THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL

(PWIM) STRATEGYIN TEACHING VOCABULARY AT SEVENTH GRADE

OF MTs MIFTAHUSSALAM KAMBENG SLAHUNG PONOROGOIN

ACADEMIC YEARS 2017/2018

THESIS

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ABSTRACT

ISNAWATI, NUR. 2018. *The Implementation Of Picture Word Inductive Model (PWIM) Strategy In Teaching Vocabulary at Seventh Grade Students Of MTs Miftahussalam Kambeng Slahung Ponorogo In Academic Year 2017/2018.* **Thesis**, English Grade Education Departement Tarbiyah and Teacher Training Faculty The State Institute of Islamic Studies (IAIN Ponorogo). Advisor Dr. Harjali, M.Pd

Key Words: Teaching Vocabulary, Picture Word Inductive Model Strategy

Vocabulary is one of the most important components in language. Learning vocabulary is integrated in four skills. Some of students feel that mastering vocabulary of English is difficult. They are also difficult to remember and memorize new vocabulary. So, English teaching activity should be various to give students' spirit in their activity in learning vocabulary. Based on the explanation above, the researcher is intended to conduct a research dealing with the implementation of PWIM strategy in teaching vocabulary. The research problem of this thesis are; (1) Why is PWIM strategy applied in teaching vocabulary, (2) How is the implementation of PWIM strategy in teaching vocabulary, (3) What are the advantages of PWIM strategy in teaching vocabulary. In this research, the researcher used descriptive qualitative research. The researcher collected data through observation, interview, and documentation. In analyzed data, the researcher applied the steps of data qualitative analysis proposed by Miles and Huberman: covering data reduction, showing data display, and drawing verification conclusion

The result of the study showed that (1) there were many reasons of implemented PWIM strategy in teaching vocabulary. Students became more active and enthusiastic in learning process. Besides that, they are easier to remember and memorize new vocabulary. (2) The implementation of PWIM strategy in teaching vocabulary to the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo there are: (1) Teacher explaining the material by using media picture to support the students understand the material,(2) Teacher showing a picture to the students and asked the students to identify the words on the picture following to the instructions from the teacher,(3)Giving assessment to arrange new words to be sentences, (4)Teacher asking the students to remember and memorize new word that related to the picture and their own sentences that has been made before. (3) The advantages of (PWIM) strategy are: (1) The students can enrich their vocabulary, (2) More active and enthusiastic in learning process, (3) The students find themselves enjoy and fun in learning process, (4) students are easier to remember or memorize new vocabulary. So, from the analysis above it can be concluded that PWIM strategy has many advantages in the teaching learning vocabulary process.
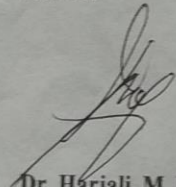
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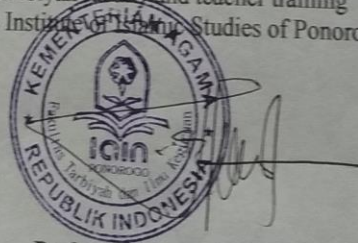Has been approved by the advisor and is recommended for approval and acceptance.

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ii

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iii

CHAPTER I

INTRODUCTION

A. Background of Study

English is one subject in the curriculum of school that must be taught by the teacher well. English widely used for communication in the world. Almost all people from many different countries use it to communicate. According to Sanggam, language is 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]

English is also the famous and important language, used in teaching, discussing and writing paper. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian people. In Indonesia English has been though since elementary school and as a major subject in junior high school, and senior high school. In English Learning there are four skills such as reading, writing, speaking, and listening. In order to master English well, the students have to master the four English language skills above. The main element to master English skills is vocabulary. Thus, every school should contribute the best strategies and methods to help the students master this language.

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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

The ability to master vocabularies is very crucial in the Junior High School. Vocabulary is one key to improve the English achievement. Students who have lots of vocabularies are easier in their study and learning process. Without good vocabulary mastery, students will face difficulties in their study. When they do not know how to enrich their vocabulary, students often gradually lose interest in learning process. Another aspects should teacher know is to be creative and patient in finding, choosing, and simplifying the materials which make the students mastery the vocabulary.

Beck and McKeown stated that vocabulariesconsists of content and function words in a language learned, so words are the knowledge that must be understood by the learners in doing listening, speaking, reading, and writingcorresponding to the other subjects such as mathematics, Physics, Biology, Chemistry andSocial Sciences. In this context, of course, vocabularies should be mastered well by the students inorder to support their ability in doing interaction communication in a certain subject above, whether orally or writing.[2]

Based on the researcher's observation conducting preliminary study during English teaching and learning activity at the seventh grade of MTs Miftahusslam Kambeng Slahung Ponorogo, the researcher got some information about some problems of the students in learning English. The information was obtained by interviewing English teacher in the school.

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[2]Syarifuddin Achmad, "Developing English Vocabulary Mastery through Meaningful LearningApproach*", International Journal of Linguistic*,Vol. 5, No. 5, State University of Gorontalo: 2013), p.81

MTs Miftahusslam Kambeng Slahung Ponorogo is one of Junior High Schools in Ponorogo, East Java in which the students have problems with their vocabulary. The first problem is most of students who cannot remember many vocabularies when the teacher asks them to remember and when the teacher asks them the basic vocabulary they are also couldn't answer it. The second it is when the teacher explain the materials the students are passive not interest in the lesson. Because most of students still consider that English is difficult lesson. The third is the students' just keep silent. But, it is different when the teacher asks them to give their ideas by using Indonesian language. They say everything what they feel and what they want to say freely without thinking too long. It is clear that they have some problems in vocabulary mastery.

The researcher conducts an interview with the English teacher of MTs Miftahussalam Kambeng Slahung Ponorogo seventh class. The English teacher said that the students usually memorize the words by using traditional method. The teacher writes on the whiteboard and then asks them to memorize the words. But some days later the students usually forget what they had memorized. They are lazy to look for the meaning of unknown vocabulary in the dictionary.[3]

To overcome thisproblem, the teacher needs to use an attractive strategy to make the studentsmore understand the meaning of the vocabulary. The teacher uses a differentstrategy in teaching and learning process, because learning vocabulary at Junior High School can be done through many ways, such as: dictionary,picture,

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[3] Look in the transcript of interview number: 08/20-IV/2018

guessing, reading, etc. So that in this case, the teacher takes pictureas the media in teaching vocabulary, because picture has some advantages, such as: picture can make students more interest to the teaching and learning process. Picture can make students get easier to remember about the words that was drew through the picture, and picture can show the students about real life and real things in surround environment.This phenomenon happens in the process of vocabularymastery in the Junior High School, belonging to the students of MTs Miftahussalam Kambeng Slahung Ponorogo.

Due to the challenges above, strategy in learning is one of ways to solve problems above.The teacher uses *Picture Word Inductive Model Strategy*(PWIM)to help students in remembering vocabulary. The Picture Word Inductive Model (PWIM) It has been defined as"An inquiryoriented language arts strategy that uses pictures containing familiar objectsand actions to elicit words from children'slistening and speaking vocabularies.[4] Teachers use the PWIMwith classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading and writing.[5]

Picture Word Inductive Model (PWIM) Strategy is a suitable strategy to be used in teaching JuniorHigh School students. First, the students feel happy, enjoy and interest. As theresult, teacher is easier to conduct the students in the learning process.

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[4]Shuda Shaman, "Using the Picture Word Inductive Model (PWIM) to Teach English Vocabulary"*,* vol. 34, 2014, Wangshington State University, Pg-49

[5]Emily F. Calhoun,*Teaching beginningreading and writing with the picture word inductive model. (*Association for Supervision and Curriculum Development: 1999), Alexandria, Virginia, pg-21

Second, the students become more active in doing activities such as; answering teacher's questions, listening, speaking and working together with their friends.

So, they do not feel bored in their study. Finally, they could improve theirconfidence in English class. *Picture Word Inductive Model (PWIM) Strategy* is also a way to makes the teacher morecreative and responsible. Teacher becomes more serious in teaching and the learning process prepared well. This strategy creates an ideal condition because teacher explains the materials by fun learning activities in classes. Furthermore, there are feedback and interaction between teacher and the students. Thus, the goals of education are easy to be reach.

Based on explanation above, the researcher concludes that Picture Word Inductive Model as a teaching strategy will help the teacher to solve the problem in vocabulary mastery in the school of MTs Miftahussalam Kambeng Slahung Ponorogo. So that the researcher decides to carry out a research with the title "THE IMPLEMENTATIONOF PICTUREWORD INDUCTIVEMODEL(PWIM) IN TEACHING VOCABULARYAT SEVENTH GRADE STUDENTS OF MTs MIFTAHUSSALAM KAMBENG SLAHUNG PONOROGO IN ACADEMIC YEARS 2017/2018

B. Research Focus

This study just focused on the implementation ofpicture word inductive model (PWIM) strategy used by teacher in teaching vocabulary at the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo in academic years 2017/2018

C. Statementof Problem

Based on the background above, the researcher formulates the research problem as follow:

1. Why is Picture Word Inductive Model (PWIM) strategy applied in Teaching Vocabulary at seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018?

2. How is the implementation of picture word inductive model (PWIM) strategy in teaching vocabulary at seventh grade of students MTs Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018?

3. What are the advantadges of using picture word inductive model (PWIM) in teaching vocabulary to the seventh grade of students MTs Miftahussalam Kambeng Slahung Ponorogo in academic year 2018/2018

D. Objectives of the Study

Concerning with the problem statement, the objectives of research has described as follow:

1. To know the reason of applying picture word inductive model (PWIM) strategy in teaching vocabulary at seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo in academic years 2017/2018?

2. To know the implementation of picture word inductive model (PWIM) strategy in teaching vocabulary at seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo.

3. To know the advantages of using picture word inductive model (PWIM) in teaching vocabulary at seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018

E. Significant od the Study

The result of study is expected beneficial for:

1. Theoretical Significance

This research will give some information about picture word inductive model (PWIM) strategy used by teacher in teaching vocabulary.This research is expected to be used as a reference for other researchers to conduct a research in English teaching learning process. The results of this study is help teacher to solve problems on students' difficulties in learning vocabulary.Hopefully, the result of this study is useful for students, teachers, and all of the readers.

2. Empirical Significance

At the end of this study, the writer hopes that this writing will give a great benefit for the following components:.

Practically

The result of this study is expected to be benefical for:

a. Teacher

The results of the study are expected to be used and useful as a consideration in teaching English for learners, practicullary English teachers in MTs Miftahussalam Kambeng Slahung Ponorogo for choosing the strategy in teaching vocabulary.

b. Students

This study expected to motivate students especially students at MTs Miftahussalam Kambeng Slahung Ponorogo, in understanding and getting the result after finished the learning process

c. Readers

This study is expected will be useful for readers knowledge in English teacher strategy in teaching vocabulary.

d. The researcher

As additional information and knowledge of experience in education, especially in teaching reading for a better future English teacher.

F. Organization of Thesis

The thesis will contain about:

CHAPTER 1 : INTRODUCTION

This chapter describe about the basic pattern of theentire contents of thesis that consist of the background of the study, statement of problem, objectives of the study, significant of the study and organization of thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE

This chapter contains theoretical analysis as the basic of the study. It is placed in this chapter to make the reader understand the theory of the study first before the reader sees the result.

CHAPTER III: RESEARCH METHODOLOGY

This chapter presents of research methodology, the role of research, research location, data and source data, technique of data collection, data analysis, checking of validity, research procedure.

CHAPTER IV : RESEARCH FINDINGS

This chapter contain with serving of data that includes general data that is connected with research location that consist of vision, mission, one objective of MTs Miftahussalam, the establishing history, geographical position, organization structure and explanation of special data that consist of data about the reason of applying picture word inductive model (PWIM) in teaching vocabulary at seventh grade students of MTs Miftahussalam, the implementation of picture word inductive model

(PWIM) in teaching vocabulary, and the advantages of using picture word inductive model (PWIM) in teaching vocabulary at the MTs Miftahussalam.

CHAPTER V : DISCUSSION

Discussion about the implementation of English teacher strategy in building vocabulary mastery in learning process, this chapter contain of data analysis

CHAPTER VI : CLOSING

This chapter is intended to make it easier readers who take the essence of thesis that contains conclusion and recommendations.
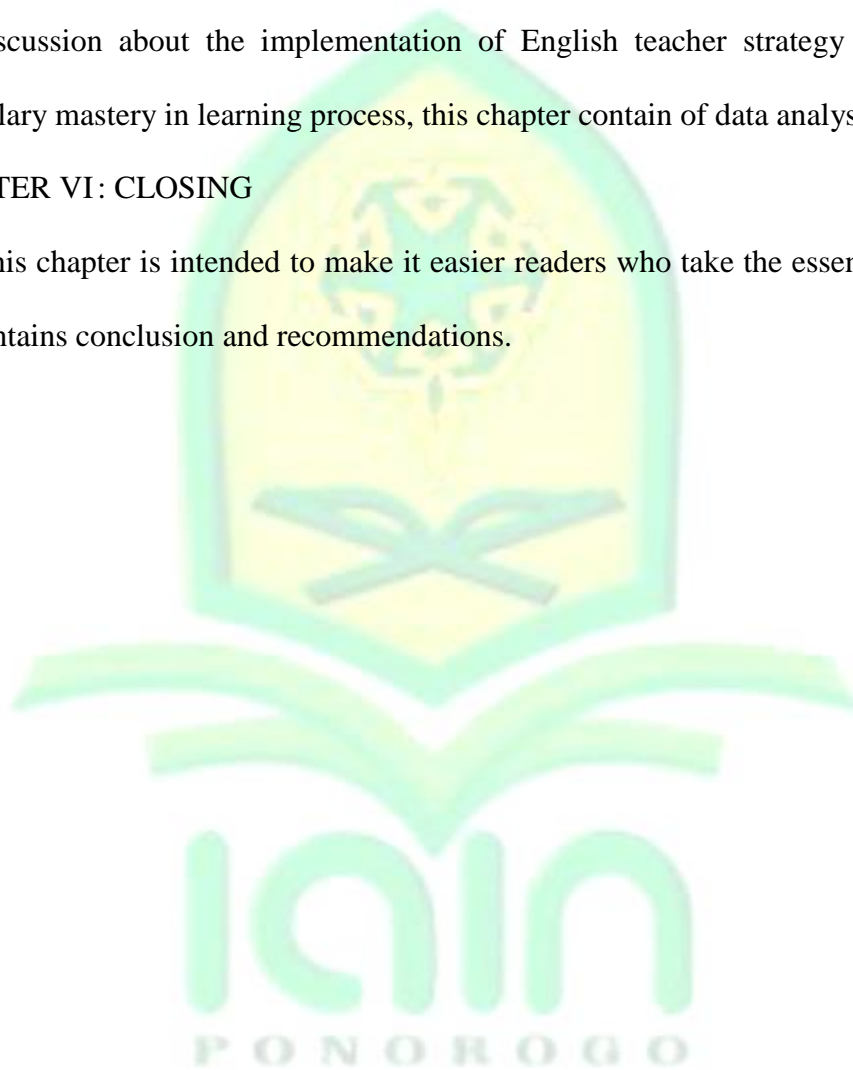
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this part, the researcher will review some previous studies related to this research For example using the Picture Word Inductive Model (PWIM) to Teach Vocabulary by Shuda Shaman says that using the Picture Word Inductive Model (PWIM) to Teach Vocabulary It can builds students' sight vocabulary,where they recognize the word by itsspelling. This model enables students totransfer the spoken words seen in the pictureto the sight words (read and written). In other words, they activate and build their schema, which is connecting what they already naturally know to the new skills such asreading and writing.[6]

Karen Anne Mc donal says to the PWIM process, students become risk takers and step out of their comfort zones because theyknow that we will all be working with the vocabulary together and support is availablethroughout the classroom. The PWIM offers support through visual aids, as well as assistancefrom other students and the teacher.[7]

According toXuang Jiang, Kyle Perkins that, the intent of the PWIM is to capitalize on childern's ability to think inductively and generalize the basis of

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[6]Shuda Shaman, Using the Picture Word Inductive Model (PWIM) to Teach English Vocabulary,Wangshington State University, vol. 34, 2014, Pg-49

[7]Karen Anne McDonal, "The Picture WordInductive Model: An Effective Modelfor VocabularyInstruction," (Thesis, The University of Columbia, 2010), pg-23

structural and phonetic analysis. A picture word chart is the principal component of the curiculum content and it contains a picture and words that the students will indentify or "shake out" of the picture.[8]

From the previous studies above, the researcher can conclude that, the Picture Word Inductive Model (PWIM) to Teach Vocabulary are very important to be known by the students and the teacher. Since every student probably has different difficulties in understanding the vocabulary, the researcher got an inspiration to do a research based on this topic.

According Kara Swartzendruber the results from her study indicate that the PWIM appears to be an effective instructional tool for classroom teachers to use in facilitating vocabulary acquisition. The fact that no differences were found between ESL and non-ESL students' performance on the vocabulary post-test measure within the experimental group could be attributed to the ESL students' high levels of English proficiency upon the study's initiation. The use of scaffolding and explicit connections to concepts and words appears to be beneficial to all students, regardless of language status.[9]

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[8]Xuang Jiang, Kyle Perkins, "A Conceptual Paper on the Aplication of the Picture Word Inductive Model Using Bruner's Constructivist View of Learning and the Cognitive Load Theory," *Interdisciplinary Journal of Teaching and Learning,* Florida International University miami, vol. 3. No. 1, 2013, p.9-10

[9]Kara Swartzendruber, " The Picture Word Inductive Model and Vocabulary Acquisition," *Proceedings of the 3rd Annual GRASP Symposium*, Wichita State University, 2007, Vol. 1, No. 1, pg-178

B. Theoretical Background

1. Teaching and Learning

a. The Nature of Teaching

Teaching is may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[10] It means that when a teacher teaches, he or she will show or help and guide someone to learn about something that provide with knowledge. Those teaching activity is also will give effect to someone who taught become know and understand with something that he or she knew before and teaching provide assistance and facilities to the students in order the students can learn well. Teaching can be called a set of components in improving learners knowledge, positive behavior, to get maximal result in transfering information to the learners.

b. The Nature of Learning

Learning is acuiring or getting of knowledge of a subject or a skill by study, experience or instruction. Oddly, an aeducational psychologist would define learning even more succinctly as " a change in an individual caused by experience."[11]Learning

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[10]Douglas Brown, *Principles of Language Learning and Teaching*, (Person Education), pg-7
[11] Ibid, 7

is also a change in behaviour that results from the learner's interaction with the environment (experience).[12]

According to Douglas Brown, breaking down the components of the definitionof learning, we can extract, as we did with language, doamains of research and inquiry.[13]

1) Learning is acquisition or "getting"

2) Learning is retention of information skill.

3) Retention implies storage system, memory and cognitive organization.

4) Learning invloves active, conscious focus on and acting upon events outside or inside the organism.

5) Learning is relatively permanent but subject to forgetting.

6) Learning involves some form of practice, perhaps reinforced practice.

7) Learning is a change in behaviour.

It means that teacher must know about learning activity and the behaviour of students, based on the statement above, it can be conclude that learning or teaching provide assistance facilities to the students to transfer knowledge from teacher to students.

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[12]Joel A. Michael, Harold I. Modell, *Learning in Secondary and College Science Classroom: A Working Model for Helping the Learners to Learn*, (New Jersey: Lawrence Erlbaum Associates Publishers),2003, pg-3

[13] Ibid, 7

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is a basic of language, it is very important to master in our language. Vocabulary is the main element for people, especially students, in the process of learning, mastering and using language. Vocabulary has certainly found in every aspect of language. The importance of vocabulary can influence learning activity. If the students do not know the meaning of the words, they will have difficulty in understanding what they see, read, and learn. In order words, students should have large vocabulary in order to do well their competencies.

Vocabulary also has an important role in determining the successful achievement of four language skills. The four language skills that are listening, reading, speaking, and writing always include vocabulary in students' activities. The more vocabulary the students have, the more easily they will communicate and express what they want to say. Wilkins assumed that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.[14] for this reason, a person who wants to able to communicate in a certain language has to master the vocabulary of that language for the first time, By having a lot of vocabularies students will be easier to show their ideas, making compositions, and many other activities dealing with language. In other words, by knowing and

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[14]Scott Thornbury, *How to Teach Vocabulary*, (Harlow: Longman Pearson Education Ltd, 2002), p. 13

understanding the vocabulary, students will successful to achieve the four skills of language.

Vocabulary isthe stock of words used by people orparticular user or person, or a list ofcollection of the word of a language,book, author and branch of science inalphabetical order and defined. Based on definition above, vocabulary isobviously the source of English itself. Without having vocabulary, someaspects such as speaking, listening, writing and reading are not running well.[15]

Generally, vocabulary is the knowledge of meanings of words.[16] We must master vocabulary to be able using language. In learning vocabulary we have to know the meaning of words itself and can use it in sentences.

Based on the explanation above, it can be concluded that vocabulary is knowledge the meaning of words which come in at least difference form to know the meaning of words when the listening, speaking, reading and writing, vocabulary is used to express ideas, feeling, motivation and information to the people clearly, and it is each one of English subject at school that learnt by students.

b. **Types of Vocabulary**

In language learning, vocabulary is an essential component that links thefour skills of listening, speaking, reading, and writing all together. There are

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[15]Bobrizal, BoniSaputra, "The Making of Smart Towel to Learn English Vocabulary for Elementary School Students,"*Journal of Inovish*, Vol.2, No.1, 2017, Pg-123

[16] Elfrieda H. Hiebert,Michael L. Kamil, *Teaching and Learning Vocabulary : Bringing Research to Practice*, (Lawrence Erlbaum Associates: 2005), 3

manyexplanations made by the experts in language area about the types of vocabulary. Gairns and Redman define vocabulary to receptive and productivevocabulary.[17]

1) Receptive vocabulary is the language items which can berecognized and comprehended in the context of reading andlistening material.

2) Productive vocabulary is language items which the learnercan recall and use appropriately in speech and writing.

In addition to the kinds of vocabulary mentioned by Gairns and Redmanabove, Kamil and Hiebert state that the productive vocabulary is the words thatare familiar or easy to recognize and often used by an individual, particularly inwriting and speaking. The receptive vocabulary is the words that are less familiarto students and the students may not use it spontaneously for they may recognizethe wordsmeaning as they are reading and listening.[18]

Moreover, Kamil and Hiebert also mention other kinds of vocabularybeside productive and receptive vocabulary, i.e. oral and print vocabularies. In thiscase, the oral vocabulary refers to the words that their meanings are known inspeaking or reading orally, whereas the print vocabulary is considered as thewords of which their meanings may be known in writing or reading silently.[19]

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[17]Ruth Gairns and Stuart Redman. *Working with Words. A guide to teaching and learning vocabulary*, (Cambridge University Press), p. 64.

[18]Elfrieda H. Hiebert and Michael L. Kamil (Eds.), *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2005), p. 3

[19]I*bid3*

Thornbury (2002: 3-10) says that there are six kinds of vocabulary, they are:

1. Word classes

Words classes or parts of speech. They are devided in toeight classes, such as: noun, pronoun, verb, adjective,adverb, preposition and determiner.

a) Nouns

Nouns are the names of person, thing or place. Nouncan be the subject of the sentence, object of the verb andobject of preposition. The example ofnouns are Muhammad, table, Amerika and etc. There are types ofnoun as follow:

1. Countable noun

Countable noun can usually be made plural by theaddition of-s.

2. Uncountable noun

Uncountable noun is a noun which does not have aplural form and this refers to something that couldnot count.

3. Proper noun

Proper noun is a noun that wrote with capital letter,since the noun represents the personal name, namesof geographical units such as countries, cities, rivers,etc. the name of nationalities and religions, names ofholidays, names of time units and words use forpersonifications. For example:*Donigo to Surabaya*,***Muhammad*** *is the lastprophet*

4. Common noun

Common noun is a noun referring to a person, place or thing in general sense: usually we should write itwith capital letter when it begins a sentence.

5. Concrete noun

Concrete noun refers to objects and substances, including people and animals, physical items that wecan perceive through our senses, it means concretenouns can be touched, felt, held, something visible,smelt taste, or be heard. For example: *my friends* spent their holidays in Bandung. The **bread**was eaten byyunita.

6. Abstract noun

Abstract noun is noun which names anything whichcan‟t perceive through physical sense. For example:Isna has good health about her life.

7. Collective noun

Collective noun is noun which describes groups,organization, animals or person. For example: thecommittee of food ball meets every Saturday.

8. Noun plural

Most of nouns change their form to indicate numberby adding –s/ -es. For example: tomorrow, I want tobuy two **pencils**on the shop.

b) Pronouns.

Pronouns are words that are used to replace a personor thing, for example: I, you, we, they, he, she, it.

c) Verbs.

Some examples of verb are like, looking, doing,etc.

d) Adjective

Adjective are words that are use to explain or modify a person, place, or thing, for example: old, beautiful, good, etc.

e) Adverbs

Adverbs are words that used to describe verbadjectives or adverbs, for example: beautifully, now,ago, etc.

f) Preposition

Prepositions are words that are uses with noun orpronoun that are placed in front of them to show arelation between these words with another part of thesentence. They are: at, on, in, from, into, etc.

g) Conjunctions

Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: as, if, because, for, others, and although.

h) Determiner

To make easier in learning about determiner, Thornbury divide them in to two groups they are: grammatical words or function words and content words. Grammatical words

consist of preposition, conjuctions,determiners and pronouns, and belonged to the domainof grammar teaching. While content words are usuallynouns, verb, adjectives and adverbs.

2. Word Families

It discusses about affixation of a word, such as:prefixes (pre-, de-) and suffixes (-er, -ful). Inflexions ofplay: play-plays-played and playing. Derivatives of play:play-player-replay and playful.

3. Word formation

Affixation is one of the ways new words are formedfrom old. Another ways are:

a. Compounding, that is the combining of two or moreindependent words (second-hand, word processor,paperback, typewriter and so on).

b. Blending, breakfast + lunch = brunch, information +entertainment = infotainment etc.

c. Conversion, I always television every information.(television is noun, and it is converted into verb

d. Clipping, electronic mail = email; influenza = flu.

4. Multi- Word Units

Phrasal verbs: look, for, look after, wipe off, andthrow on etc.

5. Collocations

Two words are collocates if they occur together withmore than chance frequency.

Example: this week, onceagain, as well, once more.

6. Word meaning.

   a. Synonym

   Synonym is words that share a similar for example: sadness = unhappiness, find = good

   b. Antonym

   Antonym is a word expressing an idea directly oppositeto that of another word in the same language. Forexample: accept ><refuse, like >< dislike.

   c. Homonyms

   Homonyms are words that share the same from but haveunrelated meanings, such as: shed, well, left, fair, bat etc.[20]

      From the explanations above, every experts in every book is different inclassifying the kind of vocabulary, because every person has different ways inshowing and telling their opinions and ideas. In productive vocabulary, studentslearn a new word and they are able to use it in communication. The students canexpress their idea using the words but in receptive vocabulary, the students onlylearn and know a lot of new words but cannot use the words in communication.

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[20]Scott Thornbury, *How to Teach Vocabulary,* (Essex: Longman, Pearson Education, 2002), pp. 3-10

c. **Teaching Vocabulary**

Teaching young learners (teenager) especially in junior high school is different from teaching an adult student because the young learners have special need, interest and abilities. Young learners like fun activities that can make them feel joy.

Teaching vocabulary is the total number of wordsthat are needed to communicate ideas and express the speaker's meaning. That is thereason why it is important to learn vocabulary. Vocabulary knowledge is often viewed as a critical tool for second language learner because a limited vocabulary in a second language impedes successful communication.In communication activity, students have to master a lot of vocabulary to make enjoyable and more fun in this activity. Students need to know the words that express their attention. vocabulary is crucial to be mastered by the learner.Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying.

The purpose of teaching vocabulary is to help the students to find the meaning of the words based on the context. To reach the goal on the teaching vocabulary, the teacher must teach the students any things which related with the words.

In teaching vocabulary, the teacher can present the list of the words that is taken from the text book. Although the vocabulary takes from book, the teacher can use and add the vocabulary that is relevant with the material; by this way hopefully

the student will get more vocabularies from other source. Haycraft explains the guidelines for the teacher on choosing vocabulary:[21]

1) Commones Words

It is important to choose words that are commonly used, or words that students need. Any unusual words will be taken the place of useful one in the student‟s mind in teaching process. The teacher is helped here by the textbook where vocabulary is graded, and lists of the commonest words are also available.

2) Student's Need

The teacher must understand the students background. It helps the teacher to conduct the words that students are most likely need or want to know. The students will be frustrated if the teacher teaches vocabulary which they feel they do not need. In the beginner learners, it is better to choose particular words connected with their work or profession.

3) Students Language

In teaching a class that the students have different culture with English, a knowledge of the students language will tell the teacher which word are similar in their language and English, and therefore easily to learn. On the other hand, the teacher needs to be carefully with words that sound the same in the students language, but in fact it means something quite different in English.

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[21]Jhon Haycraft, *An Introduction to English Language Teaching*, (Harlow, Longman Group Limited, 1986), p.44.

4) Word Building

It is often worth choosing a word because a general rule can be formed.

5) Topic Areas

Teaching vocabulary which belongs to one area of sequence is easy. The students will be able to form a pattern of interrelated words in students mind. The writer draws conclusion that teaching vocabulary is not only teaching the students to memorize the words, but also how to use the words in oral or written communication. To make the teaching of vocabulary perfectly, the teacher have to know the strategies and guidelines in teaching vocabulary. Knowing them will make the teacher easier in teaching and make the student interested in learning vocabulary

6) Cross References

Sometimes words can be applied to different situations or specializations. The application of thus words can be made wider and more useful. For example is "car". Car is kind of transformation, so it has correlation with train, plane etc.

7) Relate Structure

In teaching vocabulary the teachers not only present new words to the student, but also use related structure in simple sentences. Without correct structure, the students will not get the meaningful words. Besides that, the teacher teaches related structure to make the lesson easier to be accepted. If the teacher just gives new words more and more without gives the example how to implement the word into the sentences, it will make the student difficult to remember the words.

3. Problems in Learning Vocabulary

In learning vocabulary, students might get some difficulties.Somo factors that often cause this problem are:[22]

1. Pronunciation

Research shows that words that are difficult to pronounce are moredifficult to learn. Potentially difficult words will typically be those thatcontain sounds that are unfamiliar to some groups of learners such as*regular* and *lorry* for Japanese speakers.

2. Spelling

Words that contain silent letters are particularly problematic, such as*foreign, listen, climbing, honest, etc.*

3. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as arule of thumb, high frequency words tend to be short in English, andtherefore the learner is likely to meet them more often, a factor favoring their learn ability.

4. Grammar

Also problematic is the grammar associated with the word, especially ifthis differs from that of its first language equivalent.

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[22]Scott Thornbury, *How to Teach Vocabulary,* (Essex: Longman, Pearson Education, 2002), pp. 27—28.

5. Meaning

   When two words overlap in meaning, learners are likely to confuse them.*Make* and *do* are a case in point: You *make breakfast* and *make anappointment*, but you *do thehousework* and *do a questionnaire.*

6. Range, connotation and idiomatic.

   Word that can be used in a wide range of contexts will generally beperceived as easier than their synonyms with a narrower range.

   Learning vocabulary seems to be one of the easiest things about learninga language, but its also one of the hardest things to do. It is because learningvocabulary does not only learn about the meaning of word. When learningvocabulary, students will also learn about other aspects of word such as usage,pronunciation, grammatical, and so on. So it often makes difficulties for thestudents to comprehend the vocabulary.

4. Picture Word Inductive Model (PWIM)

a. Definition of (PWIM)

   The Picture Word Inductive Model(PWIM) was developed by Emily Calhounmore than two decades ago and has beenrepeatedly tested in its usage. It has been defined as"An inquiry-oriented language arts strategythat uses pictures containing familiar objectsand actions to elicit words from children'slistening and

speaking vocabularies". This model helps develop primary or early-stage readers' vocabulary, reading and writing skills, throughbuilding on what they already know.[23]

English is an international language in the world it is widely used for communication among countries. English is used in many field such as: information, technology, economy, science, art, education, politics, and so on. Therefore, mastery English is very important. Thus, every school should contribute the best strategies and methods to help the students master this language. Manurung in Rahayuningsih(2013) states that, the ability ofspeaking, listening, reading and writingEnglish depend on the mastery ofvocabulary and grammar. Therefore, bymastering vocabulary students can beeasier to learn four aspects of English

The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects, actions and scenes to draw out words and to elicit words from children's listening and speaking vocabularies.The picture given makes the students built many words. Here are the examples of Picture Word Inductive Model:
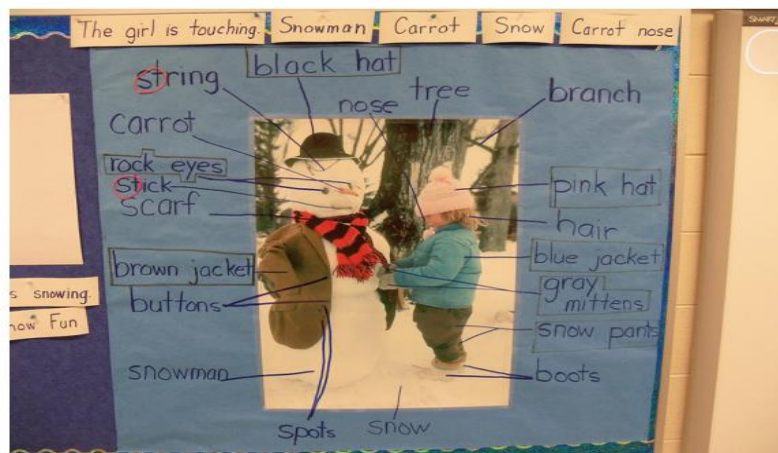
[23]Shuda Shaman, "Using the Picture Word Inductive Model (PWIM) to Teach English Vocabulary," Wangshington State University, vol. 34, 2014, Pg-49

Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiringabout words, adding words to their sight-reading and writing vocabularies. However, the model isdesigned to capitalize on children's ability to think inductively. ThePWIM enables them to build generalizations that form the basis ofstructural and phonetic analysis. And it respects their ability to think.Thus, a major principle of the model is that students have the capability tomake generalizations that can help them to master the conventions of language.[24]

The PWIM embodies Bruner's role of structure in learning. This model helps learners bridge atransition between old and new knowledge by first identifying what they see in a picture, whichactivates existing schema (old knowledge) and then by adding words to the picture word chartand to the word banks. In addition, as learners engage in inductive thinking and review thepicture word chart, they bridge knowledge "encountered earlier and later".Thepurpose of the strategy is to develop vocabulary word concepts and paragraph and sentencestructures in the general education areas of mathematics, reading, science, and social science. Apicture word chart is the principal component of the curriculum content and it contains a pictureand the words that the students will identify or "shake out" of the picture. The instructionalsequence of the PWIM strategy calls for the cycling and recycling of pictures andwords through various instructional activities.

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[24]Emily F.Calhoun, *Teaching Beginning Reading and Writing With the Picture Word Inductive Model,* Association for Supervision and Curriculum Development, 1999, pg-21-22

b. The Strengths of the Picture Word Inductive Model

The basic moves of the PWIM stress these components of phonics, grammar,mechanics, and usage:

1. Students hear the words pronounced correctly many times and the pictureword chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound andsymbol relationship (introduced or taken to mastery).

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

3. Students hear the words spelled correctly many times and participate inspelling them correctly.

4. In writing the sentences, the teacher uses standard English (transformingstudent sentences if necessary) and uses correct punctuation and mechanic(e.g, commas, capital letters). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After manylessons and experiences with the teacher modeling the devices, the studentslearn how to use them too.

c. Picture Word Inductive Model (PWIM) Instructional Sequence

1. Select a picture.

2. Ask students to identify what they see in the picture.Label the picture parts identified. (Draw a line from the identified object or areas, say theword, write the word; ask students to spell the word aloud and then to pronounce it).

3. Read and review the picture word chart aloud.

4. Ask students to read the words using the lines on the chart if necessary and to classify thewords into a variety of groups. Identify common concepts, for instance, beginningconsonants, rhyming words, etc. to emphasize with the whole class.

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

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

7. 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

8. Ask students to generate a sentence, sentences, or a paragraph about the picture wordchart. Ask students to classify sentences; model putting the sentences into a goodparagraph.

9. Read and review the sentences and paragraphs.[25]

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[25] Xuang Jiang, Kyle Perkins, "A Conceptual Paper on the Aplication of the Picture Word Inductive Model Using Bruner's Constructivist View of Learning and the Cognitive Load Theory," *Interdisciplinary Journal of Teaching and Learning,* Florida International University miami, vol. 3. No. 1, 2013, p.9-10

The PWIM is a satisfying and pleasurable activity: They enjoy finding objects and actions in the picture, seeing the words and sentences they generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalizations. The PWIM motivates students because most become successful learners. Learners succeed when using the model because the PWIM is based on inquiry into how children learn and how to enhance their learning, including their development of language, the process of learning to read, speak and write, and the reading and writing connection.
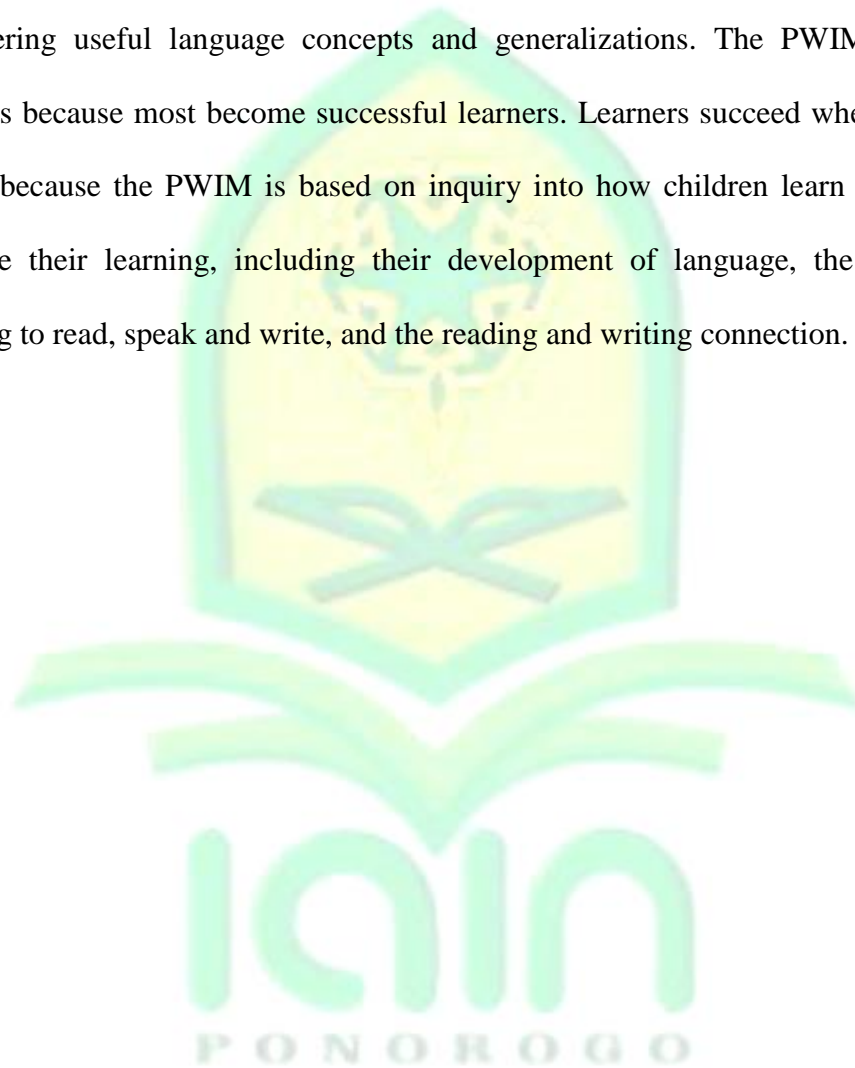
CHAPTER III

RESEACH METHODOLOGY

A. Reseach Design

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing data.[26] It is also a map that is usually developed to guide the research activities. In fact, the research design is the conceptual structure within which research is conducted, it constitutes the blueprint for the collection, measurement and analysis of data.[27]This study applies a qualitative research design.

Qualitative reseach is concerned with developing explanation of social phenomena. That is to say, it aims tp help us to understand the world in which we live and why things are the way they are.The world qualitative implies an emphasis on process and meaning that are not regiorously examined or measured (if measured all) in term of quantity, amount, intensity or frequency. In qualitative research stress the socially contructed nature or reality, the intimate realtionship between the reseacher and what is studied in the situation contrains the shape inquiry such receachers emphasize the value –laden nature of inquiry. They seek answer the questions that stress how social experience is created and given meaning.[28]

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[26]Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology: Tool And Techniques*, (Romania: Bridge Center) 2015, pg-18

[27] C. R. Khotari, *Research Methodology : Methods & Technique*, (New Delhi: New Age International (P), Limited Publisher), 2004, pg-31

[28] Norman K. Denzin, Yvonna. S. Lincoln, *Handbook of Qualitative Reseach* (Calivornia: SAGE publications, 1994), 4

The strength of qualitative research is its ability to provide complex textual descriptions of howpeople experience a given research issue. It provides information about the "human" side of anissue – that is, the often contradictory behaviors, beliefs, opinions, emotions, and relationships ofindividuals. Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the researchissue may not be readily apparent.[29]

Qualitative research isalso focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This isbased on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.[30]

Research in such a situation is a function of researcher's insights and impressions.Such an approach to research generates results either in non-quantitative form or in the form whichare not subjected to rigorous quantitative analysis. Generally, the techniques of focus group interviewsprojective techniques and depth interviews are used. Of this research was descriptive research. the purpose of descriptive research was describing the process, condition, and characteristic of an event. And the approach of this research is case study.

[29]Natasha Mack, et all., *Qualitative Research Methods: A Data Collector's Field Guide*, (USA America: Family Health International), 2005, pg-1

[30]Marguerite G. Lodico, Dean T. S Paulding, &Kathrerine H. Voegtle, *Methods In Educational Research: From Theory To Practice,* (San Francisco: Jossey –Bass) 2006, pg-264

Case study method involves systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or function. It means case study investigated in depth phenomenon within its real-context. Thus nature of case study is attempts the shed light of phenomena by studying in depth a single case example of the phenomena.

In general, case studies are the preferred strategy when "how" or "why" questions are being posed, when the reseacher has little control events, and when the focus is on a contemporary phenomenon within some real-life context.[31]

The researcher wants to know deeply the implementation of Picture Word Inductive Model (PWIM) in teaching vocabulary at seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo.

B. **The Role of Research**

The researcher took the role as participant observation because the researcher observed the teaching and learning process with participating or taking an active part in the situation. Then it supported by interview. The data which are collected and organized will be analyzed, interpretation and reported as a result of this research.

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[31] Robert K. Yin, *Case Study Research: Design and Method Third Edition*, (London, New D elhi: Sage Publications, 2003), pg-1

C. Research Location

The researcher takes MTs Miftahussalam Kambeng Slahung Ponorogo as a place experiment. It is located Jl. Soborejo 01/02 desa/kelurahan Kambeng kecamatan Slahung kota/kabupaten Ponorogo Jawa Timur.

D. Data and Source Data

Source of the data is the important thing in a research. The sources of the data of this research are:

1. The seventh grade Students at MTs Miftahussalam Kambeng Slahung Ponorogo. The students are the primary source of data from which the researcher observed their difficulties to remember English vocabulary and cause of difficulties in understanding the English vocabulary by giving them. Also, the researcher has interviewed them to get some information.

2. The English teacher of the VII A grade students. The researcher interviewed the English teacher to get some information related with students 'difficulties to remember vocabulary in learning English language

E. Technique of Data Collection

1. Observation

Observation is a basic data collecting activity for many branches ofresearch, particularly the natural and technical sciences, for example,observing the results of experiments, the behaviour of models, the appearance of materials. Observation are those in which the researcher takes field notes on the behaviour and activities individuals at the research site. In these field note, the researcher records, in unstructured or semi structured way activities at the research site. Qualitative research may also engage in roles varying from a nonparticipant to a complete participant.[32]Observation can be used for recording data about events and activities, andthe nature or conditions of objects. Observation can record how people react to questions, and whether they actdifferently to what they say or intend.[33]

From the explanation above, the researcher conclude that observation is basic of activity in research which has purpose to collect data to produce the basic of research with go to the subject research directly. Observation can help the researcher to focus with the problem what the researcher wants deeply.

In this study the researcher uses direct observation because it is conducted to the object directly. This technique is considered to observe the school facilities, the strategy of teacher, and the student's vocabulary mastery in learning process.

2. Interview

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[32]Jonh W. Creswell, *Research Design,* (Sage Publication:2009), pg-181
[33]Nicholas Walliman, *Research Method the Basic*, (Taylor & Francis e-Library: 2011), 100-101

According to W. J. Goode and P.K. Hatt, interview is fundamentally a process of social interaction. The interview constitutes a social situation between two persons, the psychological process involved requiring both individuals mutually respond though the social research purpose of the interview call for a varied response from two parties concerned.[34]

This research uses in depth interview. The aim of that is to get data clearly about the implementation picture word inductive model (PWIM) strategy used by teacher in teaching vocabulary and learning process in MTs Miftahussalam junior high schoo. Teacher in MTs Miftahussalam Junior high school who teach the seventh grade of MTs Miftahusslam Junior high school.

3. **Documentation**

Documentation is prepared for personal rather than official reason and include diaries memos, letters, and field notes, and so on. Documents closer to speech, require more contextualize interpretation.[35] In this study, the documentary technique is use to get data about lesson plan, syllabus, and others related with MTs MiftahussalamKambengSlahungPonorogo. The documentary data needed in the study are presented in the coming chapter.

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[34]Prabhat Pandey, Meenu Mishra Pandey, *Reseach Methodology: Tools and Techniques*, (Bridge Centre: 2015), 59;

[35]Norman K. Danzin and YvonaS . Lincoln. *Handbook of Qualitative Research,* (USSA: SAGE Publishon, 1994

F. Data Analysis

In thesis guide book mentioned, "the data analysis of qualitative is the process of looking for and arranging the data from interview, field note, and the other objects systematically, so it can be understood easily, and their finding can be informed to the others ".[36] The analysis step in this research is shown in the picture as follows:
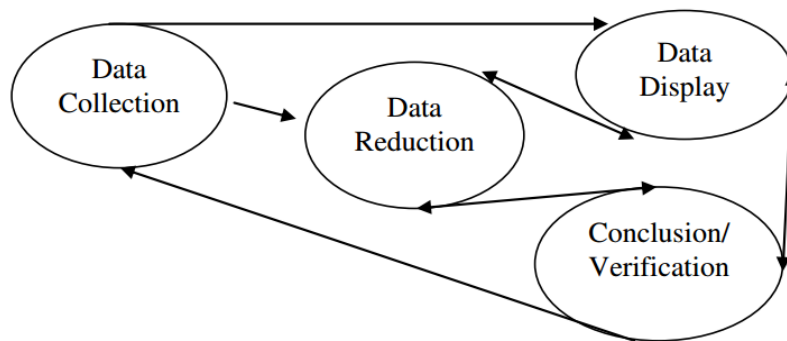
Each of the stage is presented in this following:

1. Reduction Data

Reduction is stage of summarizing, classifying and focussing on essential things. In this stage, the research needs to separate the accurate data from the accurate ones.

2. Display Data

Display data is the stage of organization data into patterns of relationship. The data display can make the collected easier to be understood. In this stage, the researcher makes assessment of information based on the problem.

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[36]PedomanPenulisanSkripsi IAIN PonorogoJurusanSyariah, Tarbiyah, danushuludin, edisirevisi, (Ponorogo, 2010) 50

3. Conclusion

In this stage, the researcher males conclusion about the answer of the problem that have been formulated.

G. Checking of Data Validity

Validity of the data is an important concept of validity and reliability new concept. The level of data validity can be done by using technique:

1. Observe the situation in the classroom during the learning process going on thoroughly. The strenuous observation, It is mean that the researcher finds the characteristics and elements in the situation that relevant issue. The researcher can conduct it by observing the implementation picture word inductive model (PWIM) in teaching vocabulary at seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo in academic years 2017/2018 for accurately and continuously.

2. Triangulation.

Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involve different types of samples as well as methods of data collection.[37]

It is to make the study of the data investigated become more comprehensive. It is also keep the study from accusation that is finding simply and artefact of single

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[37] Karina Kielman, Fabian Cataldo, & Janet Seeley, *Introduction to Qualitative Research Methodology: A Training Manual*(UK: Department for International Development (DfID), 2012), 16

method, single data, source or simply. In this study the researcher use triangulation technique to investigated data of implementation picture word inductive model (PWIM) in teaching vocabulary at seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo in academic years 2017/2018. It is mean that the researcher checks the validity of collecting information through the different time and tool in qualitative method.

H. Research Procedure

In this research, the researcher uses some procedures which must be done. They are planning, application and evaluating.

1. Planning

   Before doing the research activity, the researcher has to prepare the materials. The preparation in this research activities are:

   a. Getting permission letter from institution

   b. Getting permission letter and approval from the school

   c. Arranging the plan of the research

   d. Arranging the research instrument

2. Application

   a. Observing the application of English teacher strategy in teaching students vocabulary in learning process.

   b. Analyzing the data

   c. Making conclusion and suggestion

3. Evaluating and Reporting

In this section, the researcher writes a research report in from of thesis writing about a study analysis of English teacher strategy in teaching students vocabulary in learning process at the seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo Junior High School.
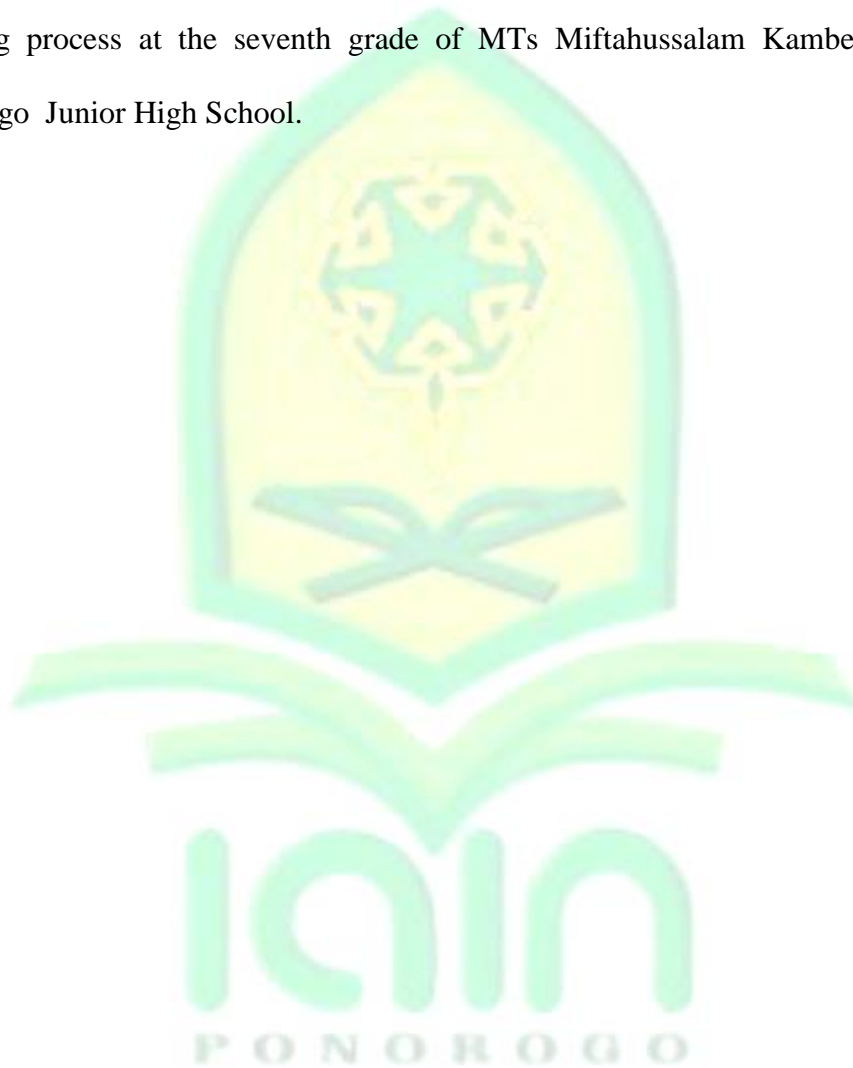
CHAPTER IV

RESEACH FINDING

This chapter displays the result of the research. In this research, data is collecting though observation, interview and documentation. the documentation is conduct to the profiles about research's location of ,MTs Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018. The observation is conducted at the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo. The interview is conducted with the English teacher and students of seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo.

A. General Data

1. The History of MTs MiftahussalamKambengSlahungPonorogo

The history of Madrasah Tsanawiyah Miftahussalam Kambeng Slahung Ponorogo could not be separated from the establishment of boarding school Salafiyyah Miftahussalam, which was founded by Mr. KH Ach. Dairobbi, Amd. Miftahussalam Islamic Boarding School stood between the 1965s on the back of the emergence of *gastapu / PKI*, the *santri/*students took refuge in the madrasas and formed a resistance against the *PKI*. After the *gastapu* movement ends the students feel safe. In 1971 AD, officially stood MTs Miftahussalam. Along with the developmentof students, the development of religious education and also wide intellectuality.

2. Geographical Position of MTs MiftahusslamKambengSlahungPonorogo

MTs Miftahusslam Kambeng is located on Soborejostreet RT. 01/02 Slahung District Ponorogo Regency. This boarding school has a less strategic location, because it is located in countryside and close to the mountains. So, most of students traveled to the school with used bicycles, motorcycles and even a walk.

Although the transportation is less supportive, the madrasah is still in demand by the surrounding community because the school has a school bus transportation used for students who live far away. In addition to geographical conditions that are less strategic and many schools are level and located adjacent but this madrasah is growing stable. In the 2009/2010 school year the madrasah enthusiasts came from the slahung district community with a radius of ± 5 km, and in the academic year 2010/2011 there was an increase up to a radius of 25 km, both coming from Slahung district and coming from other districts.

3. School Profile[38]

Name of School	: MTs Miftahussalam
School Statistic Number	: 121235020059
Headmaster	: Zaenal Arifin, S.Ag
Years Standing	: 1971
Accreditation Grade	: A
SK Number	: Kd.13.02/5/PP.00.8/2062/2014

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[38] Look at documentation transcript number: 03/O/27-4/2018

Notarial Deed : Anisah Sri Wahyuni, S.H. Nomor 192

Menkumhan SK : AHU-0013758.AH.01.04. Tahun 2015

Address of School : Jl. Soberejo RT.01/RW.02 Kambeng Slahung Ponorogo

District : Kambeng, Slahung

Regency : Ponorogo

Province : JawaTimur

Pos Code : 63463

No. Telp : 0352-372045/081335483869

Website :www.miftahussalamponorogo.sch.id

E-mail : miftahussalamslahung@yahoo.co.id

Status of School :   Private/Swasta

Status of Land :   2 m^2

Table 4.1

The Number of Students

School Year	Students		
	Male	**Female**	**Total**
2011/2012	42	53	95
2012/2013	65	49	114
2013/2014	67	59	125
2014/2015	70	53	123
2015/2016	68	45	113
2016/2017	68	45	113
2017/2018	68	50	113

4. Vision, Mision, Purpose of MTs Miftahussalam Kambeng

a. Vission

Madrasah Tsanawiyah-Aliyah Miftahussalam as the institution carries out the mandate to achieve and support the vision & mission of national education, and education of each region. Therefore MA Miftahussalam needs to have vision and mission of madrasah that can be made policy direction in achievethe purpose of educator which aspired. The visionof MA Miftahussalam is "The realization of madrasah graduates who believe, knowledgeable and do good deeds".

b. Mission

1) Growing Islamic attitudes and behavior.

2) Carry out guidance and learning actively, creatively, effectively, and fun, so that students can develop optimally, in accordance with the potential owned

3) Create a healthy, clean, and beautiful of madrasah environment

4) Disseminate the life skills environment in every educational activity

5) Familiarize students with akhlakulkarimah

5. The School Facilities and Infrastructure

The infrastructures are all about which is necessary for the school activity. It means that, the infrastructure can be used for educational program.

The examples of the infrastructures are:

a.   The building for administration activity

b.   The building for teaching and learning process

c.   The building that supports activity like library, sport field, UKS, computer room, and park areas.

The school facilities and infrastructure of MTs Miftahussalam Kambeng Slahung Ponorogo can be seen in appendices.

Table 4.2

Classroom Situation

Criteria	Unit	Condition			Total
		good	RusakRingan	Rusak Berat	
Jumlah Total RuangKelas	Kelas	V			6
KapasitasMaksimum	Orang	V			32
Rata-rata luasruangkelas	M2	V			61
Ratio Luasruangkelas	Orang/m2	V			6
Rata-rata lebarruangkelas	M2	V			8
Perabot					
Jumlahkursisiswa	Buah	V			103
Jumlahmejasiswa	Buah	V			53
Jumlahkursi guru	Buah	V			6
Jumlahmeja guru	Buah	V			6
Jumlahlemari di kelas	Buah	V			6
Jumlahpapanpajang	Buah	V			
Jumlahpapantulis	Buah	V			6
Jumlahtempatsampah	Buah	V			6

Jumlahtempatcucitangan	Buah	V			
Jumlah jam dinding	Buah	V			6
Jumlah stop kontaklistrik	Buah	V			

c. Purpose

1) Students can perform worship properly and correctly

2) Referring to the vision, mission and objectives of national education and relevant to the needs of society

3) Referring to the Graduate Competency Standards (SKL) that have been established by the madrasah

4) Accommodate inputs from stakeholder sharing including Madrasah Committee and decided by Education Board headed by Head of Madrasah

5) Students can apply akhlakulkarimah behavior.

6. Teacher and Officer Situation of MTs Miftahusslam Kambeng

The teacher play an important role at an educational institution because teachers are directly involved and responsible for the success of teaching learning process. This is table of teacher and officer situation of MTs Miftahusslam Kambeng Slahung Ponorogo

Table 4.3

Infrastructure of MTs Miftahusslam Kambeng

Slahung Ponorogo

No.	Information	Total
1.	Head master room	1
2.	Class room	6
3.	Library	1
4.	Teachers room	1
5.	BP/BK room	1
6.	Computer laboratory	1
7.	Toilets	6

Table 4.4

Teacher Condition of MTs Miftahussalam Kambeng

Slahung Ponorogo

Tipe Guru	2012/2013	2013/2014	2015/2016	2016/2017	2017/2018
1. PegawaiNegeriSipil	-	1	1	1	1
2. Guru TetapYayasan	16	16	16	12	12
3. Guru TidakTetap	4	4	4	13	13
4. Guru KontrakPusat	-	-	-	-	-
5. Guru KontrakLokal	-	-	-	-	-
6. Pegawai / Karyawan	4	4	4	1	1

7. **Organization Structure of MTs MiftahussalamKambengSlahungPonorogo**

        To establish good cooperation in implementing the vision, mission and achieving the goals of education in MTs Miftahussalam Kambeng Slahung Ponorogo reed an organizational structure that will have the functions and roles of each. The organizational structure us an idea associated with the power lines and responsibilities of entire organization. The organization structure of MTs Miftahussalam Kambeng Ponorogo can be seen in the appendices or documentation transcript[39]

8. **Curriculum Structure of MTs Miftahussalam Kambeng Slahung[40]**

        Curriculum structure of MTs Miftahussalam Slahung Kambeng Slahung Ponorogo uses the curriculum with the Ministry of Religious Affairs and also added the local curriculum the compositions of curriculum are as follows:

Table 4.5

Structure Curriculum of MTs Miftahussalam Kambeng

Slahung Ponorogo

MATA PELAJARAN		ALOKASI WAKTU PER MINGGU		
		VII	VIII	IX
Kelompok A				
1.	Pendidikan Agama dan Budi Pekerti	2	2	2
	Qur'an Hadist	2	2	2
	Aqidah Ahlak	2	2	2

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[39] Look at documentation transcript number: 03/O/27-IV/2018
[40] Look atDocumentation transcript number: 04/O/27-IV/2018

	Fiqih	2	2	2
	Sejarah Kebudayaan Islam	2	2	2
2.	Bahasa Arab	2	2	2
3.	Pendidikan Pancasila dan Kewarganegaraan	3	3	3
4.	Bahasa Indonesia	6	6	6
5.	Matematika	5	5	5
6.	Ilmu Pengetahuan Alam	5	5	5
7.	Ilmu Pengetahuan Sosial	4	4	4
8.	Bahasa Inggris	4	4	4
Kelompok B				
1.	Seni Budaya	2	2	2
2.	Pendidikan Jasmani, Olah Raga, dan Kesehatan	2	2	2
3.	Prakarya	2	2	2
4.	Bahasa Daerah	2	2	2
5.	Aswaja	1	1	1
6.	Kitab Kuning	1	1	1
	Alokasi Waktu	47	47	47

		Alokasi Waktu

NO	Jenis Muatan Lokal	VII	VIII	IX
1.	Bahasa Daerah Jawa	2	2	2
2.	Aswaja	1	1	1
3.	Kitab Kuning	1	1	1

9. **The Description of Seventh Grade of MTs Miftahussalam Kambeng Slahung Ponorogo**

The number of students seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo is 24 students. As for the name of students is as follows

Table 4.6

The Number of Seventh Grade Students of MTs Miftahussalam

Kambeng Slahung Ponorogo

DAFTAR HADIR SISWA

MTs MIFTAHUSSALAM KAMBENG SLAHUNG PONOROGO

TAHUN PELAJARAN 2017/2018

Hari/Tanggal : ……………… , ………….....………..….20____   *Kelas :* *VII A*

NO	INDUK	NAMA	JAM KEHADIRAN												KET.
			1	2	3	4	5	6	7	8	9	10	11	12	
1	2511	AGAM RIAN SAPUTRA													
2	2512	ALVIN RADHITSA													
3	2513	ANGGA DWI NURHADI SAPUTRA													

4	2514	ANNIYATUS SA'ADAH														
5	2515	ANNISA DWI RAHMAWATI														
6	2516	ANWAR SATRIA FEBRIANTO														
7	2517	AYU NUR RAMADANI														
8	2518	DANDI SANTOSO														
9	2519	DEA DWI DESIANA PUTRI														
10	2520	DWI LESTARI														
11	2521	EVI MUTIA SARI														
12	2522	ISTIHAROH														
13	2523	KLAODIO DEVIN YOGAPRATAMA														
14	2524	LIANI SASKYA PUTRI														
15	2525	MASRUROH NUR OKTAVYANA														
16	2526	MIFTAKHUN NURUL ROHMAH														
17	2527	NAUFAL RIZKY RAFI														

NO	INDUK	NAMA													KET.
18	2528	RENDY AROVEK													
19	2529	RESANDY YUSUF ARYA LISTANTO													
20	2530	RUDIANTO													
21	2531	UMI LAELATUL ROHMAH													
22	2532	ZULFATUL RAHMADANI													
23	2555	NUR HISAM SAFAAT													
24	2556	MUHAMAD HABIB ZAIN MASKUR													

DAFTAR HADIR SISWA

MTs MIFTAHUSSALAM KAMBENG SLAHUNG PONOROGO

TAHUN PELAJARAN 2017/2018

Hari/Tanggal : ……………… ,   *Kelas :*

…………....………..….20____   *VII B*

NO	INDUK	NAMA	JAM KEHADIRAN												KET.
			1	2	3	4	5	6	7	8	9	10	11	12	
1	2533	ACHMAD HASAN													
2	2534	AGUNG TRIONO													
3	2535	A. ZAMIL													

No	Induk	Nama													
		IZZAD ELCHAQI													
4	2536	ALUNG ONGLE BIA													
5	2537	ANDRYAN RIFKI SEPTIA													
6	2538	APRILLYANA MADERA .M													
7	2539	BAMBANG TRIONO													
8	2540	DIAN ALDI SAPUTRA													
9	2541	ENDANG FATIHAH FAUSTA													
10	2542	FITRI AMALIA													
11	2543	FRISKA ZAHRA ANGGRAINI													
12	2545	HANIFAH NUR ROFIFAH													
13	2546	INEZ NITYA ROSYADAH													
14	2547	MOH. RISKI R													
15	2548	MUIDATUL HANIFAH													
16	2549	NABILA PUTRI ZAHRA													

17	2550	RYAN GAUTAMA RAHARJA														
18	2551	SASKIA RAHMATANIA														
19	2552	TOMY WINARTO														
20	2553	WIDYA NUR MAHMUDAH														
21	2554	YOGA WIBOWO														
22	2557	MOHAMAD KIA SAPUTRA														
23	2558	ANDRI AHMAD SAPUTRA														

B. **Specific Data**

1. **The reasons of the implementation of Picture Word Inductive Model (PWIM) strategy in teaching vocabulary to the seventh grade students of MTs MiftahusslamKambengSlahungPonorogo**

Teaching is the concerted sharing of knowledge and experience. Teaching vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. The purpose of teaching vocabulary is to help the

students to find the meaning of the words based on the context. To reach the goal on the teaching vocabulary, the teacher must teach students with any things such as vocabulary learning strategies. There are many techniques and strategies in English teaching learning process. It is aimed to make teaching learning process can run well and to make students active. Besides that, it makes the students can understand the lesson which is though in the classroom.

MTs Miftahussalam Junior High School has one English teacher who teaching English language in seventh grade students. She is Ms. Zenny Luthvia, who helps, organize, motivate, and teach the students to make students interest, enjoy, and understand in learning vocabulary with strategies used by teachers. So, the goals of teaching and learning process can be achieved.

Almost Students of MTs Miftaussalam still difficult to remember some new vocabularies. When the teacher explained the materials the students was passive not interest with the lesson. Usually most of students still consider that English Language is difficult lesson but they are like to learn vocabulary. Ms. Zenny Luthvia as the teacher of seventh grade class said that:[41]

> "English learning process in MTs Miftahussalam it runs well, they are like to learn about vocabulary even though some of them have the difficulties in English learning process especially to remember the words. Because of it, sometimes, students are passive and not interest in the lesson. We know that, English language is a secondary language for the students, moreover they are country students. Most of them used java language in their daily activities. So, it makes them feel difficult to remember and understand new vocabulary, especially English vocabulary"

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[41]Look at Interview trancript number: 01/W/20-IV/2018

To overcome the problem, the teacher needs to use an attractive strategy to make students more understand the meaning of the vocabulary. The teacher uses a different strategy in teaching and learning process, because learning vocabulary at Junior High School can be done trough many ways such as: dictionary, picture, guessing, reading, etc. So in this case, the teacher takes picture as the media in teaching vocabulary, because picture has some advantages such as: picture can make students more interest to the teaching and learning process. Picture also make students get easier to remember the words that was drew through the picture and picture can show the students about real life and real things in surround environment. Do the challenges above, teacher uses Picture Word Inductive Model (PWIM) strategy to help in teaching vocabulary.

Based on the interview with Ms. Zenny Luthvia as a teeacher English of MTs Miftahussalam said that:[42]

> "To improve students' vocabulary mastery, I as the teacher at the seventh grade students of MTs Miftahussalam use Picture Word Inductive Model (PWIM) strategy. I have some reason about using PWIM strategy in teaching vocabulary. Because by this strategy I expect the students can easily to remember new vocabulary and they can more active in teaching learning process. Besides that, the PWIM strategy has many advantages. One of the advantages, such as students can interest and more pay attention in teaching learning process".

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[42]Look at interview transcript number: 02/W/20-IV/2018

Ms. ZennyLuthvia also said that:[43]

> "This PWIM strategy is enjoyable, interesting for students because PWIM uses a picture containing familiar objects as the media. So, it can motivate the students to attend the lesson. And then, make the students easier to remember and memorize new vocabulary that I have explained before. On the other hand, the subject is not only delivered, but also can be understood by students".

According Anwar Satria F, a student at seventh grade of MTs Miftahusslam said that:[44]

> "I like with the strategy that used by teacher. First, I found it difficult to understand the vocabulary lesson that the teacher explained. But, after the teacher using the PWIM strategy, the vocabulary lessons are fun and I like it, not boring, and make me easy to remember new vocabulary".

According Zulfatur R, a student at seventh grade of MTs Miftahussalam said that:[45]

> "Generally, I often hear English words but it's hard for me to understands and remember it. But, with the PWIM strategy that used by Ms. ZennyLuthvia, it makes easy for me to remember new vocabulary and understand how to write it. Of course, learning becomes more fun".

According Anniyatus Sa'adah, a student at seventh grade of MTs Miftahusslam said that:[46]

> "I don't like vocabulary lessons. Because in my opinion all the English lessons are difficult, one of them is vocabulary lesson. But with the PWIM strategy, vocabulary lesson becomes more fun and easy to understand. PWIM strategy helps me easy in remembering new vocabulary".

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[43]Look at interview transcript number: 03/W/20-IV/2018
[44]Look at interview transcript number: 04/W/21-IV/2018
[45]Look at interview transcript number: 04/W/21-IV/2018
[46]Look at interview transcript number: 09/W/21-IV/2018

According to Ummi Laelatul Rohmah, as a student of MTs Miftahussalam that:[47]

> "I like PWIM strategy, because learning with PWIM uses a Picture. Learning vocabulary with picture makes me more easily to understand it"

Thus, Picture Inductive Model (PWIM) strategy is applied because it can help the students easy in remembering or memorizing new vocabulary in English lesson and students are also easy in understanding it. Lesson will be more enjoyable, fun, not boring, and make students interest and active in the teaching learning process. From statement above we can be known that Picture Word Inductive Model (PWIM) strategy also has many advantages in English teaching and learning.

2. **The Implementation of Picture Word Inductive Model (PWIM) Strategy in Teaching Vocabulary to The Seventh Grade Student of MTs Miftahussalam Kambeng Slahung Ponorogo**

Picture Word Inductive Model (PWIM) strategy has been used in teaching vocabulary at seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo. By PWIM strategy students are expected can easily to remember or memorize new vocabulary through the picture. In the PWIM strategy students can also easily to understand vocabulary lesson. Lesson with PWIM strategy becomes more fun, not boring because PWIM uses a picture as media that includes many objects that can be interested for students. Besides that, students became more active

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[47]Look at interview transcript number: 09/W/21-IV/2018

in the classroom. In PWIM strategy activity, teacher has important rule because he/she as facilitator as well as example for his students. Therefore, teachers' rule in PWIM strategy he/she must able to pronounce the words correctly.

Picture Word Inductive Model (PWIM)strategy is an oriented language arts strategy that uses pictures containing familiar objects, action and scenes to draw out words from children listening and speaking vocabularies.[48]Vocabulary teaching strategies refer to everything teachers do or should do in order to help learners the vocabulary in the target language.

Picture Word Inductive Model (PWIM) strategy has some procedures. The procedures of Picture Word Inductive Model (PWIM) strategy as a followed:

a) Select a picture.

b) Ask students to identify what they see in the picture.

c) Label the picture parts identified. (Draw a line from the identified object orarea, say the word, write the word; ask students to spell the word aloud andthen to pronounce it.)

d) Read and review the picture word chart aloud.

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

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

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[48]Shuda Shaman, "Using the Picture Word Inductive Model (PWIM) to Teach English Vocabulary," Wangshington State University, vol. 34, 2014, Pg-49

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

h) Lead students into creating a title for the picture word chart. Askstudents into creating a title for the picture word chart. Asks students to think about the information on the chart and what they want to say about it.

i) Ask students to generate a sentence, sentences, or a paragraph about the pictureword chart.

j) Read and review the sentences or paragraphs.[49]

Each year students must learn and use thousands of new words in their various subject discipline studies. They are required to perform complex tasks using new vocabulary. The use of PWIM strategy is to improve literacy skills. PWIM strategy encourage active students' participation. Guessing, Remembering and searching words of the objects in the picture during a lesson, offer visual reinforcement which can be very helpful for students.

Based on interview with Ms. Zenny Luthvia as English teacher at seventh grade students of MTs Miftahussalam there are some procedures that teacher used for applying Picture Word Inductive Model (PWIM) strategy in teaching vocabulary. [50]
"There are some procedures of Picture Word Inductive Model (PWIM) strategy that I have been applied at the seventh grade. First, I show a complex, detailed picture that includes many objects, nouns, verbs, or adjectives. I ask them to guess or identify the objects what are actually these words in English language. I draw a line from each

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[49]Emily F.Calhoun, *Teaching Beginning Reading and Writing With the Picture Word Inductive Model,* Association for Supervision and Curriculum Development, 1999, pg-23

[50] Look at Interview transcript number: 05/W/20-IV/2018

indentified objects. After that, I ask them to read and spelling aloud the word after me and then pronounce it. Then, I Ask students to generate a sentence about the picture word chart and ask students to classify sentences. And then come forward to write their sentences in whiteboard ".

The procedures are:

a) Teacher show a complex, detailed picture that includes many object, noun, verbs, or adjectives to the students.

b) Teacher gives a few minutes to examine the picture and then asked to the students to identify what they see in the picture.

c) Teacher asks students to draw a line from the identified object or area and write the word/vocabulary of the objects

d) Teacher gives review about the picture word that has been identified by students

e) Teacher reads the words identified by the students based on the line on the chart, and asks the students to repeat it.

f) The teacher gives an example of how to spell the word and pronounce the word and the students must follow it.

g) Teacher asks students to try to read aloud, spell, the word that was identified.

h) Teacher asks students try to spell the words and pronounce the words correctly.

i) The teacher asks the students to pair up with his or her friend

j) Ask students to makes sentences about the vocabulary relating to the picture, which has been shown by the teacher

k) The teacher also asks the students to memorize and remember the new words/ vocabulary contained in the picture and asks to remember they own sentences

l) Teacher asks the student to come forward to write the sentence and read it aloud as well classify the sentence.

m) The teacher gives a review to the students' work

n) And the last, the teacher invites the students to classify the new words together.

Applying Picture Word Inductive Model (PWIM) strategy in teaching vocabulary, the English' teacher at the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo also need some steps. The steps are as follows:

The researcher was conducted on 21 April 2018 at 09.00-10.20 a.m. This research focused on the observation about three steps of the teaching program. The teacher made a preparation by formulating the lesson plan, in the seventh grade of MTs Miftahusslam Kambeng Slahung Ponorogo which consisted 2 x 40 minutes of each meeting. From the result observation on 21 April 2018 as follows:[51]

a. **Preparation/ planning**

In this step, the teacher prepared some activities to reach successful the implementation of PWIM strategy. The teacher did activities including features bellow:

1. The lesson consisted of 4x40 minutes, it means 2x40 minutes in each meeting, so the teacher must manages the time, in first meeting consisted in reading to find a new

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[51]Look at transcript observation number :01/20-IV/2018

vocabularies and information from the text. In second meeting in students identify the vocabulary from the picture related of the text and try to spelling the words together.

2. The teacher prepared the material for the students. These materials were a detailed picture that includes many objects, noun, verb or adjectives and will be shown to the students

3. The teacher given a few minutes to examine the picture and the teacher asked the students to identify what they see in the picture. Next, the teacher draws a line from each identified object in the picture and says its name, writes in margin, says it again and spelling the word.

4. Preparing lesson plan. The teacher designed the teaching and learning process in the form of lesson plan in order to guide teacher in calculating the instructional planning, the teacher arranged lesson plan which was developed from syllabus based on curriculum.

b. Application

The application of Picture Word Inductive Model (PWIM) strategy in teaching vocabulary at the seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo is divided in three activities. These activities are presented as follow:

1. Pre-activities

Pre-activities are the activities done by the teacher before the teaching and learning process is started. These activities are included:

a) Greeting

   To open meeting, the teacher says greeting to the students, for beginning the activities. Then, the teacher builds the students' motivation for having and enjoyable feeling and motivation in teaching and learning process.

b) Apperception

   The teacher gives apperception to stimulate the students' prior knowledge by asking them some question related to the recount text.

2. Main Activities

   Main activities are the activities which conducted by the teacher during the teaching and learning process. Here the teacher applies Picture Word Inductive Model (PWIM) strategy for teaching learning process in vocabulary class. The steps in implementation this strategy is as follow:

a) Presenting the material

   The teacher presents the material about recount text for the example is "Holiday". After the teacher explained the recount text, the teacher shows a detailed picture containing many objects about holiday. After that the teacher gives some instructions to the students about what they should to do.

   The instructions are as follows:

1) Teacher show a complex, detailed picture that includes many object, noun, verbs, or adjectives to the students.

2) Teacher gives a few minutes to examine the picture and then asked to the students to identify what they see in the picture.

3) Teacher asks students to draw a line from the identified object or area and write the word/vocabulary of the objects

4) Teacher gives review about the picture word that has been identified by students

5) Teacher reads the words identified by the students based on the line on the chart, and asks the students to repeat it.

6) The teacher gives an example of how to spell the word and pronounce the word and the students must follow it.

b) Giving opportunity to the students to read aloud the words

The teacher asks the students to read aloud the words, spelling the words, and pronounce the words from the picture that was identified by the students before.

1) Teacher asks students to try to read aloud, spell, the word that was identified.

2) Teacher asks students try to spell the words and pronounce the words correctly.

3) Giving students some assessment

In this phase, the teacher gives assessment to the students to makes sentences based on the words/vocabulary from the picture that was indentified before by students. And then, asks the students to memorize and remember the new word and their own sentences. Here, the teacher was only as a facilitator, and who prepared the topic or material to discuss, because the teacher guided students to learn deeply in the learning process. In this phase, the students do in pairs for discuss the material. They consisted of 2 students.

a) The teacher asks the students to pair up with his or her friend

b) Ask students to makes sentences about the vocabulary relating to the picture, which has been shown by the teacher

4) Write the results and Presentation

In this phase, the teacher asks students wrote the result achieved from the discussion. Then, the students memorize and remember the word clearly. Next, some students presented the result of discussion in front of class. All students gave attention the sentence that was wrote by the other students

1) The teacher also asks the students to memorize and remember the new words/ vocabulary contained in the picture and asks to remember their own sentences

5) Teacher asks the student to come forward to write the sentence and read it aloud as well classify the sentence.

6) The teacher gives a review to the students' work

3. Last Activities

The last activities are the activities which are done by the teacher after teaching and learning process occurred, the teacher summarizes the learning process and gives motivation for students to study hard, diligent and always spirit. Then the teacher closes the lesson by some statement, motivating, and praying.

In the last meeting in applied PWIM strategy, teacher gives motivation to the students to use their new vocabulary in their own sentence and memorize new

vocabulary. So, the vocabulary had acquired by students became active vocabulary. It

is supported by statement of Ms. ZennyLuthvia she said:[52]

> "I asked to the students to make their own sentence with the new vocabulary related from the picture shown by me. Moreover, I suggested to the students to remember or memorize new vocabulary and build it into a sentence.It makes the students remember new vocabulary easily. Besides that, vocabulary had acquired by the students will be active vocabulary.I close the lesson by giving motivation to the students to study hard, read English book to develop their English and to remember and memorize the new vocabularies as much as possible. Besides that, the PWIM strategy can increase students' vocabulary, makes students easily to remember and memorize the new words, makes students easily to accept the lesson, and makes the students active and pay attention during the teaching learning process".

The students give some statements about the implementation Picture Word

Inductive Model (PWIM) strategy in teaching vocabulary. And the researcher got the

result of interview such as follow:

According to Zulfatul Ramdani as a student of MTs Miftahusslam Kambeng

Slahung Ponorogo:[53]

> "The teacher gives the material in the form of picture containing many objects that immediately makes students interested. Teacher asks to the students to identify the objects words from the picture, and it also makes the students instantly remembered with the new words of the objects. Because students learn along with visual objects that make students understand well".

According to Masruroh Nur Oktavia:[54]

> "The implementation of PWIM strategy is good Variation. This strategy uses a picture with many objects. This strategy is suitable in teaching learning

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[52]Look at interview number: 06/I/21-IV/2018

[53]Look at interview transcript number: 04/W/21-IV/2018

[54]Look at interview transcript number: 04/W/21-IV/2018

vocabulary because this strategy gives inspiration to the students when the students say something, and get new vocabulary easier to remember"

The other students from Naufal Rizi Nafi:[55]

"The teacher gives the material with uses PWIM strategy that makes me and the other students understand well, enjoyable, and also not feel bored in the teaching learning process"

According Istiharoh:[56]

"I think this strategy is suitable for teaching learning vocabulary. Because I can understand well, and make me easily to remember and memorize new word through the picture".

The case indicates, that some students interest in teaching learning process. The students have high motivation and interest to master vocabulary and also have self confidence in the classroom. Besides that, the researcher conduct interview from the other students, the opinion according to Randy Arovek:[57]

"Actually, I don't like English lesson but by using Picture Word Inductive Model (PWIM) strategy in learning vocabulary make me understand and more easier to study English, and make me easier to remember and memorize the new word".

c. **Evaluation**

A teaching and learning process needs be evaluated. Evaluation conducted to determine that the result of learning process. In this evaluation the teacher give a question and answer session to reflect students had learned during the learning

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[55]Look at interview transcript number: 04/W/21-IV/2018
[56]Look at interview transcript number: 04/W/21-IV/2018
[57]Look at interview transcript number: 04/W/21-IV/2018

process. Every student was given evaluation about their skill or ability and given scoring about their result.

From the observation, the teacher gives evaluation to the students in the end of learning process. She asked the students to performance in front of class about the material. And the students must remember and memorize the material and the words with correct pronunciation. The teacher can evaluate the student's ability whenthe students make the sentence and memorize the material.

3. **The advantages of Picture Word Inductive Model (PWIM) Strategy**

Picture Word Inductive Model (PWIM) Strategy has many advantages in teaching vocabulary they are:

The first, this strategy is suitable in English learning process at seventh grade students in MTs Miftahussalam Kambeng Slahung Ponorogo. Ms. Zenny Luthvia as a teacher in seventh grade students stated:[58]

> "PWIM is one of learning strategy that uses picture containing many familiar objects as the media. PWIM is also suitable and useful strategy for teaching Junior High School Students. Students are required to indentify the words or vocabulary in the picture. In this strategy has many advantages such as students more enthusiastic, active and more interested in learning vocabulary. Besides that, students can easily remember the vocabulary with the help of the pwim strategy"

This strategy had seemly principal with the statement from Ms. Zenny Luthvia. By using Picture Word Inductive Model Strategy the students accustomed to

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[58] Look at interview transcript number: 07/W/21-IV/2018

work together with their friends and building their ideas in the form of sentence and text.Ms. ZennyLuthvia said:[59]

> "I tell the students, what subject we will learn today. I give them a picture. After that, I ask students to identify what they see in the picture and ask the students to give labels or a lineto the picture parts identified. Then, I ask the students to read, spell and pronounce the words based on the lines on the chart and repeat the vocabulary after me. I ask them questions related the picture, ask students to try and make a sentence related to the picture. And the last, I ask them to came forward to write their sentence in the whiteboard and classify their sentence "

Second, the students had more activeness, enthusiastic and feel more enjoyable in the learning process. Students found new vocabulary themselves. It makes the students easily to remember new vocabulary. Besides that, students worked together in group to find new vocabulary, so the students had more enthusiasms in learning process. Ms. Zenny Lutvia as a teacher of VII A class stated:[60]

> "The students have more activeness, enthusiastic, enjoy and happy while I applied PWIM strategy in my teaching vocabulary. By using PWIM, students will easy to memorize or remember the vocabulary, they will remember easily with the words I just given relate to the picture, because it also used their visual to find a new vocabulary themselves."

Evi Mutiasari as a student in VII A class also said:[61]

> " I felt more enthusiasts, enjoy and happy in learning vocabulary using PWIM strategy, because I can work by myself and worked together with my friends, share about the information from the picture. With PWIM make me easier to remember a new words or vocabulary, because I found new vocabulary by myself."

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[59]Look at interview transcript number: 05/W/20-IV/2018
[60]Look at interview transcript number: 03/W/21-IV/2018
[61] Look atnterview transcript number: 04/W/21-IV/2018

Based on interview with Dea Dwi Desiana Putri, as a student at seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo said that:[62]

> "According to me, I get many advantages of this strategy that uses by the teacher. for example I can easier to memorize and remember new vocabulary, I can easily understand vocabulary lesson. I do not feel sleepy in the teaching and learning vocabulary because teaching and learning with PWIM is more fun not boring".

Based on interview with Angga Dwinurhadi Saputra, a student at the seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo said that:[63]

> "According to me, I still not fluent in writing and pronounce the words. but with this strategy, I get to know how to write and how to spell the words".

Based on interview with Liani Saskiya Putri, as a student at seventh grade of MTs Mifthausslam Kambeng Slahung Ponogo said that:[64]

> "By PWIM strategy I do not feel sleepy in the teaching and learning process because the learning uses a picture as the media and I can easily to remember new vocabulary through picture".

Third, the process of learning vocabulary is effective through Picture Word Inductive Model Strategy. Because by used PWIM strategy, students got many vocabularies from one picture. They found words, grammar, how to spell the words and pronounce the words. According to Ms. Zenny Luthvia said that:[65]

> "Besides that, I think this is the effective strategy for vocabulary learning. I think, every English teacher ever applied this strategy. With PWIM strategy,

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[62]Look atinterview transcript number: 04/W/21-IV/2018
[63]Look atinterview transcript number: 04/W/21-IV/2018
[64]Look atinterview transcript number: 04/W/21-IV/2018
[65] Look atinterview transcript number: 02/W/21-IV/2018

the students get many vocabularies from one picture. In the other hand, the students have more discipline in using dictionary. By using PWIM strategy, the vocabulary has acquired by students will be active vocabulary, because the students build their new vocabulary into sentence. Besides that, this strategy makes me easier to manage the class and to conduct the students in learning process"

Ayu Nur Ramadhani as student in seventh A class also said:[66]

"Learning vocabulary using PWIM strategy was very fun for me. I got a lot vocabulary from one picture that I found it from the picture. I can enjoy and more understand with the learning. And then, I can easier to remember the new vocabulary."

Dandi Santoso, a student at the seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo also said that:[67]

"By the PWIM strategy, I know how to spell and pronounce the words correctly, and I can easily to remember the words."

Based on the statement above, it can be concluded that the implementation of Picture word Inductive Model (PWIM) strategy in teaching vocabulary at the seventh grade students of MTs Miftshussalam in academic year 2017/2018 has many advantages to the teacher and really for students.

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[66] Look at interview transcription number: 04/W/21-IV/2018
[67] Look at Interview transcription number: 04/W/21-IV/2018

CHAPTER V

THE DISCUSSION OF IMPLEMENTATION OF PICTURE WORD

INDUCTIVE MODEL (PWIM) STRATEGY IN TEACHING VOCABULARY

AT SEVENTH GRADE STUDENTS OF MTs MIFTAHUSSALAM IN

ACADEMIC YEAR 2017/2018

In this chapter, the researcher discusses the result of the research based on the statement of the problem. The result taken from the observation, interview and documentation. In this chapter the researcher collect all the data and concludes that has been applied to Picture Word Inductive Model (PWIM) strategy in teaching vocabulary at the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018

1. **Why Picture Word Inductive Model (PWIM) Strategy Applied in the Teaching Vocabulary at Seventh Grade Students of MTs Miftahussalam Kambeng Slahung Ponorogo in Academic Year 2017/2018**

Teaching is may defined as showing or helping the someone to learn how to do something giving instructions, guiding in the study of something, providing with knowledge, causing to know and understand.[68] Learning and teaching vocabulary is integrated in four skills (reading, speaking, listening, and writing). The purpose of teaching vocabulary is to help the students to find the meaning of the words based on the context. To reach the goal on the teaching vocabulary, the teacher must teach

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[68]Douglas Brown, *Principles of Language Learning and Teaching*, (Person Education), pg-

students with any things such as vocabulary learning strategies. Teachers who want to teach effectively that they have to find the best way in teaching so that they can manage the classroom well and present the material as good as possible.

The reason of the implementation of Picture Word Inductive Model (PWIM) strategy in teaching vocabulary is to improve students' vocabulary. Generally, Picture Word Inductive Model (PWIM) is one of the strategies that can be applied in teaching reading, writing and language system. Butin MTs Miftahussalam Ponorogo PWIM strategy applied in teaching vocabulary, the PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies.[69]As Xuang Jiang and Kyle Perkinssaid that, the intent of the PWIM is to capitalize on childern's ability to think inductively and generalize the basis of structural and phonetic analysis.[70]It respects the students' ability to think.

By this strategy the students are expected can easier to remember new vocabulary and they can more attention in teaching learning process. PWIM strategy has many advantages, such as students can more interest, enjoyable and more pay attention in teaching learning process. As Yuniarsih and Saun said that, in their study by using Picture Word Inductive Model (PWIM) strategy seems more effective,

[69]Emily F.Calhoun, *Teaching Beginning Reading and Writing With the Picture Word Inductive Model,* Association for Supervision and Curriculum Development, 1999, pg-21

[70]Xuang Jiang, Kyle Perkins, "A Conceptual Paper on the Aplication of the Picture Word Inductive Model Using Bruner's Constructivist View of Learning and the Cognitive Load Theory," *Interdisciplinary Journal of Teaching and Learning,* Florida International University miami, vol. 3. No. 1, 2013, p.9-10

enjoyable, and useful for the students. Calhoun also said that, the PWIM strategy is a satisfying and pleasurable activity. They enjoy finding objects and actions in the picture, seeing the words and sentences they generate and expressed in print and become part of curriculum, classifying words and sentences, and discovering useful language concept generalizations. The PWIM motivates students because most become successful learners. Learners succeed when using the model because the PWIM is based on inquiry into how children learn and how to enhance their learning, including their development of language, the PWIM includes students to classify their words, building the concepts that enable them to unlock unfamiliar words.[71]

The use of Picture Word Inductive Model (PWIM) strategy is aimed in order the goals of learning can be achieved effectively. Teacher as one of component of learning has a big hand creating effective learning. For that, the teacher of MTs Miftahussalam Kambeng Slahung Ponorogo uses Picture Word Inductive Model (PWIM) Strategy as teaching media in teaching vocabulary. As Swartzendruber said, in his study show that PWIM appears to be an effective instructional tool for classroom teachers to use in facilitating vocabulary acquisition.[72]

After collecting data in the implementation of Picture word Inductive Model strategy, the researcher analyzed why the teacher applied PWIM strategy used in teaching vocabulary in this classroom. Based on the interview with English teacher

[71]Emily F.Calhoun, *Teaching Beginning Reading and Writing With the Picture Word Inductive Model,* Association for Supervision and Curriculum Development, 1999, pg-24

[72][72]Kara Swartzendruber, " The Picture Word Inductive Model and Vocabulary Acquisition," *Proceedings of the 3rd Annual GRASP Symposium*, Wichita State University, 2007, Vol. 1, No. 1, pg-178

Ms.Zenny Luthvia, S.Pd at the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo, used Picture Word Inductive Model (PWIM) strategy to help in teaching vocabulary. PWIM strategy applied in MTs Miftahussalam because almost students of MTs Miftaussalam still difficult to remember new vocabularies. Usually most of students still consider that English Language is difficult lesson. PWIM strategy is a suitable strategy to be uses in teaching Junior High School students, many advantages that can be obtained after teaching and learning by using PWIM strategy. First, the students feel enjoy, happy and interest with the teaching learning process because PWIM strategy uses picture as the media. As the result, teacher is easier to conduct the students in the learning process. Second, the students become more active in doing activities such as: answering teacher's questions, listening, speaking and working together with their friends. So, they do not feel bored in their study. Finally, they could improve their confidence in English class. Picture Word Inductive Model (PWIM) strategy is also a way to makes the teachers more active and responsible in their teaching.

Based on the explanation above, the researcher can concluded that the implementation Picture Word Inductive Model (PWIM) strategy in teaching vocabulary at seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo in academic years 2017/2018 will help the teacher to overcome students' difficulties in learning vocabulary. Furthermore, by this strategy students also can write English words little by little and step by step correctly, and they can attention and concentration in teaching learning process.

2. **The Implementation of Picture Word Inductive Model (PWIM) Strategy in Teaching Vocabulary at Seventh Grade Students of MTs MIftahusslam Kambeng Slahung Ponorogo in academic year 2017//2018**

Picture Word Inductive Model (PWIM) it has been defined an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies.[73] The use of Picture Word Inductive Model (PWIM) strategy is aimed in order the goals of teaching learning can be achieved effectively. Teacher as one of the important component of learning has a big hand creating effective learning. For that, the teacher of MTs Miftahussalam Kambeng Slahung Ponorogo uses Picture Word Inductive Model (PWIM) strategy in teaching vocabulary.

The procedures of implementation Picture Word Inductive Model (PWIM) strategy in teaching vocabulary that used by English teacher at seventh grade of MTs Miftahussalam Kambeng Slahung Ponorogo is little different with theory Calhoun because the teacher has procedure herself to applying the PWIM strategy in teaching vocabulary at the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo. There are the procedures by Calhoun as followed:

   a) Select a picture.

   b) Ask students to identify what they see in the picture.

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[73]Shuda Shaman, "Using the Picture Word Inductive Model (PWIM) to Teach English Vocabulary," Wangshington State University, vol. 34, 2014, Pg-49

c) Label the picture parts identified. (Draw a line from the identified object orarea, say the word, write the word; ask students to spell the word aloud andthen to pronounce it.)

d) Read and review the picture word chart aloud.

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

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

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

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

i) Ask students to generate a sentence, sentences, or a paragraph about the pictureword chart.

j) Read and review the sentences or paragraphs.[74]

Based on interview with the English' teacher at seventh grade students of MTs Miftahussalam there are some procedures that teacher used for applying Picture Word Inductive Model (PWIM) strategy in teaching vocabulary. The procedures are:

a) Teacher show a complex, detailed picture that includes many object, noun, verbs, or adjectives to the students.

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[74]Emily F.Calhoun, *Teaching Beginning Reading and Writing With the Picture Word Inductive Model,* Association for Supervision and Curriculum Development, 1999, pg-23

b) Teacher gives a few minutes to examine the picture and then asked to the students to identify what they see in the picture.

c) Teacher asks students to draw a line from the identified object or area and write the word/vocabulary of the objects

d) Teacher gives review about the picture word that has been identified by students

e) Teacher reads the words identified by the students based on the line on the chart, and asks the students to repeat it.

f) The teacher gives an example of how to spell the word and pronounce the word and the students must follow it.

g) . Teacher asks students to try to read aloud, spell, the word that was identified.

h) Teacher asks students try to spell the words and pronounce the words correctly.

i) The teacher asks the students to pair up with his or her friend

j) Ask students to makes sentences about the vocabulary relating to the picture, which has been shown by the teacher

k) The teacher also asks the students to memorize and remember the new words/ vocabulary contained in the picture and asks to remember they own sentences

l) Teacher asks the student to come forward to write the sentence and read it aloud as well classify the sentence.

m) The teacher gives a review to the students' work

n) And the last, the teacher invites the students to classify the new words together.

Based on the observation of the implementation Picture Word Inductive Model (PWIM) strategy at MTs Miftahussalam Kambeng Slahung Ponorogo in the seventh grade divided into several steps. First step in this process is preparation. The teacher prepares the material, which is taught in teaching vocabulary using Picture Word Inductive Model (PWIM) strategy and the material from students' book.

Second step is pre-activities. In this step teacher greeting the students and gives apperception related the material that will be learned, teacher gives the gaps recount text with theme is holiday to the students.

Third step is application. The teacher presents and explains the material by using the media picture to support the students in understanding of the material. The teacher shows a detailed picture containing many objects about holiday. The teacher asks students to identify what they see in the picture. After that teacher asks students to draw a line from the identified objects or area and write the words of the objects identified. Teacher gives a review about the picture words that has been identified. Teacher reads the words identified by the students based on the line on the chart, and asks the students to repeat it. And then the teacher gives an example of how to spell the word and pronounce the word and the students must follow it. Teacher gives opportunity to the students to read aloud the new words, spelling the words, and pronounce the words from the picture that was identified by the students before. Then, teacher gives assessment to the students to makes sentences based on the new words/vocabulary related to the picture that was indentified before by students. Teacher asks the students to memorize and remember the new word and their own

sentences. And thenteacher asks the student to come forward to write the sentence and read it aloud as well classify the sentence. The teacher gives a review to the students' work.

And the last activity, the teacher summarizes the learning process and gives motivation for students to study hard, diligent and always spirit. Then the teacher closes the lesson by some statement, motivating, and praying. After teaching, the teacher evaluates her students by give a questions and answer session to reflect students, student's performance, and pronunciation.

From the process applying PWIM above, researcher can interpret that uses of Picture Word Inductive Model (PWIM) strategy to the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo is done well. All the students can do the teachers instructions, almost the students can do the task, practice, and make a sentence well. They are also easier to remember new vocabulary. it can be conclude that the implementation of Picture Word Inductive Model (PWIM) strategy in teaching vocabulary at seventh grade students of MTs Miftahusslam Kambeng Slahung Ponorogo in academic year 2017/2018 is appropriate with the general procedure of Picture Word Inductive Model (PWIM) strategy.

3. **The Advantages of Picture Word Inductive Model (PWIM) Strategy in Teaching Vocabulary**

The implementation of Picture Word Inductive Model (PWIM) strategy in teaching vocabulary at seventh grade students of MTs Miftahussalam Kambeng

Slahung Ponorogo has some advantages. Some of advantages are building students motivations in learning, decrease students' tension and also improve student activeness.

Picture Word Inductive Model (PWIM) Strategy is suitable strategy to be used in teaching Junior High School students. First, the students become happy, enjoy and interest with the learning process. As the result, teacher is easier to conduct the students in learning process, manage the class easily. Second, the students become active in doing activities such as: answering teacher's questions, listening, speaking and working together with their friends. Besides that, the advantages of PWIM strategy also make the learning vocabulary easy for students and can help students easier to remember a new vocabulary.

In addition, the advantages of Picture Word Inductive Model (PWIM) Strategy is also avoid monotonous session of the teaching and learning process. So, the students do not feel bored in the learning process, to correct students' writing the words in order they do not confuse when they write the word in English language. PWIM strategy also can increase students' vocabulary and students' vocabularies pronunciation.

Based on some advantages, we know that PWIM strategy in teaching vocabulary at seventh grade students of MTs Miftahussalam hasadvantages for the students and the teacher.

CHAPTER VI

CLOSING

A. Conclusion

1. Picture Word Inductive Model (PWIM) strategy is applied in teaching vocabulary at the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo in academic years 2017/2018 can build the students' activeness. By this strategy students can easily to remember or memorize new vocabulary make the students enjoy, happy, and interest with the learning process. Furthermore, by PWIM strategy the students can more attention and easier for the teacher to conduct the students in learning process.

2. The result of the study shows that the effective implementation of Picture Word Inductive Model (PWIM) strategy in teaching vocabulary to the seventh grade students of MTs Miftahussalam Kambeng Slahung Ponorogo consist of the teacher explanation the material by using the media picture to support the students understanding of the material. After that the teacher shows a picture to the students and asked the students to identify the words on the picture following instruction from the teacher. Next, teacher asked the students to read aloud the new word based on the material with correct pronunciation and spel ling. The students do in pairs to discuss the material, then the teacher give assessment to arranged the new words to be sentences. And then, the teacher asked students to remember and memorized new word that is in the pictures and

their own sentences that has been made before. The last, every student wrote the result of discussion in front of class.

3. The advantages of Picture Word Inductive Model (PWIM) strategy in teaching vocabulary at the seventh grade students of MTs Miftahusslam Kambeng Slahung Ponorogo are: make students more active and pay attention during teaching learning process, make students easier to remember or memorize new vocabulary and get in interest with the teaching learning process, the advantages of PWIM strategy is also avoid monotonous session of the teaching and learning process. So, the students do not feel bored in the learning process, to correct students' writing the words in order they do not confuse when they write the word in English language. PWIM strategy also can enrich students' vocabulary and students' vocabularies pronunciation. The advantages for the teacher are: The teacher is easier to conduct and manage the students in the teaching and learning process.

B. Recommendation

1. The English Teacher

    It is expected for the teachers to increase the ability in teaching, to make the classroom more active and use the suitable technique or strategy that does not make feel bored in teaching and learning process. The teachers have to give support to the students.

2. The Students

    it is expected to the students can usual themselves to increase their vocabulary, remember new vocabulary with the correctly pronunciation.
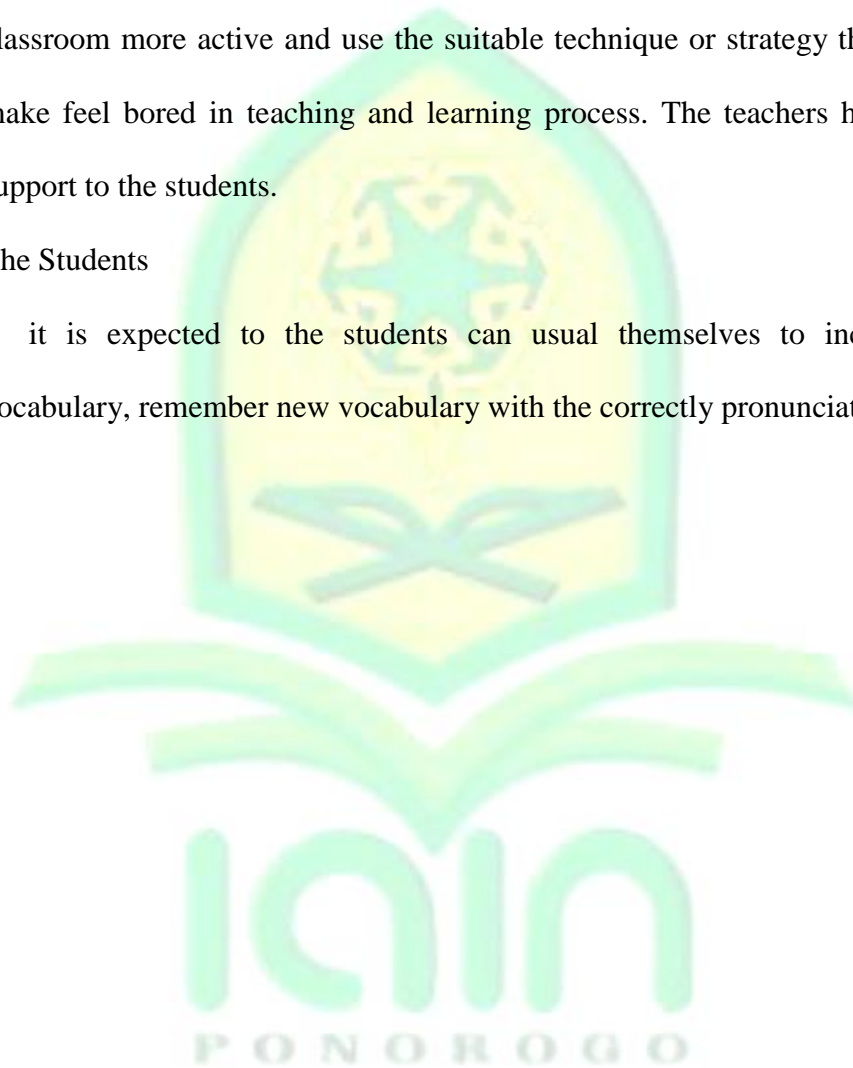
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