

## CHAPTER 1

### INTRODUCTION

The chapter discusses concepts of beginning research paper: A) Background of Problem B) The Research Questions, C) Purposes of the research, D) Significances of Research, E) Rationale, F) Hypothesis, G) Methodology of Research and H) Data Analysis.

#### **A. Background of the Problem**

Language is an important means for communication in our daily activity, moreover, in this globalization era. When someone has to be able to communicate with other people from other countries, he/she expected to master several language and one of them is English. If someone can communicate in English well, he/she must know the English words. Therefore, it is important for someone learn the English words in the past years, most of the teacher focused on teaching grammar and pronunciation because they through that student could master English words only with the meaning of words could not be adequately thought. So it was better not to try to teach them.

Teaching English will concern on the four skill namely speaking, reading, listening and writing. It is also supported by the components of language such as pronunciation, vocabulary and grammar. According to Johnson quoted by Setiyadi (2006: 57) language can be broken down into three major components the sound system, the structure and the vocabulary.

Vocabulary is a group of words needed in learning language. Vocabulary can help to support ideas or opinion in communication. According to Richard and Renandya (2004: 255) vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write can be said vocabulary.

To improve vocabulary the researcher have a model by using PWIM this one of the strategy in teaching English. This model of teaching English such as vocabulary Picture Word Inductive Model (PWIM) developed by (Calhoun:1999) uses pictures containing familiar objects and actions to elicit words from childrens listening and speaking writing. This strategy can help students add words to their sight reading vocabulary, as well as their writing vocabulary, and to examine and categorize phonetic and structural prnciples present in those words.

No.	Initial Name	Assesment of teaching Vocabulary			
		Spelling	Pronunciation	Vocabulary	Reading
1.	AN	4.9	4.07	4.2	3.9
2.	LS	5.01	4.3	4.9	4.02
3.	WS	4.4	4.05	4.5	4.9

PK (English Teacher)

There are several problems in teaching vocabulary in SMP Muslimin Panyawungan. For example, the students get bored in learning English. They are afraid of learning English, and students are still passive in the class.. The research in this study will offer the model of teaching to try to improve the students' vocabulary using Picture Word Inductive Model (PWIM)

Vocabulary is one of the problems from the students SMP Muslimin Panyawungan Bandung in learning process, such as they are difficult to remember word, pronunciation, and they are easy get to bored. So the teachers need to find alternative of them to solve the problem teaching vocabulary for junior high school. One of vocabulary strategy that can be done in classroom is Picture Word Inductive Model (PWIM).

Based on the phenomena above the researcher tried to use a Picture Word Inductive Model (PWIM) in teaching vocabulary at seventh grade students of SMP Muslimin panyawungan 2013/2014 academic.

Departing from the description on this background, the researcher tries to conduct research under the title:

THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) TO IMPROVE STUDENTS' VOCABULARY MASTERY (An Experimental Study at the Seventh Grade at SMP Muslimin Panyawungan Kabupaten Bandung).

## **B. The Research Questions**

The problems of the research are formulated as follows :

1. What is the students' ability in vocabulary using Picture Word Inductive Model?
2. What is the students' ability in vocabulary using memorizing technique?
3. How is significant is the difference between teaching english in improving student vocabulary trough Picture word inductive model and memorizing technique?

### **C. Purposes of the Research**

The purposes of the research are :

1. To know the student's English vocabulary using PWIM
2. To know the students' English vocabulary using memorizing technique
3. To know the significance of using Picture Word Inductive Model (PWIM) and memorizing technique.

### **D. Significances of the Research**

The study is expected to have both theoretically and practical contributions.

1. Theoretically, to help teacher/researcher to find out the alternative way of teaching vocabulary using Picture Word Inductive Model (PWIM) and provide the better strategy.
2. Practically, it can be used as a model to improve the students' vocabulary.

The writer expects this research will increase the students' vocabulary and get more information to identify the problem in improving vocabulary skill.

### **E. Rationale**

The researcher used two variables; Picture Word Inductive Model as variable X, the second is the students' vocabulary mastery sentence as variable Y.

As we know, vocabulary is the most important subject from those four skills; listening, speaking, reading and writing (Alwasilah, 2001: 11). So, to develop

students' vocabulary mastery, in this case Picture Word Inductive Model to be developed.

Teaching and learning are two concepts that could not be separated each other. In the teaching learning process, the students are the subjects of that process. Teachers serve as facilitator of their students. Moreover, in the teaching learning process some goals. Reaching the goal, of course teacher needs methodology, technique, and test. As stated above, that one of the teaching components in teaching learning process is teaching model, and is model and technique used by the teacher and teaching students interaction.

Vocabulary is a group of words that need in learning language. Vocabulary can help to support ideas or opinion in communication. According to Richard and Renandya (2004: 255) "Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write can be said vocabulary".

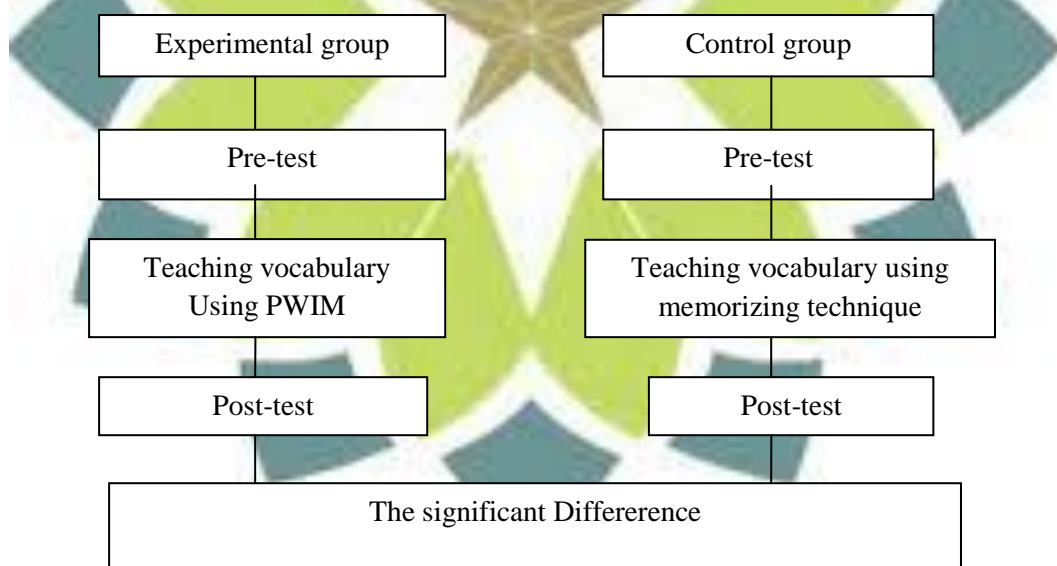
The Picture Word Inductive Model (PWIM) developed by (Calhoun, 1999: 17) which uses pictures containing familiar objects, actions and scenes to draw out words from children's listening speaking vocabularies. This model help students add words to their sight reading vocabulary, as well as their writing vocabulary and also discover phonetic and structural principles present those words.

The purpose of Picture Word Inductive Model (PWIM) is help students inquiring about words adding words to their sight reading and writing vocabularies ( Calhoun, 1999: 21). Teaching using Picture Word Inductive Model

(PWIM) will be helpful for any teachers in teaching vocabularies. There have been many previous researches that use method in learning and teaching to explore the effective way to teaching and learning process . in the present research it applies Picture Word Inductive Model (PWIM) in teaching vocabulary.

In this research, the researcher take two classes assample to be investigated. The first class is an experimental group teaching vocabulary which is given treatment using Picture Word Inductive Model (PWIM) . the second one is a control class which didn't get treatmentusing Picture Word Inductive Model (PWIM) but using memorizing technique.

From the above explanation, the researcher can depict in the following chart:



*Figure 1.1 : Frame of Research*

**The scheme of the research is the effectiveness of using Picture Word Inductive Model (PWIM) to improve students vocabulary mastery:**

## **F. Hypothesis**

The research designed to investigate the effectiveness of using Picture Word Inductive Model (PWIM) in teaching vocabulary. The research is guided hypothesis . According to sugiyono (2008: 159) “Hypothesis is a temporary answer the formulation or research problems, where the formulations of research problems have been expressed in the form of question.”

A hypothesis is a tentative assumption of the result study. The truth of it indeed and necessary to be know whether it is right or wrong. The research designed to do experimental on the effectiveness of using Picture Word Inductive Model (PWIM) to improve vocabulary mastery.

1.  $H_0$  accepted if  $t_{count} < t_{table}$  : it means that there is no significant influence of using Picture Word Inductive Model (PWIM) in improving student vocabulary mastery.
2.  $H_1$  accepted if  $t_{count} > t_{table}$  : it means that there is significant influence of using Picture Word Inductive Model (PWIM) in improving student vocabulary mastery.

## **G. Methodology of Research**

### **1. Method of Research**

The kind of research used in this investigation is quantitative research. The data which was collected in this investigation is in terms of score. Meanwhile the method used is a experiment method which has the purposes for knowing cause and effect (Subana, 2001: 139).based on the definition above the researcher try to

experimental study of teaching by using PWIM. It means that if all data has been collected, the research will decide to use the statistic based on quantitative data.

## **2. Determining Location**

### **a. Research site**

This research is held at SMP Muslimin Panyawungan, exactly in Jl.Kp panyawungan, Kab. Bandung. The reason why the researcher choose that location because the students of SMP Muslimin Panyawungan have the problem in study English still limit using vocabulary.

### **b. Population and Sample**

Population is a whole of research subject (Arikunto: 2002). The population investigated in this study is the seventh grade students of SMP Muslimin Panyawungan Kabupaten Bandung. "Sample is a part population that will be be investigated" (Arikunto,2010:174). this study uses two classes as the sample the first class is 7A that consist 40 students as the experimental group and the second class is the 7B that consist of 40 students as control group. Because the population consists of homogeneous groups so the sample selection uses simple random sampling (Sudjana,2005: 165)

### **c. Technique of Collecting Data**

The technique of collecting data in this research are :

#### **a. Pre-test**

Pre test is intended to know homogeneity of students' comprehension ability of two variances before the treatment given. Both experimental and control group receive a pre test in a form the test or exercise in the seventh grade of high



school book. The question will be consist of 25 questions consist 10 queations multiple choice and 15 questions essay.

b. Treatments

The material in the treatment period were related were on vocabulary given in the pre-test. Treatment will be given 4 times.

c. Post-test

The technique is used to know the last result of the students after they are given the treatments of the purpose is to know the effeciveness of using PWIM to increasing of the student's on vocabulary mastery. (variable x that use PWIM, variable Y : use memorizing technique).

The design of experiment and control class in this research is describe in the following table :

*Table. 1.2  
Design of Research*

Experimental group			Control group		
Using Picture word Inductive Model (PWIM)	Treatment	Score	Using memorizing technique	Treatment	Score

**H. Data Analysis**

**Normality Distribution test of two variables**

1. Determining the Range (R):

$$R = X_t - X_r \quad (\text{Sugiyono, 2011})$$

2. Determining Interval Class (K) :

$$K = 1.33 = \log n \quad (\text{Sudjana, 2005})$$

3. Determining the Length of Interval class :

$$P = \frac{R}{K} \quad (\text{Sudjana, 1992: 45})$$

4. Making frequency of distribution Table for each Variable

5. Determining mean ( $\bar{x}$ )

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} \quad (\text{Sugiyono, 2011})$$

6. Determining the Standard Derivation (S)

$$S = S^2 = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{(n-1)}} \quad (\text{Sugiyono, 2011})$$

7. Arranging Distribution of Observation and expectation Frequency by using the Table, as Follows:

Class Limit	Z count	Z table	L1	E1	O1	X <sup>2</sup> count

8. Determining Chi Square ( $\chi^2$ )

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \quad (\text{Sugiyono, 2011})$$

9. Determining Degrees of Freedom (DK) :

$$DK = n-1 \quad (\text{Sudjana, 2005})$$

10. Determining the score ( $\chi^2_{\text{table}}$ ) with the level of significance of 1%

11. Determining the normality Distribution by the criteria as follows:

$$H_0 : x^2_{\text{count}} \leq x^2_{\text{table}} \text{ (Normal)}$$

$$H_1 : x^2_{\text{count}} > x^2_{\text{table}} \text{ (Abnormal)}$$

### Homogeneity Test of Two Variables

1. Determining the homogeneity if Variant (F) :

$$F = \frac{V_k}{Dk} \quad \text{(Sugiyono, 2011)}$$

2. Determining the Degrees of Freedom (DK) :

$$DK_1 = n_1 - 1$$

$$DK_2 = n_2 - 1 \quad \text{(Sugiyono, 2011)}$$

3. Determining score of F from the Table with the value of significance of 5%

4. Determining the Homogeneity of the Data

If  $F_{\text{count}} < f_{\text{table}}$  it means homogenous

If  $F_{\text{count}} \geq f_{\text{table}}$  it means homogenous

### The differences of the two interrelated Averages score by using t-test Formula

1. Testing the difference of the two Interrelated Averages Score of Pre-test Score by using t-test Formula :

$$t = \frac{x_1 - x_2}{\text{dsg} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where,

$$s^2 = \frac{(n_1-1)v^2_1 + (n_2-1)v^2_2}{n_1 + n_2 - 2} \quad \text{(Sugiyono, 2011)}$$

2. Determining the Score t-Table from the Distribution of Students with the level of significance of 5%
3. Determining the Hypothesis
  - If  $t_{\text{count}} = t_{\text{table}}$  it means there is no significance
  - If  $t_{\text{count}} \neq t_{\text{table}}$  it means there is any significance

