# THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) STRATEGY TOWARDS STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE OF MA MA'ARIF KLEGO

# THESIS

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# ABSTRACT

**NOORISAMBAR, IRKHAMNA.** 2020. The Effectiveness of Using Picture Word Inductive Model Strategy (PWIM) Towards Students' Speaking Ability at Eleventh Grade of MA Ma'arif Klego. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies of Ponorogo, Advisor: Dr. Harjali, M.Pd.

**Key Word:** Picture Word Inductive Model Strategy (PWIM) and Speaking Ability

Speaking is communicative way or medium of communication between two or other people to share or deliver their ideas, thoughts, or opinion to other people. That is why that speaking is one of the skills that should be mastered by human especially students. Furthermore, speaking is productive skill, it means that students speak, they produce their language to make people understand. But, most of students faced barriers or problem in speaking so students need an appropriated learning strategy to enhance their speaking ability. Picture Word Inductive Model (PWIM) is strategy that use pictures top;l- stimulate students' thinking inductively. Picture Word Inductive Model can be used by teacher to make students feel enjoyable and interesting to join the classroom.

The objective of this research was to examine students' speaking score between students are taught by Picture Word Inductive Model and students who are not taught at Eleventh grade of MA Ma'arif Klego.

This research used a quantitative approach especially Quasi Experimental design. The object of this research is students of Eleventh Grade of MA Ma'arif Klego. The population were 53 students and the number of sample were 38 students. Experimental class were 17 students and control class were 21 students. Data collection technique of this thesis were test and documentation, then t-test is used to analyze the data or to know whether using Picture Word Inductive Model is more effective or not.

The result of this research showed that the score of t-calculation = 4, 764 and the score of t-table = 2, 028 with degree of freedom (df) = 36. In other word, the score of t-calculation was higher than t-table (4, 764 > 2, 028). So, Ha (Alternative Hypothesis) was accepted and Ho (Null Hypothesis) was rejected. In other word, there was significant difference of students' speaking score of MA Ma'arif Klego who were taught by using Picture Word Inductive Model and who were not. Therefore, students who were taught using Picture Word Inductive Model got better score in speaking rather than students who were not taught using Picture Word Inductive Model.

**APPROVAL SHEET**

This is to certify that Sarjana's thesis of:

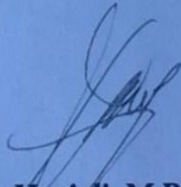| | |
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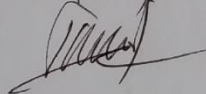Program Study   : Tadris Bahasa Inggris
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**CHAPTER I**

**INTRODUCTION**

This chapter includes the background of the study, scope and limitation of the study, research question, research objectives, significances of the study, and organization of the thesis.

A. **Background of the study**

Language has definition as a set of rules used by human as a tool of their communication. People use language to express their feelings, to adapt in social environment, and to communicate each other.[1] It means the roles of language is to communicate people between other people so important in our daily life. Brown stated that language is a system of arbitrary conventionalized vocal, written, or gesture symbols that enable members of a given community to communicate intelligibly with one another.[2] In other word, language is systemic structure that can be used by human to communicate one another. While according to Roseanne Runte cited on Anthony Mollica defines language is more than grammar but language is way to make or create or

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[1] Hefrizal & Novi Afriani, *"Improving Descriptive Writing Text Trhough Picture Word Inductive Model (PWIM) Strategy for Seventh Grade of SMP Inaba Palembang"*,Edukasi: Jurnal Pendidikan dan Pengajaran, vol.2, No.1, 2015, pg-25

[2] H.Douglas Brown, *Principles of Language Learning and Teaching* (New York, Longman, 2000), 5.

structure thought, deepest feeling and beliefs.[3] So with language, human can express their feelings, opinions or ideas.

As we know that people used more than one language in daily life like English language. David Crystal said that English is global language.[4] English is one of important language should be able by everyone because English is international language that can connect everyone in all around the world espeacially in Indonesia. As we know that in Indonesia, English is used by human in their daily life to communicate with people from other countries.

In Indonesia, English is taught in schools because English considered the first foreign language that should be learned by students. For this reason, students should be able English language to face a globalization era.

In globalization era, English has become language that is to be mastered inevitably. Learning a foreign language covers 4 important skills to be mastered, there are listening, speaking, reading, and writing. Listening and reading are included in receptive skill or the learners do not produce language to do listening and reading. While speaking and writing are included in productive skill or the learners must produce language when do speaking and writing. [5] All of skills are related one to another so the learners should be mastered all language skills. The learners should be able not only writing, reading, and listening, but also the ability in speaking. Besides, the most

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[3] Anthony Mollica, *Teaching and Learning Language* (Soleil Publishing), 7
[4] David Crystal, *English as a Global Language* (United Kingdom: Cambridge University Press, 2003), 1
[5] Fachrurrazy, *Teaching English as a Foreign Language for Teachers in Indonesia*, (University of Malang Press 2011), 7.

important things that students should be mastered is grammar and vocabulary because both are needed to support every skills in English, especaically speaking.

Speaking is important aspect in learning a foreign language. Burn and Joyce claims that most language program have the goal or aim. The aim is to integrate both spoken and written language. Based on the aim, speaking is needed in learning a foreign language. While Adrian Doff said that speaking is communication or conversations between two people are exchanging information or they have a communication or conversation needs[6]. In other word, speaking ability is used to communicate between two people and connect them to build conversation. According to Lado stated that speaking as an ability to converse or to express a sequence of ideas fluently.[7] It means that speaking is ability to show or communicate the speaker ideas or informations to other people.

As we know that speaking is one of productive skills. Everything has been read and listened can be expressed through speaking. By speaking, people can explain what they had been read and listened so that everyone can understand the intention. Burns and joyce said that the most important aspects of speaking is which it always occurs within context. [8]  It means that speaking can relate a relevant the cultural and social context.

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[6] Adrian Doff. *Teach English*. Cambridge Univesity Press, 45
[7] Robert Lado. *Language Testing*. New York: Mc. Graw Hill, 240.
[8] Burns and Joyce, *Focus On Speaking,* Sydney: Macquarie

Among those of skills, speaking skills are naturally difficult to be mastered by the students starting from elementary school because speaking skills include many complex aspects, such as (1.) fluency (smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking), (2.) pronunciation (the way for students to produce clearer language when they speak), (3.) grammar (the rule of study of language inflection), (4.) vocabulary (the words used in language), (5.) comprehension (the ability of understanding the speaker's intention and general meaning).[9] In addition, speaking has many problems that can block the students in learning speaking.

There many problems or barriers in learning speaking. Firstly, students had difficulty in speak English words. The students were not fluent in speaking since they usually had problem in grammar and pronunciation. Second, the students were lack of vocabulary knowledge thus they had difficulty in arranging a sentence in speaking. Then, as a result the students felt use unable when to speak in English because they could not speak well.

But there are some factor that can influence speaking to be fun learning. First, using a media in teaching speaking. Second, using a appropriated strategy in teaching speaking. As a teacher, we should select a appropriated strategy in teaching speaking to make students' more enthusias in learning speaking.

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[9] Devina Nizzu. *Improving Students' Speaking Skill Through Retelling Story by Using Picture Series at SMAN 7 Bandar Lampung*. Online Journal, 2.

Picture Word Inductive Model (PWIM) was developed by Emily Calhoun and defined as an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies".[10] In other word, Picture Word Inductive Model (PWIM) is strategy that use a picture to stimulate students to think inductively or reasonable,

Picture Word Inductive Model (PWIM) Strategy is a one of strategies that can help the teacher to teach speaking, then Picture Word Inductive Model (PWIM) Strategy is also a way to make the teacher more creative and responsible in teaching and learning process. This strategy creates an ideal condition because teacher explains the materials by fun learning activities in classes and students feel enjoy and interest in learning English.

Besides, Picture Word Inductive Model (PWIM) can help students to reach the goal of learning speaking succesfully, so students can enjoy in joining the class of speaking and make them feel motivated learning speaking.

Based on the result of observation at MA Ma'arif Klego Mrican Jenangan, Ponorogo, the researcher found that students faced problems in speaking.[11] The problems are students difficult to say something in English, students felt unconfident when they speak in front of the class and srtudents felt ashamed or afraid if they express their idea or opinion. From these

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[10] Emily f. Calhoun, *Teaching Beginning Reading And Writing With Picture Word Inductive Model*, (USA: ASCD PUBLICATION, 1999), 21

[11] Observation on Wednesday, 2 October 2019.

problems, the researcher think that students need a fun strategy to make them interest and attractive in speaking.

Furthermore, students felt bored when the teacher explained the material using lecturing method. Another fact that researcher found at MA Ma'arif klego is the lack of self confidence.[12] Most of students do not have bravery ehen they speak and they ware afraid of making mistakes and laughing by their friends. So students need a fun learning to make them feel attractive and interesting when teaching speaking process.

Based on the explanation above, the researcher is interest to conduct the research with the title "THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) STRATEGY TOWARDS STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE OF MA MA'ARIF KLEGO".

## B. Scope and limitation of the study

Based on observation and interview the teacher, the students' need to improve their speaking ability.[13] So, in this study, the researcher determine the focus of the results in analysis which the effectiveness of using Picture Word Inductive Model (PWIM) towards students' speaking ability. The object of this research is Eleventh Grade of MA Ma'arif Klego.

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[12] Interview with English teacher at MA Ma'arif Klego on Sunday, 6 October 2019
[13] Observation and interview on Wednesday, 9 October 2019

## C. Research question

Based on the background of the problem, the reseach question can be stated as follow:

"Is there any significant different score of students who are taught with Picture Word Inductive Model and who are not?"

## D. Research objective

Based on the research question, the objective of this study is: To investigate different score in speaking between students who are taught using Picture Word Inductive Model and students who are not using Picture Word Inductive Model.

## E. Significances of the study

The research is expected to have two benefits, they are theoretical and practical benefits.

1. Theoretical benefits

The result of this research is expected to give a good impact to the education, especially teaching English. Not only increasing vocabulary skill and writing skill but also this research is expected to give better impact in increasing and building in speaking ability and creating a interested or fun learning.

2. Practical benefits

The resercher hopes that this research study will give a benefits a good impacts to the students, English teachers, and also to the reseacher itself.

a.  For students.

It can be a good impact to the students. It can enhance the students' speaking skill and then the students are more active and capable in joining classroom activities or create a fun learning speaking. Then, Picture Word Inductive Model can improve students' vocabulary skill and all English language skills.

b.  For english teachers

This research is expected to add some knowledge and references to the teacher to make an enjoyable classroom activities for students through Picture Word Inductive Model. And this research stimulate the teacher to be more creative to choose appropriate strategy that can help students more understandable and enjoyed to join classroom.

c.  For reseacher

The results of this research it can add experience for the researcher itself likes how to choose appropriate strategy, how to realize or apply a strategy, etc. Furthermore, this research is expected will give a good information and reference that learning english especially learning and teaching speaking.

d.  .For the readers

This research is expected to add useful knowledge that Picture Word Inductive Model can help to solve problems or difficulties in learning English. And this research can give useful information that Picture Word Inductive Model can improve human's language skills not only writing skill, vocabulary skill but also in speaking ability .

## F. Organization of the thesis.

The researcher wrote this thesis systematically to make readers easy to understand it. This thesis consists of five chapter. Every chapter are related one to another. The organizations of the thesis are:

Chapter I explaines about introduction of this study. This chapter consists of background of the study, scope and limitation of the study, research question, research objectives, significances of the study, and organization of the thesis.

Chapter II discusses review of related literature of this study. This chapter explains theoretical analysis, previous related study, conceptual framework, and hypothesis.

Chapter III discusses about   research methodology. This chapter consists of research design, population and sample, instrument data collection, technique data collection, and technique of data analysis.

Chapter IV tells the research result of this study.  This chapter consists of research location, data analysis and discussion and the last chapter or chapter V is closing. This chapter explaines conclusion and recommendation.

# CHAPTER II

# REVIEW OF LITERATURE

The chapter includes some informations or theories who is concerning about the research question. And this chapter consists of overviews of previous research findings, theoretical background, conceptual framework, and hypothesis.

## A. Related Previous Study

There are some related previous studies or researches to support this study as follow:

The first previous study who is written by Nur Isnawati and the title is "The Implementation of Picture Word Inductive Model (PWIM) Strategy in Teaching Vocabulary". The objective of the research is to know how the implementation and advantageous of Picture Word Inductive Model (PWIM) in teaching vocabulary. The research used qualitative approach. The finding of the research is the student more active and enthusiastic when students taught with Picture Word Inductive Model (PWIM) and it has many advantageous in teaching vocabulary process.

Then, the research who conducted by Devi Suraya, Dewi Novita and Ana Fergina and the title is "The Effect of Using Picture Word Inductive Model (PWIM) on Teaching Descriptive Text Writing". The objective to know how the effect of Picture Word Inductive Model (PWIM) on teaching decriptive text writing. This research used quasi experimental research (quantitative research).

The findings or results are the effect size for the treatment was considered as strong or significant in teaching descriptive text. It is suggested if the teacher uses Picture Word Inductive Model (PWIM) as the alternative technique in teaching descriptive text.

Third, the research who has the title "The Use of Picture Word Inductive Model in Teaching Writing Descriptive Text". It is written by Natalia Mona Monika, Clarry Sada, Wardah. This research used quantitative research (pre-experimental). The objectives of this research was to find out the effectiveness of Picture Word Inductive Model in teaching writing descriptive text to the eighth grade students of SMP Negeri 8 Pontianak in academic year 2016/2017. The findings results showed that the mean score of the pre-test was 59.72 and the mean score of post-test was 78.72. Then, the effect size result was 2.30.This result was more than 0.80 (ES > 0.8) which categorized as high effect size. It proved that teaching writing descriptive text using Picture Word Inductive Model gives a strong significant effect to improve students' writing achievement.

From the explanation about related previous study, the researcher not ever found the research who has focused on using of Picture Word Inductive Model (PWIM) to support students' speaking ability so the researcher want to conduct this research which focus on using Picture Word Inductive Model (PWIM) in learning and teaching speaking.

## B. Theoretical Background

1. **Speaking**

   a. **Definition of Speaking**

   Definition of speaking is communication or conversations between two people are exchanging information or they have a communication or conversation needs[14]. Lado stated that speaking as an ability to converse or to express a sequence of ideas fluently.[15] In other word, speaking is ability to show or communicate the speaker ideas or informations to other people.

   According to Johnson and Morrow, speaking is oral communication or an activity involving two or more people in which hearer and speakers have to react to what they hear and make their contributions at a spend of high level.[16] Cameron states that speaking is active use of language to express meaning so that other people can make sense of them, then speaking is recognized as an interactive, social, and contextualized communicative event.[17]

   Speaking is important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. According to Rivers also says through speaking someone can express her or his idea, emotions and reactions to

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[14] Adrian Doff. *Teach English*. Cambridge Univesity Press, 45
[15] Robert Lado. *Language Testing*. New York: Mc. Graw Hill, 240.

[16] Johnson and morrow, *Communication in The Classroom: Handbooks for Teachers' series.(* London: Longman.1981), 70
[17] Cameron, *Working with Spoken Discourse.* (Oxford: SAGE Publications, Ltd. 2001), 40

other or situation and influence other person.[18] In addition, someone can communicate or express what he or she wants from other and response to other speaker.

According to Haris, speaking is encoding process whereby, we communicate our ideas, thought, and feeling through, one or other form of language. So we can produce spoken message to someone.[19] Speaking is very important skill that is needed by the students to express their ideas, thoughts and feeling. So, teaching speaking is one of important things that should be learned in English.Nunan said that speaking is productive skill and it consists of producing verbal utterances to convey the meaning.[20] Then, Fulcher explained that speaking is the verbal use of language to communicate with other.[21]

Based on the explanation above, the resercher concludes which speaking is oral communication that can use to convey and sharing the speakers' ideas, feeling, or thinking.

b. **Aspects of Speaking**

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[18] W.M Rivers. *Teaching Foreign Language Skills*. Chicago: University Press, 162

[19] David Haris. *English as Second Language*. New York: Mc. Graw Mill

[20] David Nunan, *Practical English Language Teaching,* (New York: McGraw-Hill Companies, Inc., p.4

[21] Fulcher, G. (2003). *Testing Language Second Language Speaking*. Sydney: Longman. p.79

There are some aspects of speaking. Brown defined a some aspects of speaking as follows:[22]

1) Vocabulary

The definition of vocabulary based on Longman Dictionary refers to the words used in language.[23] Vocabulary can build phrases, clauses, and sentences. Therefore, vocabulary is very important because without words we cannot speak at all. So, the students should be capable to use vocabulary accurately.

2) Pronunciation

Pronunciation can be called as the way for students to produce clearer language when they speak.[24] It means that pronounciation is the way the speaker produce a clearer language and message. Pronounciation deals with the phonological process that determine how sounds vary and pattern in a language.[25] Teaching pronounciation of speaking involves stress, rhythm, and intonation.

3) Fluency

According to Harris and Hodges, fluency has definition as to the one who express quickly and easily.[26] It means that when a person making a dialogue with another person, the other person can give

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[22] Brown, 2001, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman 168

[23] Longman dictionary, 2000, 580

[24] Longman dictionary, 2000, 429

[25] Harmer, Jeremy. *The Practice of English Language Teaching (Fourth Ed.).* New York: Pearson education Limited, Longman. 23-28

[26] Harris and Hodges, 1995, 14

respon well without difficulty. Fluency is to the smoothness of flow

which sounds, syllables, words, and phrases are joined together when

speaking.

4) Comprehension

Comprehension refers the ability of understanding the speaker's

intention (understand what the speaker said) and general meaning (get

the point what the speaker said. It means that speaking can help to

stimulate other people to understand what people's intention.

5) Accuracy

Accuracy is ability to produce a language with correct grammar.[27]

So the speakers need to know the rules of language (grammar) to be

able to speak accurately.

c. **Teaching Speaking**

Teaching speaking is how to the language for communication and to

transfer an idea, thought or even feeling to other people.[28] So, it is clear that

language is very important. We cannot only teach what will be spoken but

also situation that will deal with the teacher teach speaking by carrying out

thestudents in a certain situation concerning the topic discussed. While

Nunan said that teaching speaking is sometimea considered a simple

process. Commercial language schools around the world hire people to

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[27] Longman dictionary, 2000, 204

[28] Devina Nizzu. *Improving Students' Speaking Skill Through Retelling Story by Using Picture Series at SMAN 7 Bandar Lampung*. Online Journal, 18.

teach conversation.[29] So, it can conclude that teaching speaking is the way of teachers are tranferring the knoewledge of speaking to the students.

**d. Students' Speaking Achievement**

Students' speaking achievement is the ability to understand English is dealing with every subjects and spoken at normal speed, to answer questions which require short and extended answer, to use orally the subtance of passage of English, to conduct a simple conversation on every subjects.[30] In other word, students' speaking achivment is a students' ability to express or communicate their feeling, , opinion, idea or thinking which used English language.

Students' speaking achivment can called as to achieve the language appropriately in social interactions. The diversity of interactions involves not only oral verbal communication but also paralinguistic components of speeah likes pronounciation, vocabulary, accuracy and fluency.

**e. Types of Speaking Performances**

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[29] David Nunan, (2003), Practical English Language Teaching, (New York: McGraw-Hill Companies, Inc., p.48

[30] Armasita, *Improving Students' Speaking Skill In English Lesson With Action Learning Strategy At Eight Grade Of Mts Pab 1 Helvetia*, (Medan, 2017), 11

According to Douglas Brown, there are 5 types of speaking performances as follows:[31]

1) Imitative speaking.

   At the one a continuum types of speaking performance the ability to simply parrot back (imitate) a word or phrase possibly a sentence.

2) Intensive speaking.

   Intensive speaking is types of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demostrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements, intonation, stress, rhythm)

3) Responsive speaking.

   Responsive speaking has definition as limited level of very short conversation, standard greetings, small talk, simple request and comments, and the like.

4) Interactive speaking.

   Brown stated that differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific information or interpersonal

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[31] Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Language Pedagogy.* New York: Longman. 142.

language exchages, which have the purpose of maintaining social relationship.

5) Extensive speaking.

It involves speeches, oral presentation, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. Language style has definition as frequently more deliberative (planning is involved) and formal for extensive task, but we cannot rule out certain informal monologues for example casually speech.

### f. Types of Classroom Activities of Speaking

There are many types of speaking activities in the classroom. Harmer explains as follows:[32]

1) Acting from a script

This activity allows the teacher to ask the students to act the out scenes of their script likes dialogues, coursebook, which it can be followed by filming the result. By practicing the script who are written by themselves, the students can show their performances in producing language activity.

2) Communication games

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[32] Harmer, 2002, *The Practice of English Language Teaching*. London: Longman. 271-274

Using games is good media to provoke the students' communication to other students. So the students can enjoy the clasroom activities in learning speaking especially in English language.

3) Discussion

The teacher can apply this activity to provide productive speaking in language classes. This activity can be achieved the students to reach a decision as a result of discussion.

4) Prepared talk

Prepared talk can stimulate the students to make a presentation on topic of their own choice. The talks or speeches are not designed for informal spontaneous conversation. This activity can be defined as useful speaking genre because both of speaker and listener can build a relationship one to another.

5) Questionnaire

This activity allows to the students to design a quastionnaires based on appropriate topic. Because it ensures that both questioner and respondent have something to say to each other. Then, they can act as a resource and helping their friends in the design process. Therefore, he results is obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and roleplay

This activity can stimulate the students a real life encounter likes business meeting, aeroplane cabin, interview or etc. Role play and

simulation can encourage the students a general oral fluency or train the students for specific situations.

g. **Problems of Speaking**

As the one of important skills of English, speaking has a some problems who can make the students difficult to speak something. According to Brown, the problems of speaking as follows:[33]

1) Stress, rhythm and intonation

The most important characteristic of English is pronunciation. So, the stress-timed and also rhythm of spoken English are needed. Thus, intonation patterns convey important messages that can deliver to one another.

2) Clustering

Fluent is determined by a phrasal of word, not only one word by one word. By clustering, the students can organize output both cognitively and physically.

3) Reduce forms

The example of reduced forms are contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English.

4) Redundancy

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[33] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San (Francisco: Longman., 2001) 270-271

Redundancy of language is needed to clear the messages, so the other people can get the clearer messages. And then, learners can capitalize Redundancy of language to create spoken language.

5) Colloquial language

It means that most people are lack of acquainted with the words, phrases, idioms, sentences or phrases of colloquial language in a practicing the language.

6) Interaction

The next problem of speaking is interaction. Most of people are difficult to build a good interaction with other people. Most of them are confused to start a good interaction.

7) Rate of delivery

Then, the problem of speaking is rate of delivery. Most of people are difficult to say something so delivery can be related with a fluency. Because the important characteristic of fluency is delivery.

## 2. Picture Word Inductive Model

### a. Definition of Picture Word Inductive Model

Picture Word Inductive Model (PWIM) was developed by Emily Calhoun and defined as an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from

children's listening and speaking vocabularies".[34] It means that Picture Word Inductive Model (PWIM) is one of many strategies that can be applied in teaching process to make students more active in speaking learning process.

Calhoun said that Picture Word Inductive Model (PWIM) can be used to teach phonics and spelling both inductively and explicitly.[35] It means that this model or strategy is designed to capitalize on students' ability to think inductively. Then, Picture Word Inductive Model (PWIM) is enabled to build generalizations the form of the basis of structural and phonetic analysis. In addition, it respects students ablity to think. Thus, the major principle of this model is which help the students have capability to master the conventions of language.

The instructional sequence of Picture Word Inductive Model (PWIM) through the following activities: the teacher select the picture, the students identify the picture who is selected by teacher, the students give the label, the students read and review the words who they are created, and the students express their sentences based on their analysis.

For most beginning learners, Picture Word Inductive Model (PWIM) is satisfying and pleasurable activity because they enjoy finding objects and actions in the picture, seeing the words and sentences which they generate expressed in print and become part of the the curriculum, classifying the

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[34] Emily f. Calhoun, *Teaching Beginning Reading And Writing With Picture Word Inductive Model*, (USA: ASCD PUBLICATION, 1999), 21

[35] Ibid, 21

words and sentences and then discovering a useful language concepts and generalizations. Furthermore, Picture Word Inductive Model (PWIM) can motivate the students become a successful learners. It means, if Picture Word Inductive Model (PWIM) is used by students, it can give an inquiry how the children learn and how to enhance their learning, including their development of language and the process of learning.[36]

Picture Word Inductive Model (PWIM) strategy builds on the listening and speaking vocabularies of the sudents and helpiing the students to add their reading and writing to their communications repertoire.[37] In other word, Picture Word Inductive Model (PWIM) can be called as strategy that can use on integrated skills of learning. The concept of using Picture Word Inductive Model (PWIM) is give the stimulus for language experience activities in the classroom.

According to Jiang and Perkins said that Picture Word Inductive Model (PWIM) strategy is to stimulate students' ability to think inductively and generalize the basis structural and phonetic analysis.[38] So, Picture Word Inductive Model (PWIM) is important to build students' thinking in learning of language. Below, the example of Picture Word Inductive Model (PWIM):

**Picture. 2. 1**

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[36] Ibid, 23

[37] Ibid 24

[38] Jiang, xuan, *Vocabulary Learning Through Use Of The Picture Word Inductive Model For Young English Learners In China: A Mixed Methods Examination Using Cognitive Load Theory*, (FIU Electronic theses and dissertation, 2014), 26
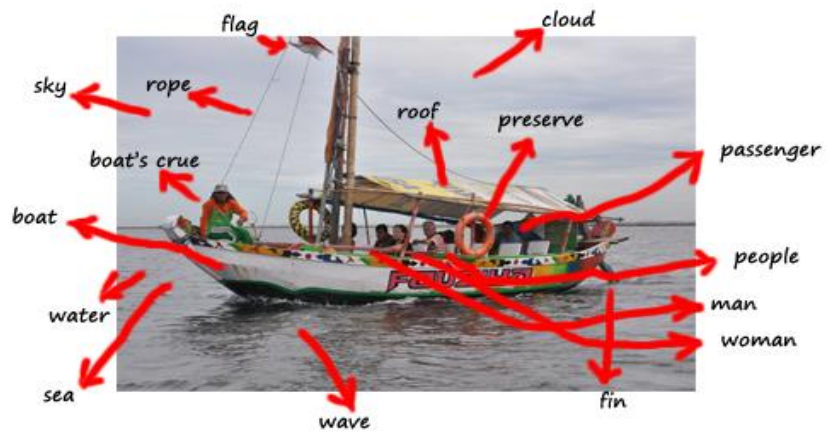
The teachers can use the Picture Word Inductive Model (PWIM) with classes, small groups and individuals to lead the students into inquiring the words.[39] In other word, this strategy is applicable to use into varieties of situations or participants.

b. **The aim of Picture Word Inductive Model**

The main goal of Picture Word Inductive Model is to capitalized on students ability to think inductively and generalize the basis structural and phonetic analysis.[40] It means that this strategy can stimulate students to think inductively based on the picture. According to Emily Calhoun, Picture Word Inductive Model (PWIM) is providing instruction that engages students in seeking, thinking and using their accumulating

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[39] Ibid, 24
[40] Ibid 21

knowledge.[41] It means that ccan help students think or give logical reasoning based on the picture.

Calhoun said that the Picture Word Inductive Model (PWIM) as a multipurpose teaching strategy.[42] In other word, Picture Word Inductive Model (PWIM) can help students and teachers in learning and teaching language process. Picture Word Inductive Model (PWIM) not only create a fun learning and teaching, but also van balance the multiple demands of classroom curriculum manager. In addition, for language curriculum, Picture Word Inductive Model (PWIM) can be focused on building vocabulary, on letter and sound relationship, phonetic and structural analysis, spelling, reading comprehension, writing and reference skills. So Picture Word Inductive Model (PWIM) allows to apply a good learning theories from a variety of perspectives.

c. **The strenghts of Picture Word Inductive Model (PWIM)**

There are some strength of this strategy, it is explained as follow:

1. First, Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary.

2. Then, Students hear and see letters identified and written correctly many times.

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[41] Emily f. Calhoun, *Teaching Beginning Reading And Writing With Picture Word Inductive Model*, (USA: ASCD PUBLICATION, 1999, 87

[42] Ibid, 85

3. Third, Students hear the word spelled correctly many times and participate in spelling them correctly.

4. In writing the sentences, the teacher uses standard English (transforming sentences if necessary) and uses punctuation and mechanics (e.g. commas, capital letter). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After many lessons and experiences with the teacher modelling the devices, the students learn how to use them too.[43]

Based on explanation above, it can be concluded that Picture Word Inductive Model (PWIM) stresses the some components likes phonic, grammar, mechanic and usage.

d. **Instructional sequence of Picture Word Inductive Model (PWIM)**

According to Emily Calhoun, the sequence of Picture Word Inductive Model (PWIM) in teaching[44]:

1. Teachers select a an appropriated picture.

2. Ask students to identify what they see in the picture.

3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)

4. Read and review the picture word chart aloud.

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[43] Emily f. Calhoun, *Teaching Beginning Reading And Writing With Picture Word Inductive Model*, (USA: ASCD PUBLICATION, 1999), 23.
[44] *ibid*

5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.

6. Read and review the picture word chart (say the word, spell it, say it again).

7. Add words, if desired, to the picture word chart and to the word banks.

8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.

9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.

10. Read and review the sentences and paragraphs.[45]

## C. Theoretical Framework

Theoretical framework is a concept who tells how the theories can be related with factor that are identified as the important problems. This research is consisting of two variables. They are as follow:

X : Picture Word Inductive Model (PWIM)

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[45] Emily f. Calhoun, *Teaching Beginning Reading And Writing With Picture Word Inductive Model*, (USA: ASCD PUBLICATION, 1999), 23

Y : Speaking ability

As we know that speaking is one of the most important skills of English. With speaking, students to communicate their ideas, feeling, thought, opinion to other people. One components speaking of  is comprehension. Speaking comprehension is a skill to understand people's intention.

Based on observation at MA Ma'arif Klego especially of the eleventh grade the students faced difficulties in learning English, especially in speaking. Then, most of teachers only used lecturing method (monotonous way), so the students felt bored in learning English in the classroom. Most of teachers rarely used fun teaching media/technique especially picture.

The researcher think that the teachers need use fun media that gives an opportunity to students to be active when learning process especially in speaking activity. The researcher will use Picture Word Inductive Model (PWIM) towards students' speaking ability. Picture Word Inductive Model is a one of many strategies that can help student enjoy in learning speaking.

In this study, the researcher tries to apply Picture Word Inductive Model (PWIM) strategy.  The researcher expects that students will be able and improve their speaking ability and students feel more attractive and interested in learning speaking and easy to understand the subject matter.

This research use Picture Word Inductive Model (PWIM) to know is there any significant different score of speaking between students of  Eleventh grade of MA Maa'arif Klego who are taught using Picture Word Inductive

Model (PWIM) and who are without using Picture Word Inductive Model (PWIM).

## D. Hypothesis

A hypothesis is a statement describing relationships among variables that is tentatively assumed to be true. It identifies observations to be made to investigate a question.[46] In this research, the researcher will formulate a hypotheses, they are:

Ho : There is no significant different score of using Picture Word Inductive Model (PWIM) strategy towards students' speaking ability at Eleventh grade of MA Ma'arif Klego.

Ha : There is significant different score of using Picture Word Inductive Model (PWIM) strategy towards students' speaking ability at Eleventh grade of MA Ma'arif Klego.

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[46] Donald Ary Lucy Cheser Jacobs Christine K. Sorensen, *Introduction to Research in Education Eighth Edition*, (Wadsworth: Cengage Learning, 2006), 7

# CHAPTER III

# RESEARCH METHODOLOGY

The goal of research methodology is to guide the research to work systematically. This chapter covers the researcher's activities on conducting this research. The research methodology involves research design, population and sample, the instrument of data collection, data collection technique, and technique of data analysis.

## A. Research Design

This research applied a quantitative research. Quantitative research is explaining phenomena by collecting or gathering numerical data that are analyzed using mathematically based on method (in particular statistic)[47]. In other word, the researcher analyzed the data using statistical calculation. One of models of quantitative research is experimental research.

This research or study applied an experimental research. Experimental research measures the effect of one manipulated and controlled (independent) variable to another (dependent) variable.[48] According to Borg and Gall defined experimental research as a powerful research method to establish cause and effect relationship involving two ar more variables, the variable that become the cause (independent) and the variable that becomes the effect (dependent).[49] It means that experimental research is used to measure the relationship between both variables (independent and dependent).

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[47] Daniel Muis, *Doing Quantitative Research in Education With SPSS Second Edition* (London: Sage Publication Inc, 2011), 1.

[48] Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*. (Malang: UM PRESS, 2013), 93.

[49] *Ibid*, 93

Experimental research has three models, one of the models is Quasi Experimental Research. This research used Quasi Experimental Research. Quasi experimental is the design that the researcher only assign randomly different treatments to two different classes.[50] According to Creswell, Quasi Experimental Research includes assignment group or class, but not random assignment of participants.[51]

The researcher divide two classes into experimental class and control class. The process of this research involves pre-test, experimental treatment and post test. The researcher taught in experimental group or class by using Picture Word Inductive Model ( PWIM) strategy. And the control group is taught by using explanation or lecturing method. Pre-test is given before the treatment to measure their speaking skill and post-test is given after the treatment to measure the effect of the treatment.

**Table 3.1 Design of the Research**

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| Experimental | $Y_1$ | X | $Y_2$ |
| Control | $Y_3$ | - | $Y_4$ |

NOTES

Y1 : Pre- test Experimental Group

Y3 : Pre-test Control Group

Y2 : Post-test Experimental Group

Y4 : Post-test Control Group

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[50] Mohammad Adnad Latief, *Research Methods on Language Learning an Introduction*. (Malang: UM PRESS, 2013), 95.

[51] Creswell, John. 2009. *Research Design Qualitative, Quantitative, Direct Methods Approach*, (United Kingdom: Sage Publication), 309.

X : Treatment in eperimental group using Picture Word Inductive Model ( PWIM) strategy.

From the table 3. 1 above, the researcher give different treatment into two classes or groups. For experimental class (XI B), the researcher give pre-test to measure students's speaking skill before the treatment is applied, experimental treatmeat involves using Picture Word Inductive Model (PWIM) strategy and post-test to know the students' improvement after the treatment is applied. For control class (XI A), the researcher used pretest and posttest too, but the researcher give them different treatment involves lecturing method or conventional method.

Based on the explanation above, The researcher designed this research into 3 steps, they are:

1. Pre research step

    This steps includes the preparations before the researcher conduct this study. The steps are determine the experimental and control class, the lesson plan, instrument to get the data, etc.

2. Research step

    The researcher used Picture Word Inductive Model strategy in experimental class and the control class used the conventional strategy or lecturing method. The data will be conducted from pre-test and post-test. Pre-test is used to know the students' speaking ability before the treatment is applied. While post-testis used to know the result of students' speaking score after the treatment is applied.

3. Data analysis step

    This steps as follows:

    a. Collected the post test score from 2 classes(experimental and control class)

    b. Using T-test to test the data

T-test is one of statistical test that used to test the correctness or error null hypothesis which declare that between two mean samples which is took randomly from the same population, there is no significant difference. In other word, t-test is used to test or check of hypothesis of comparation mean of two samples.

## B. Population

Before the reseacher conducted this research, the researcher needs to determine the population. Population is all members of the real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research[52]. Creswell said that populatiion defined as all members of any well defined class people, event or object.[53] While Sugiyono states that population is generalization of area that consists of object that has a quantity and a specific characterictics.[54] So, population is whole object that can be used the researcher to examine a specific characteristic. The population of this reseacrh is taken from all member of Eleventh grade of MA Ma'arif Klego that has 3 classes.

## C. Sample

Adnan Latief said that sample is smaller number of the accessible population.[55] While according to Ary Donald, sampling is the small group that is observed. According to Sugiyono, the definition of sample is a small part of population that can be observed by the researcher.[56] Sampling is also as a way the researcher select number of individuals as a

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[52] Borg and Gall, Educational Research an Introduction 5th Edition. (Whte Plains: Longman Inc., 1989), 216.

[53] John W. Creswell, *Research Design Qualitative, Quantitative, Direct Methods Approach*, (United Kingdom: Sage Publication, 2009), 160.

[54] Sugiyono, *Statistika Untuk Penelitian (*Bandung: Alfabeta Publication, 2016), 61

[55] Mohammad Adnad Latief, *Research Methods on Language Learning an Introduction*. (Malang: UM PRESS, 2013), 181.

[56] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta Publication, 2016), 62

sample which presents the population.[57] This research is used cluster random sampling to determine the sample. Cluster random sampling involves the random selection group that is already exists.

In this study, the researcher chose 2 classes from Eleventh grade of MA Ma'arif Klego as sample. The first class (XI B) was experimental group which consists of 17 students and the second class (XI A) was control group which consist of 21 students. Experimental group is used by Picture Word Inductive Model strategy and control group is used conventional strategy.

## D. The Instrument of Data Collection

Research instrument of this study is test. Brown said that test is method of measuring a person ability, or performance in a given domain.[58] The researcher used a pre test (test before treatment) and post test (test after treatment) at experimental and control group/class. Pre-test is used to know the students' speaking ability before the treatment is applied. While post-testis used to know the result of students' speaking score after the treatment is applied. In this study, the reseacher gave speaking test to the both classes. Instrument speaking test will include instruction, materials to be retold, relevant Picture Word Inductive Model.

**Table. 3. 2 The Research Instrument**

| Title | Variable | Indicators | Instrument | Item of instrument |
|-------|----------|------------|------------|--------------------|
|       |          |            |            |                    |

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[57] Donald Jacobs Ary, et al. *Introduction to Research in Education* (United States: Wadsworth, 2010), 149.

[58] Douglas Brown, Language Assessment Principle and Classroom Practices. (New York: Longman, 2002), 1

| THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) STRATEGY TOWARDS STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE OF MA MA'ARIF KLEGO | X: Picture Word Inductive Model Y: Speaking ability | Students are able to tell explain the process that occured in explanation text based on the relevant picture | Performance test | Spoken or oral assessment |
|---|---|---|---|---|

The researcher took the data from the result of the oral test. The assessment of the speaking test or oral test is adapted from rubric for speaking. The rubric of speaking provides information in four categories. They are pronounciation, fluency, intonation and grammar.

Table 3.3 Speaking Scoring Rubric:

| No. | Aspects | Category | Description | Score |
|---|---|---|---|---|
| 1. | Pronounciation | Excellent | Students can speak words in English very good, understandable, likes native speaker | 5 |

| | | Good | Students can speak English good and understandable | 4 |
|---|---|---|---|---|
| | | Fair | Students has good pronounciation English but not understandable | 3 |
| | | Poor | Students are difficult to speak English and not understandable | 2 |
| 2. | Fluency | Excellent | Students speak fluently in English | 5 |
| | | Good | Students can speak fluent but still have respite | 4 |
| | | Fair | Students can speak English a little fluent | 3 |
| | | Poor | Students cannot speak English fluently | 2 |
| 3. | Intonation | Excellent | Students can put a correct and good stressing in every sentences | 5 |

| | | | Good | Students can put a good stressing | 4 |
|---|---|---|---|---|---|
| | | | Fair | Students can put a little good stressing | 3 |
| | | | Poor | students cannot put a correct stressing | 2 |
| 4 | Grammar | | Excellent | Students can use a correct sentences and understandable when they speak English | 5 |
| | | | Good | Students a good sentences, understandable but a little be incorrect | 4 |
| | | | Fair | Students can communicate understandable sentences but still have incorrect sentences | 3 |
| | | | Poor | Students cannot communicate a correct sentences and not understandable | 2 |

$$\text{RESULT SCORE} = \frac{STUDENTS'GAINED\ SCORE}{MAXIMUM\ GAINED\ SCORE}\ X\ 100$$

Before the instrument of the test is used in this study or applied to samples , the researcher would test the instrument. They are validity test and reliability test.

1. Validity test

Validity is extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.[59] In other word, validity is when the instrument of the test (assessment instrument) can correctly or appropriate reflect the students' ability. If we want to assess students' speaking, we should a choose a correct instrument. Validity can be measured with Pearson Product Moment, the formula is:

$$rxy = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(n\Sigma X^2 - (\Sigma X)^2)(n\Sigma Y^2 - (\Sigma Y)^2)}}$$

Information:

$rxy$ : Coefficient correlation between variable x and y (Index Product Moment)

N : Total of respondent

$\Sigma XY$ : Total product score with score total

$\Sigma X$ : Scores item total

$\Sigma Y$ : Scores total

$(\Sigma X^2)$ : Quadrate score item total

$(\Sigma Y^2)$ : Quadrate score total

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[59] *Ibid.*, 22.

The researcher used SPSS 23 to measure validity of the test. The researcher used 5% significant level (0,05) for product moment with df is n-2 or 22-2= 20, so the index number or r$_{table}$ is 0, 423. Then, if the value of r$_{xy}$ is higher than r$_{table}$, it means the item is valid. Meanwhile, if the value of r$_{xy}$ is lower than r$_{table}$ the item is invalid.

The researcher took a sample 22 respondents of MA Al Ishlah Bungkal to test the validity and reliability. The researcher gave a piece of dialogue and the students must practice the dialogue (role play). Then the researcher gave them sore with speaking scoring rubric; pronounciation, fluency, intonation and grammar. So, the researcher calculated the validity from speaking scoring rubric. From the result of the calculation, the instrument or scoring rubric are valid. The validity of instruments are explain as follow:

**Table 3.4 Correlation of product moment**

**Correlations**

| | | Pronounciation | Grammar | Fluency | Intonation | score |
|---|---|---|---|---|---|---|
| Pronounciation | Pearson Correlation | 1 | ,464[*] | ,722[**] | ,515[*] | ,807[**] |
| | Sig. (2-tailed) | | ,030 | ,000 | ,014 | ,000 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Grammar | Pearson Correlation | ,464[*] | 1 | ,277 | ,548[**] | ,697[**] |
| | Sig. (2-tailed) | ,030 | | ,213 | ,008 | ,000 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Flu | Pearson Correlation | ,722[**] | ,277 | 1 | ,703[**] | ,833[**] |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Sig. (2-tailed) | ,000 | ,213 | | ,000 | ,000 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Intonation | Pearson Correlation | ,515[*] | ,548[**] | ,703[**] | 1 | ,889[**] |
| | Sig. (2-tailed) | ,014 | ,008 | ,000 | | ,000 |
| | N | 22 | 22 | 22 | 22 | 22 |
| Score | Pearson Correlation | ,807[**] | ,697[**] | ,833[**] | ,889[**] | 1 |
| | Sig. (2-tailed) | ,000 | ,000 | ,000 | ,000 | |
| | N | 22 | 22 | 22 | 22 | 22 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

**Table 3.5 Recapitulation of validity**

| Items | r$_{calculated}$ | R$_{table}$ | Notes |
|---|---|---|---|
| Pronounciation | 0, 807 | 0, 423 | Valid |
| Grammar | 0, 697 | 0, 423 | Valid |
| Fluency | 0, 833 | 0, 423 | Valid |
| Intonation | 0, 889 | 0, 423 | Valid |

2. Reliability test

Beside validity of the test, before the test is used to sample, the test must be check a reliability. Reliability is the consistency of the score from the assessment when it is done with the same instrument at another time.[60] It means that if the instrument of the test is used to different people, it has a same result. So, to check a reliability of test, the researcher used SPSS 23. The test is reliable if the calculation of reliability is higher than r-table score. The calculation of reliability will be explained as follows:

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[60] J.B. Heaton, *Writing English Language Test* (New York: Longman, 1995), 162.

**Case Processing Summary**

|  |  | N | % |
|---|---|---|---|
| Cases | Valid | 22 | 100,0 |
|  | Excluded[a] | 0 | ,0 |
|  | Total | 22 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,815 | 4 |

The score calculation of reliability of the test is 0, 815 meanwhile r-table score is 0, 423. Then, the reliability score is higher than r-table so the instruments of the test is reliable.

## E. Data Collection Technique

In data collection, the researcher used test as primary data in this research and also documentation to support the data primary. The definition of test and documentation can explain as follows:

1. Test

According to Brown that test is method of measuring a person ability, or performance in a given domain.[61] In other word, test is a set of a questions that can measure a person's skill or ability, intelligence, knowledge, performance. Therefore, Test is mostly used to assess student. Test is given to the students to know their level knowledge or skill. The researcher used test to get the data of students' speaking skill. Test is divided into pre-test and post test. Pre-test is test to measure students's speaking

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[61] Douglas Brown, Language Assessment Principle and Classroom Practices. (New York: Longman, 2002), 1

skill before the treatment is applied, while post test is used to know the students'
improvement after the treatment is applied. So, the researcher can know the significant
difference on students who are taught with Picture Word Inductive Model strategy and
who are not.

2. Documentation

Brown said that documentation is one of the technique of collecting the data
which is taken from written such as books, newspaper, opinion, which related of the
research.[62] It means, documentation can be taken from written document that can
support the research. In this research, the researcher used documentation to find the
supporting data involved history of the school, vision, mission and goal of the school.

## F. Technique of Data Analysis

After the researcher collected the data, the next step is analyzing the data.
Analysis of data is applied to arrange and interpret the data. On the chapter 2, the
researcher has formulated the hypothesis of this research. So, in this step, the researcher
try to test the hypothesis. Before testing the hypothesis, the researcher do normality and
homogeneity test to know the data are distributed or not.

1. Normality test

Kothari states that normality test is used to know the data are normally
distributed or not.[63] To check the normality data, the researcher used SPSS 23 which
used Kolmogorov-Smirnov, Lilliefors formula. If the result of calculation is higher
than 0, 05, it means that the data is normally distributed. If the result of calculation is
lower than 0, 05, it means that the data is not normally distributed.

2. Homogeneity test

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[62] *Ibid,* 3
[63] Kothari, *Research Methodology Methods and Techniques.* (New Delhi: New Age
International Limited Publishers, 195), 2004

Homegeneity is the similarly variance of each groups, so the researcher will face with groups that have same condition from the beginning.[64] It means that homogeneity is used to know that two classes(experimental and control) are taken from same population variant or not. If the result of calculation is higher than 0, 05, it means that the variance of data data is homogen. If the result of calculation is lower than 0, 05, it means that the variance of data data is not homogen.

3. T-test

The researcher continues to analyze the data using T-test after doing or testing normality and homogeneity. T-test is used to know the mean of experimental and control class are statistically different. T-test is used to analyze data by comparing score of posttest between experimental and control group. The result of T-test will show that Picture Word Inductive Model strategy is effective toward students' speaking ability or not. To measure t-test, the researcher used SPSS 23.

After the researcher calculate T-test, then the researcher stated the alternative hypothesis (ha) and null hypothesis (ho) which is explained as follows:

Ho: If T test < T table in significant degree 5%

Ha: If T test > T table in significant degree 5%.

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[64] *Ibid*, 257

# CHAPTER IV

# FINDING AND DISCUSSION

This chapter consists of the research location, description of data, analysis of data and data discussion or interpretation.

A. **Research location**

1. **General information**

   The researcher conducted this research at Madrasah Aliyah Ma'arif Klego in the academic year 2019/2020. This school located on Halim Perdana Kusuma No. 38 Klego Mrican, Jenangan, Ponorogo, Jawa Timur. The school was established on 7 July 1997 with operation number 131235020009. This school is under shelter of Yayasan LP Ma'arif Cabang Ponorogo. The status accreditation of Madrasah Aliyah Ma'arif Klego is B. The headmaster of Madrasah Aliyah Ma'arif Klego is Qomarudin, S. Pd. I and it is supported by 26 teachers which has qualification education of S1.

2. **Vision, mission and goal of Madrasah Aliyah Ma'arif Klego**

   a. **Vision**

   1) Have a knowledge. It have a knowledge in IPTEK and IMTAQ as *kholifah fil ardl.*

   2) Be charity. It have a skill to carry out in worship and have skill in community.

   3) Be piety to God. Always be piety to God in every God's commanding or avoiding something.

   b. **Mission**

   1) To make students more knowledgeable

2) To appear an sincere soul of students

3) To make students more creative and more potential

c. **Goal**

The main goal of Madrasah Aliyah Ma'arif Klego is the students can carry out workship well, have a noble character, have a good knowledge, have a skills in a their life, be able to speak Arabic and English that can compete with other educational institutions or other school.

3. **Organization structure of school**

a. Chief of foundation : KH. Murhadi

b. School's Committee : K. Sunarto

c. Headmaster : Qomarudin, S. Pd. I

d. School's chief of curriculum : Marhaban J. Kusaini, S. Ag.

e. School's chief of students : Muhammad Rouf, S.Pd

f. School's chief of infrastructure : Drs. Samuri

g. School's chief of public relation :Moh. Alfaizin, S. Kom

B. **Data description and interpretation**

The researcher describes the data which is obtained from students' speaking test. The researcher took two classes of Eleventh grade of MA Ma'arif Klego as sample. The two classes are XI A and XI B of MA Ma'arif Klego. XI A Class consists of 21 students and XI B consists of 17 students. The reseacher chose XI A as a control class and XI B as experimental group. Experimental class is taught by Picture Word Inductive Model strategy, and control class is not taught by using Picture Word Inductive Model strategy. In the end of the research, the researcher compared the score between students who are taught using Picture Word Inductive Model strategy and who are not.

1. **Schedule of the research**

There are four meetings of this research. The research schedule can be seen in the table below:

**Table 4.1 Research Schedule of Experimental Class**

| Date | Activities |
|---|---|
| February,  26$^{th}$ 2020 | Pre-test |
| March, 4$^{th}$ 2020 | First treatment |
| March, 11$^{th}$ 2020 | Second treatment |
| March, 18$^{th}$ 2020 | Post-test |

**Table 4.2 Research Schedule of Control Class**

| Date | Activities |
|---|---|
| February,  27$^{th}$ 2020 | Pre-test |
| March, 5$^{th}$2020 | First treatment |
| March, 12$^{th}$  2020 | Second treatment |
| March, 19$^{th}$ 2020 | Post-test |

2. **The procedures of the research**

   a. **Procedures of experimental class (XI B)**

   In first meeting, the researcher given pre-test to the students of experimental class. The purposes of pretest are to measure students' speaking ability before the researcher applied treatment and to make them in some condition (norrmality) and homogenity before beginning the research. The pretest was hold on February,  26$^{th}$ 2020. The form of test is a practicing (role play) the dialogue with the topic is natural disaster in front of the class.

   In the second meeting, the researcher given first treatment to the students. The first treatment was hold on  March, 4$^{th}$ 2020. The researcher explained the first material about Explanation text likes definition, function, generic structure,

and language feature of Explanation text. Then, they identified explanation text in their book.

On March, 11th 2020, the reseacher given second treatment to the students of XI B class or experimental class. The researcher applied Picture Word Inductive Model strategy. The reseacher given a relevant pictures or relating to the material (natural disaster). Then, the students identified the pictures and made them to think inductively and also carried out them to the concept of explanation text. After that, they should present their thought or idea about their pictures individually.

The last meeting of this research on March, 18th 2020. The researcher given post-test to the students. The goal of post-test is to measure the students' speaking ability which taught using Picture Word Inductive Model strategy is success or not. In the post-test, the researcher spent 50 minutes to test them.

**b. Procedures of control class (XI A)**

In the first meeting, the students were given pre-test. This meeting was hold on February, 27th 2020. The topic of the test is same with experimental class which the students practice (role play) the dialogue with the topic is natural disaster in front of the class.

In the second meeting, the researcher given first treatment to the students. The first treatment was hold on March, 5th2020. The researcher explained the first material about Explanation text likes definition, function, generic structure, and language features of Explanation text. Then, they identified explanation text in their book.

On March, 12th 2020 is second treatment. In this treatment, the students still learn explanation text. The researcher reviews the material (explanation

text) before. Then, the students are asked to make a group and idenfied the generic structure of explanation text on their book. After finished, the students should read their analysis about explanation text in front of the class.

The last meeting of this research on March, 19th 2020. The researcher given post-test to the students. In the post-test, the researcher spent 50 minutes to test them.

3. **Score of experimental class**

The researcher gained the data from the result of students' speaking skill score of pre-test and post-test. The following are description of students' score in experimental class.

**4.3 Score of  Experimental Class**

| NO | NAME | PRE-TEST | POST-TEST |
|---|---|---|---|
| 1 | Alif Tri | 70 | 80 |
| 2 | Alim Catur | 70 | 85 |
| 3 | Awang Pujo | 70 | 80 |
| 4 | Bagus Aditya | 60 | 70 |
| 5 | Bahrul | 70 | 80 |
| 6 | Dian Sulistya | 75 | 85 |
| 7 | Elsa Elfiona | 75 | 85 |
| 8 | Erika Kurnia | 80 | 90 |
| 9 | Lutfia M. | 70 | 80 |
| 10 | Muh. Prabu | 75 | 85 |
| 11 | Muh. Syaifudin | 60 | 75 |
| 12 | Muh. Arifin | 65 | 75 |

| 13 | Rudi Setyo | 60 | 70 |
|----|-----------|-----|-----|
| 14 | Ulul M. | 70 | 85 |
| 15 | Uswatun K. | 90 | 90 |
| 16 | Vindhiza Devi | 75 | 80 |
| 17 | Yudha Dwi | 70 | 85 |
| | TOTAL | 1205 | 1380 |
| | MEAN | 70, 8 | 81, 5 |

From the table 4. 3 above, it can be seen that the result score of pre-test and post-test of students who taught by using Picture Word Inductive Model strategy. In pre-test, there were 3 students who got 60, 1 student who got 65, 7 students who got 70, 4 students who got 75, 1 student who got 80, and 1 student who got 90. In post-test, there were 2 students who got 70, 2 students who got 75, 5 students who got 80, 6 students who got 85, and 2 students who got 90.

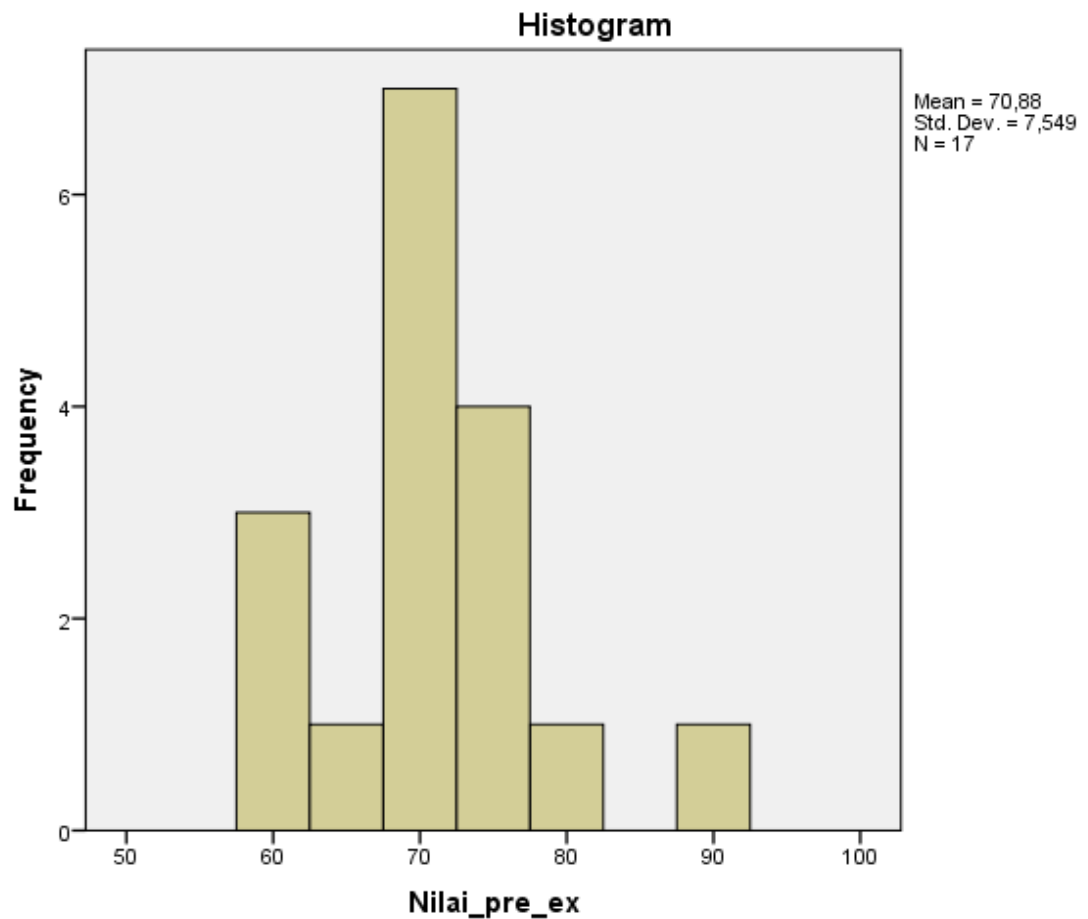**Table 4. 4 Frequency Distribution of Pre-Test Score in Experimental Class**

**(XI B)**

**Nilai_pre_ex**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 60 | 3 | 17,6 | 17,6 | 17,6 |
| | 65 | 1 | 5,9 | 5,9 | 23,5 |
| | 70 | 7 | 41,2 | 41,2 | 64,7 |
| | 75 | 4 | 23,5 | 23,5 | 88,2 |
| | 80 | 1 | 5,9 | 5,9 | 94,1 |
| | 90 | 1 | 5,9 | 5,9 | 100,0 |
| | Total | 17 | 100,0 | 100,0 | |

So, based on the table above, the histogram of pretest score can be seen as below:

**Figure 4.1 Histogram of pretest in experimental class**



Histogram

Mean = 70,88
Std. Dev. = 7,549
N = 17

Frequency

Nilai_pre_ex

**4.5 Frequency Distribution of Post-Test Score of Experimental Class**

**(XI B)**

**Nilai_post_ex**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 70 | 2 | 11,8 | 11,8 | 11,8 |
| | 75 | 2 | 11,8 | 11,8 | 23,5 |
| | 80 | 5 | 29,4 | 29,4 | 52,9 |
| | 85 | 6 | 35,3 | 35,3 | 88,2 |
| | 90 | 2 | 11,8 | 11,8 | 100,0 |

| | Total | 17 | 100,0 | 100,0 | |
|---|---|---|---|---|---|

Based on table 4.5 above, there were 2 students who got 70 (11,8%), 2 students who got 75 (11,8%), 5 students who got 80 (29,4%), 6 students who got 85 (35,3%), and 2 students who got 90 (11,8%). So, the histogram of post-test score of experimental class can be seen as below:

**Figure 4.2 Histogram of post-test in experimental class**
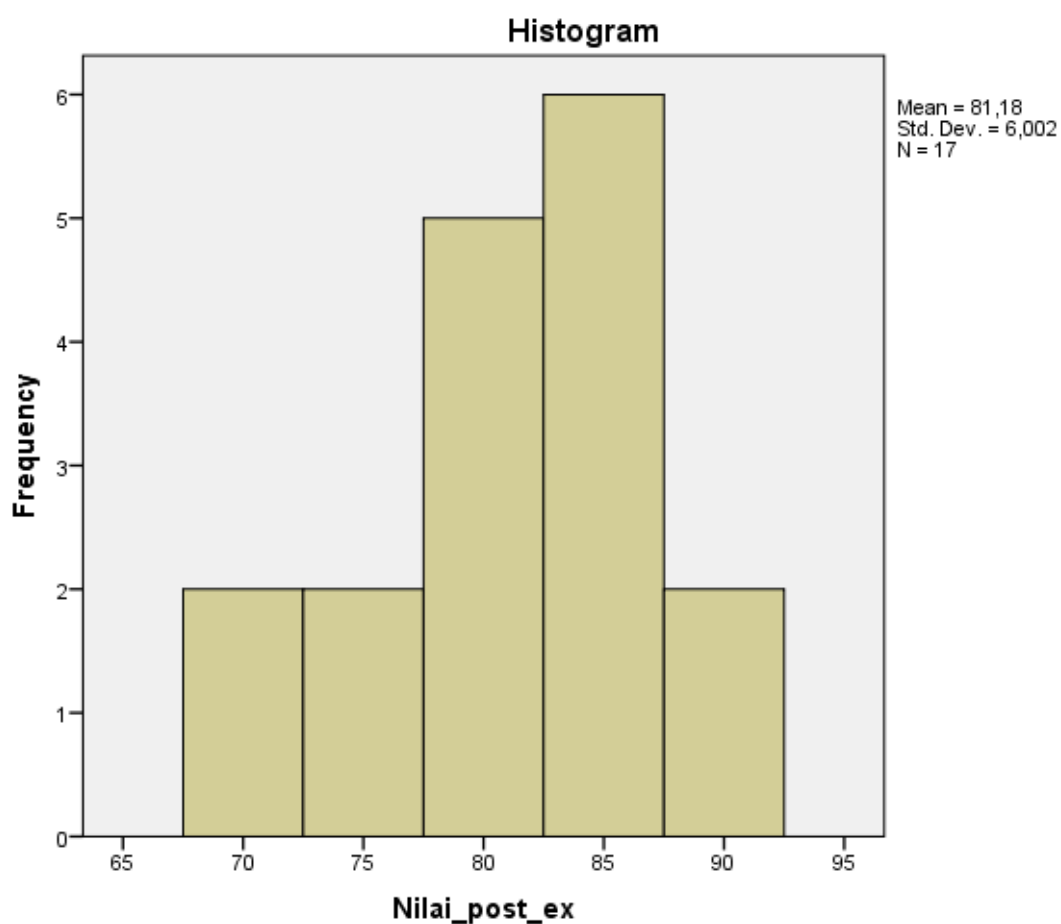


4. **Score of control class**

The researcher gained the data from the result of students' speaking skill score of pre-test and post-test. The following are description of students' score in control class.

**Table 4.6 Score of  Control Class**

| NO | NAME | PRE-TEST | POST-TEST |
|---|---|---|---|
| 1 | Ahmad Choirul Anwar | 60 | 60 |
| 2 | Alfi Rizki Mufidah | 65 | 70 |
| 3 | Binti Istiqomah | 70 | 75 |
| 4 | Elvi Dian Winanti | 70 | 70 |
| 5 | Eva Aprilia Yustanti | 75 | 75 |
| 6 | Fitriana Kholifatul A | 75 | 75 |
| 7 | Hidayatul Laylah | 65 | 65 |
| 8 | M Nulin Nuha | 60 | 60 |
| 9 | Muna Fatimatus | 70 | 75 |
| 10 | Najmatul Rohmah | 70 | 70 |
| 11 | Ni'ma Nafiatuz | 75 | 75 |
| 12 | Ni'matuz Zahro | 80 | 80 |
| 13 | Roydatul Fajrin N F | 75 | 70 |
| 14 | Saiful Efendi | 60 | 60 |
| 15 | Sigit Herdiansyah | 60 | 65 |
| 16 | Sri Agustina | 70 | 75 |
| 17 | Sriwahyuni | 75 | 75 |
| 18 | Taufiqurohman | 60 | 65 |
| 19 | Ulfa Umi Musalamah | 80 | 80 |
| 20 | Viqi Noor Afida | 80 | 85 |
| 21 | Franlin Dian Anderson | 60 | 65 |
| **Total** | | **1455** | **1490** |

| Mean | 69.2 | 70.9 |
|------|------|------|

From the table 4. 6 above, it can be seen that the result score of pre-test and post-test of students' control class. In pre-test, there were 6 students who got 60, 2 student who got 65, 5 students who got 70, 5 students who got 75, and 3 students who got 80. In post-test, there were 3 students who got 60, 4 students who got 65, 4 students who got 70, 7 students who got 75, 2 students who got 80, and 1 student who got 85.

**Table 4. 7 Frequency Distribution of Pre-Test Score in Control Class (XI A)**

**Nilai_pre_co**

|        |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-------|-----------|---------|---------------|--------------------|
| Valid  | 60    | 6         | 28,6    | 28,6          | 28,6               |
|        | 65    | 2         | 9,5     | 9,5           | 38,1               |
|        | 70    | 5         | 23,8    | 23,8          | 61,9               |
|        | 75    | 5         | 23,8    | 23,8          | 85,7               |
|        | 80    | 3         | 14,3    | 14,3          | 100,0              |
|        | Total | 21        | 100,0   | 100,0         |                    |

So, based on the table above, the histogram of pretest score can be seen as below:

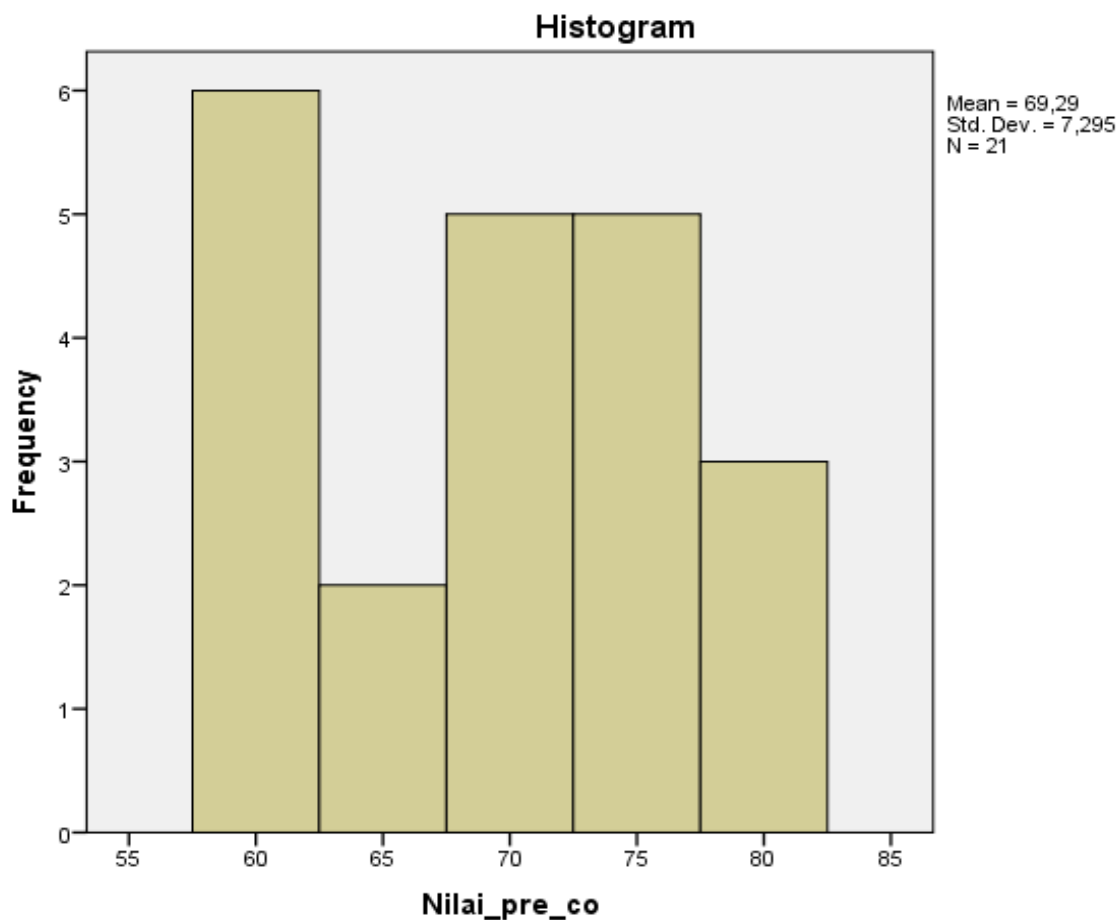**Figure 4. 3  Histogram of pre-test in control class**

## Histogram

Mean = 69,29
Std. Dev. = 7,295
N = 21

Nilai_pre_co

**Table 4. 8 Frequency Distribution of Post-Test Score in Control Class (XI A)**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 60 | 3 | 14,3 | 14,3 | 14,3 |
| | 65 | 4 | 19,0 | 19,0 | 33,3 |
| | 70 | 4 | 19,0 | 19,0 | 52,4 |
| | 75 | 7 | 33,3 | 33,3 | 85,7 |
| | 80 | 2 | 9,5 | 9,5 | 95,2 |
| | 85 | 1 | 4,8 | 4,8 | 100,0 |
| | Total | 21 | 100,0 | 100,0 | |

**Nilai_post_co**

Based on table 4.8 above, there were 3 students who got  60 (14,3%), 4

students who got 65 (19%), 4 students who got 70 (19%), 7 students who got 75

(33,3%), 2 students who got 80 (9,5%), and 1 student who got 85 (4,8%). So, the

histogram of post-test score of control class can be seen as below:

**Figure 4. 4  Histogram of post-test in control class**
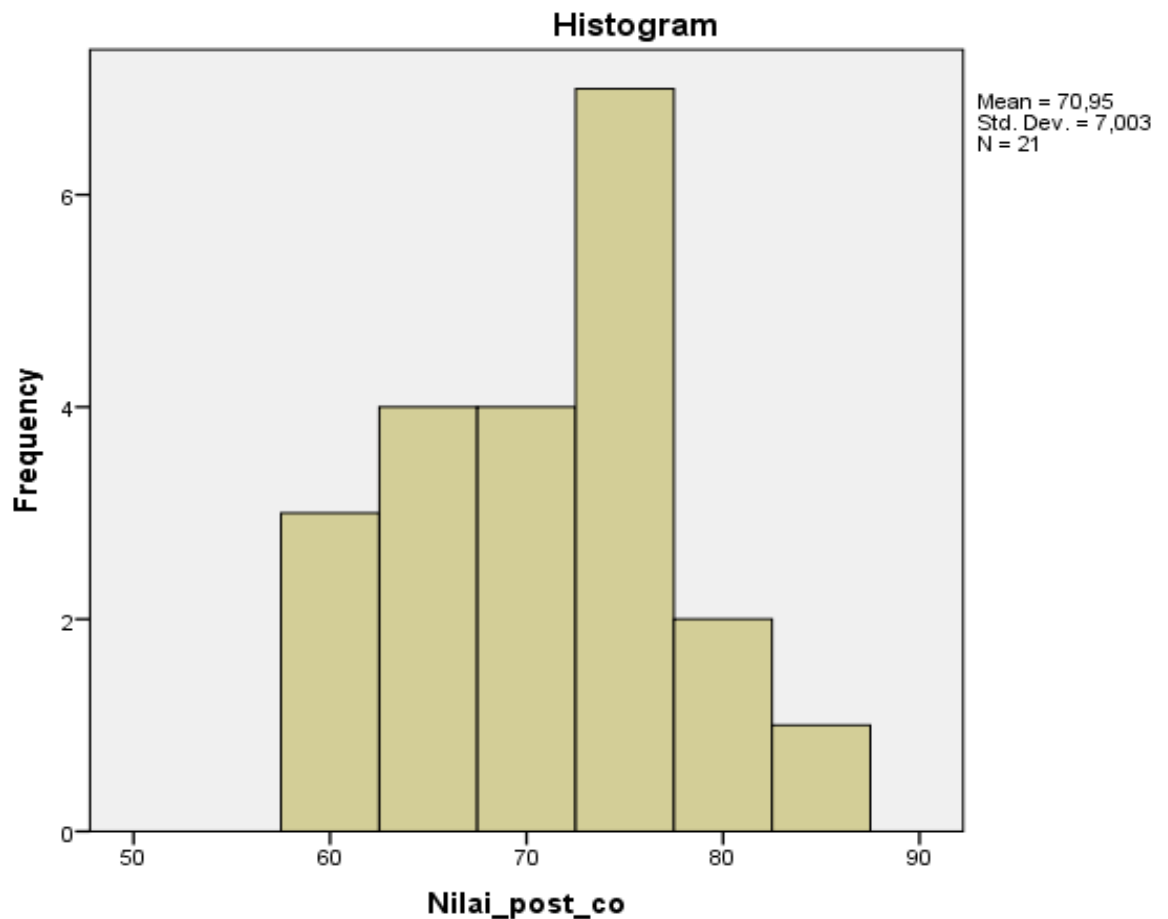


## C. Analysis of data

Before testing the hypothesis, the researcher has done an assumption test. It includes normality test and homogeneity test of the data.

### 1. Normality

Normality test is a test that has a purpose to know whether the distribution of data is distributed or not. The researcher calculated the data by using SPSS 23 and used Kolmogorov-Smirnov's formula. The hypothesis of normality test is explained as follow:

Ha : The data was not normal distribution

Ho : The data was normal distribution

Ha was accepted if P value or calculation is higher than 0,05 . The table below was
the result of calculating normality test of experimental class.

**Table 4. 9 Normality Test of Experimental Class (XI B)**

**One-Sample Kolmogorov-Smirnov Test**

| | | Experimental |
|---|---|---|
| N | | 17 |
| Normal Parameters[a,b] | Mean | 70,88 |
| | Std. Deviation | 7,549 |
| Most Extreme | Absolute | ,218 |
| Differences | Positive | ,194 |
| | Negative | -,218 |
| Test Statistic | | ,218 |
| Asymp. Sig. (2-tailed) | | ,051[c] |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the table 4.9 above, the value or calculation of sig (2-tailed) was
higher than $\alpha$ (0, 051 > 0, 05). It means that the data of experimental class is normal
distributed.

**Table 4. 10 Normality Test of Control Class (XI B)**

**One-Sample Kolmogorov-Smirnov Test**

| | | Control |
|---|---|---|
| N | | 21 |
| Normal Parameters[a,b] | Mean | 69,29 |
| | Std. Deviation | 7,295 |
| Most Extreme | Absolute | ,184 |
| Differences | Positive | ,184 |
| | Negative | -,164 |
| Test Statistic | | ,184 |
| Asymp. Sig. (2-tailed) | | ,061[c] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table 4.10 above, the value or calculation of sig (2-tailed) was higher than α (0, 061 > 0, 05). It means that the data of control class is normal distributed.

2. **Homegeneity**

Homegeneity test is used to know whether a two classes' test was homogenous or not. In this research, the researcher used SPSS 23 to calculate the calculation or value of the homogeneity test. The researcher used Levene's formula to gain the value. The result of calculation of homogeneity as follow:

**Table 4. 11 The Result of Homogeneity Test**

**Test of Homogeneity of Variances**

Score

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| ,350 | 1 | 36 | ,558 |

Based on the description of table 4. 11 above, it can be seem that the value or calculation of sig. Is higher than α (0, 558 > 0, 05). So, it can concluded that the data is homogenous.

3. **Testing hyphotesis with T-test**

The researcher was testing the hypothesis after conducting normality and homegeneity test. The researcher used T-test to compare students' of two classes or groups. As we know that this research used two classes, they are experimental class and control class. Experimental class is class who was taught by using Picture Word Inductive Model strategy. While, control class who was taught by conventional method. The researcher used SPSS 23 to calculate T-test.

**Table 4. 12 Mean Score of Experimental and Control Class**

**Group Statistics**

|  | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Score | Experimental | 17 | 81,18 | 6,002 | 1,456 |
|  | Control | 21 | 70,95 | 7,003 | 1,528 |

Based on the table 4. 12 above, the result of data analysis showed that the mean of students' experimental class (students were taught using Picture Word Inductive Model strategy) is 81,18. While the students' mean score of control class (students were not taught using Picture Word Inductive Model strategy) is 70,95. Then, the result of T-test can be seen as follows:
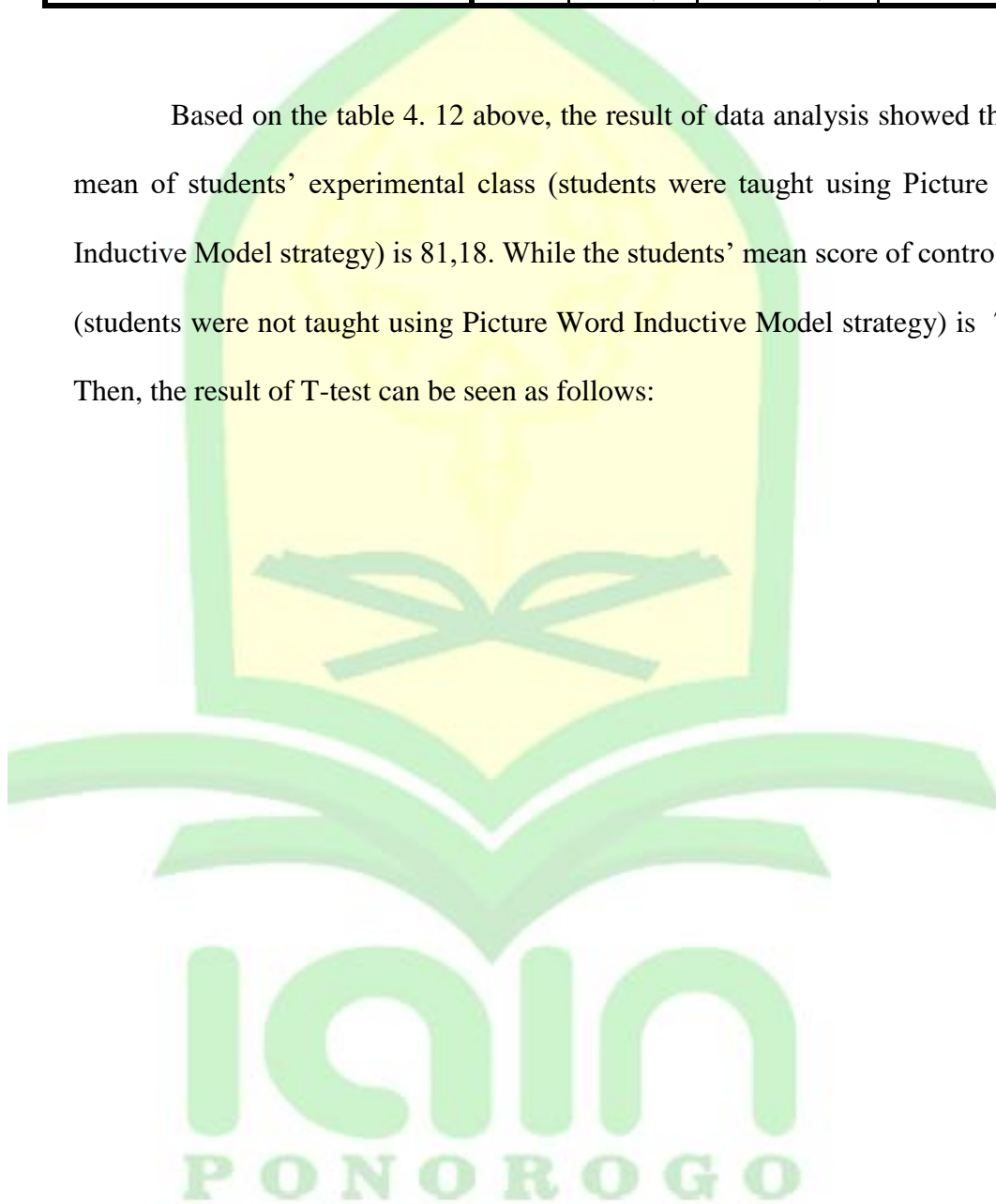
**Table 4. 13 T-test calculation**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Mean Differenc e | Std. Error Differenc e | 95% Confidence Interval of the Difference | |
| | | F | Sig. | T | df | Sig. (2-tailed) | | | Lower | Upper |
| Score | Equal variances assumed | ,693 | ,411 | 4,764 | 36 | ,000 | 10,224 | 2,146 | 5,872 | 14,576 |
| | Equal variances not assumed | | | 4,844 | 35,858 | ,000 | 10,224 | 2,111 | 5,943 | 14,505 |

PONOROGO

Based on table 4.17 above, mean or average differences between experimental and control class is 10,224. Standart deviation error = 2,146. Confidence interval of lower and upper is 95% level. It can be seen that the result of T-test is 4,764 while degree of freedom (df= (N1+N2)-2, (17+21)-2 = 36). So, the value of t-table in significant 5% is 2,028. The researcher formulate hypothesis to interpret the data. The hypothesis can be seen as below:

Ho : There is no significant different score of using Picture Word Inductive Model (PWIM) strategy towards students' speaking ability at Eleventh grade of MA Ma'arif Klego.

Ha : There is significant different score of using Picture Word Inductive Model (PWIM) strategy towards students' speaking ability at Eleventh grade of MA Ma'arif Klego.

The result of research showed that the score of t-test = 4,764 is higher than the score of t-table with df = 36 was 2,028. It means that Ho was rejected and Ha is accepted. In other word, there is significant different score of students' speaking ability who were taught by using Picture Word Inductive Model (PWIM) strategy and those who are not.

## D. Discussion and Interpretation

According to Lynne Borden, t-test is used to analyzed the differences between two means (two averages) derived from a different group score.[65] In

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[65] Lynne Borden, *Understanding T-Test*. United States:University of Arizona. 1

other word, T-Test is used to measure students' post-test score. Furthermore, t-test it can be used to test a hypothesis.

Based on the computation or calculation above, the different coefficient (T-test) between students who were taught by using Picture Word Inductive Model strategy and students who were not taught by using Picture Word Inductive Model strategy is 4,764. Then, the result of different coefficient would be compared to T-table with the condition as below:

1. If the score of T-test ≥ T-table (t-test is higher than t-table), it means that there was any significant difference between two variable. In other word, Ha (Alternative Hypothesis) was accepted and Ho (Null Hypothesis) was rejected.

2. If the score of T-test ≤ T-table (t-test is lower than t-table), it means that there was not any significant difference between two variable. In other Ha (Alternative Hypothesis) was rejected or refused and Ho (Null Hypothesis) was accepted.

To determine the score of t-table, the researcher was checking df (degree of freedom) and consulted with the t-table score:

$$Df = ( N1 + N2 ) - 2$$
$$= ( 17 + 21 ) - 2$$
$$= 36$$

At the significant standard 5% or 0,05, the value of t-table is 2,028. It means that t-test > t-table (4,764 > 2,028). So, Ha is accepted and Ho is rejected.

From the calculation and explanation above, the students who were taught by using Picture Word Inductive Model strategy got better score than those who were not. It can be concluded that there was significant different score in speaking of the students who were taught by using Picture Word Inductive Model strategy and those who were not at Eleventh grade of Madrasah Aliyah Ma'arif Klego. Then, Picture Word Inductive Model strategy has proved that it can help students more enjoyable and interesting to join in learning and teaching classroom especially in speaking.
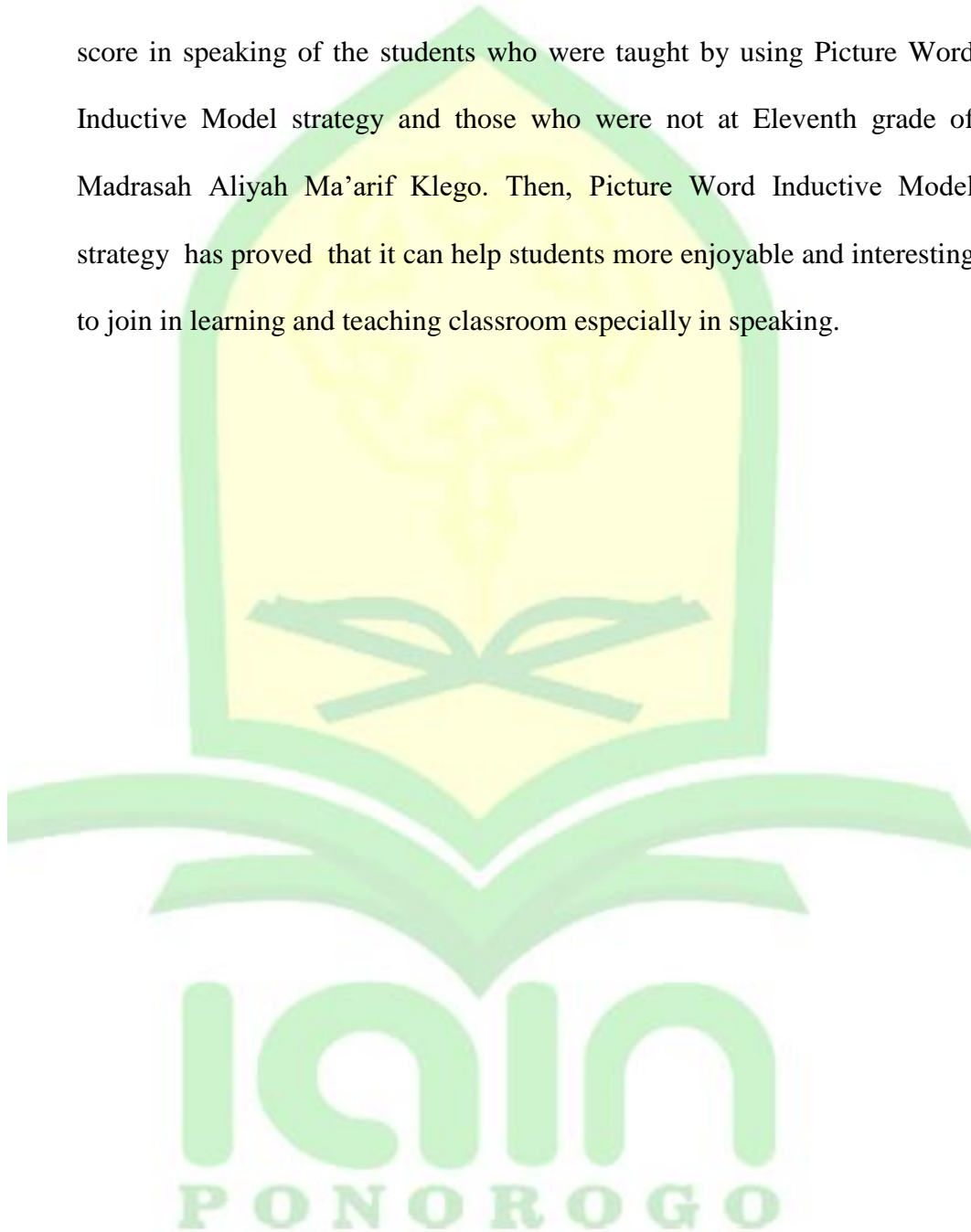
# CHAPTER V

# CLOSING

1. **Conclusion**

   Based on of data analysis and data description above, the researcher concluded which there was a significant difference of students' speaking score between the students who are taught by Picture Word Inductive Model strategy and who are taught without Picture Word Inductive Model strategy at Eleventh grade of MA Ma'arif Klego in academic year 2019/2020. The post-test of students' who are taught by Picture Word Inductive Model strategy (experimental group) has a higher score than control group (81,18 > 70, 95). The result of t-test is 4, 764, so the result of t-test is higher than t table (2, 02) at the level of significant 5% or 0, 05 with df = 36. It can be concluded that Ha is accepted, so the use of Picture Word Inductive Model strategy in learning speaking has significant difference toward students' speaking ability. So, Picture Word Inductive Model strategy can help in learning and teaching process especially in speaking.

2. **Recommendation**

   Based on conclusion above, the researcher stated some suggestion that it might be useful for English teacher, students and further readers as follows:

1. For the English teachers

   Picture word inductive model strategy is one of the various strategy that can be used by the teacher to teach English lesson especially in learning and teaching speaking. This strategy is recommended to use in English classroom. Then, students will be creative and active participant to share or deliver their ideas or opinions. The English teachers should be selective to choose appropriate and interesting picture based on the topic. Then, the English teacher should control a classroom activity.

2. For the students

   Students should be active and creative to join English classroom activities. Then, students should have a great motivation to learn English so students can add their knowledge especially in English.

3. For further readers

   The result of this study can be useful reference for all the readers. Then, this research is expected to give reference for further research especially the researches are concerning on English speaking.

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