CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Previous Research

Influence research has been done by several researches in our community to know the influences in one subject using particularly methods to other or influence in the one technique to the others.

The first research was conducted by Heru Safi'i (220140256) with the research entitle The Effectiveness of Using Picture as on aid to improve English vocabulary at the Fifth Graders of SD Negeri Kedungsari I Magelang in the academic year of 2005/2006". The result of the study shows that there is significant contribution of the use of picture in the vocabulary teaching, so pictures as an aid is effective for the success of the vocabulary teaching.[1] The differences between his research and this research are in his research, he used picture only, whereas the researcher used picture word inductive model. Not only he used picture only but also he taught at the fifth grade and the researcher taught at the seventh grade. The similarities between his research and this research are in his research he used quantitative research to know is using pictures as an aid effective to improve students' English vocabulary and the researcher also used quantitative research and both also focus on vocabulary.

The second research was conducted by Tri Winarko (221402036) with his research entitled "The Use of Still Pictures as Media in Teaching English Vocabulary (A Case Study at the Fifth Graders of SDN 1 Batu Demak)". In his study, he wanted to find out the significant difference of vocabulary achievement between students who have been taught using still pictures and those who have been taught using Conventional method among the fifth graders of Elementary school students and to find out the effectiveness of

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[1] Heru Safi'i, *The Effectiveness of Using Pictures As On Aid To Improve English Vocabulary At The Fifth Graders of SD Negeri Kedungsari I Magelang In The Academic Year Of 2005/2006,* (Semarang: Language and Art Faculty of State University Semarang, 2006).

using still pictures in teaching vocabulary to the fifth graders of Elementary school students. The differences between his research and this research are in his research, he used still picture, whereas the researcher used picture word inductive model. Not only he used picture only but also he taught at the fifth grade and the researcher taught at the seventh grade. The similarities between his research and this research are in his research he quantitative research to know is using still pictures is effective to improve students' English vocabulary and the researcher also used quantitative research and both also focus on vocabulary. His study used case study. The result of the study shows that the students' achievement in learning English vocabulary taught using still picture is better than from those taught using conventional method.[2]

From explanation above, the writer tried to use Picture Word Inductive Model in conducting the research, to add the reference in teaching vocabulary research.

B. Theoritical Framework

1. Teaching Vocabulary

a. Definition of Vocabulary

Studying a language cannot be separated from studying vocabulary because it is an essential part of language. We know that words support the speaker in communication to express their ideas.

To know what vocabulary is, the writer will present the definition of vocabulary. First, Richards defines "vocabulary as one of the most obvious components of language and one of the first applied linguists turned their attention to".[3] Second, Penny Ur explains that "vocabulary is the words which we teach in foreign language".[4] Third, Haycraft explains that

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[2] Tri Winarko, *The Use of Still Pictures as Media in Teaching English Vocabulary (A Case Study at the Fifth Graders of SDN 1Batu Demak).* (Semarang: Language and Art Faculty of State University Semarang, 2007).

[3] Jack C. Richards, *Curriculum Development in Language Teaching,* (Cambridge: Cambridge University Press), p. 4.

[4] Penny Ur, *A Course in Language Teaching,* (United Kingdom: Cambridge University Press, 1998), p. 60.

"vocabulary is divided into receptive and productive vocabulary".[5] Receptive vocabulary is the words that students recognize and understand when they occur in context, whereas productive vocabulary is the words which the students understand, they can produce constructively and use constructively in speaking and writing.

Based on the definitions, it can be concluded that vocabulary is a list of words with their meanings especially one that accompanies a textbook in a foreign language. Vocabulary plays a significant role in supporting the mastery of language skills namely listening, reading, writing and speaking. In order to communicate well in a language, students should acquire an adequate number of words and should know how to use them accurately. The more vocabulary the learners have, the easier for them to develop their four skills. In listening skill, by having many vocabulary they can hear and understand all the words in oral communication easily. In speaking skill, they can cover all the words that they use in oral communication. In reading skill, they can understand all the words in written material. And in writing skill, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language production that belongs to productive skills while listening and reading involve receiving the message and they are belong to the receptive skills.[6]

b. Kinds of Vocabulary

There are some opinions about kinds of vocabulary. One of them is proposed by Scott Thornbury, there are two kinds of vocabulary, namely receptive vocabulary and expressive vocabulary.[7]

1) Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive

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[5] Evelyne Hatch and Chery L. Brown, *Vocabulary, Semantics and Language Education,* (Melbourne: Chambridge University Press, 1995), p. 370.

[6] Arnold, *An Introduction to Applied Linguistics*, (New York: Oxford University Press, 2002), p. 40-41.

[7] Scott Thornbury, *How to Teach Vocabulary,* p. 15.

vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.

2) Expressive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Another opinion by Marianne Celce and Murcia Elite Olshtain, "there are two kinds of vocabulary: they are function words and content words".[8]

1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

a) Words that refers to a person, a place or a thing that we might call them nouns,

b) Words that express an action, an event or a state are called verbs,

c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

c. **Choosing Vocabulary**

In the learning process, vocabulary as one of component of languages must be learned to the students by the teachers. In choosing vocabulary, the teachers are needed to be carefully planned because different vocabulary gives greatly different returns for learning. Because of that, in teaching vocabulary the teachers must focus on the

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[8] Marianne Celce and Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), P. 76.

appropriate level of vocabulary for the learners and the teacher must use appropriate technique in the English classes.

Based on the reasons above, the choice of vocabulary is important to be given to the students. Arnold states that the choice of vocabulary should be determined by the major consideration, they are: students need, students' language, and commonest words.[9]

Related to the students need, the teachers must teach vocabulary to the students based on their needs. If there is a student wants to know a special word, the teachers don't teach it to the whole class unless they will find that they don't need. It's better to change particular words connected with their profession. Related to students language, if the teachers teach a class from one language group, knowledge will tell the teachers which words are similar in their language and English, and therefore easily learned. The teachers must be careful with words that sound the same in the students' language. Related to commonest words, the teachers must choose the words that commonly used or the words that students need, the teachers can make a list of vocabulary which is used by students in daily life.

d. **Aspects of Vocabulary**

According to Ur, the vocabulary should be taught to the students are: grammar, aspect of meaning 1 (denotation, connotation) and aspect of meaning II (synonyms, antonyms and hyponyms)[10]

Grammar as the rules in a language for changing the form of words and combining them into sentences is needed to be taught to the students in learning vocabulary. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules.

Aspects of meaning such as denotation and connotation are also needed to be taught to the students in learning vocabulary. The

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[9]Arnold, *An Introduction to Applied Linguistics*, p. 37.
[10]Penny Ur, *A Course in Language Teaching*, p. 60-62.

meaning of word is primarily what it refers to in the real word, it is denotation; this is often the sort of definition that is given in a dictionary. For example, Jane buy a *red rose* to his girlfriend, *red rose* denotes a kind of flower. A less obvious component of the meaning of an item is connotation; the associations, or positive or negative feeling it, which mat or not be indicated in a dictionary definition. Example, I will only give my *red rose* for you, the word *red rose* is a symbol of passion.

In teaching vocabulary, we must also consider how the meaning of one item relates to meaning of order. There are some another important aspects of meaning, they are synonym, antonym and hyponym. Synonym is a word or phrase with the same or nearly the same meanings as another in the same language.[11] The example of synonym is *bright, clever, smart* may serve as synonym of intelligence. A word that is opposite in meaning to another word is called antonym.[12] For the example, you are rich people but I am poor people, *rich* is antonym of *poor*. Hyponym as the items that serve as specific examples of a general concept. Example, my brother bought dog, lion, and mouse in the market yesterday, *dog, lion,* and *mouse* are hyponyms of animal.

Based on the explanation above, in teaching vocabulary to the students the teacher must teach the students about grammar, aspects of meaning (connotation, denotation, synonym, antonym, and hyponym) that are expected the students are not only master many vocabularies but also the students can use them into the sentences correctly.

e. **Principles of Teaching and Learning Vocabulary**

In teaching, a principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve

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[11]AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 1212.

[12]A S Hornby, *Oxford Advanced Leaner's Dictionary*, p. 44.

as the basis for some of their decision-making.[13] Teacher's principles are an important aspect of their belief systems, and may be a result of teaching experience, training, or their own experiences as learners.

There are principles of teaching and learning vocabulary, they are aim, quantity, need, frequent exposure and repetition, meaning presentation and Situation presentation[14]:

1) Aim

The teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? And which word?.

2) Quantity

The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

3) Need

The teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the words they need it.

4) Frequent exposure and repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. Michail J. Wallace says, "There has to be a certain amount of repetition until there is evidence that the student has learned the target word".

5) Meaning presentation

Wallace states that the teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning-although 'meaning' involves many other things as well. This requires

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[13] Jack C. Richard, *et.al.*, *Longman Dictionary of Language Teaching and Applied Linguistics* (Malaysia: Pearson Education, 2002), 3rd Ed, p. 418.
[14] Michael J. Wallace, *Teaching Vocabulary* (London: Heineman Education Books. Ltd, 1982) p. 27-30.

that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) Situation presentation

Michail J. Wallace says that the choice of words can vary according to the situation in which we are speaking and how well we know the person, to whom we are speaking. So, students should learn words in the situation, in which they are appropriate.

f. Some Techniques in Teaching Vocabulary

Techniques are way of doing something, especially one that needs special skills.[15] Brown has defined technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.[16]

There is relationship among teaching approach, method, and technique. An approach is a set of assumptions dealing with the nature of language, learning, and teaching. Method is describing an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

From explanation above, the writer concludes that a method is smaller than an approach and it is bigger than a technique.

Ruth Gairns and Stuart Redman say, "There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork".[17]

1)   Mime and Gesture.

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the

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[15] *Oxford Learners' Pocket Dictionary*, (New York: Oxford University Press, 2004), p. 443.

[16] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2001), 2nd Ed. p.16.

[17] Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 73.

classroom such as door, blackboard, chalk, clock and so on. In using command, a teacher can give command such as open the window, open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

2) Visual Aids.

In this technique, a teacher can use pictures, photographs, flashcards, and blackboard. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized results.

Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of vocabulary items.

3) Verbal Explanation.

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the synonym, antonym and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

Deducing meaning from context is looking the meaning of words through context in the sentences. For example, the word *sailor* in this sentence *jack was a young sailor. He lived in England, but he was often away with his ship.* The students will know the meaning of sailor from the context: *He was often away with his ship.*

Deducing meaning from form is looking the meaning of word based on the meaning of morpheme. For example, the word *Freetown* in the following sentence:

Jack's first port was Freetown in Africa, and he sent Gloria a parrot from there.

The word *free* is translated as not controlled by somebody else, rules a government, etc, and the word *town* as a place with many building and houses, larger than a village. So *Freetown* is a place that was not controlled by the government.

Word association is the ability to find the words that related to topic. For example, sailor, ship, voyage and port. Word formation is the ability to construct the word through affixation. It can be a prefix or suffix. For example, the word *reached.* It is *reach* added by the suffix –Ed.

2. Factors Influencing Students Achievement
a. Definition of Achievement

Achievement comes from the word "achieve" that means to gain or reach something by effort.[18] In another word achieve is defined as to be successful and to perform well. In the oxford advanced learner's dictionary achievement is defined as "a thing done successfully especially with effort and skill.[19]

Based on the explanation above, we can conclude that achievement is an action or process of achieving the goal. The students can achieve their objections from the learning process. In the learning process the teachers give test. Test is defined as "a method of measuring a person's ability or knowledge in a given domain".[20] So, the teachers can identify

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[18] *Oxford Learner's pocket Dictionary*, p. 4.
[19] AS Hornby, *Oxford Advanced Learner's Dictionary*, p. 10.
[20] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, p. 384.

the students' changes from unable become able to do something in certain time.

In this research, the writer uses achievement test to evaluate the effectiveness of change. Achievement test is defined as "a test that measures the extent to which a person has achieved something acquired certain information or mastered certain skills, usually as a result of specific instruction.[21]

According to Chabib Thoha, achievement test is divided into four kinds. They are: formative test, summative test, standardized test, and unstandardized test.[22]

First, formative test is "a test which is designed to promote the students attainment".[23] In the school, formative test is used to inform the next steps of learning. Formative test occurs when the teacher feed information back to the students in ways that enable the students to learn better. It is also help the teachers to monitor the students' progress and to modify the instruction accordingly. The example of formative test is daily test.

Second, summative test is defined as "a test at the conclusion of a unit instruction or an activity to determine or judge students skills and knowledge or effectiveness or an activity.[24] The example of summative test is EBTA (last evaluation in the learning step).

Third, standardized test is "a test is designed by a professional team".[25] Standardized test is administered and scored in a consistent manner. So, the standardized test has high validity and reliability.

Fourth, unstandardized test is the opposite of standardized test. It is "a test is designed by unprofessional person or team".[26] In another word,

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[21] M. Chabib Thoha, *Teknik Evaluasi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1996), p. 44-46.
[22] M. Chabib Thoha, *Teknik Evaluasi Pendidikan,* p. *45.*
[23] M. Chabib Thoha, *Teknik Evaluasi Pendidikan*, p. 47.
[24] M. Chabib Thoha, *Teknik Evaluasi Pendidikan*, p. 48.
[25] M. Chabib Thoha, *Teknik Evaluasi Pendidikan,* p. 51.

unstandarized test is a test which is designed by a teacher. So, it has low validity and reliability.

Related to the kinds of achievement test. Sudijono adds pretest-posttest as the kinds of achievement test. Pretest is "a test given or measurement taken before activities begin".[27] Posttest is "a test or measurement taken after activities have ended.[28]

In this research, the writer chooses pretest-posttest of achievement test. The writer uses pretest before an experimental treatment begins. In the pretest, the writer gives easy questions to the students related to the theme because they are not learned the theme before. After that, the writer give posttest as a test is given after the experimental treatment has ended. The content of posttest is same with the pretest. It is compared with the results of pretest to show evidence of the effects or changes resulting from the activities being evaluated.

After giving test to the students, learning is a process of reaching the goal if there is a change in the students' themselves. According to Muhibbin Syah, there are three characteristics of students' changes, they are: intentional change; positive and active changes; effective and functional changes. First, intentional change is a change that is caused by the students' experience or practice which are done intentionally, such as additional of knowledge, habits, and skills.[29] Second, positive and active changes, positive change is a change which giving advantages to the students, likes new skills. Active change is a change that happen based on the students' effort. Third, effective and functional changes mean that the changes which giving advantages to the students effectively and can be used in any situations functionally.[30]

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[26] M. Chabib Thoha, *Teknik Evaluasi Pendidikan,,* p. 52.

[27] Anas Sudijono, *Pengantar Evaluasi Pendidikan,*(Jakarta: PT. Raja Grafindo Persada, 2008), p. 69.

[28] Anas Sudijono, *Pengantar Evaluasi Pendidikan,* p. 70.

[29] Muhibbin Syah*, Psikologi Belajar,* (Jakarta : Logos Wacana Ilmu, 2001) p.106.

[30]Muhibbin Syah*, Psikologi Belajar .*p. 107.

b. Factors Affecting Achievement

Nowadays, achievement is the king in education. In education, every parent wants to see their children having good achievement. It means that they want to see their children success in the result of learning in the school. In learning activity, achievement means the mastering of knowledge or skills that is developed by the lesson and showed by a score or mark. According to Muhibbin Syah, there are three factors affecting students' achievement, they are: internal factor, external factor and approach to learning factor.[31]

In this case, the researcher will explain them one by one. First, internal factor means factor which come from students' themselves, such as physical and non-physical students' condition. Internal factor is divided into two aspects: physiological and psychological aspects.

Physiological aspect means aspect which is connected with body healthy and senses. For example, the students must keep their body healthy with exercise, eating three times a day and must keep their senses especially eyes and ears senses because both of them influences the students to catch information and knowledge from the teachers in learning process.

Psychological aspect is aspect which influences quantity and quality of students' learning.[32] Some of psychological aspects are intelligence, attitude, aptitude, interest and motivation. Garder defines intelligence as "ability to solve problems and result product in different settings and situations in the real life.[33] Intelligence is also represent aspect determining the success in study, if the students have normal or high intelligence, may they will get good score in their class than the students who have low intelligence. Attitude is physiological aspect where students

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[31] Muhibbin Syah, *Psikologi Belajar,* p.132.
[32] Muhibbin Syah, *Psikologi Belajar*, p. 132-136.
[33] Paul Suparno, *Inteligensi Ganda dan Aplikasinya di Sekolah*, (Yogyakarta: Kanisius, 2004), p. 17.

give tendency response on the object or things positively or negatively, and the positive and negative students' attitude in subject of learning will influence the process of learning. Aptitude is a potential or an ability that can be developed easily to get good achievement activity through learning. For the example, the aptitude in language, it means the students who have good aptitude will get good score more easily than the students who have no aptitude. Interest is usually connected with students' needs and motivation. And the last aspect is motivation, is internal condition which pushing students to do something, so motivation also means energizer to do something systematically.

The second factor which affecting students' achievement is external factor. External factor is factor that comes from students' environment. External factor is divided into two aspects: social environment and non-social environment aspects.[34]

Social environment consist of family, teachers, society and classmate. Students' family gives stimulus to their study, for example, by giving motivation and guidance to the students when they are learning at home. It may help the students obtain better achievement in their study. Teachers who showing good behavior will give positive influence to the students in learning process. Non-social factors environment consist of house, school environment, equipment and nature. The last factor is approach to learn factor means that strategy that is used students in learning process.[35]

The technique of learning is also affecting achievement because the technique which is used by the teachers will influence the students in the learning process. If the teachers choose technique which is appropriate with the students, the result of the learning will be optimal. In here, the teachers are not only giving the material but also asking the students to

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[34] Muhibbin Syah, , *Psikologi Belajar*, p.137-138
[35] Muhibbin Syah, , *Psikologi Belajar*, p.139.

practice it. Besides, individual factor is also affecting students' achievement. Individual factor consist of ages, mental, and motivation.
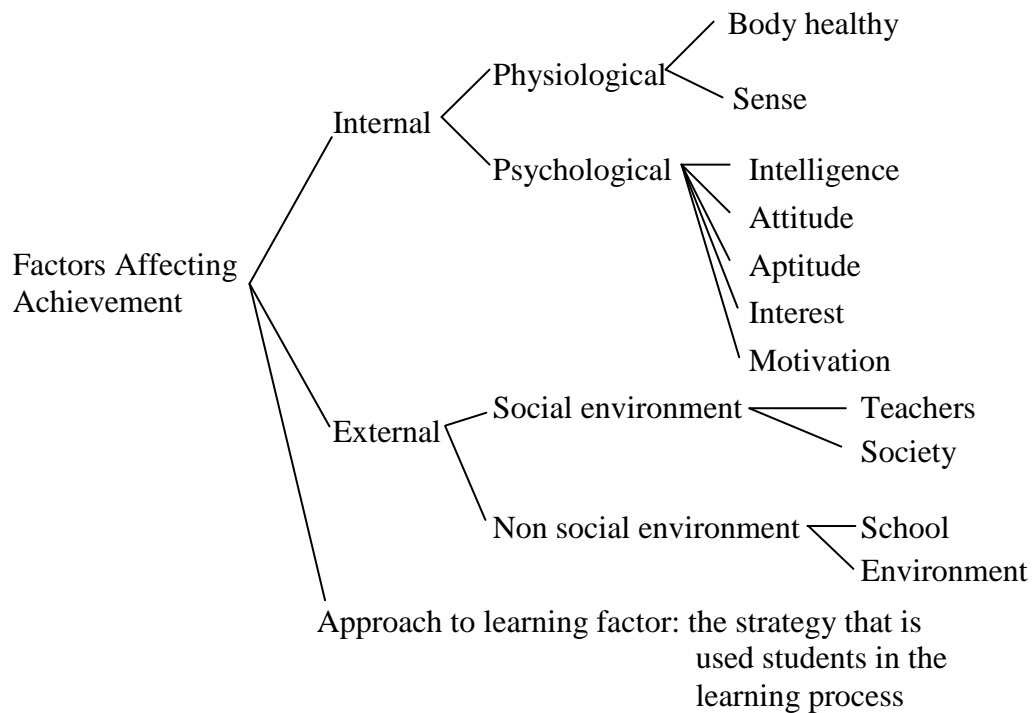

Figure 2.1: Representing factors affecting achievement

Based on the explanation above, the researcher concludes that there are many factors which affecting students' achievement in their school. According to Muhibin Syah, there are three factors which are influenced students' achievement, they are: internal factor, external factor, and approach to learning factor.

3. **Picture Word Inductive Model as media in teaching Vocabulary**
   a. **Definition and Function of Media**

   Media is a tool which used as a channel to send a message or delivers the information from resources to receiver.[36] There is a tendency to consider media as the mass. Media of television, radio and print in

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[36] Soeparno, *Media Pengajaran Bahasa,* (Jakarta:Intan Pariwara,1988),1th Ed.p.1

learning situation, the human voice, gesticulation, hand writing, duplicating hand out, chalk boards, display, specimens, models, overhead projector film strip projector and 16 mm projector are the common media.[37] Media will help to establish the conditions for the learners to identify or describe someone or something.

From the definition above it can be conclude that media is a tool or instrument that help in teaching learning process and the function is to deliver information so that the students obtained knowledge, skill or attitude.

Haris mentions some possible the function of media as follows[38]:

1) Engaging the students motivation.
2) Revision of work already covered.
3) Providing new learning stimulus.
4) Activating students response.
5) Manipulation of size, distance, and amount of information available.
6) A comment of students response (e.q. reply of students owns performance such as language laboratory, or a video recording of a role playing situation).

Media is an aid that is needed to support some activities in the world. Media is a graphs, photographic or electronic aids to absorb process and rearrange visual and verbal information. So, The main function of using the media is to convey a message or information.

b. Classification of Media

There are several kinds of media, which usually used in the teaching learning process. There are three general categories of media, they are visual aids, Audio aids and audio visual aids.[39]

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[37] Harris, N.D.C., *Preparing Educational Material*, (Worcester : Billing and Sons Ltd. 1997), p.81

[38] Harris, N.D.C., *Preparing Educational Material*, p.81.

1) Visual aids

Visual aids is term used to include teaching aids which depend on the use of visual communication channel (ex. over head projector, slide film strip, mute film, poster, picture, diagram, maps)

2) Audio aids

Audio aids are term used to include teaching aids which depend on use of audio communication channel (ex. radio and records).

3) Audio visual aids

Audio visual aids is a term used to include teaching aids which depend on the use of audio visual and or visual communication channel (ex. television, film, language, laboratory).

According to Gerlach and Ely,there are 8 categories of media as follow[40]:

1) Real thing that is human (teacher), thing that is real (not picture or model) and real ivents.

2) Verbal representations, that is written /printed media such as text books, references and other reading.

3) Graphic representation such as chair, diagram, picture, and painting

4) Still picture (in color or white and black) such as photo, slide, film strip and overhead projector transparancy.

5) Audio (recording) such as cassette, records, real tape, film soundtrack and tape recorder.

6) Program that is collection of information such text books and picture.

7) Simulation, which usually know as game (e.g. scrabble and cross word puzzle)

8) Simulation, which usually know as game (e.g.scrable and crossword puzzle).

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[39] Finocchiaro,*et.al.*,*The Foreign Language Learner: A Guide for Teachers.*, (New York : Rigents Publising Company Inc,1973), p.155.

[40] Gerlach, V.G and Ely D.P.,*Teaching and Media*, (A Systematic Approach Englewood Cliffs : Prentice – Hall, Inc. 1971), p.282-289

c. Picture Word Inductive Model

1) The definition of Picture Word Inductive Model

The Picture Word Inductive Model (PWIM) developed by Calhoun, which uses pictures containing familiar objects, actions and scenes to draw out words from children's listening and speaking vocabularies. This model helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in those words.[41]

2) The purpose of Picture Word Inductive Model

The Picture Word Inductive Model can be used to teach phonics and spelling both inductively and explicitly. However, the model is designed to capitalize on children's ability to think inductively. The PWIM enables them to build generalizations that form the basis of structural and phonetic analysis. And it respects their ability to think. Thus, a major principle of the model is that students have the capability to make generalizations that can help them to master the conventions of language.[42]

For most beginning readers and writers, the PWIM is a satisfying and pleasurable activity: They enjoy finding objects and actions in the picture, seeing the words and sentences they generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalizations. The PWIM motivates students because most become successful learners. Learners succeed using the model because the PWIM is based on inquiry into how children learn and how to enhance their learning, including their development of language, the process of learning to read and write, and the reading and writing connection.

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[41] Emily.F.Calhoun, *Teaching Beginning Reading And Writing With Picture Word Inductive Model*, (Alexandria, VA: association for supervision and curriculum development,1999), p.21.

[42] Bruce Joyce.*et al*.,*Models of Teaching* (terjemahan), (Jogjakarta: Pustaka Pelajar, 2009),8th Ed. p. 154.

So, the major principle of this model that the students have the capability to make generalization that can help them to master the convention of language.

3) Picture Word Inductive Model to teach vocabulary

Actually Picture Word Inductive Model used to teach reading and writing. But, in this case the writer will use Picture Word Inductive Model to teach vocabulary. Because in PWIM there are pictures containing familiar objects, actions and scenes, the students can hear and see the words spelled correctly directly and they will analyze word by word, in example phonetic, synonym, antonym, how to spell it etc. They also read the vocabulary, so it can make them more understandable and make easier to memorize the vocabulary.

It's very important to teach vocabulary trough PWIM because PWIM can help students learn about the structure of words as they build an understanding of inflection, the change of form that words undergo to indicate number, gender, person, tenses, etc. In this case teaching vocabulary trough PWIM can help the students to think inductively, analyze and identify the pictures, automatically; the students have to find out the words which related to the pictures. It can make the students to add and develop their new words. So, PWIM can help the students to develop and understand their vocabularies.

The steps in teaching vocabulary trough Picture Word Inductive Model:[43]

a) Select a picture, before the teacher teach vocabulary to the students through Picture Word Inductive Model, the teacher have to prepare a picture first, the size of the picture is approximately 24 x 30 inches. For example the picture of the situation in kitchen room.

b) Ask students to identify what they see in the picture. There are many activities in kitchen room. Ask to the students to identify the activities

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[43] Bruce Joyce.*et al.,Models of Teaching* (terjemahan)*,*p.165-166.

or thing based on what they see in the picture for example there are vegetables, bananas, cooking, roasting etc.

c) Label the picture parts identified. After identifying the activities or thing what they see in the picture, the students Draw a line from the identified object or area, then say the word, write the word; ask students to spell the word aloud and then to pronounce it.

d) Ask students to read the words based on the lines on the chart. In this case the students have to read the word based on the line word chart, identify and classify the word. Example: how to spell bananas, apples, why there is consonant *s* in the end of bananas and apples word etc.

e) After identifying all about grammar, pronunciation, meaning etc. ask students to generate a sentence/paragraph about the picture word chart. Ask students to classify sentences, in this case each students have to make some sentences/ paragraph based on the picture word chart.

Example: my mother is roasting the chicken meat.

and next we read, check and review the sentences and paragraphs together.

The picture word chart is the basic material for the PWIM lessons and units. The picture word chart comprises the picture and the words that are identified or "shaken out" of the picture by the students. The chart is used throughout the sequence of lessons and is a source of curriculum content. As the teacher writes words on the paper surrounding the picture, the chart becomes an illustrated dictionary. The dictionary supports language use by the class as a group and as individuals and needs to be posted where students can use it to support their reading, their writing, and their independence as learners. Using the chart to help them pronounce the words encourages the students to notice and comment on spelling and phonetic structure. Until the words are part of the student's sight vocabulary, they are anchored by their representations on the picture word chart.

That is some steps in teaching vocabulary trough PWIM that can help students especially in junior high school to memorize and understand their vocabulary and it will make the students enjoy and fun during learning process. Finally the students will interest in learning English.

The strategy can be used with a whole class, small groups, pairs, or individually to lead students to inquiry about words and adding them to their vocabularies, discovering phonetic and structural principles, and engaging in other reading and writing activities. Skills are taught explicitly using PWIM. The strategy is designed to capitalize on a student's ability to think inductively.

4) The Strengths of the PWIM

The basic steps of the PWIM stress these components of phonics, grammar, mechanics, and usage:

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

b) Students hear and see letters identified and written correctly many times.

c) Students hear the words spelled correctly many times and participate in spelling them correctly.

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

C. **Hypothesis**

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.[44] Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

In this research, the hypothesis can be stated as follow:

H_1 : Vocabulary achievement of experimental group after treatment is better than experimental group before treatment.

H_2 : Vocabulary achievement of experimental group after treatment is better than control group after treatment

H_3 : Pictures Word Inductive Model is effective to improve students' vocabulary achievement.

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[44] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 116.