

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses some points including background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms and organization of the study.

### **A. Background of the Study**

English is international language. As an international language English is needed by all people in the world to build communication each other. In Indonesia, English is the first foreign language is taught as students learn in school. By looking at the importance of the English, each teacher must be able to provide care in the process of teaching and learning activities to students, so that students are able to understand the language, and use it to communicate with the target language in oral and written form accurately and smoothly.

Vocabulary is one of the most important elements that make up the language. Students who want to be able to communicate in English well must have wide range of vocabulary. According to Fauziati (2005: 155) that vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, the one cannot communicate effectively or express their ideas both in oral and written form. From the

statement above, the researcher concludes that the first focus of their English learning process is vocabulary.

The importance of vocabulary is to give more comprehension what they hear and read in school, to communicate successfully with other people, to develop their four skills (listening, speaking, reading and writing) and learn English second language generally. The vocabulary is used to communicate with the other people, vocabulary includes introduction of words. The previous studies have shown that students with strong vocabulary, and students who work to improve a limited vocabulary, are most successful in school. Students who want to be able to communicate in English well must have wide range of vocabulary. Bruce, Marsha and Emily (2009:153) stated that Picture Word Inductive Model is one of strategies related to effort in developing vocabulary, include of how to save and how to move the vocabularies to the long term memory. In addition, Xiaobin Li (2011:12) stated one of the advantages of the PWIM is that it approaches the development of sight vocabulary directly.

Vocabulary can make the students convey their ideas both in oral and written form effectively. Their ideas can help them in understanding the subject with the teacher's guide. Language teacher should possess considerable knowledge on how to manage an interesting classroom activity so that the learners can gain a great success in their vocabulary learning. With it, hopefully the students can improve their interest in vocabulary learning.

In learning English, mastering vocabulary is much needed. Getting information from all of the mass media or anything else is very important

especially for the students. It can assist them to understand the knowledge and to study discipline. The students are expected master vocabulary because of the most information that they need use English to. So, the students must have many vocabularies to know what the information talks about.

Based on the researcher's observation through conducting preliminary study during English teaching and learning activity at the second grade at MTs Assyafi'iyah gondang Tulungagung, the researcher got some information about some problems of the students in learning English. The information was obtained by interviewing English teacher in the school.

MTs Assyafi'iyah Gondang is one of Junior High Schools in Tulungagung, East Java in which the students have problems with their vocabulary. The first problem is most of students who can not remember many vocabularies when the teacher ask them to remember and when the teacher ask them the basic vocabulary they also couldn't answer it. When teacher asks them to say something, actually they know what they want to say. The second is the students are difficult in expressing english. The third is the students' just keep silent. But, it is different when the teacher asks them to give their ideas by using Indonesian language. They say everything what they feel and what they want to say freely without thinking too long.

The researcher conducts an interview with the teacher of MTs Assyafi'iyah Gondang class VIII A. The English teacher said that the students usually memorize the words by using traditional method. The teacher writes on the whiteboard and then asks them to memorize the words. But some days later

the students usually forget what they had memorized. They are lazy to look for the meaning of the unknown vocabulary in the dictionary. To overcome this problem, the teacher needs to use an attractive strategy to make the students more understand the meaning of the vocabulary. The researcher uses a different strategy in teaching and learning process, because learning vocabulary at Junior High School can be done through many ways, such as: dictionary, picture, guessing, reading, etc. So that in this case, the researcher takes picture as the media in teaching vocabulary, because picture has some advantages, such as: picture can make students more interest to the teaching and learning process. Picture can make students get easier to remember about the words that was drew through the picture, and picture can show the students about real life and real things in surround environment.

One of strategies used to make students easier in remembering the word is Picture Word Inductive Model. Picture Word Inductive Model (PWIM) is an inductive process (in which students seek patterns and use them to identify their broader meanings and significance), as opposed to a deductive process (where meanings or rules are given, and students have to then apply them). The researcher applied this strategy because Picture Word Inductive Model (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 (think around us) easily. In this research, the researcher focused on noun vocabularies because nouns can be found easily around us.

Based on explanation above, the researcher concludes that Picture Word Inductive Model as a teaching strategy will help the teacher to solve the problem in vocabulary achievement in the school of MTs Assyafi'iyah Gondang. So that the researcher decides to carry out a research with the title "The Use of Picture Word Inductive Model to Improve students' Vocabulary Achievement of Second Grade at MTs Assyafi'iyah Gondang in the Academic Year of 2015/2016".

### **B. Formulation of the Research Problem**

Based on the background of the study above, the research problem is:  
"How can Picture Word Inductive Model (PWIM) improve the students' vocabulary achievement of the second grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016?"

### **C. The Purpose of the Study**

The purpose of the study based on the research problem above is:  
To identify How can Picture Word Inductive Model (PWIM) improve students' vocabulary achievement of the second grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016.

#### **D. Significance of the Study**

The study is expected to have contributions to:

1. The teacher, to help teacher to find out the alternative way of teaching and enriching vocabulary and to produce the knowledge for their class to improve their teaching and learning process.
2. The students, it can be used to improve the students' mastery in vocabulary, and it may guide them to memorize and overcome their difficulties in understand vocabulary.
3. The future researcher, it can be one of references to conduct a study about the same topic so the future researcher can make their studies more complete

#### **E. Definition of Key Terms**

In this Research, the key terms of this study are as follows:

1. The Teaching of vocabulary

Teaching of vocabulary is defined as an effort of education process to understand the concept a part of vocabulary.

2. Picture Word Inductive Model

PWIM is the strategy in writing and reading by using think inductively to correlate words with pictures.

## **F. Organization of the Study**

This study consists of 5<sup>th</sup> chapter. Chapter I covers the background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms, and organization of the study.

Chapter II presents review of related literature. Here, the researcher tells everything about Picture Word Inductive Model (PWIM) Strategy in improving vocabulary achievement.

Chapter III talks about research method. In the research method, some topics presented are research design, subjects and setting of the study, procedures of the study covering preliminary observation (reconnaissance), planning, implementing, observing, and reflecting. In planning, the researcher shows socializing the research program, providing the strategy, designing the lesson plan, and preparing the criteria of success.

Chapter IV deals with findings and discussion. It explains about the result of chapter III.

Chapter V is the final chapter that consists of conclusion and suggestion.