The Effect of Using Picture Word Inductive Model (PWIM) Strategy Toward Vocabulary Mastery of Ninth Grade Students of MTsN 6 Agam

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Abstrak

Penelitian ini dilakukan di MTsN 6 Agam yang memiliki masalah dalam pembelajaran bahasa Inggris khususnya dalam penguasaan kosa kata. Berdasarkan observasi dan wawancara yang dilakukan, ditemukan permasalahan terkait *vocabulary* siswa. Permasalahan tersebut adalah siswa kekurangan kosa kata dan mendapat nilai yang rendah dalam penguasaan kosa kata, guru masih menggunakan cara konvensional dalam memberikan kosa kata kepada siswa, banyak siswa yang tidak tertarik untuk belajar bahasa Inggris. Peneliti berasumsi bahwa Strategi Model Induktif Kata Bergambar (PWIM) dapat meningkatkan penguasaan kosa kata siswa. Penelitian ini merupakan *quasi eksperimen* dengan menggunakan desain *pre test-post test*. Populasi penelitian ini adalah siswa kelas IX MTs 6 Agam. Sampel IX[6] dijadikan sebagai kelas eksperimen dan diajar menggunakan Strategi Model Induktif Kata Bergambar dan IX[7] dijadikan sebagai kelas kontrol dan diajar menggunkan cara konvensional. Untuk menentukan sampel, peneliti menggunakan *purposive sampling*. Instrumen penelitian ini adalah soal pilihan ganda. Data diperoleh melalui *pre-test* dan *post-test* untuk kelompok eksperimen dan kontrol. Untuk menganalisis data, peneliti menggunakan program SPSS20 untuk uji normalitas dan uji homogenitas. Kemudian untuk menguji hipotesis peneliti menggunakan (SPSS20) dengan (α) = 0,05. Dari hasil dan perhitungan nilai pretest dan posttest kelas eksperimen diperoleh signifikansi dua arah menunjukkan bahwa 0,00< 0,05. Alternatifnya adalah (Ha diterima dan hipotesis nol (H_0) ditolak yang berarti bahwa ada pengaruh yang signifikan penggunaan strategi model induktif kata bergambar dalam penguasaan kosa kata di kelas eksperimen dan kontrol. Hal ini dibuktikan dengan penggunaan model induktif kata bergambar sebagai penguasaan kosa kata dapat membantu siswa dalam meningkatkan kemampuan mereka dalam penguasaan kosa kata.

Kata Kunci: *Strategi Model Induktif Kata Bergambar, Penguasaan Kosa Kata.*

Abstract

The research was conducted at islamic junior high school 6 Agam which had problems in learning English especially vocabulary mastery. There were some problems. the students were lack of vocabulary and got low score in vocabulary mastery, teacher still used the conventional way in teaching a vocabulary to the students, many students did not interested in study English. The researcher assumsed that Picture Word Inductive Model Strategy (PWIM) can improve the students vocabulary mastery. This research used quasi experimental design by using the pre test-post test control group design. The population of this research was third grade of MTs 6 Agam. The sample was IX^6 treated as experimental class and taught by using Picture Word Inductive Model Strategy and IX^7 was treated as control class and taught by using conventional way. To get the sample, the researcher used purposive sampling. The instrument was multiple choice. The data was got through pretest and posttest in experimental and control group. To analyze the data, the researcher used SPSS20 to test the normality and homogeneity, then to test the hypothesis the researcher used t-test (SPSS20) that $(\alpha) = 0.05$. The researcher get the result of the pretest and posttest scores in experiment class, it was that the two tailed significant showed that $0.00 < 0.05$. The alternative was (Ha was accepted and null hypotesis (H_O) was rejected which mean that there was significant effect of using picture word inductive model strategy in vocabulary mastery in the experiment and control class. It proved that using picture word inductive model as vocabulary mastery could help the students in improving their ability in vocabulary mastery.

Keywords: *Picture Word Inductive Model Strategy, Vocabulary Mastery.*

PENDAHULUAN

One of the most significant components that make up the language is vocabulary. Students who want to speak well in English must have mastering vocabulary. As maintained Fauziati argues, vocabulary is central to language and critical importance to typical language learner (Terristiya Armi Maulinda, Sri Murtiningsih, 2017). Without mastering vocabulary, both oral and written ideas cannot be conveyed efficiently. The researcher concludes, from the above point that vocabulary must be the first priority of students' English learning.

The importance of vocabulary is to give more comprehension on what students hear and read at school and to develop the four skills (listening, speaking, reading and writing). So, the students in good vocabulary and students who work to improve vocabulary mastery, are most successful at school. Further, students who want to be able to communicate in English well must have a wide range of vocabulary.

The vocabulary of students will help them in the learning process. Students who master vocabulary will be good in the learning process. Therefore, language teacher should possess considerable knowledge on how to manage an interesting classroom activity to make the learners can gain great success in their vocabulary learning. Thus, hopefully the students can improve their interest in vocabulary learning.

Based on interview with English teacher and some students at MTsN 6 Agam on 11th

of April 2022, the researcher found some problems of the students in learning English. First, most of students were lack of vocabulary and got low score in vocabulary mastery, it can be seen from teacher gave the score from daily examination that the score of almost half students were low from passing grade. It was 77. It can be seen on appendix 1 page 46.

Second, the teacher still used conventional way of giving vocabulary to the students. From interview with the students, the students said when the teacher gave the new vocabulary, the teacher ask the students for translate the word at home, and in the class the teacher ask to the students about memorize the vocabulary has translate by the students in the home. Because it often makes the students feel bored and lose focus in memorizing.

Third, many students didn't intersted in study English. From the interviews with some students, the student said doesn't intersted study English because more the students get low in vocabulary mastery and felt difficult to memorize the vocabulary . So that, when the teacher asksed the students for memorize the vocabulary many students are not interested in memorizing.

There are some strategies to improve the vocabulary mastery of the students. One of them is by using teaching strategy. Some experts have offered some strategies that can be used to make students easier in remembering words. One of them is Picture Word Inductive Model (PWIM). Acording to calhoun, PWIM is an inquiry-oriented language arts strategy that used pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies (Calhoun F Emily).

Based on explanation above the picture word inductive model strategy is a strategy were the students try to found the meaning of word based on looking for the picture.

The researcher is used this strategy because PWIM allows students imagine freely. By using picture the students can know the meaning and the object directly. The students are directly faced with the object, so the students can remember the vocabulary of the objects around them easily.

Than, the researcher taken PWIM as the strategy in teaching vocabulary, because PWIM has some advantages, such as: PWIM can make students more interested to the teaching and learning process. PWIM can make students get easier to remember about the words that is drawn through the picture, and PWIM can show the students about real life and real things in surround environment.

Based on explanation above, the researcher applied that PWIM in order toward students' vocabulary mastery at MTsN 6 Agam. So that the researcher decides to carry out a research with the title **"The Effect of Using Picture Word Inductive Model (PWIM) Strategy Toward Vocabulary Mastery of Ninth Grade Students of MTsN 6 Agam".**

METODE

Based on the problems stated before, the researcher used experimental research because it has been purpose to know the effect of use Picture Word Inductive Model toward students' vocabulary mastery. According to Wina Sanjaya, experiment research method is the research method that is done to know whether any causes or not from the treatment that has been gave to the subject in certain conditions (Wina Sanjaya, 2013). The research is a quasi-experimental. Creswell said that the quasi-experimental is chosen because quasi-

experiments include assignment, but not random assignment of participants to groups. The population in this research is all of the ninth grade students of MTsN 6 Agam in academics year 2022/2023 that consist of 257 students. It can be showed in the following table:

Table The population of the ninth grade students in Mtsn 6 Agam

No	Classes	Total of Students
1.	IX.1	34
2.	IX.2	34
3.	IX.3	34
4.	IX.4	34
5.	IX.5	34
6.	IX.6	34
7.	IX.7	33
8.	IX.8	20
Total		**257**

Source: Administration Staffs of MtsN Kubang Putih

In this study, the test has been performed by the researcher based on the standard procedure of making a test. They are two test will be done that is pre-test and post-test. The pre-test is directed in the begin study before the treatment. Pre-test is to gained information about the students achievement before the treatment as the teaching process. Post-test is to gain information about the students achievement after the treatment process finish. The researcher used vocabulary achievement test which has already been prepare by the researcher to find out the effect of Picture Word Inductive Model (PWIM). The researcher did try out. In data collection, there is technique to collect the data in this study. That is test. The test is used to gain primary data. In testing vocabulary mastery, the students were asked to answer some questions relating to the texts that were given by the teacher. Vocabulary test was used for the pre-test and post-test not only to measure the students" mastery in vocabulary but also to collected the data. The researcher will use the t-test in analyzing the data. To find out how the effect of using Picture Word Inductive Model toward students vocabulary mastery, the researcher will use statistical calculation of t-test to determine the final calculation (t-calculated) of using picture word inductive model strategy toward vocabulary mastery.

HASIL DAN PEMBAHASAN

The finding was the further explanation from the result of data description and data analysis above. The finding of this research was used for answering the formulation of the problem : 1) Is there any significant effect of using picture word inductive model toward vocabulary mastery at ninth grade of MTsN Kubang Putih? 2) Is there any significant difference on students' vocabulary mastery between students who are taught by using PWIM strategy and students who are not taught bu using PWIM strategy at ninth grade of MTsN Kubang Putih? 3) Are students taught by Picture Word Inductive Model better in vocabulary mastery at ninth grade of MTsN Kubang Putih?

The finding of this research includes the result of calculating of the pre-test and post-test in experiment class and control class and testing of the hypothesis that was explained below.

Table 1 The result of the calculation of score that gained from the pre-test and post-test in experiment class and control class
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre test ec	34	40	80	59,18	8,572
pre test cc	33	40	72	57,09	7,019
post test ec	34	52	92	79,76	9,544
post test cc	33	44	84	68,00	9,055
Valid N (listwise)	33				

Based on the data above, the post-test result of mean/average value ($\bar{X}$) in the experiment class was higher than the post-test result of mean/average value ($\bar{X}$) in the control class. It means that the treatment that had been given by the researcher using picture word inductive model strategy can improve students' vocabulary mastery

Testing of Hypothesis

Hypothesis testing was done to know whether the null hypothesis has to be accepted or rejected. To determine the concluding of hypothesis, this research used the determination as follow:

1. If the significant value was less than or equal to 0,05, then the null hypotesis (H_a) was accepted. This means that there was significant effect of using picture word inductive model strategy toward vocabulary mastery students.
2. If the significant value was greater than or equal to 0,05, then the null hypotesis (H_a) was accepted and the hypotesis (H_0) was rejected. This means that there were no significant using picture word inductive model strategy toward vocabulary mastery students

    To test the hypothesis the researcher will use standard of significance (0.05).

    a. The first hypothesis

    To find result of the first hypothesis in this research about the significant effect of using PWIM toward vocabulary mastery at ninth grade of MTsN 6 Agam ? To determine whether the researcher would accept or reject the hypothesis, the researcher used the determination as explained above. The analyzing the pre-test and post-test in the experiment class, can be seen in the table below.

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	Df	Sig. (2-	Mean Difference	Std. Error Difference	95% Confidence Interval of the

| | | | | | tailed) | | | | Difference | |
									Lower	uper
score	Equal variances assumed	1,128	,292	-9,358	66	,000	-20,588	2,200	-24,981	-16,196
	Equal variances not assumed			-9,358	65,253	,000	-20,588	2,200	-24,982	-16,195

It was found that the significant of 2-tailed was 0.000<0.05. in conclusion that Ha is accepted and Ho is refused. In short, there is significant effect of using picture word inductive model toward vocabulary mastery at ninth grade of MTsN Kubang Putih.

b. The second hypothesis

To find result of the second hypothesis about the significant difference of students' vocabulary mastery between the students who are taught by using PWIM strategy and students who are not taught by using PWIM strategy at ninth grade of MTsN Kubang Putih? To determine whether the researcher would accept or reject the hypothesis, the researcher used the determination as explained above. The analyzing the pre-test and post-test in the experiment class, can be seen in tabel below.

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	uper
score	Equal variances assumed	1,128	,292	-9,358	66	,000	-20,588	2,200	-24,981	-16,196
	Equal variances not assumed			-9,358	65,253	,000	-20,588	2,200	-24,982	-16,195

From the results of the data analysis, it was found that the value of sig.(2-tailed) was 0.000<0.05. it can be concluded that Ha is accepted and Ho is refused, there was a significant difference of students' vocabulary mastery between the students who are taught by using PWIM strategy and students who are not taught by using PWIM strategy.

c. The third hypothesis

The third hypothesis in this research about are students taught by picture word inductive model better in vocabulary mastery at ninth grade of MTsN Kubang Putih? To determine whether the researcher would accept or reject the hypothesis, the researcher used the determination as explained above. The analyzing the post-test in the experiment class and control class, can be seen in Appendix 33.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	uper
score	Equal variances assumed	1,128	,292	-9,358	66	,000	-20,588	2,200	-24,981	-16,196
	Equal variances not assumed			-9,358	65,253	,000	-20,588	2,200	-24,982	-16,195

It was found that the significant of 2-tailed was 0.000<0.05. in conclusion that Ha is accepted and Ho is refused. It can be concluded that students taught by picture word inductive model better in vocabulary mastery.

Based on the finding above, it can be concluded that the all of significant of 2-tailed was lower than < 0.005 it was 0.000< 0.05,were Ha is accepted and Ho is refused. It means picture word inductive model strategy has a significant effect on students' vocabulary mastery and also has a significant difference toward students' taught by using PWIM strategy and students not taught by using PWIM strategy. Last, students taught by using PWIM better in vocabulary mastery at ninth grade of MTsN Kubang Putih.

Discussions

This research was about the effect of using picture word inductive model (PWIM) strategy toward vocabulary mastery of ninth grade students of MTsN Kubang Putih. This section discusses the research findings based on the theories. Vocabulary is important in doing communication both in spoken and written. It is used to express the idea, feeling, and think or information to people. Richard and Renandya states "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (Jack C Richard & Willy A Renandya, 2002). It means that vocabulary is a basic language element that determines where people can do speak, listen,

read, and write well or not.

In teaching vocabulary there are some strategy, one of strategy can be used by the teacher is using picture word inductive model strategy. PWIM is the strategy which involves inductive process where the students look for the sign and then use it to identify the meaning of the picture more broadly

CONCLUSION

Based on the results of the research and discussion that had been discussed in the previous chapter, it can be concluded that:

There is any significant effect of using picture word inductive model toward vocabulary mastery. It was found that the significant of 2-tailed was 0.000<0.05. with the level significant 0.05. It means the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. There is any significant difference of students' vocabulary mastery between the students who are taught by using PWIM strategy and students who are not taught by using PWIM strategy. It can be seen from the results of the data analysis, it was found that the value of sig.(2-tailed) was 0.000<0.05. it can be concluded that H_a is accepted and H_o is refused, there was a significant difference of students' vocabulary mastery between the students who are taught by using PWIM strategy and students who are not taught by using PWIM strategy. Students who are taught by PWIM are better in vocabulary mastery than students who are not taught by PWIM. It can be seen from the result of statistical analysis It was found that the significant of 2-tailed was 0.000<0.05 with the level significant 0.05. It means the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted.

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