

CHAPTER I

INTRODUCTION

A. Background of The Study

According to Curriculum 2013, one of the main aims of English being taught in junior high school is to develop students' ability to communicate in both spoken and written English. The effort to realize this goal is mirrored in the classroom practice of teaching and learning English. In the classroom, the English teaching and learning process mostly focuses on developing the four language skills namely listening, speaking, reading, and writing. Ultimately, students are expected to be able to use English communicatively in their daily lives. However, this aim will not be achieved successfully if the language teaching does not consider the learning of language elements necessary to support language mastery.

Vocabulary, along with grammar and pronunciation, is considered an essential component and it provides much of the basis in language learning. As stated in Richards & Renandya (2002), vocabulary is "a core component of language proficiency" which plays a crucial part in how well learners use the language in both receptive (listening and reading) and productive (speaking and writing) activities. Accordingly, vocabulary knowledge holds a key role in Teaching English as Foreign Language (TEFL). To improve their English, learners need to at least know a certain amount of words because without a sufficient amount of vocabulary, learners will not be able to

communicate effectively. Therefore, the teaching of vocabulary as one of the language elements cannot be neglected.

Vocabulary is a strong indicator of students' success. A good vocabulary will support students mastering English and its four major skills. Previous studies have shown that students with strong vocabulary and those who work to improve their limited vocabulary are the most successful in school. For instance, there is a significant correlation between reading comprehension and vocabulary mastery (e.g. Ibrahim, et.al., 2016). Furthermore, word knowledge and vocabulary size also contribute to student success in writing compositions and their quality (e.g. Hartfiel, et al., 1985; Olinghouse & Wilson, 2012).

Conversely, lack of vocabulary is one of the reasons for students' difficulties in learning English. When students fail, it is often due to their lack of word knowledge. Insufficient vocabulary will hinder students in comprehending the materials and in expressing themselves in English. Students will not be able to understand the teaching materials, the exam questions, or everyday functional texts such as newspapers, magazines, and books as well as English audio. Inadequate vocabulary also contributes to students' poor achievement in English learning. Such a case is common for Indonesian students.

According to Priyono in Cahyono & Widiati (2008), limited vocabulary is the main problem of Indonesian EFL students. For example, in the research conducted by Jaelani & Zabidi in 2020 about Junior Highschool

students' difficulties with English language learning, it is shown that most students have difficulty in listening and speaking due to their limited vocabulary. In this case, lack of vocabulary contributes to as much as 47% of students' difficulties in speaking and listening. Therefore, looking at the pivotal role vocabulary hold in TEFL, vocabulary should be given much attention in the practice of teaching English in class in order to improve students' vocabulary mastery.

Based on the researcher's observation during her teacher training practice at SMP Negeri 24 Padang and the interview with the English teacher, the researcher noticed that many eighth grade students have difficulties in learning English because of their lack of vocabulary mastery. First, students have difficulty in understanding the materials presented in class. Many students think English is difficult because they do not know the meaning of the words they encounter in the lesson. When doing exercises or tests, many students struggle to understand the text and the questions because there are too many unknown words. Second, many students still cannot remember basic vocabularies. Students also have problems in using and identifying words correctly, for example, the noun, verb, and adjective forms of a word. Third, most of the students tend to use Bahasa Indonesia in English class. Students have difficulties in expressing their ideas in English due to their very limited vocabulary. When the teacher asks in English, the students remain silent because they do not understand the questions or they do not know how

to answer in English. The students' lack of vocabulary mastery is also reflected in their poor academic achievement.

Although vocabulary mastery is considered important, teaching vocabulary has not become the priority in the English teaching and learning process in the classroom. It can be seen from the absence of a word list or vocabulary list in the teaching materials and the handbooks used, including in the student worksheets (LKS).

To improve students' vocabulary and help them to understand the materials, the teacher usually writes down some words related to the topics, and then the students copy the words to their notebooks. This technique is not very interesting to the students. During the lesson, if students do not know the meaning of a word, they will ask the teacher for its meaning. Most of the students are too lazy to look up words in the dictionary. Asking the teacher directly or looking up words in the dictionary is only a temporary solution because it will not be effective in the long term. Students will quickly forget the word after the lesson because they do not write it down in a note and do not do repetition.

Based on the problems mentioned above, it is necessary to choose the appropriate and enjoyable strategy to teach vocabulary to improve students' vocabulary mastery. There are many techniques and methods of language teaching that can be used to teach vocabulary. Picture Word Inductive Model (PWIM) is one of the learning strategies that can be applied in the class to teach vocabulary. The concept of PWIM is based on the belief that teachers

can teach students to be more observant and conscious of the patterns and use them to identify the broader meanings. PWIM utilizes pictures of objects, actions, and scenery that are familiar to the students. PWIM can help students to develop their own understanding of the words based on the context and picture that they see. Using the picture with context will help students to memorize the word long term. They can also see the word being used in different settings. PWIM also involves the students' participation, so the students are not passive.

Based on the explanation above, the researcher believed that Picture Word Inductive Model as a teaching strategy might help the teacher to overcome the problem of students' vocabulary mastery at SMP Negeri 24 Padang. Therefore, the researcher was compelled to conduct a research with the title: "The Use of Picture Word Inductive Model to Improve Vocabulary Mastery of Eighth Grade Students at SMP Negeri 24 Padang in the Academic Year 2021/2022".

B. Identification of The Problem

Vocabulary is an essential element in language learning and provides the basis for the learners to develop the four main skills in English. Rich vocabulary can help students to master the language, and lack of vocabulary will cause difficulties and problems for English learners. However, vocabulary teaching and learning is often underestimated and neglected. In SMPN 24 Padang, eighth grade students face difficulty in learning English due to their very limited vocabulary knowledge. The traditional method in

teaching vocabulary that has been used in class has not produced satisfactory results. Many students find the method of copying words boring and they tend to forget the words soon after the lesson. Therefore, it is important to choose an appropriate and enjoyable strategy to teach vocabulary in order to improve students' vocabulary mastery.

C. Limitation of The Problem

In this research, the researcher limits the discussion on the use of Picture Word Inductive Model as a strategy in teaching English in order to improve vocabulary mastery of eighth grade students at SMP Negeri 24 Padang in Academic Year 2021/2022.

D. Formulation of The Problem

Based on the limitation above, the formulation of the problem in this research are:

1. Can vocabulary mastery of the eighth grade students at SMP Negeri 24 Padang in Academic Year 2021/2022 be improved using Picture Word Inductive Model?
2. How is Picture Word Inductive Model implemented to improve vocabulary mastery of eighth grade students at SMP Negeri 24 Padang in Academic Year 2021/2022?

E. Purpose of The Research

The purpose of this research based on the research problems are :

1. To find out whether the use of Picture Word Inductive Model (PWIM) can improve vocabulary mastery of eighth grade students at SMP Negeri 24 Padang in Academic Year 2021/2022.
2. To describe how the use of Picture Word Inductive model is implemented to improve vocabulary mastery of eighth grade students at SMP Negeri 24 Padang in Academic Year 2021/2022.

F. Significance of The Research

1. Theoretical benefit

The finding of this research is hoped to contribute to the knowledge of English language teaching and learning, especially regarding the use of Picture Word Inductive Model as a strategy to teach vocabulary.

2. Practical benefit

The finding of this research is expected to be useful to :

- a. The teachers. This research can give information to the teacher about the use of Picture Word Inductive Model as an alternative way to teach vocabulary that can be applied in classroom.
- b. The students. This research can be used to encourage students to keep enriching their vocabulary knowledge through different techniques and strategies. This research can be a guide for the students in improving their vocabulary mastery.

- c. The researchers. The research can be useful to other researchers who want to conduct research related to vocabulary, especially in improving vocabulary mastery.

G. Definition of Key Terms

1. Vocabulary Mastery

Vocabulary mastery in this research refers to the ability of the students to define the meaning of the words and being able to use the word correctly. The words taught correspond with the topic and the overall objectives of the lesson.

2. Picture Word Inductive Model

Picture Word Inductive Model (PWIM) is a strategy in English language teaching by of Emily Calhoun (1999) that uses pictures of objects, actions, and scenery that are familiar to the students. This strategy induced the students to inductively correlate the words and the picture they see.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theory

1. Definition of Vocabulary

The ultimate goal of learning a language is to be able to communicate in the said language. Studying a language cannot be separated from studying its vocabulary, because vocabulary is a core component in language learning. For many people, vocabulary is generally associated with the number of words that a person knows or uses. In Oxford Advanced Learner's Dictionary, the word *vocabulary* is defined as : (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when talking about a particular subject, (4) a list of words with their meanings, especially in a book for learning a foreign language (Hornby, 2005).

According to Linse (2005), vocabulary refers to “the collection of words that an individual knows”. Similarly, Hatch & Brown (2001) define vocabulary as a set of words that a speaker of a language might use or a list of words for a particular language. Meanwhile, Hiebert & Kamil (2005) describes vocabulary as the knowledge of meanings of words, including the understanding of the written and oral form of the words that a person knows or uses. Furthermore, in the context of language learning and teaching, Ur (1996) states that vocabulary refers to the words taught in the foreign language.