THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) TO IMPROVE STUDENTS VOCABULARY KNOWLEDGE AT THE EIGHTH GRADE OF SMP NEGERI 1 BANDAR SRIBHAWONO IN THE ACADEMIC YEAR 2022/2023

Undergraduate Thesis

By

Putu Juwita Sari

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
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ABSTRACT

THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) TO IMPROVE STUDENTS VOCABULARY KNOWLEDGE AT THE EIGHTH GRADE OF SMP NEGERI 1 BANDAR SRIBHAWONO IN THE ACADEMIC YEAR 2022/2023

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PUTU JUWITA SARI

The research aimed to find out whether there was a significant difference in students' vocabulary knowledge after the implementation of Picture Word Inductive Model in the teaching-learning process and the students' perception towards the use of Picture Word Inductive Model as the learning strategy. This research was conducted at the eight-grade students of SMP N 1 Bandar Sribhawono in the academic year 2022/2023 in the first semester. Class VIII.1 consisting of 33 students was chosen as the sample of this research. This research was quantitative. The design used was one group pretest and posttest. The instruments were multiple choice tests and questionnaire. The data of vocabulary tests were in the form of scores of multiple choice test taken from pretest and posttest which had been calculated. The results showed that the students' mean score of the pretest was 59.57 and the mean score of the posttest was 74.21. The improvement of students' mean scores from pretest to posttest was 16.63 and the hypothesis testing for p-value of a significant level was 0.00 which was lower than 0.05, so H1 is accepted. There is a significant difference in students' vocabulary knowledge after the implementation of Picture Word Inductive Model. Moreover, the questionnaire was in the form of scores and analyzed by using a frequency distribution table. The results showed that out of 33 students, 29 of them had positive perception toward the implementation of Picture Word Inductive Model with a percentage of 87.87%. Thus, it can be concluded that the students' perception of Picture Word Inductive Model in learning vocabulary is positive. Based on the results, it can be concluded that the use of Picture Word Inductive Model is effective in teaching vocabulay.

Keywords: Picture Word Inductive Model, teaching vocabulary, perception.

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Submitted in a Partial Fulfillment of

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In

The Language and Arts Education Departement of

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ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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Research Title : **THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) TO IMPROVE STUDENTS VOCABULARY KNOWLEDGE AT THE EIGHTH GRADE OF SMP NEGERI 1 BANDAR SRIBHAWONO IN THE ACADEMIS YEAR 2022/2023**
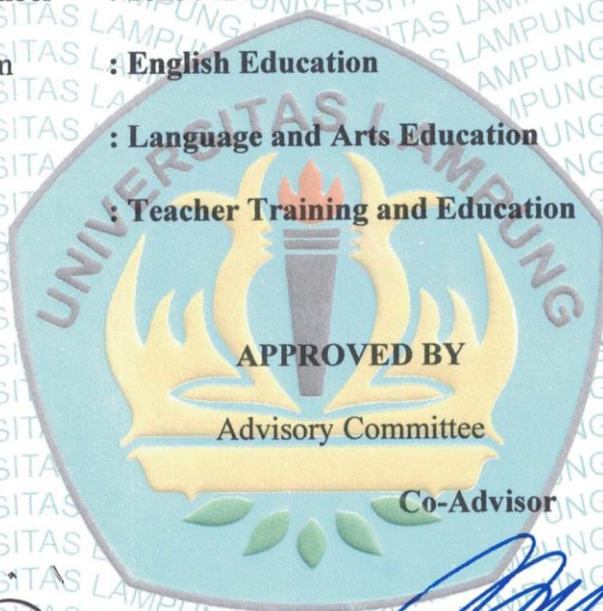
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Judul skripsi   : The Effectiveness of Using Picture Word Inductive Model
                  (PWIM) To Improve Students Vocabulary Knowledge at The
                  Eighth Grade of SMP Negeri 1 Bandar Sribhawono In The
                  Academis Year 2022/2023

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 Juni 2023
Yang membuat pernyataan,

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CURRICULUM VITAE

The researcher' s name is Putu Juwita Sari. She was born on June 24th, 2000, in Rumbia. She is the first child of the family. Her father, Komang Sugastika, is a farmer and her mother, Wayan Winarti, is a housewife. She has a brother named Kadek Sudha Wijaya. She lives with her parents in Sadar Sriwijaya, Lampung Timur.

She started her study at at SDS Tanjung Sakti 2006. She graduated in 2012 and continued to junior high school at SMPN 1 Bandar Sribhawono. She was in a regular class. During her study, she joined OSIS and dance organizations. She was quite active. In 2015, she entered SMAN 1 Bandar Sribhawono and majored in Social class. She joined dance extracurricular, English club, scout, and became the treasurer of dance extracurricular. She repeatedly joined some dance competitions and became the winner.

After graduating from SMAN 1 Bandar Sribhawono, she applied to study at Lampung University and was accepted as a student of English Education Study Program through SBMPTN. Then, she joined an organization called UKM Hindu Unila. She became a part of spirituality member. From January to February 2021, she did KKN in Sadar Sriwijaya, Lampung Timur, and conducted PPL at SMAN 1 Bandar Sribhawono. To complete her study, she undertook research related to the effectiveness of Picture Word Inductive Model in teaching vocabulary to junior high school students at SMPN 1 Bandar Sribhawono.

MOTTO

' Act only for the sake of your obligations,
not the result of the act that you think about,
never let the reward be your motive in working,
nor just be silent without work."
—— Bhagavad Gita II.47 ——

"Life is all about timing."

—— Baekhyun of EXO ——

DEDICATION

By the name of Sang Hyang Widhi Wasa who blesses the researcher's life, she would like to proudly dedicate this script to her self, all teachers and students who survive to improve the education in Indonesia, her almamater – Lampung University, her lecturers in English Education Study Program, beloved parents, sisters, brother, big family, and friends.

x

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19. Last but not least, I wanna thank me. I wanna thank to believing in me. I wanna thank me for doing all this hardwork. I wanna thank me for having no days off. I wanna thank me for never quitting.

Finally, the researcher realizes that this script is still far from being perfect. Thus, she would like to expect any suggestions for the improvement of it. She hopes that it would be useful for the readers.

Bandar Lampung, 3 Maret 2020

Putu Juwita Sari

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I. INTRODUCTION

1.1. Background of Research

Language plays an important role in human life because language is a means of human communication in everyday life. With language, a person can convey ideas, thoughts, feelings to others, both orally and in writing. Human communication can be through various languages, including English. The existence of vocabulary in English is one of the requirements for mastering English.

A person's language skills will be influenced by their ability to master English vocabulary. According to Tarigan (2003), a person's language skills are clearly influenced by the quantity and quality of his vocabulary. Given the rapid advancements in science and technology, the ability to master foreign languages as a means of communication has become a requirement. One of the basic requirements for mastering English is a large vocabulary. It is stated that the English component is divided into three parts: grammar, vocabulary, and pronunciation (Kasihani, 2010).

Wilkins, quoted by Thornbury (2002), concludes about the importance of learning vocabulary by saying "Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed." He explained that without (knowing) grammar, we have very little to say. But without (knowing) vocabulary, there is nothing we can express. It is true that even though we have good grammar skills, these abilities will be useless if we don't have enough vocabulary mastery.

Many students currently lack vocabulary mastery, making it difficult for them to comprehend and apply English in educational and communication settings. Based on the results of observations at the Eighth grade students of SMP Negeri 1 Bandar Sribhawono, students' ability to master English vocabulary is still low. This can be seen from the scores of the eighth grade students' odd semester assessment results in the first semester of the 2022/2023 school year which are still low as well as oral tests by teachers in the teaching and learning process in

the classroom. Of the 33 students, only 8 students or 24.2% scored more than or equal to the KKM, which was 73, the remaining 75.8% had not been completed. The emergence of fear in English lessons, students' passivity is seen during the learning process, difficulties in memorizing vocabulary, so that students' mastery of material cannot be conveyed optimally, as a result, students' vocabulary knowledge scores are low.

In light of the problem, the Picture Word Inductive Model (PWIM) is the most appropriate learning strategy for solving it. It will be an effective and engaging strategy that could be used in any classroom. It seems self-evident that a variety of teaching strategy is required to keep students' attention. Picture Word Inductive Model (PWIM) is a good strategy for teaching English that the researcher is interested in trying because it can be used by teachers to improve their teaching strategy (in teaching English specifically) and can help students improve their vocabulary.

Students hear the words pronounce correctly many times, and the picture word chart is an immediate reference as they add these words to their sight vocabulary (Calhoun, 1999). Almost any sound-to-symbol relationship can be emphasized by the teacher (introduced or taken to mastery). Then, many times, students hear and see letters correctly identified and written. Students also hear the words spelled correctly several tim es and participate in correctly spelling them.

Jiang (2014) points that Picture Word Inductive Model (PWIM) is interesting because it allows students to study faster and memorize more easily by connecting pictures and words, emphasizing how to use these words, learning more words, knowing more knowledge, learning happily, making the environment lively, summarizing the words by unit, and deeply memorizing those words.

Based on the background of the above problems, the researcher conducted research on the effectiveness of the Picture Word Inductive Model. Learning with the Picture Word Inductive Model is expected to assist students in mastering English vocabulary, allowing them to achieve good results and making it easier for teachers to provide English material. Furthermore, researcher hope that the

Picture Word Inductive Model can be used as a learning s in schools by teachers to help students learn English vocabulary in a more engaging way. Therefore, the researcher conducted a study entitled "The Effectiveness of Using Picture Word Inductive Model to Improve The Students Vocabulary Knowledge"

1.2 Research Question

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

1. Is using Picture Word Inductive Model (PWIM) effective to improve the vocabulary knowledge of the eighth grade students of SMP N 1 Bandar Sribhawono in academic year 2022/2023?
2. How are the eighth grade students of SMP N 1 Bandar Sribhawonoo perception towards Picture Word Inductive Model (PWIM)?

1.3 Objectives of the problems

Based on the research question above, the objectives of this research is as follows::

1. To find out wether there is improvement on students vocabulary knowledge after the students have been taught by using Picture Word Inductive Model (PWIM).

2. To find out how are students perception towards Picture Word Inductive Model (PWIM) as the learning strategy in learning vocabulary.

1.4 The Uses of The Research

The findings of the study were expected to be beneficial both theoretically and practically:

1) Theoretically, the results of the research can strengthen and support previous related studies and it can be used as reference for the future researcher that want to conduct about related studies.

2) Practically, the results of the research can be beneficial for English teachers to find a good way in teaching English vocabulary. In addition, readers can also use this research to fill in the gap of research in this area.

1.5 Scope of The Research

The focus area on this study is investigating the students' vocabulary knowledge before and after learning English with a Picture Word Inductive Model. Using a quantitative approach as the research methodology to examine the data, this research was implemented on the eighth graders of SMP Negeri 1 Bandar Sribhawono. The research is focusing on two research objectives. The first is to know the effectiveness of the PWIM on students' vocabulary knowledge especially for noun, adjective, verb and preposition. The second objective research is to find out how are students perception towards PWIM. Preposition of Place was chosen as the learning material because it was the suitable material to be adjusted with the PWIM because the students can get opportunities to express their opinions freely.

1.6 Definition of Terms

There were a few terms that appear frequently in the chapter explanations in this study. Those terms were:

a. Vocabulary

Hatch and Brown (1995) states that " vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use" . According to Alqahtani (2015), vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to compose new sentences. McKeown & Curtis (2014) stated that vocabulary is knowledge of the meaning of words. According to Alizadeh (2016), vocabulary is more complex than existing definitions.

b. Picture Word Inductive Model

Calhoun (1999) created The Picture Word Inductive Model (PWIM) by drawing words from children's listening and speaking vocabularies using pictures of familiar objects, actions, and scenes. This model allows students to add words to their sight reading and writing vocabulary while also learning about the phonetic and structural principles that those words contain.

The first chapter concluded with a discussion of the terms, which include the research background, formulation of the problems, research objectives, research uses, research scope, and definition of terms. The next chapter discussed the strong theories and some previous research that support this research.

II.   LITERATURE REVIEW

Associated with many things in the previous chapter, this chapter was ahead of some theories which would be disscuse in a framework. It was consisted of definition of vocabulary, kinds of vocabulary, components of vocabulary, types of vocabulary knowledge, the importance of vocabulary, definition of Picture Word Inductive Model, procedure of Picture Word Inductive Model, the strengths of Picture Word Inductive Model, and the previous findings.

2.1 Definition of Vocabulary

Since vocabulary is such an important part of language, it cannot be excluded from language study. We know that words support the speaker in a conversation to share their thoughts. The writer will have a description of vocabulary knowledge to help readers understand what it is.

Hatch and Brown (1995) states that " vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use" . Based on Oxford learners pocket dictionary, vocabulary is all the words that person knowns and uses, all the words in language, and lists of words with their meaning. Kasihani K.E. Suyanto (2008) states that " vocabulary is a group of words of a language that covey meaning when the language is used."

From the experts opinion, it can be conclude that vocabulary is a list of words that are used by, understood by, or under the command of a specific individual or community. In communication, the list of terms may be used to convey ideas and feelings. Finally, vocabulary is a set of words in a language. People use vocabulary that is organized into sentences to express their thoughts, opinions, and ideas.

2.2 Aspects of Vocabulary

There are some aspects in learning vocabulary. According to Lado as cited in Mardianawati (2012), there are some vocabulary aspects as follows:

a. Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms (Nations, 1990: 51 as cited in Kareem, 2000: 6)

c. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2006). Most of words have only one pronunciation, but sometimes a word has two or more pronunciations.

It can be seen from some words are " present" , which pronunciation /"preznt/ and /prI"zent/ and the word "read", which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to able to speak English well with understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate.

d. Word Classes

Word classes are categories of word. According to Hatch and Brown (1995) the word classification in based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

e. Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012).

2.3 Types of Vocabulary Knowledge

Knowledge of a vocabulary does not just imply how that word fits into the world; it also indicates how that word fits into the world. Vocabulary knowledge is something that can never be completely mastered; it grows and deepens through time. Hiebert and Kamil (2005) indicate that words come in two forms: oral vocabulary and written vocabulary. Oral vocabulary refers to the collection of words for which we know the meanings when we talk or read aloud. Second, written vocabulary is made up of terms for which we know the meaning whether we write or read quietly.

In addition, Hatch and Brown (1995) also state that word knowledge may be divided into two categories:

1) Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and used frequently.

2) Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. In addition, according to Hydrant, vocabulary is split into two categories: receptive vocabulary and productive vocabulary. Receptive vocabulary refers to words that a student knows and understands in context but cannot produce correctly, whereas productive vocabulary refers to terms that a student understands, can pronounce correctly, and can utilize productively in speaking and writing. According to Laufer's research, there are three forms of vocabulary knowledge: passive, controlled active, and free active. Understanding the most common meaning of a term is considered passive knowledge. Cued recall (when the first view letters of a word

are included to reject alternative options) is part of controlled active knowledge, whereas free active awareness contains spontaneous usage of the term.

From discussion above can be concluded that there are two types of vocabulary knowledge they are receptive knowledge and productive knowledge. Vocabulary passive, controlled active, and free active include productive knowledge.

2.3.1 Content Words

Content words are words that have meaning and give the most important information to understand a language. Content words are *nouns*, *verbs*, *adjectives*, and *adverbs*. A noun tells which object and a verb tells about the action happening or the state. An adjective provides details about the objects and people and an adverb presents how, when, or where something is done. *Nouns, verbs, adjectives, and adverbs* deliver important information required for understanding, respectively, clarified like the followings:

a. Nouns

Nouns are words used to identify people, places, things, and ideas. It also word which occurs as a part of subject of a sentence or an object of a verb. Crystal (1995) defines eight kinds of noun as follows:

1. Adjectival Noun

    Adjectival noun is an adjective that functions as a noun. The examples of adjectival noun are highlighted, 1) *The other* is still on the way, 2) *The poor* asked any food from the rich.

2. Animate Noun

    Animate noun refers to a person, animal, or other creature. This sometimes has different noun endings which make the gender clear. Examples of animate noun are: 1) *The dancer* dance perfectly, 2) *The teacher* is writing in the white board.

3. Collective noun

    Collective noun is a word used to define a group of objects, where the objects can be people, animals, emotions, concept or other thing. It is a

noun that refers to things or people as a unit. Example: 1) *The team* joins the match; 2) *The visitor* comes to see the artifact.

4. Concrete noun

   Concrete noun refers to entities which can be observed and measured. Example: 1) She holds many *books*. 2) My parents buy a *house*. 3) They drive the *car* quickly.

5. Abstract noun

   Abstract noun refers to unobservable nations, such as difficulty, idea, certainty, etc. Example: Her *argument* is logic.

6. Countable noun

   Countable noun refers to individual, countable entities, such as books, houses, flowers, for example: He bought three *books* of psychology.

7. Uncountable noun

   Uncountable noun refers to an undifferentiated mass or notion, such as butter, water, sugar. For example: I add some *sugar* in his coffee.

8. Proper noun

   Proper nouns are names of specific people, place, time, occasions, events, publications and so on. Proper nouns are not usually used with the determiners. It is also written with an initial of capital letter. The examples of proper nouns are: 1) I live in *Lampung* 2) I went to a beach on *Sunday* 3) They watch *Jumanji* at the theater.

b. Verb

It is the words which express an action or help to make a statement. The verb is perhaps the most important part of sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or state of being. It occurs as a part of predicate of a sentence and sometimes carries numbers of grammatical categories, such as tense, aspect, and mood. There are some types of verbs. They are:

1. Auxiliary verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class. Auxiliaries can be used before the word " not " . It is also put before the subject in order to ask a question. The examples are: 1) They do not *understand* what he said. 2) Does she have a boyfriend? 3) Sinta does not want to *meet* her anymore.

2. Inchoative verb

Inchoative verb is a verb that describes a change of state. The examples of inchoative verb are freeze, dry, burn, rise, etc. The examples in the sentences are: 1) The refrigerator freezes everything in it. 2) The fire burns the wood.

3. Modals

Modal verbs convey a range of judgments about the likelihood of events. The function of modals is only as an auxiliary verb, expressing meaning which is much less definable, focus, and independent than those of lexical verbs. There are nine verbs in this class: can, could, may, might, will, would, shall, should and with dare, need, ought to and use to having a very similar function. Here are the examples of using modals in sentences: 1) I *will* go to the beach. 2) You *should* obey your parents.

4. Phrasal verb

Phrasal verb is a set of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally refer to as particle. Here are the examples of phrasal verb: 1) The plane *took off*. 2) I am *looking* for my watch.

5. Regular and Irregular verb

A regular verb is the verb that follows the pattern of taking – ed for the past tense and past participle or – d if the word ends in e, such as walk=walked, for example: He walked alone to school. An irregular verb is the verb that does not take the – ed ending for the past tense and past participle forms. Some irregular verbs do not change: put=put=put, while others change completely:

drink, drank, drunk, for example: 1) He put my book on the table, 2) She drank a cup of milk.

c. Adjectives

An adjective is the word used to qualify nouns and pronouns. An adjective revises a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually abates the noun or the pronoun, which it modifies. There are two types of an adjective,

1. Possessive adjective

A possessive adjective (my, your, her, his, its, our, and their) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in following sentences: 1) I can't complete *my assignment* because I don't have the text book. 2) What is *your phone number?*

2. Demonstrative Adjective

The demonstrative adjective this, these, that, those, and what are the identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences: 1) When the librarian tripped over that cord, she dropped a pile of books. 2) This apartment needs to be *fumigated*.

d. Adverb

Harmer (2004), an adverb is a word (or group of words) that describes or adds to the meaning of a verb, an adjective, another adverb or whole sentence. As stated in Thomson and Martinet (1986) there are eight varieties of adverbs. As following:

a. Manner   : bravely, fast, happily, hard, quickly, well.
b. Place and direction : down, far, here, near, there, up, west
c. Time   : now, soon, still, then, today, yet
d. Frequency   : always, never, occasionally, often, twice
e. Sentence   : certainly, definitely, luckily, surely
f. Degree   : fairly, hardly, rather, quite, too, very

g. Interrogative   : when? where? why?

h. Relative   : when, where, why

2.3.2 Function words

Function words are those words which one is used as a means of expressing relation of grammar or structure, such as conjunction, prepositions, auxiliary verbs, particles, e.g:

a. Prepositions

Preposition is a word that functions to connect one word or phrase with another word or phrase. In use, prepositions form a phrase with respect to the verb or adjective that precedes it or the word that follows it. In general, there are three kinds of prepositions used, including the preposition of place (a preposition indicating a place), the preposition of time (a preposition indicating time) and the preposition of direction.

1. Prepositions of Place

Prepositions of Place are prepositions used to show where something is or happens. For example: "The lamp is on the table" contains the preposition "on". This word indicates the presence of a lamp. The most common prepositions of place are: in, on, under, next to, in front of, behind, at. in, on, under, in front of, behind, etc

2.Prepositions of Time

Prepositions of time are also used as adverbs of time, which are words that can provide information about when something happened. Words that indicate time include: at, in, on, for, since, during, from, before, after, etc.

3. Prepositions of direction

The preposition of direction is used to show where something is going. For example: "We are traveling towards Bandung." or " She will take you to the airport." In this example, the words "towards" and "to" are examples of prepositions of direction.

b. Determiners

Determiners are words such as articles (the, a), pronouns (their, your), quantifiers (much), demonstratives (that, those), and numbers. They function as adjectives to modify nouns and go in front of a noun to show the reader whether the noun is specific or general, such as in "that coat" (specific) vs. "a coat" (general).

- **Articles: a, an, the**

 In English, there are three articles: a, an, and the. Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader. The definite article can be used with singular, plural, or uncountable nouns. The indefinite article (a, an) is used before a noun that is general or when its identity is not known. It' s the word 'a' when it precedes a word that begins with a consonant. It' s the word 'an' when it precedes a word that begins with a vowel. There are certain situations in which a noun takes no article.

- **Demonstrative**

According to Marta (1998), in grammar, a demonstrative is a determiner or a pronoun that points to a particular noun or to the noun it replaces. There are four demonstratives in English: the "near" demonstratives this and these, and the "far" demonstratives that and those. This and that are singular; these and those are plural.

- **Pronoun**

A Pronoun is a word that is used instead of a noun-equivalent. It is the replacement of noun. Pronouns are usually short words and they are used to make sentences less cluttered and less repetitive. Common pronouns are I, me, he, she, him, his, her, they, them, it, we, us, etc. Kinds of Pronoun:

1. Personal Pronoun

A personal pronoun is used instead of a person. Such as I, you, he, she, we, they and who. When a personal pronoun is the subject of a verb, it is called Subjective Pronoun (I, we, he, she, they, and you). When a personal pronoun is not a subject and acts as the object, then it is called Objective Pronoun (me, you, her, him, it, us, them and whom).

2. Possessive Pronoun

A Possessive Pronoun shows ownership of something. Such as his, hers, its, mine, yours, ours, and theirs

3. Reflexive Pronoun

Reflexive Pronoun refers back to the subject in the sentence. They are myself, himself, herself, ourselves, themselves, yourselves and itself.

4. Intensive Pronoun

An Intensive Pronoun is used for emphasis. Intensive pronouns are myself, himself, herself, yourself, itself, yourselves, ourselvesand themselves.

5. Indefinite Pronoun

An Indefinite Pronoun refers to an indefinite or non-specific person or thing. Indefinite pronouns are any, anything, some, someone, somebody, everybody, everything, everyone, nobody, none, one, several, some, few, many and each. An Indefinite pronoun may look like an indefinite adjective, but it is used differently in sentences by taking the place of a noun.

6. Demonstrative Pronoun

A Demonstrative Pronoun particularly point out a noun. This, these, that and those are demonstrative pronouns to point out a noun. A Demonstrative pronoun stands alone but a demonstrative adjective qualifies a noun.

7. Relative Pronoun

A Relative Pronoun is a pronoun that introduces or links one phrase or clause to another in the sentence. Relative Pronoun are that, who, whom, where, when, whoever, whichever and whomever.

8. Interrogative Pronoun

   An Interrogative Pronoun is used to ask question. It helps to ask about something. Interrogative Pronouns are who, which, what, whom, whose; as well as whoever, whomever, whichever and whatever. It is used in the beginning of the sentence. Who and whom refer to person. What refers to thing. Which refers to person or thing and whose refers to person as possessive.

9. Reciprocal Pronoun.

   A Reciprocal Pronoun refers the relations between two or more persons or things. Each other and one another are Reciprocal Pronouns. We use Reciprocal Pronouns when there are two or more persons or things doing the same thing.

   - **Quantifier**

A quantifier is a word or group of words that usually comes before a noun and is used when someone want to tell the number or size of an object. The nouns used can be countable and uncountable. The use of the quantifier also adjust to the noun. Some types of quantifiers are only made up of one word and are simpler, such as some, both, most, many, a few, a lot of, any, much, a little, enough, several, none, all, a, that, my, more, much, either, neither. While some other types consist of groups of words and are a little more complex, such as: a lot of (many), a couple of (several pairs), a large amount of (a large number).

c. Conjunctions

Conjunctions connect parts of a sentence, such as items in a list, two separate sentences, or clauses and phrases to a sentence. In the previous sentence, the conjunctions are or, and, that, when, while, although.

d. Auxiliary verbs

Auxiliary verbs are also called helping verbs. They pair with a main verb to change tense, such as when you want to express something in present continuous tense (I am walking), past perfect tense (I had walked), or future tense (I am going

to walk there). Auxiliary verbs: be, is, am, are, have, has, do, does, did, get, got, was, were

e. Particles

In grammar, a particle is a functional word that must be related to another word or phrase to give it meaning, i.e. a word does not have a definition of its own. We use the particle in verb phrases. The particle resembles a preposition but it is often used much like an adverb to give more meaning to the verb. The particle is usually placed after the main verb. The examples of particles are not, nor, no, aand as. Particle functions :

- Particles are usually used with verbs to form verb phrases.
- The particle "to" together with the verb forms an infinitive verb.
- Particle "not/n't/'t" to form negations in sentences.
- Particles can be used to form imperative sentences such as: don't, let's, and others.

In regard to kinds of vocabulary, the researcher focused on content words that consist of nouns, verbs, adjectives, and adverbs. Meanwhile on function words the researcher focused on preposition, determiners, pronoun, conjunction and auxiliary verbs. Those four kinds of content words are crucial words in the part of speech or word order.

2.4 The Importance of Vocabulary

Vocabulary is one of the important aspects in learning language. Sentences that we express to others to convey our feelings, thoughts or needs are essentially a series of arranged words that have a meaning. It will be difficult if we do not have enough vocabulary. We will not be able to convey our feelings, thoughts or needs to others. From this we already know that mastering vocabulary is an important factor in the success of learning a foreign language. Bromley (2004) states that vocabulary holds some important roles in teaching learning process. They are as follows**:**

1) Promoting fluency

Students who recognize and und erstand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test then those with small vocabularies.

4) Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

According to Virginia French Allen (1983) said that when we think about vocabulary lesson in this way, we become aware of five facts:

1. Foreign words for familiar object and persons are important to teach, but we cannot expect most members of the class to learn them easily.

2. Teaching such words will require special skill because students often feel their native language words for familiar object and persons are all they really need.

3. Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language calls.

4. When a student feels no real need to learn something, the teacher must create a feeling of need.

5. To see of personal need for a foreign, create in students" minds a seen word. It is not enough to say, "Here is a word to learn." Here is what the word means." The word will be useful to you someday.

The importance of vocabulary in learning a foreign language is clearly highlighted in the sentences above. Learners can communicate in English via speaking, writing, reading, and even listening, provided they have a large vocabulary.

2.5 Definition of Picture Word Inductive Model

Calhoun (1999) created The Picture Word Inductive Model (PWIM) as a teaching strategy by using pictures containing familiar (familiar) objects, actions, or events to provoke students to pronounce words from their own vocabulary during learning to read or write. PWIM designed by Calhoun is a learning strategy that can be used by teacher, in which the teacher directs students to find words from a picture, increases the number of words through what they read or see and write down their vocabulary, formulates phonetic and structural principles, and finally applies them. In addition, students can also apply observational analysis and logical thinking in their reading and writing skills.

The purpose of using PWIM is to develop vocabulary, concepts about words, sentences and paragraph structures. The strength of using this strategy is that it will help build students' vocabulary knowledge and also their writing skill.

This strategy can be used with whole classes, small groups, pairs, or individually to lead students to ask questions about words and add them to their vocabulary, discover phonetic and structural principles, and engage in reading and writing activities. PWIM is designed to utilize students' ability to think inductively.

Learning can begins by asking students to write down as many nouns as possible from the pictures they see. For example, focus on the image of a popular artist. Students can write some nouns, whether they are seen in the photo/picture or not. Students can write 'hat, uniform, hair, face, nose, skin, teeth, smile, body', or other nouns such as 'his mom, his brother, etc'. Then students are asked to write down as many awrds as possible that explained the nouns that had been previously written, such as 'handsome, bright, tall, kindhearted, generous, blonde, black', and others. Students can also write down adjectives that come to their mind after seeing the picture, even though the adjective does not describe the picture. Then students

write down noun phrases such as 'blonde hair, pointed nose, tall body, bright skin', etc. After writing down noun phrases, students will find it easier to write sentences. They can write 'There is a girl with long black hair in the house', or 'The man sweep the dirty room' ', and so on so that students are helped to compose paragraphs, then text. In this research, the researcher focus on teaching vocabulary to the students and teach them to make a simple sentence related to preposition of place using the words that they have found on the picture.

2.6 Procedure of Picture Word Inductive Model

Picture Word Inductive Model (PWIM) is a strategy that is used to train inductive thinking skills of students with different characters and backgrounds. Calhoun (1999) describes a series of teaching using the Picture Word Inductive Model (PWIM) where students are guided by eight steps, they are:

1) Select a picture.
2) Ask students to identify what they see in the picture. Label the picture parts identified. (Draw a line from the identified objector area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)
3) Read and review the picture word chart aloud.
4) Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts(e.g., beginning consonants, rhyming words) to emphasize with the wholeclass.
5) Read and review the picture word chart (say the word, spell it, say it again).
6) Add words, if desired, to the picture word chart and to the word banks.
7) Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
8) Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; modelputting thesentences into a good paragraph.
9) Read and review the sentences and paragraphs.

So, the steps in the Picture Word Inductive Model start from presenting a picture, then students identify the picture and connect the picture with words, then spell the word.

2.7 The Advantages of Picture Word Inductive Model

Calhoun (1999) says that there are five advantages and three disadvantages of using PWIM in teaching learning process. The advantages are :

a. PWIM provides concrete visuals for the learning of new word, phrases, and sentences.

b. Because students are using pictures related to topic or material and labelling the picture together they will feel that they are as a part of the classroom community and confidence to participate in class activities.

c. PWIM teaches the students how to inquire into word and sentene structure based on the picture that have been labelling.

d. By using PWIM the students can get the benefit from the teacher modelling of the key words and concept.

e. Students hear and see word spelled correctly and participate in the correct spelling and writing.

However, such strategy still has some disadvantages for teaching writing as follows :

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

b. 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.

2.8 **Theoretical Assumption**

Vocabulary is a list of sets of words for a particular language or a list or group of words that individual speakers might use Hatch & Brown (1995). Based on the theories above, the researcher assumes that vocabulary is crucial in language learning especially foreign language. Most students avoid learning English as they

do not have sufficient vocabulary and do not know how to enhance their vocabulary knowledge. Therefore, suitable media is needed for students to master vocabulary easier. The advantage provided by using Picture Word Inductive Model as a learning strategy in vocabulary learning is that it influences students in increasing their interest in learning by engaging the students' senses. So that, it can help students to have a meaningful learning experience because the more senses used, the longer it will be stored in memory. Referring to that, Picture Word Inductive Model is a suitable strategy that impact students' understanding of learning vocabulary because it influences students in increasing their interest in learning by engaging the students' senses. Hence, the students easily accept the information and are interested and active in the teaching-learning process. Therefore, the researcher is interested in applying the Picture Word Inductive Model that could improve students' vocabulary mastery for the eight grade students at SMPN 1 Bandar Sribhawono.

2.9 Previous Findings

The first study is done by Siti Marfuah with a research titled " The Use of Picture Word Inductive Model to Enhance Vocabulary Mastery (A Classroom Action Research of the Second Grade Students of AlFalah Salatiga Vocational School 2013/2014"). Classroom action research was used in this study. The results of her study revealed that implementing the picture word inductive model, students' vocabulary knowledge improved.

Safirah (2016) performed the second study, focused on vocabulary cards to increase students' vocabulary mastery. Previous research findings linked to the use of applying Picture Word Inductive Model (PWIM) in improving students' vocabulary knowledge. The results of the study revealed that the students' vocabulary had improved. Students gained more confidence in speaking out and found it simpler to remember new terms. It also increased student participation in learning process and provided them with additional opportunities to speak.

Nita Alfi Nur Rohmah conducted the third study, titled "The Effectiveness of Picture Media toward Vocabulary Mastery to MTS Al-Azhar Sampung Eight

Grade Students in Academic Year 2013/1014." To learn about the characteristics of students, the researcher utilized a lottery method named random sampling. The data collecting techniques were test and documentation. The researcher utilized the t-test as a data analysis method while evaluating the data. In the academic year 2013/2014, there was significant difference in vocabulary mastery between students who taught using image media and students who taught without picture media to the Eighth grade students at MTs Al-Azhar Sampung.

Based on the prior research, the researcher attempted to conduct the study using a different research strategy. This study included Eight-grade students from SMPN 1 Bandar Sribhawono with these hypothesizes:

1. Null hypothesis (H_o): Using Picture Word Inductive Model (PWIM) on students" vocabulary knowledge is not effective to the Eight grade students at SMPN 1 Bandar Sribhawono in academic year 2022/2023.

2. Alternative hypothesis (H_a): Using Picture Word Inductive Model (PWIM) on students" vocabulary knowledge is effective to the Eight grade students at SMPN 1 Bandar Sribhawono in academic year 2022/20233

III.   METHOD

This chapter discussed about research design, population and sample, instrument of the research, validity and reliability, data collection technique, and data analysis.

3.1 Research Design

The researcher devised a research design before beginning the study. The outline, plan, or strategy that specifies the procedure to be used in collecting data in a study was referred to as research design. The researcher used a pre-experimental design in this study. The students would be given a pretest before treatment and post-test after treatment. To determine the effect of the independent variable, the differences between the pretest and posttest scores for the students was statistically tested. The design can be shown below :

$$O1 \quad X \quad O2$$

Where :

O1   : Pre-test

X   : Treatment

O2   : Post-test

3.2 Population and Sample

a. Population

Population is all the subject of the research. In this study, the population or the subjects of research were the Eighth grade students in SMP Negeri 1 Bandar Sribhawono in the 2022/2023 school year, which were consists of 8 classes and the population are about 256 students.

b. Sample

Sample is part of population. In this study, the researcher use simple random sampling. The researcher used this sampling based on the equality class of population then choosing VIII. 6 that consists of 33 students as the sample of try out class and VIII.1 as the experiment class of the research which the focus of vocabulary improvement were on noun, verb, preposition and adjective. The choice of the subjects of the study was based on the following considerations:

1) The students need an engaging and enjoyable method for learning English in general and vocabulary in particular.

2) When students are learning English, the Picture Word Inductive Model is never introduced to them.

3.3 Instruments of The Research

In gaining the data, the researcher attempted to employ these following instruments:

1. Test

A test is a set of questions and exercises used to assess an individual's or a group's ability or achievement. Students from SMP Negeri 1 Bandar Sribhawono took part in the experiment. The goal of the test was to determine students' vocabulary knowledge for those who are taught using the Picture Word Inductive Model. The students were given two types of tests, a pre-test and a post-test. The experimental group received a post test after being taught using the Picture word inductive model. The test that was used in this study was an objective test in the form of multiple choice with 4 alternative answers. Multiple choice test is a test where each item has more than one alternative answer (Widoyoko, 2017:59). Each multiple choice test consists of two parts, namely (1) statements or also called stems and (2) alternative answer choices or also called options (Widoyoko, 2017: 59). The advantage of the multiple-choice test is that it can be used to measure all levels of learning objectives, from the simplest to the most complex. In addition, the scoring of test results can be done objectively. Students were asked to choose one correct answer. Before making test items, what must be done is to arrange the

grid first. In this study, the grid was in the form of questions related to vocabulary. The grid or commonly referred to as the table specification of the questions to be made. This grid is a reference for question writers, so that whoever writes questions will produce questions with relatively the same content and level of difficulty. The test grid for this research can be seen in the following table.

Table 3.1 Table of Specification

No	Content Words	Item Number	Total	Percentage
1.	Verb	3,6,22,9,10,14,20	7	23%
2.	Noun	1,2,11,12,15,18,29	7	23%
3.	Preposition	4,5,16,17,23,26,27,28	8	27%
4.	Adjective	7,8,13,19,21,24,25,30	8	27%
Total		**30**		**100%**

2. Questionnaire

The questionnaire was distributed at the last meeting, following all of the tests and treatments. The use of the questionnaire was to find out about students perception towards Picture Word Inductive Model (PWIM). The questionnaire was made up of fourteen items, each with a five-point scale ranging from strongly agree to strongly disagree. To respond to the questions, students were asked to select the most appropriate answer based on their point of view.

3.4 Validity and Reliability

Instrument is a tool at the time of research using a method (Arikunto, 2006, p. 149). The instrument can be used properly if the validity and reliability tests have been carried out.

3.4.1 Validity

Validity is the result of a measurement that describes the aspect or aspect being measured. A valid measuring instrument if the measuring instrument can accurately measure what is intended to be measured. In other words, validity is related to 'accuracy' with measuring instruments (Widoyoko, 2014:139). The validity of the instrument can be broadly divided into two, namely internal

validity and external validity. Internal validity, some call it logical validity, which means that the validity for an instrument refers to the condition of an instrument that meets valid requirements based on reasoning or rational results. External validity is called empirical validity. If internal validity is based on criteria that exist in the instrument itself, then on external validity the validity criteria are based on criteria that are outside the instrument, namely based on empirical facts or experience. The internal validity of the instrument in the form of a test must meet content validity and construct validity. Meanwhile, the non-test instruments is used to measure attitudes are sufficient to meet the construct validity.

1. Content validity

Instruments that must have content validity are instruments in the form of tests to measure learning outcomes in terms of academic skills (Academic skills) (Widoyoko, 2017:129). Content validity is the validity that questions how the fit between the items in the test and the description of the material being taught. So, a test is said to have content validity if it measures certain specific objectives that are parallel to the material or content of the lesson given. The researcher arranged the test based on curriculum 2013 which is used by the school to each in Junior High School. The test questions were arranged based on the components and achievement indicators found in core competency and basic competency. It means the instrument has fulfilled the content validity. Test creation of the test was based on table specification as follows:

Table 3.2 Table of Specification

No	Type of Words	Item Number	Total	Percentage
1.	Verb	3,6,22,9,10,14,20	7	23%
2.	Noun	1,2,11,12,15,18,29	7	23%
3.	Preposition	4,5,16,17,23,26,27,28	8	27%
4.	Adjective	7,8,13,19,21,24,25,30	8	27%
Total		**30**		**100%**

2. Construct validity

Construct validity means that a measuring instrument is said to be valid if it matches the theoretical construction in which the test is made. A test is said to have construction validity if the questions measure every aspect of thinking as described in the competency standards, basic competencies, and indicators contained in the curriculum. Sugiyono (2007), the definition of construct validity is a validity test that uses the opinion of experts (judgement experts) which is usually done by being asked to express their opinion regarding the instruments that have been prepared. To fulfill construct validity both the test and questionnaire, the researcher prepared a validation sheet to give to the experts. In addition, the both the test and questionnaire have been tried out, this is done to determine the validity of the instrument in measuring the variables studied for external validity. The validity test that used in this study is the Pearson product moment correlation type validity test by using SPPS 22 Ver. or can be the formulas as follows :

$$r = \frac{N \, \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N \Sigma X2 - (\Sigma Y)2) - (N \Sigma Y2 - (\Sigma Y)2)}}$$

Where :

- r : Pearson correlation coefficient
- N : the number of pairs of X and Y . values
- XY : the sum of the product of the values of X and the value of Y
- X : sum of X values
- Y : sum of Y values
- X2 : the sum of the squares of the value X
- Y2 : the sum of the squares of the Y values

Criteria for testing the validity of using the product moment, as following:

1) If rcount > r table then the instrument is declared valid.

2) If rcount < r table then the instrument is declared invalid

To interpret the value of the correlation coefficient above, criteria are needed that will indicate the interpretation of the validity of the items, such as the following:

Table 3.3 Items Validity Interpretation

Correlation Coefficient	Validity Criteria
$0,800 \leq r \leq 1,00$	Very High
$0,600 \leq r < 0,800$	High
$0,400 \leq r < 0,600$	Medium
$0,200 \leq r < 0,400$	Low
$0,000 \leq r < 0,200$	Very low

The results of the calculation of the validity of test and questionairre :

Determination of the r table value based on the r table product moment with a significance level (Sig.) of 0.05 and the number of data or respondents (n) namely 30. From the product moment table with n = 30 it is known that the value of r table is 0.361 so that the test consists of 40 items has the final result with valid items totaling 30 items and 10 item declared invalid. Meanwhile, the questionnaire consists of 14 items has the final result with valid items totaling 12 items and 2 item declared invalid.

3.4.2. Reliability

The word reliability means trustworthy. The test instrument is said to be reliable if it gives constant or consistent results if it is tested many times. If students are given the same test at different times, then each student will be in the same order (rank) or stable in their group (Widoyoko, 2017: 144). Reliability is related to the understanding of the accuracy of the test in its measurement. In other words, reliability is the level of consistency or stability of the results against the results of two measurements of the same thing. If validity is related to the accuracy of the object which is nothing but the deviation of the data from reality, meaning that the data is correct, then the concept of reliability is related to shooting many times . A good instrument is an instrument that can consistently provide data that is in accordance with reality. In this study, the reliability test of the questionnaire is carried out using the Cronbach Alpha formula. According to Suharsimi Arikunto (2010: 239), the Alpha formula is used to find the reliability of an instrument whose score is not 1 or 0, for example a questionnaire or a question in the form of a description.

It can be tested through SPSS.22 Ver. or Cronbach's Alpha Formula:

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma 2b}{\sigma 2t}\right]$$

Where :

r11 = Alpha correlation coefficient

k = Number of question items

$\sum \sigma^2 b$ = Number of items

$\sigma^2 t$ = Total variance

To interpret the value of the degree of reliability of the measuring instrument above, we need criteria that will indicate the interpretation of reliability, as follows:

Tabel 3.4 Reliability Criteria

Correlation Coefficient	Reliability Criteria
$0,00 \leq r_{11} < 0,20$	Very low
$0,20 \leq r_{11} < 0,40$	Low
$0,40 \leq r_{11} < 0,60$	Medium
$0,60 \leq r_{11} < 0,80$	High
$0,80 \leq r_{11} \leq 1,00$	Very high

a. Reliability of the Test

Table 3.5 Reliability of Test

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.894
		N of Items	15[a]
	Part 2	Value	.876
		N of Items	15[b]
	Total N of Items		30
Correlation Between Forms			.575
Spearman-Brown Coefficient	Equal Length		.730
	Unequal Length		.730
Guttman Split-Half Coefficient			.730

a. The items are: ITEM1, ITEM2, ITEM3, ITEM4, ITEM5, ITEM6, ITEM7, ITEM8, ITEM9, ITEM11, ITEM12, ITEM13, ITEM14, ITEM16, ITEM17.

b. The items are: ITEM19, ITEM20, ITEM22, ITEM23, ITEM24, ITEM25, ITEM26, ITEM28, ITEM29, ITEM30, ITEM33, ITEM34, ITEM36, ITEM38, ITEM40.

The table showed that the reliability of the test that analyzed by Guttman Split-Half Coefficient was 0.730. It can be categorized that the test was reliable and has a high reliability criteria.

b. Reliability of the Questionnaire

Table 3.6 Reliability of Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.810	12

The table showed that the reliability of the questionnaire items that analyzed by Cronbach Alpha Formula was 0.810. It can be categorized that the questionnaire items was reliable and has a very high reliability criteria.

3.4.3 Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item is done by the participants. It can be calculated by the following formula:

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

Where:

LD = Level of Difficulty

R = the number of students who answer correctly

N = the number of students who join the test

The criteria are as follows:

<0.30 = difficult

0.30-0.70 = average

>0.70   = easy

3.4.4 Discrimination Power

Discrimination power is the ability of the item to discriminate between the students who have high ability and those who have low ability. The discrimination power is calculated by this following formula:

$$DP=\frac{U-L}{\frac{1}{2}N}$$

Where:

DP: Discrimination Power

U: The number of students from the upper who answer correctly

L: The number of students from the lower who answer correctly

N: The number of students

The criteria of discrimination power are:

DP: 0.00-0.20 = Poor items

DP: 0.21-0.40 = Satisfactory items

DP: 0.41-0.70 = Good items

DP: 0.71-1.00 = Excellent items

3.5 Data Collecting Technique

In general, data collecting techniques is a method of gathering information. The test was chose as a data instrument by the researcher because it fit the study's aims and problems. A test was provided by the researcher in the form of a pre-test and a post-test. Before beginning the learning process, the experimental class was given pre-tests. This test was given to determine the students' prior knowledge. The experimental class was given a post-test after they complete the learning process that is provided by the teacher. The following methods are used to collect data:

1. Determining the population and sample

   The population of this research is the eight year students of SMP N 1 Bandar Sribhawono. The researcher chooses two classes defined as one class for try-out class and another class for the experimental class.

2. Arranging the materials to be taught

   The material was based on senior high school syllabus which was derived from K-13 curriculum for the eighth grader students in SMP Negeri 1 Bnadar Sribhawono. In this research the materal was focusing on making a short description by using preposition of place. However, there were some topic discussed during the learning process. The materials for teaching vocabulary were delivered in the form of discussion and by some pictures.

3. Try out

   Try out is used to test whether the research instrument is suitable for use or not. Try out was done by testing test questions and questionnaire in other classes besides the experimental class and they must be at the same level.

4. Pre-test

   In order to discover students' present knowledge in vocabulary, a pre-test was administered before the treatment was given. The students got the pre-test in the first meeting while they still do not get the treatment yet. The students should do the multiple choice tst before being taught with the Picture Word Inductive Model..

5. Treatment

   After administering the pre-test, the treatment was subjected to the students. The students shall attend the treatment meetings four times. In this research, the writer used Picture Word Inductive Model strategy. During four meetings, the students had been learning the material which was guided by the teacher.

   Students hear the words pronounce correctly many times, and the picture word chart is an immediate reference as they add these words to their sight vocabulary (Calhoun, 1999). Almost any sound-to-symbol relationship can be emphasized by the teacher (introduced or taken to mastery). Then, many times, students hear and see letters correctly identified and written. Students

also hear the words spelled correctly several tim es and participate in correctly spelling them.

6. Post-test

In the last meeting, post-test was given to students in order to find out the enhancement of students' writing performance in writing an analytical exposition text after getting the treatment. The students did their multiple choice test that consist of 30 items. The learning results was in the form of score data which later would be used by comparing it to the pre-test score. In the same day after giving post test, the researcher gave a questionnaire to every students to know how students perception towards Picture Word Inductive Model.

7. Analyzing the result

All of test were assessed based on the total of correct answer and wrong answer. Then, the scores were compared to see students' progress from the first test to the second test. Furthermore, the results of kinds of words was also investigated to know the improvement of each of them.

3.6 Procedure of Data Analysis

The data that was collected through the pre-test and post-test by the researcher was analyzed by the following procedures:

1. Scoring the students correct answer of pre-test and post-test

Table 3.7 Scoring of the Test

No	Aspect	Score
1	Correct	1
2	Incorrect	0
3	Total Maximum Score	30

$$Students'\ Score = \frac{The\ number\ of\ students\ correct\ answer}{total\ score}\ X\ 100$$

2. The Classification of the Students' Score

Table 3.8 The Classification of the Students' Score

NO	Classification	Score
1	Very Good	86 – 100
2	Good	71 – 85
3	Fair	56 – 70
4	Poor	41 – 55
5	Very poor	≤ 40

3. To calculate the rate percentage of the students score, the researcher used the following formula :

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

Where: P = Percentage

F = Frequency

N = Total number of sample

4. Analyzing the Questionnaire and followed by Giving the Score

The questionnaire was analyzed by grading the items of the questionnaire. It consisted of 12 statements and each of them had four response categories. Each category had a score that shows the quality of each statement. The scores range from 1 to 5 as shown in the table below:

Table 3.9 Student Response Questionnaire Score

Likert Scale	Positive Statement	Negative Statement
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

5. Interpreting the data finding

The last procedure in analyzing the data was interpreting the results. It was obtained by comparing the students' vocabulary knowledge on pretest and

posttest, and its relation with the result of the questionnaire. The interpretation was used to make a description of the improvement of the students' vocabulary knowledge.

Table 3.10 Classification of Interpretation of Questionnaire Percentage Calculations

Percentage	Interpretation
80% - 100%	Very Good
60% - 79%	Good
40% - 59%	Average
20% - 39%	Poor
$\leq 20\%$	Very Poor

Those are the explanations of this chapter which are concerned with research design, research variable and indicators, population and sample, instrument of the research, data collection technique, and data analysis.

3.7 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research is accepted or not for quantitative data. The hypotheses were tested by using Repeated Measure T-Test of Statistical Package for Social Science (SPSS) version 22. The researcher used the level of significance 0.05 in which the hypotheses were proved if a significant level was lower than 0.05. It means that the probability of the error in the hypotheses was only 5%. The hypotheses of this research were:

1. Null hypothesis (H_o): Using Picture Word Inductive Model (PWIM) on students" vocabulary knowledge is not effective to the Eight grade students at SMPN 1 Bandar Sribhawono in academic year 2022/2023.

2. Alternative hypothesis (H_a): Using Picture Word Inductive Model (PWIM) on students" vocabulary knowledge is effective to the Eight grade students at SMPN 1 Bandar Sribhawono in academic year 2022/2023

V. CONCLUSIONS AND SUGGESTIONS

In this final chapter, the researcher will draw some conclusions about the research that has been reported in the previous chapters and give some suggestions as a contribution to support the teaching-learning process.

5.1 Conclucions

The objectives of this research were to investigate whether the use of Picture Word Inductive Model can improve students' vocabulary knowledge significantly and to know students' perception of Picture Word Inductive Model. Based on the result and discussion, two conclusions can be stated as follows:

1. There is a significant difference in students' vocabulary knowledge after the implementation of Picture Word Inductive Model with a significant level 0.000 (<0.05) and the improvement at 14.63, and the use of Picture Word Inductive Model is effective on teaching vocabulary.

2. The students' perception about the implementation of Picture Word Inductive Model in learning vocabulary is positive. Overall, out of 33 students, 29 of them have positive perception with a percentage of 87,87%.

5.2 Suggestion

Considering the conclusion above, the researcher would like to suggest:

1. For the school

The school is suggested to improve the system and facilities for a better condition in teaching and learning process.

2. For the English teacher

The English teacher should be creative to choose the best strategy to apply in learning process in order to make the class alive; the teacher should present

the language in an enjoyable, relaxed and understandable; the teacher is not only as an information giver but also as facilitator; the teacher should teach using appropriate strategy to teach the students and make variation of strategy in every meeting.

3. For the Students

The students are hoped to be active in learning process; the students should know that improving vocabulary is not always difficult because improving vocabulary can `be enjoyable and easy.

4. For the future researchers

a. This research was conducted in junior high school in Bandar Sribhawono. Therefore, further researchers can try to find out the use of Picture Word Inductive Model (PWIM) at different levels of school or different settings.

b. This research was aimed to find out the students' improvement of students vocabulary knowledge. Consequently, further researchers can try to find out the other skills in learning english by using Picture Word Inductive Model (PWIM).

c. Another purpose of this research is to discover the students' perception of Picture Word Inductive Model (PWIM). Thus, further researchers can try to discover the responses, motivation, or attitude of the students.

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