THE USE OF PICTURE WORD INDUCTIVE MODEL (PWIM) IN TEACHING VOCABULARY

An Experimental Research at The Seventh Grade of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang in The Academic Year of 2010/2011

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor in English Language Education

By:

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EDUCATION FACULTY

WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES

SEMARANG

2011

THESIS PROJECT STATEMENT

I am, the student with the following identify:

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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, April 7th 2011

The Writer,

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RATIFICATION

Thesis with the following identification:

Title : **The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary**

Name of student : Erni Yuliana

Student's Number : 073411051

Department : Tadris

Filed of study : English language education

Had been ratified by the board the examiners of Education Faculty Walisongo State Institute for Islamic Studies and can be received as one of any requirement for gaining the Degree of Bachelor in English Language Education.

Semarang, June 20th 2011

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The Dean of Education Faculty

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Assalamu'alaikum wr.wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary**

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I state that the thesis is ready to be submitted to Education Faculty Walisongo State Institute for Islamic Studies to be examined at Munaqosah session.

Wassalamu'alaikum. wr.wb.

Advisor I   Advisor II

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MOTTO

"If a foreign Language has been mastered by somebody

hence that Language is very beneficial to him

and can becomes benefactor instrument

when happened trouble"

(Syaikh Shafy Ad-Din Al-Hilliy)[1]

Errors are necessary stepping-stones

to acquire rightness

Continual Efforts and Frequent Errors are Genius Stepping Stone

(Elbert Hubbard)[2]

"To learn anything fast and effectively

You have to see it, hear it, and feel it"

(Tony Stockwell)[3]

[1] Abdul Fattah Abu Ghuddah, *40 Metode Pendidikan dan Pengajaran Rasulullah*, (Bandung: Irsyad Baitus Salam,2009) p.236.

[2] Todd Siler, *Berpikir Ala Einstein: 31 Kiat Menjadikan Diri Anda Jenius (Think Like A Genius)*, (Bandung: Kaifa, 2002), p.94.

[3] Adi W. Gunawan, *Genius Learning Strategy*, (Jakarta: Gramedia, 2003), p. 145

DEDICATION

The scientific writing is dedicated to:

My beloved parents (Samsudin and Siti Amanah)

My beloved brother (M. Imron S.H.I)

I am not even on the half way there yet ...

ABSTRACT

Key words: *Teaching Vocabulary, Picture Word Inductive Model as a media in teaching vocabulary, student's vocabulary achievement through Picture Word Inductive Model*

The main objective of this study is to find out whether there is or not a significant difference of student's vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by using explanation only. The hypothesis of this study is there is a significant difference between the student's vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by using explanation only.

The researcher used Picture Word Inductive Model in teaching vocabulary at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011. In this research, the population is the seventh grade of MTs Sunan Kalijaga Bawang Batang in academic year of 2010/ 20011.The number of the population was 182 students. In taking the sample, the writer used cluster random sampling technique. Class VII B was chosen as a try out class, VII E as experimental class who Picture Word Inductive Model and class VII C as control class who were taught by explanation only . The research design used experimental quantitative research.

The instrument used to collect the data is writing test or essay test. The technique to analyze the data was t-test formula. It used to determine whether or not there was a significant difference between the average score of the experimental and the control class. The average of post- test of experiment class is 77.6 which were higher than the average of post test of the control class 72.6. The t-test result (2.5) was higher than the t- table (1.98). Since the t-test was higher than t- table, the hypothesis is accepted. It means that there is a significant difference in student's vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by using explanation only.

Based on the result of this research, the writer suggest that Picture Word Inductive Model may be used as alternative media in teaching vocabulary, in order that the students can more understand and interested in learning activity especially in learning of English.

TRANSLITERATION

ا	A	ط	t}
ب	B	ظ	z}
ت	T	ع	'
ث	s|	غ	gh
ج	J	ف	f
ح	h}	ق	q
خ	Kh	ك	k
د	D	ل	l
ذ	z|	م	m
ر	R	ن	n
ز	Z	و	w
س	S	هـ	h
ش	Sy	ء	'
ص	s}	ي	y
ض	d}		

Madd:

a> =   a Long

i> =   I Long

u> =   u Long

Diftong:

اَوْ = au

اَيْ = a

ACKNOWLEDGEMENT

In the name of Allah the most merciful and compassionate,

Praise be to Allah, the merciful, the compassionate that the writer can finish this thesis completely. Shalawat and Salam for the Prophet Muhammad who brings us from the darkness to the brightness.

The writer realizes that there are many people who are already helped her in arranging and writing this final project directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

1. Dr. Sudja'i, M.A. as the Dean of Education Faculty.

2. Siti Tarwiyah, M.Hum. as the Head of English Department and as the first advisor who already guided and advised patiently during the arrangement of this final project.

3. Dr. Muslih, M.A as the second advisor who gave guidance and advices over the study conducted.

4. The entire lectures in Education Faculty who always give input and advice to the writer during conducting this study.

5. Library official who always give good service related with the references in this final project so that the writer could done this final project well.

6. Ahmad Kholil S.Ag as the headmaster of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang who has given permission for the writer to conduct the study there, and the entire teachers, especially the English teachers and the vice principal especially Mr. Ahmad Fadholi S.Pd for all the time, the information about the teaching-learning process of English and her guidance there and also the school administration staff, thanks for the cooperation.

7. My beloved father (Samsudin) and mother (Siti Amanah) who always give pray, inspiration and motivation to continue this study. Thanks a lot because you always in my heart" you like a start in my heart, not see but always there" thanks for everything. I love u.

Pagerwojo, and all of my students at Pagerwojo, thanks for your pray and motivation, I will always remember and miss u.

16. All of the students at the seventh grade of MTs Sunan Kalijaga Bawang Batang especially in class VII B, VII C ,VII E, thanks for your participation and support in the research, so the writer can finish this thesis.

17. All of my friends who always gives motivation, support and helping to finish this thesis.

The writer also thanks to the other who cannot be mentioned one by one, who have helped and supported the writer to finish this thesis. The writer realized that this thesis would not be created without their participation.

Finally, the writer hopes this thesis can give some values to the students of MTs Sunan Kalijaga Bawang Batang, English teachers and the readers especially in developing teaching-learning of English vocabulary. The writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Semarang, April 7th 2011
The Writer,

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