

**THE USE OF PICTURE WORD INDUCTIVE MODEL (PWIM)
TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT
AT MTs ASSYAFI'YAH GONDANG**

THESIS

Presented to

State Islamic Institute of Tulungagung in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan Islam in English Education Department



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June 2016

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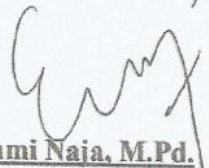
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Tulungagung, June 1st 2016

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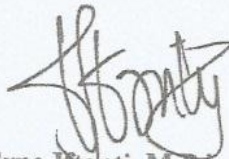
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MOTTO

“Failure is the path of success”

DEDICATION

After finishing this thesis, I want to dedicate it to:

My beloved parents Wahyudiono and Suparmi who always pray for my success and who always give attention and motivation to me. Thanks for your affection and endless love.

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Stated that the thesis entitles “The Use of Picture Word Inductive Model (PWIM) to Improve Students’ Vocabulary Achievement at MTs Assyafi’iyah Gondang” is truly my original work. It does not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due to the fact, I am the only person responsible for this thesis any objection or claim from other.

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ABSTRACT

Wahyuni, Eliya, Fitri. Registered Number Student 2813123062. 2016. *“The Use of Picture Word Inductive Model (PWIM) to Improve Students’ Vocabulary Achievement at MTs Assyafi’iyah Gondang.”* Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung.
Advisor: Dr. Nurul Chojimah, M.Pd.

Keywords: PWIM, Vocabulary, Achievement.

Vocabulary is one of the most important elements that makes up the language. Without a sufficient vocabulary, the one cannot communicate effectively or express their ideas both in oral and written form. In MTs Assyafi’iyah Gondang there are still many students who have less vocabulary. It is proven by their less score in Vocabulary achievement. In response to the problem, using picture is one of the ways to overcome the problems. The researcher used Picture Word Inductive Model as a teaching strategy in helping the students problem in vocabulary achievement in MTs Assyafi’iyah Gondang.

The research problem formulation is how can Picture Word Inductive Model (PWIM) improve the students’ vocabulary achievement of second grade students at MTs Assyafi’iyah Gondang in the academic year of 2015/2016?

The purpose of the research is to describe How Picture Word Inductive Model (PWIM) improves students’ vocabulary achievement of second grade students at MTs Assyafi’iyah Gondang in the academic year of 2015/2016.

The design used in this research is Classroom Action Research (CAR). The subject of this research is 31 students in the second grade in A class of MTs Assyafi’iyah Gondang. The first step of this research was preliminary observation. It was found that the students did not understand more vocabularies. They are weak in vocabulary achievement.

The steps in implementing the research are planning, implementing, observing, and reflecting. Planning is the step in which the lesson plans are designed by applying the PWIM in the teaching strategy. PWIM is a strategy selected to improve the vocabulary achievement of 8A at MTs Assyafi’iyah Gondang. In implementing step, the researcher uses Picture Word Inductive Model (PWIM) strategy to teach the second grade students at MTs Assyafi’iyah Gondang. The vocabularies related to the topic, the researcher asked to students to find the meaning from list of difficult word. After that the teacher asks the students to find nouns and the meaning. In observing step is the process of collecting data about the effect of the applied Picture Word Inductive Model (PWIM) strategy

during and after the implementation of the strategy. The test is used to get students' scores or to measure the students' achievement in comprehending the material at the end of each cycle. The next step that is reflecting the strategy. The researcher teach the students while the collaborator observes the students and the teacher. The result of students' vocabulary test are analyzed based on the criteria of success. The researcher analyzes data using qualitative and quantitative method. The qualitative data are obtained from the result of interview and observation of the students' response during teaching activities by using PWIM. Meanwhile the result of the test is classified as quantitative data. The researcher also prepared the criteria of success action acting and observing to get the needed information for vocabulary achievement, the students are taught by using Picture Word Inductive Model.

The research reveals that the implementation of PWIM strategy could improve the students' vocabulary achievement. It could be seen through the increasing mean score from preliminary test (58.5), test score of cycle 1 (68.2) and test score from cycle 2 (84.8). While the percentage from the students who passed the criteria of success also increased from preliminary study (09.67 %), cycle 1 (32.25 %), then in cycle 2 (90.32 %). Based on students' opinion, PWIM strategy is also exciting and interesting. It could motivate the students in vocabulary teaching and learning process. They were very enthusiastic during the teaching and learning process. So, it can be concluded that PWIM strategy could improve students' vocabulary achievement by attracting students in attending the lesson.

ABSTRAK

Wahyuni, Eliya, Fitri. Nomor Induk Mahasiswa 2813123062. 2016. *“The Use of Picture Word Inductive Model (PWIM) to Improve Students’ Vocabulary Achievement at MTs Assyafi’iyah Gondang.”* Skripsi. Jurusan Pendidikan Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung.
Advisor: Dr. Nurul Chojimah, M.Pd.

Kata Kunci: PWIM, Kosa kata , Prestasi.

Kosakata merupakan salah satu elemen yang paling penting yang membentuk bahasa. Tanpa kosakata yang cukup, seseorang tidak dapat berkomunikasi secara efektif atau mengekspresikan ide mereka dengan baik dalam bentuk lisan maupun tulisan. Di MTs Assyafi’iyah Gondang masih banyak siswa yang mempunyai kosakata yang rendah. Hal ini dibuktikan dengan nilai mereka yang kurang dalam prestasi kosakata. Menanggapi masalah ini, menggunakan gambar adalah salah satu cara untuk mengatasi suatu masalah. Peneliti menggunakan Picture Word Inductive Model sebagai strategi mengajar dalam membantu masalah siswa dalam prestasi kosakata di sekolah MTs Assyafi’iyah Gondang.

Perumusan masalah penelitian adalah bagaimana Picture Word Inductive Model (PWIM) dapat meningkatkan prestasi kosakata siswa dari siswa kelas dua MTs Assyafi’iyah Gondang pada tahun akademik 2015/2016?

Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana (PWIM) meningkatkan prestasi siswa dalam pemakaian kosakata pada siswa kelas dua MTs Assyafi’iyah Gondang pada tahun akademik 2015/2016.

Desain yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK). Subjek penelitian ini adalah 31 siswa kelas kedua di kelas MTs Assyafi’iyah Gondang. Langkah pertama dalam melakukan penelitian adalah pengamatan (preliminary observation). Ditemukan bahwa yang mana siswa tidak memahami banyak kosakata. Mereka lemah dalam pencapaian kosakata.

Langkah-langkah dalam melaksanakan penelitian perencanaan, pelaksanaan, observasi, dan refleksi. Perencanaan merupakan langkah yang ada dalam RPP yang mana dirancang dengan menerapkan PWIM dalam strategi mengajar. PWIM adalah strategi yang dipilih untuk meningkatkan prestasi kosakata 8A di MTs Assyafi’iyah Gondang. Menerapkan langkah-langkah, peneliti menggunakan strategi Picture Word Inductive Model (PWIM) untuk mengajar siswa kelas dua di MTs Assyafi’iyah Gondang. Kosa kata yang berhubungan dengan topik, peneliti meminta kepada siswa untuk menemukan makna dari daftar kata yang

sulit. Setelah itu guru meminta siswa untuk menemukan kata benda dan makna. Langkah pengamatan adalah proses pengumpulan data tentang efek Picture Word Inductive Model yang diterapkan (PWIM) selama dan setelah pelaksanaan strategi. Tes ini digunakan untuk mendapatkan nilai atau untuk mengukur prestasi siswa dalam memahami materi pada akhir setiap siklus. Langkah berikutnya yang mencerminkan strategi. Peneliti mengajarkan siswa sementara kolaborator mengamati siswa dan cara mengajar. Hasil uji kosakata siswa dianalisis berdasarkan kriteria keberhasilan. Peneliti menganalisis data menggunakan metode kualitatif dan kuantitatif. Data kualitatif diperoleh dari hasil wawancara dan observasi respon siswa selama mengajar kegiatan dengan menggunakan PWIM. Sementara hasil tes diklasifikasikan sebagai data kuantitatif. Peneliti juga mempersiapkan kriteria tindakan sukses bertindak dan mengamati untuk mendapatkan informasi yang dibutuhkan untuk pencapaian pengajaran dengan menggunakan Picture Word Inductive Model untuk meningkatkan kemampuan kosakata siswa.

Penelitian ini mengungkapkan bahwa penerapan strategi PWIM bisa meningkatkan prestasi kosakata siswa. Hal ini dapat dilihat melalui peningkatan nilai rata-rata dari tes awal (58,5), nilai ujian dari siklus 1 (68,2) dan nilai ujian dari siklus 2 (84,8). Sedangkan persentase dari siswa yang lulus kriteria keberhasilan juga meningkat dari studi awal (09,67%), siklus 1 (32,25%), kemudian pada siklus 2 (90,32%). Berdasarkan pendapat siswa, strategi PWIM juga menarik dan menarik. Ini bisa memotivasi siswa dalam pengajaran kosakata dan proses belajar. Mereka sangat antusias selama proses belajar mengajar. Jadi, dapat disimpulkan bahwa strategi PWIM bisa meningkatkan prestasi kosakata siswa dengan menarik siswa dalam mengikuti pelajaran.

ACKNOWLEDGEMENT

In the name of Allah SWT, The Most Beneficent and The Most Merciful. All praises are to Alloh SWT for all the blesses so that the writer can accomplish this thesis. In additional, may Peace and Salutation be given to the prophet Muhammad SAW who has taken all human being from the Darkness to the Lightness.

The writer would like to express the genuine gratitude to Dr. H. Abd. Aziz, M.Pd.I., the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung for his permission to write this thesis. The writer also would like to thank Dr. Arina Shofiya, M.Pd., the Head of English Education Department who has given me some information so the writer can accomplish this thesis.

The writer also would like to thank Dr. Nurul Chojimah, M.Pd., the writer's thesis advisor, for her invaluable guidance, suggestion, and feedback during completion of this thesis and all the lecturers.

The writer also would like to thank Drs, H. Sutarkim, the headmaster of MTs Assyafi'iyah Gondang in academic year 2015/2016 for giving permission to conduct this research. And also the writer would like to thanks Anik Rahmatuningsih, S.Pd.I, the teacher English of MTs Assyafi'iyah Gondang in thanks for her help to complete this thesis.

The writer would like to thank the second graders of MTs Assyafi'iyah Gondang in academic year 2015/2016 for the cooperation as the sample of this research. And the writer would like to thank My Best Friend Anindia, and all of TBI B class whom I love and thanks for all. All of person who cannot be mentioned in this chance, thanks guys.

The writer reliazes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, June 1st 2016

Writer

TABLE OF CONTENTS

Cover.....	i
Advisor’s Approval Sheet	ii
Board of Thesis Examiners’ Approval Sheet	iii
Motto	iv
Dedication	v
Declaration of Authorship.....	vi
Abstract	vii
Acknowledgement	xi
Table of Contents	xii
List of Table	xv
List of Figure	xvi
List of Appendix	xvii

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Formulation of Research Problem	5
C. The Purpose of the Study	5
D. Significance of the Study	6
E. Definition of Key Terms	6
F. Organization of the Study	7

CHAPTER II REVIEW OF RELATED LITERATURE

A. Vocabulary	8
1. The Definition of Vocabulary	8
2. The Types of Vocabulary	10
B. The Teaching of Vocabulary	17
1. The Strategy to Teach Vocabulary	17
2. Vocabulary in the Classroom	17
3. The Principles of Teaching and Learning Vocabulary	19
C. Picture Word Inductive Model	20
1. The Definition of Picture Word Inductive Model	20
2. The Benefits of Picture Word Inductive Model	21
3. Teaching Vocabulary through Picture Word Inductive Model ...	22
4. The Strength of the Picture Word Inductive Model	24
D. Previous Study Related to Picture Word Inductive Model	25

CHAPTER III RESEARCH METHOD

A. Research Design	27
B. Setting and Subjects of the Study	28
C. Procedures of the Study	28
a. Preliminary Observation (Reconnaissance)	29
1. Planning	32
a. Socializing the Research Program	32
b. Providing the Strategy	33
c. Designing the Lesson Plan	35
d. Preparing the Criteria of Success	36

2. Implementing	37
3. Observing	37
4. Reflecting	39

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Findings	41
B. Discussion	48

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	51
B. Suggestion	52

REFERENCES	53
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LIST OF TABLES

Table 3.1. Student Score in The Preliminary Study	29
Table 4.1. Student Score in The Test Cycle 1	43
Table 4.2. Student Score in The Test Cycle 2	46
Table 4.3. Students' Development Achievement	47

LIST OF FIGURES

Figure 3.1. The Spiral of Action Research Adapted from Kemmis and Taggart's Model	31
Figure 4.1 Score	50

LIST OF APPENDICES

Permission Letters	Appendix 1
Lesson Plan	Appendix 2
Validation.....	Appendix 3
Interview	Appendix 4
The Result of Observation	Appendix 5
Instrument of Preliminary test, Test in Cyle 1-2.....	Appendix 6
Key Answer	Appendix 7
Picture Wors Inductive Model	Appendix 8
Guidance Card	Appendix 9
Documentation	Appendix 10
Curriculum of Vitae	Appendix 11