

## CHAPTER 1

### INTRODUCTION

#### A. Background of Study

English is one of subjects that must take in junior high school. In master the English subject, the learners need to learn all skills in English such as listening, speaking, reading, and writing. Allen states that to master over a language, the learner must learn thousands of words. It means that the learners must have many vocabularies to support their ability in master English.<sup>1</sup>

English vocabulary is important role because without knowing and understanding the vocabulary, basic skill in English can not used. Wilkins said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>2</sup> It means that however the students have good ability in grammar, they can analysis the structural of English, they are can memorize the formula of tenses, but ability is useful if they do not have enough vocabulary mastering in English. Because they will analysis and use. Vocabulary is total number words which with rules for combining them make a language. In the world of education, students are expected to master enough vocabulary to support their English skill. When the students have known enough vocabulary, it will help them to make their

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<sup>1</sup> Hidayat, Nur. (2016). Improving Students' Vocabulary Achievement through Word Game. *Journal of Educators Society*. Vol. 1, No. 2, p. 95-104

<sup>2</sup> Scott Thornbury, (2002), *How to Teach Vocabulary*, England: Pearson Educational Limited, p.13

learning process to be easier with result maximum. However, main problem faced by students that they are still master a little of vocabularies that effect their English competence. Vocabulary is very important in language learning and one of the important factor in learning English especially in teaching junior high school students. There are some factors that can effect the low mastery of the students vocabulary.<sup>3</sup>

In my view, some of students in junior high school still have little vocabulary. Sometimes they don't understand what the teacher say. Moreover, the students are still difficult to communicate using English. It can make the students lazy to learn English. The students don't attention when the teacher explain the material in the class. Furthermore, they just keep silent if the teacher asked them in English and when the teacher teaching about vocabulary the students often sleepy.

So, most of students just acquire got a some vocabularies. The researcher needs to implement a method that can make students interested in learning. Most of this situation is find in MTsN 1 Nganjuk. Most of students do not understand what the teacher says in English and they are difficult to remember new vocabularies that they have learned.

The researcher give alternative for the problem in teaching vocabulary by using picture word inductive model. Picture Word Inductive Model is a strategy in teaching that scaffolds the students to more complex task. Picture Word Inductive Model is inquiry oriented language arts

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<sup>3</sup>Manik Sondang, Christiani May. (2016). Teaching Vocabulary Using Matching Word On Computer Assisted, Language Learning. *International Journal of English Language Teaching*. Vol. 4, No.7, pp.1-26.

strategy that use picture containing familiar objects and actions to elicit words from children listening and speaking vocabularies.<sup>4</sup>

The students study in the picture selected by the teacher, identify what they see in the picture for the teacher to label. Read and review the word. Use the picture chart to read their own set of words, and then they can make a sentence. The picture make the students built many word. Phillips's statement that vocabulary is the best learned when the meaning of word is illustrated, exemplified by a picture, action, or real object.

From that fact above, vocabulary is important in learning English. Therefore, to teach English effectively, the researcher want to conduct a research entitled **"The Effectiveness of Picture Word Inductive Model in Teaching Vocabulary to The Seventh Grade Students of MTsN 1 Nganjuk"**.

## **B. The Identification of Problem**

1. The students have difficultto understand when the teacher say.
2. The students are still difficult to communicate using English.
3. The students don't give attention when the teacher is explaining the material in the class.
4. Some students feel so boredand lazy to memorize vocabularies in English learning, because they are not interested

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<sup>4</sup> The Effect of Using Picture Word Inductive Model (PWIM) on Students' Vocabulary Mastery To The Seventh, Grade Students At SMPN 1 Balong In Academic Year 2016/2017. (2017). P. 7-8

### **C. The Problem of Study**

Based on the background of the study has been discussed before, the problems of the study is formulated as: Is the use of picture word inductive model effective in teaching vocabulary to the seventh grade students of MTsN 1 Nganjuk?

### **D. The objective of Study**

Based on the formulation of the problem above, the objective of the research is to know the effectiveness of using picture word inductive model in teaching vocabulary to the seventh grade students of MTsN 1 Nganjuk.

### **E. The Limitation of Study**

Based on identification of the study, the writer limits her study on “is using picture word inductive model in teaching vocabulary to the seventh grade students of MTsN 1 Nganjuk.

### **F. Benefit of Study**

The result of this research are expected to give benefits both theoretically and practically:

1. Theoretically benefit
  - a. For the teachers

1) The result of this study give information to the teachers about the importance of teaching strategy in teaching vocabulary.

2) Picture Word Inductive Model can be an alternative in teaching process to improve students' vocabulary.

b. For the students

They are will master in memorizing the vocabulary easy by use a picture word inductive model strategy. It can serve them more comfortable and supporting situation inside the classroom so that they are will more interest in joining the class. Dealing with their English vocabulary, they will be master it easy by using picture word inductive model. So, they will be able to increase their English achievement.

## **G. Definition of Key Term**

a. Vocabulary

Vocabulary is primary importance to language teaching and learning because it plays a pivotal role in moulding the four language skills: reading writing, speaking and listening (Widaningsih, 2009).<sup>5</sup>

1. Teaching Vocabulary

Teachin vocabulary is one of the most discussed parts of teaching English as foreign language. When the teaching and

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<sup>5</sup>Njoroge, Martin C. Ndung'u, Ruth W & Gathiga, Moses Gatambuki. (2013). The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as Second Language in Kenyan Secondary Schools. *International Journal of Current Researc*. Vol. 5. No. 1. P.

learning process takes place, problems would appear to the teachers.<sup>6</sup>

#### b. Picture Word Inductive Model

Picture Word Inductive Model is teaching approach based on Calhoun's. Research on early literacy. The fundamental tenet PWIM its use of " pictures as a stimulus for language experience activities" in classroom to teach young begin learn to read and write say Joyce et al.<sup>7</sup>

### H. Hypothesis

In relation to the theoretical assumption: therefore, the hypothesis can be formulated that:

#### 1. The null hypothesis (Ho)

There is no significant effectiveness of using picture word inductive model in teaching vocabulary to the seventh grade students of MTsN 1 Nganjuk.

#### 2. The alternative hypothesis (Ha) :

There is a significant effectiveness of using picture word inductive model in teaching vocabulary to the seventh grade students of MTsN 1 Nganjuk.

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<sup>6</sup>Alqahtani, Mofareh. (2015). The Importance Of Vocabulary In Language Learning and How To Be Taught. *International Journal of Teaching and Education*. Vol. 3, No. 3. P. 21-34

<sup>7</sup> Jiang, Xuan. (2014). Vocabulary Learning Through Use of the Picture Word Inductive Model for Young English Learners in China: A Mixed Methods Examination Using Cognitive Load Theory. *Flu Electronic These and Dissertation*.