

## **CHAPTER II**

### **THEORY REVIEW, FRAME OF THINKING, AND HYPOTESIS**

#### **2.1 Theory Review**

##### **2.1.1 Concept of Vocabulary Mastery**

Vocabulary is one of important component that must be mastered by students. Mastering vocabulary is the first key to master English well. It is aimed to develop the oral and written communication competence of the students in the four language skills specifically speaking, listening, reading and writing. Vocabulary is one of the important aspect that the student should master in English subject and it can develop students' language skill. So, the learners must master vocabulary.

Richards & Renadya (2002:255) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. The other explanation, Elizabeth and Rao in Nurmawan (2006:16) say that vocabulary is the first step in learning any language. Based on the statement above, the researcher assumes that vocabulary is part of word that is important componen t in learning English. Vocabulary is the first step in learning English, so if the people want to learn English well, they must master the vocabulary.

Moreover, Heibert and Kamil (2005:3) say that vocabulary is knowledge of word and word meaning. It means that before students learn English they have to know about other meaning of word that will be produced by them in teaching learning English.

According National Reading Panel in Anne (2010:5) vocabulary should be taught both directly and indirectly, vocabulary learning should entail active engagement in learning tasks and dependence a single vocabulary instruction method will not result in optimal learning. Moreover, Hornby (2010:1662) say that vocabulary is all the words that a person knows or uses. If the people not using vocabulary they can't develop language. So vocabulary is very important in the language so that it can be a sentence and word that are easy to understand. Vocabulary is a basic learning that must be learned in a language.

Suri (2012:3) state that mastery of vocabulary for academic requires language learning, because it's very important to success in reading, listening, speaking, and writing. In mastering vocabulary, students must master several elements of vocabulary. The other explanation, Butterfield in Hasibuan (2017:6) say that mastery of the best meaning or knowledge in a subject that makes people master it well. Mastery of learning is philosophical when using the design of a classroom environment that is currently creating controversy with the education research and development community. So, mastery is related an ability, skill, knowledge, proficiency, and understanding capacity.

According to Pora in Nurwasita (2014:17) vocabulary mastery is a must for someone who wants to understand a reading book, dialogue or written in english. It is imposible to understand english in the written or spoken form without mastering vocabulary.

Based on statements above, it means that students' vocabulary mastery is students ability to understand the meaning of word.

### 2.1.2 The Type of Vocabulary

There are many classifications made by the experts in language area about the type of vocabulary. According to Thornbury (2002:3) there are several types of vocabulary in learning English, as follow:

1. Word class, the term is perhaps better known in the field of morphology and syntax. The term is about part of speech, can be noun, pronoun, verb, adjective, adverb, preposition, and conjunction.
  - a. Nouns: a word or group of words, that is the name of person, thing, place or activity or quality of idea. Noun can be used as subject or object of a verb, example: pieces, player, record, and so on.
  - b. Verbs: a word or group of words which is used in describing an action, experience or state, example: like, look, eat, and so on.
  - c. Adjectives: a word that gives more information about noun or pronoun. Adjective can be used before and after noun. Adjective can be made comparative or superlative, example: new, old, second-hand, and so on.
  - d. Adverbs: a word or group of words that describes or adds the meaning of a verb, adjective, another adverb or a whole sentence, example: up, down, and so on. Adverb can be divided by adverb of time (tomorrow, at 9'00 o'clock), adverb of place (at home, at school), and adverb of manner (quickly, fastly).
  - e. Preposition: a word or group of words which is used to show the way in which other words are connected, example: for, like, and so on.

- f. Conjunction: a word that connects sentences, phrases, or clauses, example: for, and, nor, but, or, and so on.
2. Word families, are also more famous in the field of morphology and syntax, the type of vocabulary that one is about the argumentation or a shift in the form of a word.  
Example: play-player-replay-playful.
3. Word formation, in English there are several types of formation or combined form words. Example :
- blending : information + entertainment = infotainment  
 compounding : second+hand = second hand, paper+back = paperback  
 clipping : influenza = flu
4. Multi-word units, mostly one type of vocabulary that is in the form phrasal verbs and idioms.  
Example: look for, look after (phrasal verb).  
eat your words (idioms).
5. Collocation: kind of vocabulary that one can be interpreted as the frequency of two or more words together.  
Example: this week, once again, first time.
6. Homonyms: are words that have the same shape but different in meaning.  
Example: like = suka & like = seperti  
left = kiri & left = tinggal
7. Homophones: are the words that have the same sound but different writing in meaning. Example: meat and meet, horse and hoarse, aloud and allowed.

8. Homographs: are the words that have different pronunciation but same in spelling.

Example: a live concert = the concert is going on

where do you live = asking for address

9. Synonyms: are the words that have the same meaning.

Example: old = ancient            big = large

student = pupil            fast = quick

10. Antonyms: are the word that have opposite meaning.

Example: old >< new            single >< married

positive >< negative            passive >< active

Based on the type of vocabulary above, it can be concluded that vocabulary can be divided into several types, they are word classes (noun, pronoun, verb, adjective, adverb, preposition, and conjunction), word families, word formation, multi-word units, collocation, homonyms, homophones, homographs, synonym, and antonyms. Vocabulary mastery in this research is the students' knowledge concerning words and meaning, including words classes (noun, adjective, verb, adverb) also synonym and antonym.

### **2.1.3 Vocabulary Assessment**

Assessing vocabulary is important. Assessing vocabulary is used to know whether students understand or not about the materials. According to Read (2000:2) vocabulary is a priority in language teaching, which need the test to monitor learner's progress in vocabulary learning to assess how far their

vocabulary knowledge and to meet their communication needs. Furthermore, Read (2000:16) says that the purpose of vocabulary test is to know whether the students can match every word with synonym, a dictionary, type definition or an equivalent word in their own language.

Based on statements above, it can be concluded that vocabulary assessing is important in the process of teaching vocabulary, because from the test, teacher will know progress of students vocabulary knowledge.

Moreover, According to Brown in Novan (2016:15), there are some criterias that must be accounted to asses vocabulary, vocabulary knowledge concerns words and meaning, generally word-class, and word-meaning.

#### 1. Word Class

Word class is the classification of words of a language depending on their function in communication. Word class membership is an important lexical feature, in this case are nouns, verbs, adjectives, and adverbs.

##### a. Nouns

A noun is a word describing *who* or *what* in a sentence. It can be a person, place or thing. According to Marsudi & Darsono (2010:2) noun can be divided into subclasses, there are:

- Proper nouns:names a particular person, place or thing, and the first letter of a proper noun is always capitalized.

Example:Dina, Sari, Australia, University of South Queensland, and so on.

- Common nouns:are used to name a general type or person place or thing.

Example:bag, chair, car, dogs, show, water, window, river, and so on.

- Material nouns:something that comes from mining or raw materials.

Example:cotton, coal, gold, marble, and so on.

- Countable nouns:something that can be counted.

Example:boys, cats, house, cupboard and so on.

- Uncountable nouns:things that cannot be counted.

Example:rice, blood, oxygen, beauty, and so on.

- Abstract nouns:things that cannot be seen or touched.

Example:happiness, knowledge, friendship, freedom, and so on.

- Collective nouns:words for groups of people, animals or things.

Example:team, army, cattle, crew, family, and so on.

#### b. Verbs

Verbs are words that denote action. Verbs that denote states rather than action seem less verb like. Process verb which have no definite end points also seem fewer verbs like that strong actions. For example:go, come, beat, cut, and so on.

#### c. Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example:light, dark, bright, and dull are used with color nouns. Adjectives can point to positive or negative qualities. One reason why linguists believe that positive adjectives are learnt more easily is that they are unmarked.

#### d. Adverbs

Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, like here and there are used very early by young children as well

of pointing to the location of objects. Time adverbs, then and yesterday are used by children to mark time. For example: hard (He works very hard), fluently (She speaks English fluently), and so on.

## 2. Word Meaning

In word meaning there are two important issues in word meaning students' usually get difficulties to infer are synonymous and antonymous.

### a. Synonyms

Synonyms are words that have the same meaning. Although dictionaries list synonyms as words with similar meanings, the fact X is a synonym for Y does not mean that Y is necessarily a synonym for X. One of the most important ways for making text together is with the use of synonyms or chains of related words. It might be selected words that are not synonymous but which still refer to the same object. For example: close = shut, look = see, and so on.

### b. Antonyms

Antonyms are the opposite meaning of a word. They present an interesting problem for anyone seriously interested in semantic feature analysis. The feature on which the two words contrast can be identified. Many apparent opposites, however, are really extreme points on a gradient. This is especially true of adjectives. Black and white may seem like opposites. For example: good >< bad, small >< big, and so on.

Based on the explanation above, it can be concluded that assessment vocabulary is the student's knowledge of words and meanings, including class

words (nouns, adjectives, verbs, and adverbs) and words of meaning (antonym and synonym). So the teacher must test the students' vocabulary to know the student's competence.

#### **2.1.4 Picture Word Inductive Model (PWIM)**

Teaching using Picture Word Inductive Model (PWIM) will be helpful for any teachers in teaching vocabularies. There have been many previous researches that use method in learning and teaching to explore the effective way to teach and learn. According Joyce, Hrycauk and Calhoun in Hassaskhah, et al. (2015:1083) learning use pictures in a special way called 'Picture Word Inductive Model' (PWIM) which is pictures containing familiar objects and actions to get words from student's listening and speaking vocabularies.

According to Calhoun in Swartzendruber (2001:14) PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from student's listening and speaking vocabularies. The other statement, Joyce, et al. (2006:4) says that the PWIM is pictures of scenes whose content can be described by the students' ability. Furthermore, Joyce, Calhoun, and Hopkins in Li (2011:2) say that PWIM can be used for teaching new vocabulary. It means that PWIM induces students to classify their new words, and will enable them to "make sense" of words they have not seen before.

Moreover, Adams, et al. in Li (2011:11) says that the PWIM can address the problem of retention of words and how the way to move them into memory in long-term and make them available when the study of English-language. Joyce,

Calhoun and Hopkins in Li (2011:12) state that a major principle of PWIM is to build on student's growing storehouse of words. When implementing this model, there a series of cycles for the teaching process. Calhoun in Li (2011:13) suggests each cycle of the PWIM use a large photograph/picture as a common student's stimulus for generating words and sentences.

Based on the statement above, it can be concluded the PWIM is an inquiry-oriented inductive language arts strategy, which focuses on what their look. It is based on Calhoun's research and is designed to teach students to be easy when learning vocabulary. The meaning of the PWIM is to capitalize on students's ability to think inductively and to analysing. This model helps students add words from their sight, reading vocabulary trough picture, as well as writing vocabulary their find in the picture. The purpose of the strategy is to develop concepts of vocabulary, paragraph and sentence structures in the education areas of English. The principal component of contains a picture and the words that the students will identify of the picture.

### **2.1.5 Procedure of Teaching Vocabulary by Using PWIM**

PWIM has many successful scenarios in classrooms. The successful are closely related to prescribed and detailed steps for implementation. According to Calhoun in Jiang and Perkins (2013:9) an instructional sequence of the PWIM strategy of pictures and words through the following steps:

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

3. Label the picture parts identified. (Draw a line from the identified object or areas, say the word, write the word; ask students to spell the word aloud and then to pronounce it).
4. Read and review the picture word chart aloud.
5. Ask students to read the words using the lines on the chart if necessary and to classify the words into a variety of groups.
6. Read and review the picture word chart (say the word, spell it, and say it again).
7. Add words, if desired, to the picture word chart and to the word banks.
8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
9. Ask students to generate a sentence or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences or paragraphs.

PWIM is an effective model to teaching vocabulary. The students have an opportunity to choose an object for which they may or may not know the word in English, hear the new word pronounce correctly and watch the teacher model how to use the vocabulary on a variety of levels.

### **2.1.6 Advantages and Disadvantages of PWIM**

In each method it certainly has advantages, according to Anne (2010:18), there are several advantages of picture word inductive model (PWIM) as follow:

1. Generates a specific, theme related vocabulary bank.
2. Engages students in accessing previous knowledge as well as creating a sense of anticipation.
3. Students see and hear words identified and written correctly (transition from oral to written language).
4. Focuses on non-fiction reading and writing prose instead of fiction or narrative.
5. Provides a “picture dictionary” for student reference.

Although PWIM has several advantages but in applying this method still found disadvantages according to Jiang (2014:130) there are some difficulties when applying PWIM, they are: noisy classroom, hard to hear clearly, more time for teachers to prepare for the class, time consuming in reading, spelling and writing down of the upcoming words, extra work for teachers, unorganized handwriting on the PWIM sheets.

Based on the explanation above PWIM gives many advantages, but depend on the teacher when applying this method if teacher can manage the classroom well, mistakes can be minimize.

## 2.2 Review of Previous Related Research

There are some research have been done previously. Other researcher had conductive research by using PWIM strategy. A research on using PWIM was conducted by Erni Yuliana (2011) “The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary” An Experimental Research at the Seventh Grade of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang in The Academic Year of 2010/2011. Her research used quantitative research to know whether using PWIM will be effective to teaching vocabulary and the researcher also used quantitative research and both also focus on vocabulary. Her research reveal that  $t_{count} > t_{table}$  ( $2.5 > 1.98$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted. It is concluded that in the use of Picture Word Inductive Model is more effective to teach vocabulary.

The other research on using Picture Word Inductive Model (PWIM) is conducted by Kara Louise Swartzendruber (2001) “The Picture Word Inductive Model and Vocabulary Acquisition”, in his research the score examined using an independent sample t-test. Results indicated that statistically significant differences in comprehension scores noted,  $t(9)=8.24$ ,  $p=.000$ , with post-test scores being statistically higher ( $M=472.40$ ) than pre-test scores ( $M=352.50$ ) for the students in the experimental group. It is concluded that PWIM have an effect on vocabulary acquisition.

Based on the previous related researches, it can be concluded that teaching using Picture Word Inductive Model can give assume in teaching vocabulary and can increasing motivation in learning English.

From review of previous related researcher above, these two studies prove that PWIM gives a positive influence on students' vocabulary mastery and support the researcher to re-investigate about PWIM.

The similarity of this research proposal and two previous related research is the research problem about vocabulary and the use of PWIM as the method.

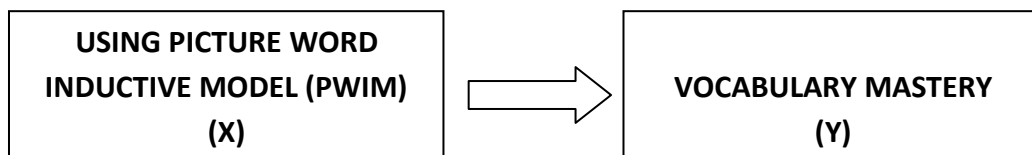
The differences between this research proposal and two previous related research will be explained one by one. First, the differences between this research proposal and Erni's research paper can be seen in variable and sample. The variable of this research is vocabulary mastery but in the Erni's research is teaching vocabulary. The sample Erni's research is the seventh grade of Madrasah Tsanawiyah. Meanwhile, the sample of this research proposal is the eighth grade of Junior High School. Second, the differences between this research proposal and Kara's research paper can be seen in variable. The variable of this research is vocabulary mastery but in the Kara's research is vocabulary acquisition.

### **2.3 Frame of Thinking**

Vocabulary is one of aspect that is very important in learning English, without vocabulary nothing can be said, only with vocabulary the students can give their ideas or opinion in communication. If the students low vocabulary, the students will get the difficult to understanding the foreign language.

Therefore, the researcher has assumption that use Picture Word Inductive Model (PWIM) in teaching vocabulary can increase student's vocabulary

mastery, because learning through picture is more efficient and easier to remember word.



**Picture 1**

**The Influence of Using Picture Word Inductive Model (PWIM) Toward Students' Vocabulary Mastery**

## **2.4 Hypothesis**

Based on the frame of thinking above, the researcher make the hypothesis is follows:

$H_0$  : There is no significant influence of using Picture Word Inductive Model (PWIM) in students' vocabulary mastery at the eighth grade of SMPN 03 Kotabumi academic year 2018/2019.

$H_a$  : There is significant influence of using Picture Word Inductive Model (PWIM) in students' vocabulary mastery at the eighth grade of SMPN 03 Kotabumi academic year 2018/2019.