

CHAPTER 1 INTRODUCTION

1.1 Background of the Problem

Vocabulary is one of the important components in learning English and it helps the learners to understand about listening, speaking, writing, and reading skills. With vocabulary the students can express their ideas or opinion in communication. If they have limited vocabulary, the students will have the difficulties in learning and understanding the foreign language and never understand what they read, write, and speak. Vocabulary should be taught for students by the teacher variatively in order to make students master of it and they can success in future.

According to Harmer (2007:229) teaching vocabulary is a major part of the teacher's art. Teaching vocabulary is not easy for teachers, the students usually feel bored of learning this subject. The teacher should give a good exercise or a way to teach vocabulary, so that the students will enjoy and understand the learning process well. Learning vocabulary at Junior High School can be taught many ways, such as: dictionary, picture, reading, and so on.

Generally, the students will use vocabulary when they write or speak. When the vocabulary are derived from learning materials or from other people, the students will easy understand the meaning of word if the students have many vocabulary. According to Richards and Krashen in Mohfareh (2015:23) the lack of vocabulary is a major problem. Wilkins in Mohfareh (2015:22) states that vocabulary is needed to convey what one wishes to say, without vocabulary

nothing can be conveyed. This statement reflect that vocabulary is perceived to be a cause of difficulty to students in learning English. When students learn English well, they should learning vocabulary, so they should spend a much time on memorize lists of words and rely on their dictionary as a basic communicative resource. According to Huckin in Mohfareh (2015:22) the lack of vocabulary knowledge is the main and the largest obstacle for readers. When the students have limited vocabulary, it will make the students difficulty when they read, speak, write and listen.

Based on the interview which is done at the eighth grade of SMPN 03 Kotabumi on Tuesday, August 28th 2018, the researcher found that students' vocabulary mastery is still low. The students' score can be seen at the following table below :

TABEL 1
ENGLISH STUDENTS' SCORE AT THE EIGHTH GRADE OF SMPN 03
KOTABUMI ACADEMIC YEAR 2018/2019

| No | Interval score | Frequency | | | | | | Total | Percentage |
|-----------------------|----------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|---------------|
| | | VIII.A | VIII.B | VIII.C | VIII.D | VIII.E | VIII.F | | |
| 1 | 19-26 | 1 | 1 | 0 | 1 | 0 | 1 | 4 | 2,10% |
| 2 | 27-34 | 2 | 3 | 2 | 2 | 2 | 2 | 13 | 6,84% |
| 3 | 35-42 | 6 | 6 | 7 | 5 | 4 | 4 | 32 | 16,84% |
| 4 | 43-50 | 4 | 5 | 5 | 6 | 4 | 7 | 31 | 16,31% |
| 5 | 51-58 | 3 | 5 | 4 | 3 | 4 | 4 | 23 | 12,10% |
| 6 | 59-66 | 5 | 4 | 6 | 5 | 6 | 3 | 29 | 15,26% |
| 7 | 67-74 | 4 | 4 | 3 | 5 | 3 | 2 | 21 | 11,05% |
| 8 | 75-82 | 3 | 4 | 5 | 4 | 5 | 7 | 28 | 14,73% |
| 9 | 83-90 | 4 | 0 | 0 | 0 | 3 | 2 | 9 | 4,73% |
| ∑ | | 32 | 32 | 32 | 31 | 31 | 32 | 190 | 100% |
| Failed < 75 | | | | | | | | 153 | 80,52% |
| Succes > 75 | | | | | | | | 37 | 19,47% |

Score: English teacher of SMPN 03 Kotabumi Academic year 2018/2019

Based on the table above, it can be seen that students' vocabulary at the eight grade of SMPN 03 Kotabumi is still low. From 190 students, it's about 37 student's or 19,47% who achieved a score more than passing grade, which is 75. While 153 students's or 80,52% achieved a score lower from passing grade. From this problem it can be seen that many students have the score of below average, it means their vocabulary mastery is still low so that teachers should be able to improve students' vocabulary mastery by using some effective methods or interesting technique in learning.

Vocabulary is one of English skill that still reputed as a difficult course by students in learning process. Especially in SMPN 03 Kotabumi, students have limit vocabulary and when they learn English, they need dictionary to help them look for the meaning, because students difficult to remember the meaning of words and how to pronounce it well. If the student like English subject they will more active, sometimes only some students who active in the class and the other are passive. So the teachers need alternative to solve the problem teaching vocabulary for Junior High School in SMPN 03 Kotabumi.

In addition, based on interview with students at the eighth grade of SMPN 03 Kotabumi, They said that the teacher teaching technique is still less interesting. The teacher explains the material, the students asked to read , take a note, and write all time, and then students must memorize the word that given. it makes students are passive and feel boring when they are learning. the studets assume that English is a difficult subject, especially in memorizing and pronouncing the word. The students still have difficulties learning English especially in vocabulary.

One method that suitable in teaching English especially in teaching vocabulary is Picture Word Inductive Model (PWIM). PWIM is one of model that can help the students to memorize the vocabulary through the picture, because picture can be used to improve student's vocabulary components. Teaching vocabulary by using picture will make students not feel bored and help them to memorize and increase their vocabulary easily. Picture Word Inductive Model is developed by Calhon in Swartzendruber (2001:14) which uses pictures containing familiar objects, actions to get words from students listening and speaking vocabulary.

In this strategy, the teacher instruct the students to see a picture selected by the teacher, identify what they see in the picture to find a words (noun), actions and so on, find the meaning of difficult words, read and review the words generated, classify words they have been identify, and make sentences or paragraphs about the picture. This strategy can help students add words from their sight to find vocabulary, to examine and to categorize. PWIM can be used for teaching new vocabulary because in procedure of PWIM that students can classify their new words, building the concepts to make understand the words they have not seen before. One of the advantages of PWIM is to develop students' vocabulary directly by using picture. The students find the words when they see the picture. Then, these words are written on word cards that they can look at and they classify it according to different word classes or word meanings.

The researcher is interested to do this research because the researcher has one method to solve the students' problem in vocabulary. That is PWIM. So researcher wants to solve the problem by using PWIM. PWIM can influence students to improve their vocabulary mastery because this method using picture in learning process and it's hoped can motivate the students.

Based on the problem above, the researcher tries to make the research by entitle "The influence of using Picture Word Inductive Model (PWIM) toward students' vocabulary mastery at the eighth grade of SMPN 03 Kotabumi academic year 2018/2019".

1.2 Identification of the Problems

In accordance with the background of the problem above, the researcher identifies the research problem as follows:

1. The students feel difficult in learning vocabulary.
2. The students have limit of vocabulary.
3. The students get difficulty to remember the meaning of word.
4. Some students are active and the other are passive.

1.3 Limitation of the Problem

In order to be more focused in conducting the research, the research problem is limited on the influence of using Picture Word Inductive Model (PWIM) toward students' vocabulary mastery at the eighth grade of SMPN 03 Kotabumi academic year 2018/2019.

1.4 Formulation of the Problem

Based on the identification of the problem and the limitation of the problem, the researcher formulated the problem as follows: is there significant influence of using Picture Word Inductive Model (PWIM) toward students' vocabulary mastery at the eighth grade of SMPN 03 Kotabumi academic year 2018/2019.

1.5 Objective of the Research

The objective of this research is to find out whether there is significant influence of using Picture Word Inductive Model (PWIM) toward students' vocabulary mastery at the eighth grade of SMPN 03 Kotabumi academic year 2018/2019.

1.6 Uses of the Research

1.6.1 Theoritically

The result of this research can support the existing theory about using Picture Word Inductive Model (PWIM) in teaching vocabulary.

1.6.2 Practically

1. For the Teacher

The researcher hopes the result of this research can help the teacher to choose the most effective technique to teach vocabulary effectively, because the right technique in teaching English can make the students interested to learn vocabulary and more easy to understand a word.

2. For the Readers

The readers can take same information about the influence of using Picture Word Inductive Model (PWIM) toward students' vocabulary mastery.

3. For Next Researcher

This research can be used as a reference for other researcher who will conduct a research that relating with English skills, especially for vocabulary mastery.