THE EFFECT OF PICTURE WORD INDUCTIVE MODEL (PWIM) STRATEGY TOWARD STUDENTS' MOTIVATION IN LEARNING VOCABULARY

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Abstract. This study aimed to find out is there any signifiacnt effect or not Picture Word Inductive Model (PWIM) toward students' motivation in studying vocabulary at second grade students of SMPN 2 Terara in academic year 2018/2019. This research was an experimental research (quasi-experimental with nonequivalent control group design). The population of this research was all of the second grade students of SMPN 2 Terara which consist of four classes. The samples were VIII B students' as experimental group and VIII C students' as control group. They were chosen by using purposive sampling technique. Experimental group was treated by using Picture Word Inductive Model (PWIM) and control group was treated by Contextual Teaching and Learning (CTL) that usually used by the teacher. The instruments that were used were vocabulary test and questionnaire. The researchers used SPSS 25 to compute the data. The results of the research were as follows: the data was analyzed using t-test. The result of the research showed that, there was positive effect of Picture Word Inductive Model (PWIM) strategy toward students' motivation in vocabulary mastery. The result of t-test calculation showed that t-test was higher than t-table (t-test = 6,119 and t-table = 2,021) at confidence of interval 0.05 (95%), df = 23+23-2=44. Therefore, Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. From the result of data analysis above, the researchers concluded that there was a significant effect of Picture Word Inductive Model (PWIM) toward students' motivation in vocabulary mastery at second grade students of SMPN 2 Terara in academic year 2018/2019.

Key Words*: Picture Word Inductive Model (PWIM), Motivation, and Vocabulary.*

BACKGROUND OF THE STUDY

In English, there are four skills that should be mastered by students in learning English. They are speaking, listening, reading, and writing in which between one and other skills have relevance. One of the aspects to support English skills is Vocabulary. Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary, someone will get trouble in speaking, reading, listening and writing. In other words the first thing that should be mastered by language learners in learning language is vocabulary. Thornburry (2002: 13) conveyed that without vocabulary nothing can be conveyed. It means that learning vocabulary is very important because vocabulary is the most important thing that must be learned before other skills.

Vocabulary is essential for the successful the language learner, without an extensive vocabulary they will be unable to use the language communicatively. Based on the fact above, learning English vocabulary is important for learners of English. Therefore, by mastering vocabulary, the students will master the language skills easily. In this case, teachers have a big role to motivate all of them to have the same perception about the importance of English. Motivation is the act or process of providing a motive that can causes a person to take some action (Nancy, 2013: 23). Due to the theory, it means that motivation has a big role in doing and reaching something. Without motivation, the learning process does not exist.

Based on the phenomenon above, the researchers conducted an observation class and an interview to the second grade English teacher in SMPN 2 Terara. The researchers found some students did not have any motivation during teaching and learning process. Some students did not have attention, confidence when they learning English, especially in learning vocabulary. Therefor, the students get difficulties in understanding

the meaning of words, pronouncing words correctly, spelling the words correctly, and using it.

To solve that problem the researchers tried to apply the different strategy from strategy that used by the teacher in previous. The strategy that the researchers applied was Picture Word Inductive Model. Picture Word Inductive Model (PWIM) is the strategy in teaching vocabulary that has been developed by Calhoun in 1988. Calhoun (1999:21) states 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. Based on that problem, the researchers were interested in conducting the study that aimed to find out whether Picture Word Inductive Model (PWIM) Strategy has significant effect toward students' motivation in in learning vocabulary.

RESEARCH METHOD

In this research, the researchers applied Quasi experimental with non-equivalent control group design. Sugiyono (2017: 114) states that Quasi experimental is developing of true experimental design. According to Sugiyono (2017: 116), Non-equivalent control group design is design that include in two groups, they are experimental and control group. The researchers divided the class into two kinds of classes sample, the first was experimental group and the second was control group. The experimental and the control classes were treated differently. The first group as an experimental group was treated by using Picture Word Inductive Model (PWIM), while control group was treated by using Contextual Teaching and Learning (CTL).

The population of this research waas the second grade students of SMPN 2 Terara in academic year 2018/2019 which consists of four classes, they are; VIII A consist of 27 students, VIII B consist of 23 students, VIII C consist of 23 students and VIII D consist of 27 students. The total numbers of the students was 100 students. The researchers took two classes as the sample of this research. The researchers took class VIII-B as an Experimental Group and VIII-C as a Control Group. The numbers of sample were 46

students. The sampling technique that used in this research was Purposive Sampling.

In collecting the data, the reseachers used two instruments; questionnaire and vocabulary test. There were two kinds of test; pre-test and posttest. Pre-test was given before treatment, its function to know students' ability in vocabulary mastery. While, posttest was given after treatment to know the strategy that researchers choosed is suitable or not in teaching. The Vocabulary test were consist of 20 items in multiple choice (a, b, c, and d). The questionnaire in this research consists of 20 statements and five categories. Those categories are: very disagree, disagree, undecided, agree, and very agree. The finding data were calculated and analized using SPSS 25.
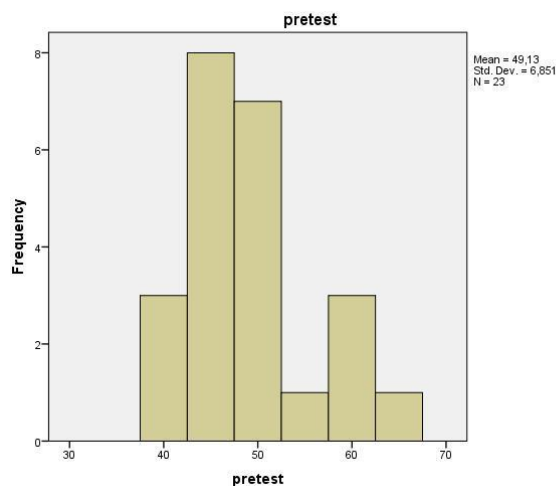
RESEARCH FINDING AND DISCUSSION.

Research Finding

a. Descriptive analysis.

The result of the data analysis in pre-test showed the highest score was 65 and the lowest score was 40, the mean score was 49,13, the mode score was 45, the median score was 50, the standard deviation was 6,851.It can be seen in the histogram below:

Histogram of pre-test

In order to know students' score after the treatment, the researcher gave post-test, then the researcher got the score of post-test, after that the researcher calculated it by using descriptive analysis. Furthermore, the result of analysis showed that, the highest score of post-test was 90 and the lowest score was 60, the mean score was 70 the mode score was 70, the median score was 70, the standard

deviation was 7.230, It can be seen in thehistogram below:

Histogram of Post-test
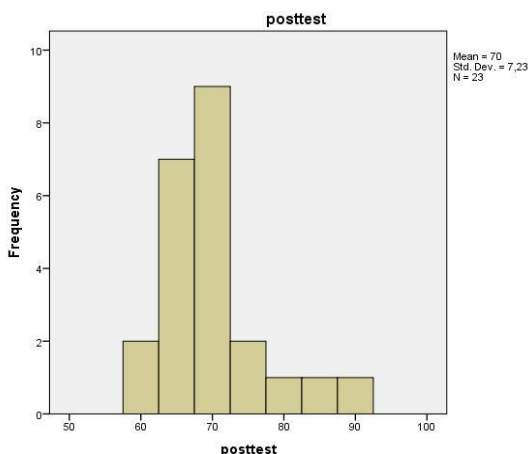
a. Inferential Analysis.

In statistical analysis, the researchers used SPSS 25 to help the them in calculating the data. According to the result of output SPPS 25, it was found that t-test value was 6,119 and t-table was 2,021, in significance level 0,05, with degree of freedom (df) 23+23–2 = 44. From the value of the result, it showed that there was an effect on Picture Word Inductive Model (PWIM).

b. Questionnaire

However, the maximal score of questionnaire for experimental group was 94% and the maximum score in control group was 80%. The minimal score of experimental was 75% and control was 60%. Mean score of experimental was 82.61% and mean score of control was 68.87%. Based on the computation, it concluded that the motivation of experimental group was higher than the motivation score of control group (82, 61% < 68,87%). Where the classification of motivation for Experimental Group was Very Motivating and the classification of motivation for Control Group was Neutral Motivation.

Discussion

Based on statement of the problem that already formulated by researchers, researchers tried to solve the statement of the problem with research that already done in second grade students of SMPN 2 TERARA. Researchers began the research by giving pre-test to experimental group and control group,

in the next meeting researchers gave the treatment using Picture Word Inductive Model for experimental group and Contextual Teaching and Learning (CTL) for control group and then the researcher gave the post-test and Questionnaire to know the result after gave the treatment for both groups.

Ur (1996: 60) said that vocabulary is the words we teach in foreign language, it means that words in foreign language that have taught by teachers in order that students can use those words in sentence or daily communication. Words have differences meaning that should be learnt. They know students must learn thousands that speakers and writes of English use. Fortunately, the need for vocabulary is one point on which teacher and students agree.

Therefore, in teaching vocabulary the researchers used one of accelerated learning type namely Picture Word Inductive Model (PWIM). Calhoun (1999:21) states 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. Several of accelerate learning studies have measures of student motivation. Motivation itself is students do not need to enjoy school activities in order to be motivated to learn from them, but they do need to perceive these activities as meaningful and worthwhile (Jere, 2014).

Based on the result of the computation, Picture Word Inductive Model (PWIM) strategy has significant effect toward students' motivation in mastering vocabulary. Where the value of t test was higher than t table (t test = 6,119 and t table = 2,021). Therefore, the result of questionnaire also showed that if the value of Experimental Group that treated by PWIM was higher than Control Group that treated by CTL. Moreover, Picture Word Inductive Model (PWIM) also good and there is effect on students' vocabulary. It was caused by Picture Word Inductive Model (PWIM) made students did focus on material. The Picture Word Inductive Model motivates students because most become successful learners. According to Swartzendruber (2007:178), indicates that the Picture Word Inductive Model appears to be an effective instructional

tool for classroom teachers to use in facilitating vocabulary acquisition.

CONCLUSION

Based on the data analysis and the discussion, the researchers finally come to the conclusion. The researchers concluded that the Picture Word Inductive Model (PWIM) strategy has significant effect toward students' motivation in learning vocabulary at second grade students of SMPN 2 Terara in academic year 2018/2019. This statement is proved by the result of the data analysis of questionnaire of motivation. The percentage of questionnaire showed that the percentage of experimental group was higher than control group (82.61%>68.87%).

Moreover, based on the result of data analysis of vocabulary, it showed that the mean score of experimental group was 70 and the mean score of control group was 57,39. Furthermore, the score of t-test was 6,199 and the t-table was 2.021 at the level of significance 0,05. It means that the score of t-test was higher than t-table (6,199 > 2,021). So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

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