THE USE OF PICTURE WORD INDUCTIVE MODEL IN DEVELOPING STUDENTS' DESCRIPTIVE TEXT READING ABILITY AT THE FIRST GRADE OF SMPN 3 NATAR LAMPUNG SELATAN

(A Script)

By
WAHYU MEIRANTI

FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016

ABSTRACT

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By

Wahyu Meiranti

Picture Word Inductive Model is a strategy that uses pictures containing familiar objects and actions to lead the students in understanding a reading text. This research is about increasing students' reading ability of descriptive text using Picture Word Inductive Model strategy. The objective of this research is to find out whether Picture Word inductive Model strategy can improve the students' descriptive text reading ability at the first grade of SMPN 3 Natar Lampung Selatan.

The population of this research was the first grade of SMPN 3 Natar Lampung Selatan. There were six classes and two classes was chosen to be subject of the research. VII B was chosen as the try out class and VII A was chosen as the experimental class. This reearch used one-group pretest-posttest design. The treatment was conducted in two meeting and concluded by comparing the results score between pretest and posttest.the difference of those test are calculated by using Sample Paired t-test.

The result shows that the mean of the pretest was 44.47 and the mean of posttest was 60.12. It means that the improvement of the students' score is 15.65. Moreover, the significance level is 0.00 (p<0.05). Thus, for the hypothesis, the null hypothesis is rejected and the research hypothesis is accepted. It means that there is an improvement of the students' descriptive text reading ability using Picture Word Inductive Model at the first grade of SMPN 3 Natar Lampung Selatan.

It can be said that there was improvement of the students' descriptive text reading ability from the pretest to the posttest. Furthermore, vocabulary was the aspect that improved the most. Briefly, referring to the result above it can be concluded that Picture Word Inductive Model stategy can be applied to improve the students' descriptive text reading ability.

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Wahyu Meiranti

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree at EESP**

in
**English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty**

**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

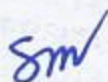|	
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Student's Name	: *Wahyu Meiranti*
Student's Number	: 1213042081
Department	: Language and Arts Education
Study Program	: English Education
Faculty	: Teacher Training and Education

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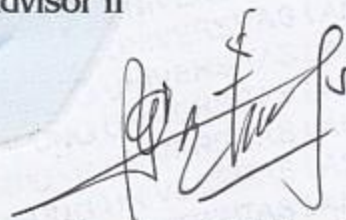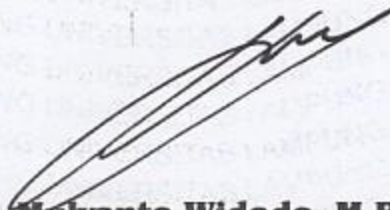### 1. Advisory Committee

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NIP 19620804 198905 1 001   NIP 19570721 198603 1 003

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Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

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Dr. H. Muhammad Fuad, M.Hum.
NIP 19590722 198603 1 003

Graduated on : **August 11ᵗʰ, 2016**

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NPM   : 1213042081

Nama   : Wahyu Meiranti

Judul Skripsi   : The Use of Picture Word Inductive Model in Developing Students' Descriptive Text Reading Ability at The First Grade of SMPN 3 Natar Lampung Selatan

Program Studi   : Pendidikan Bahasa Inggris

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Wahyu Meiranti
1213042081

CURRICULUM VITAE

The writer, Wahyu Meiranti, was born in Ulak Lebar on May 20, 1994. She is the second child of beloved couple, Abdul Karim and Yusnaini. She have a husband, Subagio, and a son Aufa Bagas Prayudha. She have one older sister, Richa Marleni, one younger sister, Aqilla Tri Septi, and one younger brother, Akmal Lathif Khalifah.

She started her study from kinderganten at TK Darmawanita in Ulak Lebar South Bengkulu in 1999 and graduate in 2000. Then she was registered at SDN 106 Ulak Lebar and graduated in 2006. After that, she continued her study at SMPN 6 South Bengkulu and graduted in 2009. She was enlisted at SMAN 5 South Bengkulu and graduated in 2012.

In the middle of 2012, she was registered as a student of English Education Study Program at the Teacher Training and Education Faculty, Lampung University. On July 2015, she conducted her teacher practice in SMPN 3 Bengkunat Belimbing for two months. She did her research at SMPN 3 Natar Lampung Selatan.

DEDICATION

This script is dedicated to:

My beloved parents: Abdul Karim and Yusnaini

My beloved husband: Subagio

My beloved son: Aufa Bagas Prayudha

My beloved sister: Richa Marleni and Aqilla Tri Septi

My beloved brother: Akmal Lathif Khalifah

My almamater : University of Lampung

MOTTO

If you believe, you can achieve

ACKNOWLEDGEMENT

Praise and thanks go to the almighty God, Allah SWT for the gracious mercy and tremendous blessing so that the writer is finally able to finish this script entitled "The use of Picture Word Inductive Model in developing students' descriptive text reading ability at the first grade of SMPN 3 Natar Lampung Selatan".

The writer is completely aware that this script has limitation in certain ways, thus, constructive input and suggestion are expected to compose better paper in the future.

Bandar lampung,   2016

The writer,

Wahyu Meiranti

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I INTRODUCTION

This chapter discusses introduction of the research used in this study, includes, background, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

There are four basic skills in the English learning, i.e. listening, reading, speaking, and writing. Reading is one of language skill that is very important when the students learn English. Most educators will agree that the major purpose of reading should be the construction of meaning "comprehending and actively responding to what is read".Cochrane (2009) states that additionally reading is not just deciphering thescratches on a piece of paper, it is the understanding,the using of information and the application ofknowledge.

Hermida (2009:3) states that most first year-students lack academic reading skill. The students can not find the main point of the reading text. They can not imagine what is delivered by the text. Actually, they might have something to state in their mind but they often feel confused how to develop or state their thoughts. Sometimes, lack of description, unclear description, the description which are not

arranged well and also too much unimportant description in a text make the students feel confused. As a consequent, the students stop reading and be anxious.

Besides, based on the preliminary research that has been done by the researcher at SMPN 3 Natar Lampung Selatan, it can be reported that according to the teacher explanation, the students have difficulty in finding main ideas, main topics, and explicit and implicit specific information from the text they read. They merely read to answer questions by looking over the text. As a matter of fact, the researcher is attracted to find the solution for the students' problem in understanding the text.

A teacher has to re-evaluatethe way the teacher taught literacy, considering the teachingmedias, methods, approachs, techniques, strategy, and materials or the resources that used and the activities that was utilised to consolidate students learning. The teacher has also tore-examine what it was known about the studentsand how they best learn. In teaching reading, a teacher should give a brainstorming before the learning process begin. An interesting brainstorming is important because it can stimulate the students to read. Giving a warming up about the topic that will be discussed will guide to master the topic. In reading, teachers need a strategyin delivering the material and help the students to understand the material well. However, the main question is what strategy of teaching learning is appropriate to teaching learning process.

To answer that question, a teacher should find the better strategy to deliver material, so that, it is hoped the students will learn better. To overcome these problem some researchers have investigated many strategies to help the teachers teach reading in the class. There are some researchers who focus in strategy that can be used in teaching reading. The right strategy may affect the reading learning process. A learning process which is followed by a good strategy may create students' good understanding. Hopefully, using a good strategy can make reading process more effective.

The researcher usesPicture Word Inductive Model (PWIM) as the strategy in developing the students reading ability.Jiang (2015) quotedJoyce, Weil, & Calhoun, who believes that the fundamental tenet of PWIM is its use of "pictures as a stimulus for language experience activities" in classrooms to teach young students learning to read and write.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. Through this strategy, students can compose their reading from the basic aspect such as vocabulary.

Calhoun (1999:4) states that the Picture Word Inductive Model is designed to teach reading, writing, and the language system. Because of that, this strategy is predicted to be able to help the students to solve their problems in reading, especially in reading descriptive texts.This strategy leads the students to identify each object in a picture that they will describe.

Swartzendruber (2007) held a research withthe sample of participants consists of 35 second graders of low socioeconomic status, from an elementary school in a Midwestern city.The purpose of the quasi-experimental study was to determine if students' vocabulary acquisition is enhanced with the picture word inductive model (PWIM), a research-based method of vocabulary instruction.The result of his study show that PWIM appears to be an effective instructional tool for classroom teachers to use in facilitating vocabulary acquisition.

In addition, Yuniarsih and Saun (2014) held a research to find out the use of Picture Word Inductive Model in teaching Junior High School Students in writing a descriptive text. The population of their research was the students of SMPN 12 Padang. The result of Yuniyarsih and Saun (2014) research was the learners can find that teaching writing a decriptive text by using the picture word inductive model strategy seems more effective, enjoyable, and useful for the students. In this strategy, they can do several interesting activities to support their teaching and learning process in writting.

In addition, Sepyanda, Mukhaiyar, and Kusni (2013) held a research to find out the effect of picture word inductive model and students' self-efficacy toward their writing skill of descriptive text. The population of the research is the students of grade X of SMA negeri 1 IX Koto Sungai Lasi Padang. The research find that there is no interaction between teaching strategies (picture word inductive model and listing strategy) toward the students' writing skill. It happens because the

strategy just gives effect to students who havehigh self-efficacy, but it have no effect to students with low self-efficacy.

In short, eventhough Swartzendruber (2007) and Yuniyarsih and Saun (2014) findings show that picture word inductive model has good effect to the learners writing and vocabulary improvement, but Sepyanda et al (2014) findings show that picture word inductive model has no interaction toward the students' writing skill. Sepyanda et al (2014) also found that picture word inductive model just gives an effect to the studentswith high self-efficacy and there is no effect to the students with low self-efficacy.

By seeing some research findings above the researcher saw that there was no investigation of Picture Word Inductive Model in teaching reading. Therefore, the researcher was interested to apply PWIM in teaching reading descriptive text.The researcher wanted to find out whether Picture Word Inductive Model could increase students' reading ability of descriptive text at the first grade of SMPN 3 Natar Lampung Selatan. Also, the researcher wanted to find out the reading aspect which improved the most after being taught by using Picture Word Inductive Model. There were five aspects of reading: main idea, specific information, vocabulary, inference, and reference.Hopefully, through this strategy the students would be easier in understanding the descriptive text.

1.2 Formulation of Research Question

Dealing with the issues presented in the background, the research question in this research were:

1. Is there any improvementof student's descriptive text reading ability after being taught by usingpicture word inductive model?

2. Which aspect of reading is improved the most after being taught by using picture word inductive model?

1.3 Objectives of the Research

The objectives of this research were:

1. To find out the improvement of student's descriptive text reading ability after being taught by using picture word inductive model.

2. To find out what kind of reading aspect that is improved the most after being taught by using picture word inductive model.

1.4 Uses of the Research

The uses of this research were:

1. Theoretically

The result of this reserach is to contribute useful information for the future research of teaching reading. It is expected that this study can be as empirical information for the English teachers about using Picture Word Inductive Model as a strategy in teaching reading.

2. Practically

a. The result of this research could be used as the information for the teachers and students on what is the use ofpicture word inductive model in develoving students' reading ability.

b. The result of this research could be used as the information for the other researcher who interested in investigating the influence of picture word inductive model to the students' reading ability.

1.5 Scope of the the Research

This research were conducted at SMPN 3 Natar Lampung Selatan of academic year 2015/2016. The population and sample of this research were the first grade students. There were some strategy that could help the teacher to reach the goal of teaching learning process, so in this case, the researcher used picture word inductive model as the strategy of teaching reading. In selecting the picture and text that were connected to the material that will be taught, the picture and the text must be interesting, popular to the students and appropriate to the level of the students. The material was derived from the topic based on KTSP curriculum of junior high school which consider comprehension and vocabulary. This research was focused on developing students' reading ability.

1.6 Definition of Terms

There were some terms that used by the researcher and to make them clear and to avoid misunderstanding, they were clarified as follow:

1. **Picture Word Inductive Model** is a strategy that uses pictures containing familiar objects and actions to lead the students in understanding a reading text.
2. **Reading** is the process of constructing meaning from written texts.

3. **Ability** is the physical or mental power or skill needed to do something.

4. **Descriptive text** is a text whichdescribes about something, especially in a detailed, interesting way.

In brief, those are the explanation of this chapter which are the background, formulation of research question, objectives of the research, uses of the research, scope of the research, and definition of term.

II LITERATURE REVIEW

This chapter discussed the concepts and findings which were reviews from related literature which were expected to contribute to the findings of the research. This chapter provided reading, aspect of reading, teaching reading, strategy in teaching,picture word inductive model, picture word inductive model in teaching reading, procedures of teaching reading through picture word inductive model, advantages and disadvantages of picture word inductive model in teaching reading, theoretical assumption, and hypotheses.

2.1 Reading

Reading is the most important skills of all for most students of English throughout the world. Wallace (2010) says that reading is so much part of daily life that much of the time we hardly consider either the purposes or processes involved. In our daily life we can not be separated by reading. We can read at anytime and anywhere. When we use a household appliences that is new for us, we will found the instruction on the equipment. To understand about that we must read the instruction. At that time, we are reading.

Constantinescu (2007) states that reading is an active skill that involves the reader, the text, and the interaction between the two. Reading is also a process of

constructing meaning from written text. Reading can be construed as the coordinated execution of a number of processing stages such as word encoding, lexicalaccess, assigning semantic roles, and relating the information in a given sentence toprevious sentences and previous knowledge (Just and Carpenter: 1980). Joycey (2006: 2) states that reading is an active skill, where the reader interact with the text, and to some extent the writer. Without any interaction between the reader and the text, it can not be called as reading. From reading we can be know what the writer want to say.

Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. By reading, we get new knowledge and new information. In addition, Howart (2006: 1) states that reading is, of course, just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the massages to the readers. Then, the readers try to decode the massages that sent by the writer.

Reading also means developing and maintaining the motivation to read. To develope and maintain the motivation to read, the students need to: 1) appreciate the pleasures of reading, 2) view reading as a social act, to be shared with other, 3) see reading as an opportunity to explore their interests, 4)read widely for a variety of purposes, from enjoyment to gathering information, 5) become comfortable with a variety of different written forms and genres. Mechanistic definitions of

reading as the translation of printed symbols into oral language equivalents are incomplete, given the progress made in understanding the nature of the reading process. There is widespread agreement that without the activation of relevant prior knowledge by a cognitively active reader and the melding of that prior knowledge with the text information, there can be no reading of text.

From the definitions above, it can be conclude that reading is an act of communication in which the information is transferred from the writer to a reader.

2.2 Aspects of Reading

Nuttal (1982) says that there are five aspects of reading, they are:

1. Main Idea

Main idea is called the topic sentence. Main idea is the most important idea of the paragraph. It tells what the rest paragraph is about. The question that is usually used by the author is *what is the main idea on the paragraph?*.

2. Specific information

Specific information are the facts and the ideas that explain or prove the topic sentence or main idea. Supporting information or supporting sentence develops the topic sentence by giving devinitions, examples, facts, an incidents, comparison, analogy, cause and effect, statistic and quotation.

3. Vocabulary

Vocabulary plays an important part in learning to read. Vocabulary is the stock of word used by people or even person. Concerning with those statements indeed

vocabulary is fundamental for everyone who want to speak or to produce utterances for reading.

4. Inferences

Inference is an educational guess or prediction about something unknown based on available facts and informatios. It is the logical connection that the reader draw between his observe or known and what he does not know.

5. Reference

References are words or phrase used either before or after the reference in reading material. They are used to avoid the unnecessary repetition of wordsand phrases. So, such words are used, they are signals to the reader find the meaning elsewhere in the text.

Besides, Smith (1988) also says that there are five aspects of reading, they are:

1. Main idea

Main idea is what the passage is mostly about. Usually, the main idea of a paragraph is in the first or last few sentences of the paragraph. However, in some paragraph, the main idea can be anywhere in the paragraph. Longer reading passage can have one more main idea.It is left to the reader to infer or reason out.

2. Specific information

Specific information is the more explanation about things, people or place.Specific information is the development of the main idea. Supporting details or specific information provide the reader with the information about main idea or the subject of the passage.

3. Vocabulary

Vocabulary is an important thing which is needed in reading. Beginning readers must use the words they hear orally to make sense of the words they see in print. To the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective ofhigh levels of reading achievement.

4. Inference

Reading inferences are made when a reader uses literal information in a text and background knowledge to draw a conclusion. This background knowledge may come from the reader's world knowledge or from the text itself. The process of making inferences is vital to the reader'sunderstanding of the text.

5. Reference

Reference is the symbolic relationship that a linguistic expression has with the concrete object or abstraction it represent. Reference is the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other.

In short, there are five aspects of reading which help the students to comprehend the English text well, they are main idea, specific information, vocabulary inference, reference (Nuttal, 1982 and Smith, 1988). In this research, those 5 aspect above were applied to indicate the students' ability in understanding a text.

2.3 Teaching Reading Reading

Hedge (2003) states that any reading component of an English language teaching may conclude a set of a learning goals for:

- The ability to read a wide range of texts in English. This is the long range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

- Building knowledge of language which will facilitate reading ability.

- Building schematic knowledge.

- The ability to adapt the reading technique according to reading purpose (i.e, skimming, scanning, using games).

- Developing an awareness of the structure of written texts in English.

- Taking a critical stance to the conents of the texts.

It is important to build up students' ability to adapt the reading strategy according to reading purpose (i.e, picture) as a goal in teaching reading.

In teaching reading, contemporary reading task, unlike the traditional materials, involve three-phrase procedures: pre-, while-, and post-. The pre-reading stage helps in activating the relevant schema. For example, teacher can ask the students some questions that arose their background knowledge while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. Post-reading includes activities which enhance learning comprehension using mathcing exercises, close exercises, cut-up sentences, and comprehension question.

The aim of teaching reading is to develop students' skills so that they can read English texts effectively and efficiently. In teaching reading the teacher should

provide to the students with purpose for reading to anticipate different type of reading texts. Therefore, reading technique should be matched to reading purpose to read effectively and efficiently. Suparman (2005) states that there are two major reason for reading 1) reading for pleasure, 2) reading for information (in order to find out something or in order to do something with the information readers get). To apply Picture Word Inductive Model as the teaching media in teching reading means the students can get an information about the texts through the picture that is showed by the teacher.

The students used reading technique to make their reading effective and efficient. Picture Word Inductive Model can be one of the reading teaching media to be applied by junior high school students in their reading, e.g, the students can find the information in the texts through the pictures, by using Picture Word Inductive Model the students can increase one of the reading aspect, that is vocabulary aspect.

2.4 Strategy in Teaching

Herrel and Jordan quoted by Thomson (2012) define strategies as the approaches that can be used acrosscurricular areas to support the learning of students. Strategy is needed to make the understanding of the material come to students easier. Whitton (2015) says that teaching learning strategies which are essential in ensuring lesson are effective and lead to successfulness outcomes.

Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. There are so many strategies that ca be used in teaching learning process. The teacher should know the suitable strategy for the students. The appropriate strategy will make the teaching learning process more effective because the applying of strategy is hoped can motivated and attract the students in studying.

By applying Picture Word Inductive Model, the class activity will be more interesting and enjoyable because the pictures will attrack the students attention. The students may be more interested in learning English. By this way, every students should focus on their picture to understand the material which will be learned, so it is why the students tend to be active and to work harder in the classroom. Based on the statement above, the writer assume that using model as the teaching strategy may can make the teaching learning process run more enjoyably and meaningfully. In this research, a strategy that be used in teaching reading is Picture Word Inductive Model. Besides, Picture Word Inductive Model is the teaching strategy that will be used to increase the students' reading skill.

2.5 Picture Word Inductive Model

Picture Word Inductive Model is a strategy that uses an integrated language arts approach to teaching beginning reading and writting, and it includes the components skill of phonetic analysis, structural analysis, spelling and mechanic (Calhoun:1999). The model is designed to capitalize on children's ability to think inductively. It means that the process of teaching was begin with the explanation

and then the main idea comes later. Fredericks (2009) states that Picture Word Inductive Model uses pictures containing familiar objects, actions, and scenes to draw out words from children's listening and speaking vocabularies. The picture given makes the students built many words. Here are the examples of Picture Word Inductive Model:
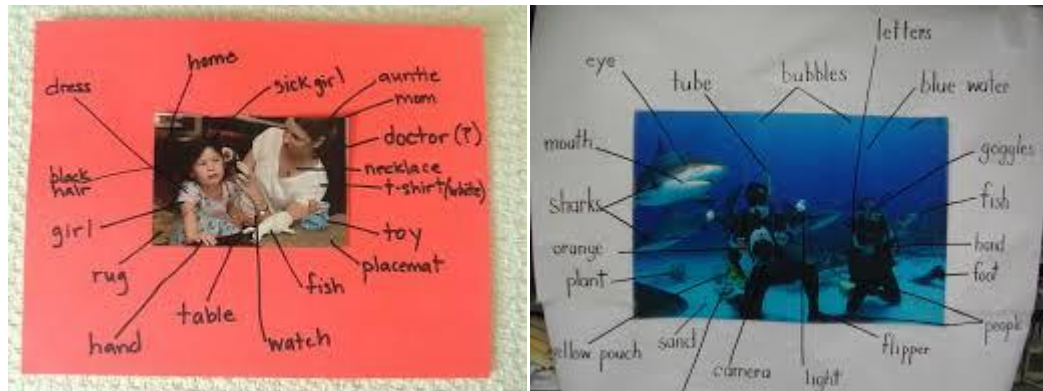
The goals of PWIM are to: 1) Build vocabulary as a basis for reading, learning phonics and spelling generalizations, 2) Gain confidence in one's ability to learn, 3) Learn how to inquire into language and use knowledge and skill to read, write and participate fully in education. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writting vocabularies, discovering phonetics and structuralprinciples , and using observation and analysis in their study of reading, writting, comprehending,and compising (Cabassa, 2009).

The instructional sequence of the model cycles and recycles through the following activities: The students study a picture selectedby the teacher; identify what they see in the picture for the teacher tolabel; read and review the words generated; use the picture word chart to read their own sets of words; classify words according to

properties they can identify; and develop titles, sentences, and paragraphs about their picture.

2.6 Picture Word Inductive Model in Teaching Reading Descriptive Text

Picture Word Inductive Model is one of the strategy that can be applied in teaching reading and can be used to increase the students' reading ability. The strategy is designed to capitalize on students' ability to think inductively. The PWIM enables them to build generalization that form the basis of structural and phoenic analysis. It respects the the studnets' ability to think (Calhoun: 1999).

Picture Word Inductive Model appears to be an effective instructional tool for classroom teachers to use in facilitating vocabulary acquicition (Swartzendruber: 2007). During instruction with the PWIM, students were shown a picture and were asked to identify items in the picture, eliciting words from the children's listening and speaking vocabularies. This process essentially created a picture-word dictionary which the students could employ to connect words with corresponding pictures. The experimental group of 14 second graders participated in the 4-week intervention, while the control group, consisting of students from the two other second grade classes, did not receive this intervention. The PWIM intervention was analyzed through nonparametric statistics by examining the vocabulary gains that students made from the pre-assessment to the post-assessment. Additionally, gains of English language learners (ELL) and native-English speakers were compared. Further, gains of the experimental group participants and the control group participants were compared. Results indicated

that statistically significant differences were achieved between the control and experimental group participants on the final assessment. Given the importance of vocabulary knowledge to reading success and the potential risk ESL students face when learning to read, Swartzendruber study sought to address two research question. One of research question in his research is to find out what are the effect of the PWIM on vocabulary acquisition.

Yuniarsih and Saun (2014) chose PWIM strategy because the procedure of PWIM in teaching a descriptive text gives good effect on students' ability in writing. By using PWIM strategy, the students can clasify the words and make sentences about the picture and try to think inductively. This strategy is also a practical way for teaching and learning process to make their writing easier and more effective in order to increase junior high school students' ability in writing descriptive text. The final result of Yuniarsih and Saun research found that PWIM strategy seems more effective, enjoyable, and useful for the students.

Picture Word Inductive Model assisted the students to be more familiar with vocabularies that they identified based on the given picture and help them to know new vocabulary (Sepyanda, Mukhaiyar, and Kusni: 2013).Their research found that students' who were taught by using PWIM strategy have better writing skill of descriptive text than the students who were taught by using listing strategy. Eventhough PWIM strategy may bring positive result to the students writing skill and self efficacy, but they found that there is no interaction between the strategy and self-efficacy that may affect the students' writing skill. Teaching strategy

indirectly lead the students to grow up their self-efficacy become well, but the interaction both of them can not affrct the students' writing skill.

One illustration, the students are to understand a text. The students are showed a picture which belong to the text. The picture lead the students to get the information from the text. The labeled and list of word help the students to find more information. Picture makes the reading activity will be interesting and joyful. Briefly, teaching reading using PWIM strategy is effective. It can lead the students in understanding what are they read.

2.7 Procedures of Teaching Reading through Picture Word Inductive Model

PWIM can be done by classes, small groups, and individuals. Teacher shows the picture and the text, and then explains what should be done by the students, such as: the students should labeled the picture correctly. The use of Picture Word Inductive Model in teaching reading is one of the alternative strategy to help the students construct and improve their reading skill.

In teaching reading in Junior High School, there are several genres such as narrative, descriptive, recount, and procedure texts which will be taught. In this research, the kind of text that will be used is descriptive text. A descriptive text is a text that describes about a particular thing, people, or place. Gerot and Wignell (1994) explain that the generic structure of descriptive text are identification and description which is to describe a specifically parts, qualities and characteristics of the object that is being describe. Identification illustrates the general information

about what we are going to describe and description illustrates the specific or detail information about what we are going to describe. It means that descriptive text is a text which provides details about the physical features, appearance, or composition of the subject.Some sequences of material through Picture Word Inductive Model in the classroom will be proposed as follow:

a. **Pre activities:**

1. The teacher greets the students.

2. The teacher checks the attendance list.

3. The teacher involves the students in a small talk to build up their schemata about the material which is going to be discussed. For example: teacher asked the students about their favorite place or their favorite idol.

b. **While activities:**

1. The teacher shows a picture to the students.

2. Teacher asks the students to identify what they see in the picture.

3. Teacher asks the students to labeled the picture parts identified. (Draw a line from the identified object or area, say the word, write the word: ask students to spell the word aloud and then pronounce it).

4. Teacher give the text which belong to the picture and asks the students to read the text silently.

5. Teacher asks the students to think about the information on the text that they can get from the picture that is showed by the teacher.

6. Teacher asks the students to answer the reading test related to text.

7. Teacher and students discuss the answer of reading test related to the text.

c. Post activities:

1. The teacher ask the students the students about what they got from the lesson of today.

2. Teacher ask the the students whether they have any difficulties about the topic.

3. Teacher closes the meeting.

This procedure is adapted from Frederick (2009) which integrates applyingpicture word inductive modelwith learning.The writer assumes that picture word inductive model make the good atmosphere in the classroom which might motivate the students to sustain tell, interest, work in learning it language and motivate to read. So, the students will pay more attention and more motivated to read in teaching learning activity. Here are some examples of the text that can be used in the lesson plan:

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

(*source: ENGLISHINDO.COM ReferensiBelajarBahasaInggris Online*)

My Sphynx Cat

My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is

really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my mother.

(*source: ENGLISHINDO.COM ReferensiBelajarBahasaInggris Online*)

2.8 Advantages and Disadvantages of PWIM in Teaching Reading

Using Picture Word Inductive Model in teaching reading has some advantages and disadvantages. Collon and Martinez (2013) quoted Calhoun who says that there are eightadvantages of using PWIM in teaching learning, some of them are:

- Pictures provide authentic, concrete referentsfor the learning of new words, phrases, and sentences.

- Because students are using pictures related to content materialunder study, they have the opportunity to use the words repeatedly in an authentic way

- They feel a part of the classroom community and can participate in class activities.

- Students are assisted in seeing the patternsand relationships of the English language, enabling them to apply this learning to newly encountered words.

- Students hear and see wordsspelled correctly and participate in the correct spelling and writing.

Disadvantages are:

- The pictures that are used might not interest the students.

- The teacher should be aware about the size of the picture. The size of the picture should be appropriate to the number of the class.

- The model is time consuming.

2.9 Theoretical Assumption

There are many ways that can be used to delovelop the students' descriptive text reading ability. Some strategies may be used to reach the goal of the teaching learning process. The teacher should have the ability to choose a good strategy and implement it in the teaching learning process. Picture Word Inductive Model is used in teaching reading because it makes the students understand deeper about the text. Moreover, Picture Word Inductive Model leads the students in understanding the text. Therefore, Picture Word Inductive Model can be an effective and interesting way in teaching reading.

Perhaps, this strategy will increase the students interest in reading and cause them easier in understanding the text. Furthermore, this strategy makes the students already have the topic in their mind; it will make easier to read. This leads them to understand the topic of the text. It also can be way to bring together students' understanding of main idea, specific information, vocabulary, reference and inference.

During the implementation of Picture Word Inductive Model strategy in teaching reading descriptive text, the researcher tried to find out the problems which might be faced by the students. Perhaps, "Picture Word Inductive Model just gives an

effect to the students with high self efficacy, but it have no effect to the students with low self-efficacy" (Sepyanda et al, 2014) can be consideration during the implementation of this strategy.

In short, the researcher believed that teaching reading using Picture Word Inductive Model strategy gave the good effect in classroom activity, so the students would be more active and this condition was expected to help the students increase their reading ability especially in descriptive text. However, consideration the problems which might appear during the implementation of the strategy in teaching was necessary.

2.10   Hypotheses

Reffering to the theoritical views presented earlier, the researcher stated her hypothesis as follow:

1. There is an improvement of students' descriptive text reading ability after being taught by using Picture Word Inductive Model

2. Vocabulary is the reading aspect that improved the most after the students are taught through Picture Word Inductive Model.

In short, those are the explanation about this chapter that are about reading, aspect of reading, teaching reading, strategy in teaching,picture word inductive model, picture word inductive model in teaching reading, procedures of teaching reading through picture word inductive model, advantages and disadvantages of picture word inductive model in teaching reading, theoretical assumption, and hypotheses.

III RESEARCH METHOD

This chapter included research design, population and sample, research procedure, data collecting technique, research instrument, tryout the test, scoring system and data analysis, and hypothesis testing.

3.1 Research Design

The researcher used a quantitative research based on the experimental class. Setiyadi (2006:8) cites that quantitative design aims to investigate a theory has been existed and the data in the order to support or reject it. The researcher applied one group pretest-posttest design. The researcher selected two classes, one as try out class and another as experimental class. It was conducted to see whether there was significant increase of students' reading achievement after being taught through Picture Word Inductive Model. The researcher conducted pretest, two treatments, and posttest.

In this design, pretest and posttest were administered to see whether Picture Word Inductive Model teaching strategy could be used to increase the students' reading ability or not. The research design could be represented as follows:

T1   X   T2

Where:

T1   : pretest

X   : treatments (using Picture Word Inductive Model)

T2   : posttest

Pretest   : The test is reading test. Pretest conducts to measure the students' reading ability before the treatments.

Treatment   : Teaching reading ability by using technique of Picture Word Inductive Model. The treatment is held in three meetings.

Posttest   : Reading test after hole of the treatments. The items are same with the pretest before. Posttest is conducted to measure the increase of the students' reading ability after taugh trough Picture Word Inductive Model.

3.2 Population and Samples

The populations of this research was the first grade of SMPN 3 Natar Kabupaten Lampung Selatan. There were six classes for the first grade. Two classes were used as the samples. The classes were selected randomly. It was applied based on the consideration that every students in the population has the same chance to be chosen in order to avoid the subjectivity in the research (Setiyadi: 2006). Altought a survey research involved a lot of source of data, the subjects still needed limitation. Therefore, a sample should be determined. Two classess were chosen. The first class was as the try out class and the second class was experimental class, the class which was given the treatments by using Picture Word Inductive

Model. The sample of the research was focused on all students in the class. To make the data more clear the researcher did the research in two meeting.

3.3 Research Procedure

Below were the procedures in administering the research:

1. Determining the research problems

   The problem of the research intent to find out whether Picture Word Inductive Model could increase students reading ability.

2. Determining the population and the sample

   The population of the research took the students of SMPN 3 Natar Kabupaten Lampung Selatan as population. The samples were the seven grade of the students in that school, there were around 36-38 students. The researcher took VII A and VII B class as the sample. The samples were selected randomly, so there was no stratified and priority class.

3. Selecting and determining the materials

   The materials in this research was based on the school based curriculum (KTSP) for the first grade students. The materials were taken from the textbook and internet. The topics were about reading.

4. Administering the tryout test

   It was conducted to measure the reliability of pretest and posttest and to make sure that the test was good or bad for the students. The test was tried out to the students whose level was equal to the sample of the research. It was administered to find out the quality of the test before it was used, whether the items were good or not in validity, reliability, level of

difficulty, and the discrimination power. The test was reading test. The try out test was conducted for sixty minutes.

5. Administering the pretest

The pretest were administered from the result of try out test by preparing how many items, and what material that was given to the students before treatments. The test was reading test.

6. Conducting the treatments

After giving the pretest to the students, the researcher conducted the meeting for two meetings which took 90 minutes every meeting. The researcher taught reading by using Picture Word Inductive Model technique to the students in the experimental class.

7. Administering the posttest

Posttest was used to evaluate the students' reading skill after giving treatments. The test was reading test and it was conducted for fourty five minutes.

8. Analyzing the data

Both pretest and posttest results of the class were analized by using Repeated Measure T-Test to compare the data of the two means score (Hatch and Farhady: 1982). The researcher analyzed the improvement by comparing the scores of pretest and posttest from experimental class. If the score of posttes is better that pretest, it means that there is a progress of students' reading skill.

3.4 Data Collecting Technique

The instruments of this research was reading test. The reading test consisted of two kinds, pretest and posttest. In giving the treatments, the researcher used reading text. The text was taken from English textbook for the first grade students of Junior High School and internet. In collecting the data, the researcher used the following steps:

1. Administering the pretest

After getting the result of the try out class, the researcher gave the pretest. Pretest was given before the treatment. Pretest was administeredin order to find out the students' reading skill before treatments.

2. Administering the posttest

This test was administered after doing the treatments to the students. The reasercher gave the posttest to know the result of this class in teaching learning process whether they had progress or not.

3.5 Instrument

The two reading tests were given to the students to check their reading skill. They were pretest and posttest. The researcher chose multiple choice form since its marking is rapid, simple andmost importantly reliable, not subjective or influences by the marker's judgement (Heaton, 1975). The researcher used Picture Word Inductive Model as the strategy. In tryout the items were 35 number. It was selected to be 25 numbers for pretest and posttest. In the pretest, the test item was 25 multiple choice items (a, b, c, d). The the time given was 60 minutes. The

materials were reading descriptive text. The test items for pretest and posttest were the same. In the posttest, the test items were the same with the pretest but the items number were rearranged. The purpose of pretest was to find out the students' reading ability before treatments. The purpose of posttest was to find out the students' increase of reading ability after treatments.

3.6 Try Out the Test

Try out the test purpose was to find out the quality of the research instrument that was used in pretest and posttest. The try out was conducted on April 11st 2016. It was supposed to determine the quality of the test as the instrument of the research, the test item should fulfill some criteria such as: validity, reliability, level of difficulty, and discrimination power that will be discussed below.

1. Validity of The Test

Rebecca (2013) quoted McMilan and Schumacher who says that validity is defined as the extent to which inferences and uses made on the basis scores from an instrument are reasonable and appropriate. Validity indicates how deep the instrument can measure the target of the research. There are two basic types of validity; content validity and construct validity (Hatch and Farhady: 1982). There are four kinds of validity that are:

1. Face validity, concerns with the lay out of the test

2. Content validity, depends on careful analysis of the language being satted

3. Construct validity, measures certain specific characteristic in accordance with a theory of language learning

4. Cretarion related validity, concerns with measuring the success in the future as replacement test.

According to the types of validity above, the writer used content and construct validity.

a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the aapearance of the test (Hatch and Farhady: 1982). Content validity finds out the validity of what instruments containing. It is intended to know that the test is a good reflection of what has been taugh and the knowledge which the teacher wants the students to know. These are the following ways to prove whether the test has a good content validity: 1) It is adopted from Educational goal stated on KTSP English Curriculum and syllabus for the first grade of SMP students, 2) It represents the material teach in the class. According to Setiyadi (2006), to fulfill this type of validity the ressearcher should be aware of all the indicators of the test items and analyze wheter the instrument, in this case reading test, have represented the material which will be measure.

Table 3.1. Table specification of the instrument

No	Objectives	Items Numbers	Total Items	Percentage
1	Identifying the main idea	1,6,9,10,16,25,32,	6	17.1%
2	Understanding Vocabulary	3,5,7,11,15,28,33, 34,35	9	25.7%
3	Identifying Specific Information	2,8,12,14,18,19, 23,29,30,31,	9	25.7%
4	Finding Inference	4,20,21,22,24	5	14.3%
5	Finding Reference	9,13,17,23,26,27	6	17.1%
TOTAL			35	100%

b. Constuct Validity

Construct validity is about the instrumen form. It investigates the research instrument appropriateness to the research object. Constuct validity is concern with whether the test is actually in line with the theory of what reading means to know the language (Hatch and Frhady: 1982). To know that the test is true reflection of the theory of language that is being measured, it means that the items should really test the students whether they have master the reading text. Related to this research, the test items should be questioning the five aspect of reading such as: main idea, specific information, vocabulary inference and reference.

Briefly, based on the criteria of validity, it can be said that the test items were valid. It was adopted from Educational goal and represented the material teach in the class. Also, the test items were questioning the five aspect of reading such as: main idea, specific information, vocabulary inference and reference.

2. Reliability of The Test

Reliability means consistency and stability. Hatch and Farhady (1982) states that the reliability of a test can be defined as the extent to which a test procedures consistent result when administered under similar condition. A research insturment must have the consstency in giving the result. Then the result also has to be stable in describing the object. In practice, the test should shows the consistant findings if it is done for the same subject althought different times.

The researcher prepared 35 items of multiple choices test. The students were given about 60 minutes to do the try out test. To determining the reliability of the

test, the researcher used the Split Half method. The coefficient of the reliability

the first and the second half group measuring used the Split Half method, the

formula as follows:

$$r_{1=} \frac{\sum XY}{\sqrt{\sum X^2 Y^2}}$$

Where:

r1 =coefficient of reliability between first half and second half

X =total number of the first group

Y =total number of the second group

X^2 =square of X

Y^2 =square of Y

(Lado in Rebecca, 2013)

Next to find the coefficient correlation of the whole items, the researcher uses

Spearman Brown Formula:

$$rk = \frac{2rl}{1 + rl}$$

Where:

rk =the reliability of the test

rl =the reliability of half test

The criteria of the reliability are:

0.80-1.00   =very high

0.60-0.79   =high

0.40-0.59   =average

0.20-0.39   =low

0.00-0.19   =very low

The test is reliable if the reliability test reach 0.05. the result of the tryout test shows that the reliability of the test was 0.96. It means that the test is reliable.

3. Level of Difficulty of The Test

Level of Difficulty (LD) relates to "how easy or difficult the items is from point of view of the students who take the test" (Shohamy: 1985). Level of difficulty gives the description of students' perception about the test items. Test items should not to be too easy and also not to be too difficult for the students as the research object.

To find out the level of difficulty of the test items, the researcher used formula:

$$LD = \frac{R}{N}$$

Where:

LD   =level of difficulty

R   =number of students who answer correctly

N   =total number of students who following the test

The criteria are:

<0.30   =difficult

0.30-070   =average

>0.70   =easy

(Shohamy:1985)

After analyzing the data, the researcher took 25 items and 10 items were dropped. The items were used for pretest and posttest.

4. Discrimination Power

Discrimination power (DP) is the proportion of the high group of students getting the items correct minus the proportion of the low-level students who getting the items correct. The discrimination power of a indicate item the extent, to which the item discriminates between the test taken from the less able. To calculate the discrimination power the researcher used the formula:

$$DP = \frac{correct\ Upper - correct\ Lower}{\frac{1}{2}N}$$

Where:

DP   =Discrimination Power

U   =The proportion of the upper group students

L   =The proportion of the lower group students

N   =Total number of students

The criteria were:

0.00-0.20   =Poor

0.21-0.40   =Satisfied

0.41-0.70   =Good

0.71-1.00   =Excellent

(negative)   =Bad items (should be omitted)

(Heaton in Rebecca, 2013)

3.7 Scoring System

The researcher has used Arikunto's formula in scoring the students' test result. The highest score was 100. The score of pretest and posttest were calculated using the formula as follows:

$$S = \frac{r}{n} \, X \, 100$$

Where:

S   =score of the test

r   =total of right answer

n   =total of the test items

(Arikunto, 1997)

3.8 Data analysis

The data was analyzed in order to see whether the students' reading skill is improvement or not. The researcher examined the students' scores using the following steps:

1. Scoring the pretest and posttest.

2. Tabulating the result of the test and calculating the scores of pretest and posttest.

3. Drawing conclusion from the tabulated-result of the pretest and posttest that was administered, that was by statistically analyzing the data using statistical computerization, i.e. Repeated Measure t-test of Stastistical Package for Social Science (SPSS) for windows to test whether the improve of students' gain is significant or not, in which the significance is determined by p>0.05.

3.9 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis planned in this research was accepted or not. Hypothesis was tested by using Repeated Measure t-test through computing with Statistical Package of Social Science (SPSS) for window.

The first hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if Sig < α. It means that the probability of error in the hypothesis is only 5%. The hypothesis stated as follows:

$H_{0.1}$: There is no improvement of students' descriptive text reading ability before and after pretest and posttest through the treatment using Picture Word Inductive Model.

$H_{1.1}$: There is an improvement of students' descriptive text reading ability before and after pretest and posttest through the treatment using Picture Word Inductive Model.

In addition, the second hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if Sig < α. It means that the probability of error in the hypothesis is only 5%. The hypothesis stated as follows:

$H_{0.2}$: Vocabulary is not the reading aspect that improved the most after the students are taught through Picture Word Inductive Model.

$H_{1.2}$: Vocabulary is the reading aspect that improved the most after the students are taught through Picture Word Inductive Model.

To see the significance, the researcher used the following formula:

$$t = \frac{x1 - x2}{S_D}$$

Where:

X1 : Mean from pretest

X2 : Mean from posttest

S_D : Standard error of differences between means

(Hatch and Farhady: 1982)

The criteria are:

1. If P< 0.05 H1 is accepted

2. If P>0.05 H0 is not accepted

In brief, those are the explanation of this chapter which are the methods of the research and they are research design, population and sample, reserach procedure, data collecting technique, instrument, try out the test, data analysis, and hypothesis testing.

V CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the research and also the suggestions for other researcher and English teachers who want to apply Picture Word Inductive Model in teaching reading.

5.1 Conclusions

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions. Based on the research it was concluded that:

1. The implementation of Picture Word Inductive Model strategy could improve the students' descriptive text reading ability. This could be seen from the pretest and posttest scores which showed that the students' mean score of posttest in experimntal class 60.12 was higher than pretest 44.47 with the gain score was 15.65 and the statistical report.

2. The use of Picture Word Inductive Model could improve the students' skill in the five aspects of reading, determining main idea, finding specific information, undersatnding vocabulary, making inference and identifying reference by seeing the analysis of the students' works in the posttest in each aspects.

3. Picture Word Inductive Model strategy helps the students to understand the text easier because the picture that was used and the labeling process lead the students to understand what was delivered by the text.

5.2 Suggestions

Based on the result of this research, the researcher purposes suggestions as follow:

1. **Suggestions for English Teachers:**

   - The researcher suggests the English teacher to apply Picture Word Inductive Model as one of strategy in teaching reading of descriptive text. It can help the students to understand the text easier.

   - While introducing Picture Word Inductive Model strategy to the students, teachers should prepare the picture which is suitable with the students interest, level and age. Students can be confused if the teachers give the picture that is not suitable for them.

   - The teachers who want to apply this strategy, are suggested to control the class activities during the learning process to make the students more focused because the students will be noisy.

2. **Suggestions for Further Researcher**

   - In this research, the researcher conducted Picture Word Inductive Model in teaching reading of descriptive text at the first grade of Junior High School to investigate the use in the students' reading achievement. Therefore, the further research could be about the investigation of this strategy in teaching reading other monologue text.

- Picture Word Inductive Model strategy can provide a specific purpose about topic or subject and it seems practical in speaking field. Further research might use this strategy in speaking field.

Briefly, those are the conclusion of this research findings and the suggestions for English teacher who wat to apply this strategy in teaching reading and for the further researcher who want to investigate the research about this strategy.

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