkan materi gambar “Kitchen” yang akan diidentifikasi.
- Guru meminta masing-masing siswa untuk maju kedepan menuliskan kosakata yang telah mereka diidentifikasi dengan menarik garis dari objek dalam gambar.
- Siswa diminta untuk membaca kata yang telah ditulis kemudian mengeja kata tersebut dengan baik dan benar.
- Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang telah diidentifikasi.
- Guru meminta siswa menuliskan kalimat dari kata yang telah diidentifikasi.
- Guru meminta siswa menghafal kosakata yang telah diidentifikasi.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
- Guru memberikan umpan balik dan pesan moral dari pembelajaran.
- Guru memberikan penugasan kepada siswa.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 Parepare

Mata pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 120 Menit (pertemuan ke4)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui gambar.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Peserta didik mampu menulis kalimat dari kata yang telah diidentifikasi.
4. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<ul style="list-style-type: none">• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.• Guru menanyakan kabar dan mengecek kehadiran siswa.• Guru menyampaikan tujuan pembelajaran yang ingin dicapai• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (100 menit)

- Guru menjelaskan materi yang akan di pelajari.
- Guru menampilkan materi gambar “Zoo” yang akan diidentifikasi.
- Guru meminta masing-masing siswa untuk maju kedepan menuliskan kosakata yang telah mereka diidentifikasi dengan menarik garis dari objek dalam gambar.
- Siswa diminta untuk membaca kata yang telah ditulis kemudian mengeja kata tersebut dengan baik dan benar.
- Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang telah diidentifikasi.
- Guru meminta siswa menuliskan kalimat dari kata yang telah diidentifikasi.
- Guru meminta siswa menghafal kosakata yang telah diidentifikasi.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
- Guru memberikan umpan balik dan pesan moral dari pembelajaran.
- Guru memberikan penugasan kepada siswa.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

Appendix 4 Documentation







Appendix 5 Distribution of T-Table

d.f	t0.10	t0.05	t0.025	t0.01	t0.005
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763

29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
31	1.309	1.696	2.040	2.453	2.744
32	1.309	1.694	2.037	2.449	2.738
33	1.308	<u>1.692</u>	2.035	2.445	2.733
34	1.307	1.691	2.032	2.441	2.728
35	1.306	1.690	2.030	2.438	2.724
36	1.306	1.688	2.028	2.434	2.719
37	1.305	1.687	2.026	2.431	2.715
38	1.304	1.686	2.024	2.429	2.712
39	1.304	1.685	2.023	2.426	2.708
40	1.303	1.684	2.021	2.423	2.704
41	1.303	1.683	2.020	2.421	2.701
42	1.302	1.682	2.018	2.418	2.698
43	1.302	1.681	2.017	2.416	2.695
44	1.301	1.680	2.015	2.414	2.692
45	1.301	1.679	2.014	2.412	2.690
46	1.300	1.679	2.013	2.410	2.687
47	1.300	1.678	2.012	2.408	2.685
48	1.299	1.677	2.011	2.407	2.682
49	1.299	1.677	2.010	2.405	2.680
50	1.299	1.676	2.009	2.403	2.678
51	1.298	1.675	2.008	2.402	2.676
52	1.298	1.675	2.007	2.400	2.674
53	1.298	1.674	2.006	2.399	2.672
54	1.297	1.674	2.005	2.397	2.670
55	1.297	1.673	2.004	2.396	2.668
56	1.297	1.673	2.003	2.395	2.667

57	1.297	1.672	2.002	2.394	2.665
58	1.296	1.672	2.002	2.392	2.663
59	1.296	1.671	2.001	2.391	2.662
60	1.296	1.671	2.000	2.390	2.660
61	1.296	1.671	2.000	2.390	2.659
62	1.296	1.671	1.999	2.389	2.659
63	1.296	1.670	1.999	2.389	2.658
64	1.296	1.670	1.999	2.388	2.657
65	1.296	1.670	1.998	2.388	2.657
66	1.295	1.670	1.998	2.387	2.656
67	1.295	1.670	1.998	2.387	2.655
68	1.295	1.670	1.997	2.386	2.655
69	1.295	1.669	1.997	2.386	2.654
70	1.295	1.669	1.997	2.385	2.653
71	1.295	1.669	1.996	2.385	2.653
72	1.295	1.669	1.996	2.384	2.652
73	1.295	1.669	1.996	2.384	2.651
74	1.295	1.668	1.995	2.383	2.651
75	1.295	1.668	1.995	2.383	2.650
76	1.294	1.668	1.995	2.382	2.649
77	1.294	1.668	1.994	2.382	2.649
78	1.294	1.668	1.994	2.381	2.648
79	1.294	1.668	1.994	2.381	2.647
80	1.294	1.667	1.993	2.380	2.647

Appendix 6 Virtue of Consultant Degree




**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4984 TAHUN 2023
TENTANG**

**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
11. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.
- Menetapkan** : **MEMUTUSKAN**
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;
- Kesatu** : Menunjuk saudara: 1. Dr. H. Ambo Dalle, S.Ag., M.Pd.
2. Munawir, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Fasya Adriana
NIM : 2020203888203042
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Picture Word Introductive Model "PWIM" to Boost Students' Vocabulary at Elementary School
- Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat** : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Parepare
pada Tanggal 30 November 2023


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

Appendix 7 Research Permit Recommendation

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1689/In.39/FTAR.01/PP.00.9/05/2024 22 Mei 2024
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: FASYA ADRIANA
Tempat/Tgl. Lahir	: PAREPARE, 13 Juni 2002
NIM	: 2020203888203042
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: JL.KESUMA, DUSUN KAMPUNG BARU, KEC. BACUKIKI BARAT. KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL (PWIM) TO BOOST STUDENTS' VOCABULARY OF SEVENTH GRADE STUDENTS OF SMPN 1 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 22 Mei 2024 sampai dengan tanggal 08 Juli 2024.

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

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

Appendix 8 Permission Research

		SRN IP000401
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id</i>		
REKOMENDASI PENELITIAN Nomor : 401/IP/DPM-PTSP/5/2024		
Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian. 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
M E N G I Z I N K A N		
KEPADA NAMA	: FASYA ADRIANA	
UNIVERSITAS/ LEMBAGA Jurusan	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE : PENDIDIKAN BAHASA INGGRIS	
ALAMAT UNTUK	: JL. KESUMA KOTA PAREPARE : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
JUDUL PENELITIAN	: THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL (PWIM) TO BOOST STUDENTS' VOCABULARY OF SEVENTH GRADE STUDENTS' OF SMPN 1 PAREPARE	
LOKASI PENELITIAN	: DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 1 PAREPARE)	
LAMA PENELITIAN	: 29 Mei 2024 s.d 08 Juli 2024	
a.	Rekomendasi Penelitian berlaku selama penelitian berlangsung	
b.	Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan	
Dikeluarkan di: Parepare		Pada Tanggal : 31 Mei 2024
		
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE		
Hj. ST. RAHMAH AMIR, ST, MM Pembina Tk. 1 (IV/b) NIP. 19741013 200604 2 019		
Biaya : Rp. 0.00		

- UUITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSI/E
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Appendix 9 Letter of Research Completion

 **PEMERINTAH DAERAH KOTA PAREPARE**
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 PAREPARE
Alamat : Jalan Karaeng Barane No. 18 Telp. (0421) 21035 Parepare 91111
Email : admin@smnp1parepare.sch.id Website : www.smnp1parepare.sch.id 

SURAT KETERANGAN
Nomor : 423.4/186/SMPN.1/VI/2024

Yang bertanda tangan dibawah ini Kepala UPTD SMP Negeri 1 Parepare menerangkan bahwa :

Nama : FASYA ADRIANA
NIM : 2020203888203042
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Universitas : Institut Agama Islam Negeri (IAIN) Parepare

Benar telah melaksanakan penelitian mulai tanggal 29 Mei 2024 – 29 Juni 2024 dengan judul :
“The Effectivenss Of Picture Word Inductive Model (PWIM) To Boost Students’ Vocabulary Of Seventh Grade Students’ Of SMPN 1 Parepare”

Demikian Surat Keterangan dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya

Parepare, 30 Juni 2024
Kepala UPTD SMP Negeri 1 Parepare,

Dra. Hj. SRI ENY LUDFIYAH HONENG, M.Pd.
NIP. 19680925 199412 2 002

CURRICULUM VITAE



Fasya Adriana was born on June 13th, 2002 in Parepare, South Sulawesi, the fourth of five children of Abd. Rahim and Hasna. She started her education in Elementary School at SDN 15 Parepare and graduated in 2014. In the same year, she continued her education at Junior High School at SMPN 1 Parepare and completed his education there in 2017. After that, she continued her education at SMKN 3 Parepare and graduated in 2020. In the same year, she continued her studi at the State Islamic Institute (IAIN) Parepare and completed her studi with a thesis entitled “The Effectiveness of Picture Word Inductive Model (PWIM) to Boost Students' Vocabulary of Seventh Grade of SMPN 1 Parepare”.