

**THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL
(PWIM) IN TEACHING VOCABULARY AT SEVENTH GRADE
STUDENTS OF SMP NEGERI 2 KAJUARA**



THESIS

As a Requirement For Compiling a Thesis
English Education Study Program (S.Pd.)

By:

**MUT'AMAL TRIFADEL
NIM. 210110013**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2024/2025**



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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2024/2025**

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Sinjai, 15 Mei 2025

The Researcher,


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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectifness of Picture Word Inductive Model (PWIM) in Teaching Vocabulary at Sevenh Grade Studets of SMP Negeri 2 Kajuara*, yang ditulis oleh Mut'amal Trifadel, Nomor Induk Mahasiswa (NIM) 210110013, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 29 Juli 2025 M bertepatan dengan 4 Shafar 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRAK

Mut'amal Trifadel. *Keefektifan Model Picture Word Inductive Model (PWIM) dalam Pengajaran Kosakata pada Siswa Kelas VII SMP Negeri 2 Kajuara.* Skripsi. Sinjai: Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Ahmad Dahlan (UIAD) Sinjai, 2025.

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan Picture Word Inductive Model (PWIM) dalam pengajaran kosakata bahasa Inggris kepada siswa kelas VII SMP Negeri 2 Kajuara. Subjek dalam penelitian ini adalah 29 siswa kelas VII. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi-eksperimen menggunakan desain satu kelompok pretest-posttest. Teknik pengumpulan data terdiri dari tes, observasi, dan angket. Data dianalisis menggunakan uji normalitas, uji homogenitas, uji paired sample t-test, dan analisis N-Gain untuk mengukur peningkatan penguasaan kosakata siswa.

Hasil penelitian menunjukkan bahwa penerapan model PWIM sangat efektif dalam meningkatkan pembelajaran kosakata siswa. Hasil observasi pelaksanaan pembelajaran menunjukkan skor yang sangat baik yaitu 93,2%, yang mengindikasikan bahwa guru menerapkan model ini dengan tepat dan sesuai dengan teori. Aktivitas siswa selama proses pembelajaran juga memperoleh skor 93,2% yang termasuk dalam kategori “Sangat Baik”, yang mencerminkan antusiasme, keterlibatan aktif, dan kerja sama yang tinggi di antara siswa. Selain itu, respon siswa terhadap penggunaan PWIM sangat positif dengan skor total 93,2%, menunjukkan bahwa mereka menikmati proses pembelajaran, merasa lebih percaya diri, dan lebih mudah mengingat serta menggunakan kosakata baru. Dalam hal hasil belajar, siswa menunjukkan peningkatan yang signifikan, yang dibuktikan dengan hasil uji paired sample t-test yang menunjukkan nilai signifikansi sebesar 0.000 ($p < 0.05$), serta skor rata-rata N-Gain sebesar 59,00 yang termasuk dalam kategori sedang.

Berdasarkan hasil tersebut, dapat disimpulkan bahwa Picture Word Inductive Model (PWIM) merupakan strategi pengajaran yang efektif untuk meningkatkan penguasaan kosakata. Model ini tidak hanya meningkatkan hasil belajar siswa, tetapi juga mendorong pembelajaran aktif, sikap positif, dan interaksi kelas yang bermakna dalam pengajaran bahasa Inggris.

Kata Kunci: Picture Word Inductive Model, Pengajaran Kosakata, PWIM, Keterlibatan Siswa, Efektivitas Pembelajaran

ABSTRACT

Mut'amal Trifadel. *The Effectiveness of the Picture Word Inductive Model in Vocabulary Instruction for Seventh-Grade Students of SMP Negeri 2 Kajuara.* Undergraduate Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Ahmad Dahlan (UIAD) Sinjai, 2025.

The objective of this study was to determine the effectiveness of the Picture Word Inductive Model in teaching English vocabulary to seventh-grade students of SMP Negeri 2 Kajuara. The subjects of this study were 29 seventh-grade students. This research employed a quantitative approach using a quasi-experimental method with a one-group pretest-posttest design. The data were collected through tests, observations, and questionnaires. The data were analyzed using the normality test, homogeneity test, paired-sample t-test, and N-Gain analysis to measure the improvement of students' vocabulary mastery.

The findings revealed that the implementation of the PWIM was highly effective in improving students' vocabulary learning. The observation results of the teaching and learning process showed an excellent score of 93.2%, indicating that the teacher implemented the model appropriately and in accordance with the theoretical framework. Students' activities during the learning process also achieved a score of 93.2%, which was categorized as "Very Good," reflecting high enthusiasm, active participation, and strong collaboration among the students. Furthermore, the students' responses to the use of PWIM were highly positive, with a total score of 93.2%, indicating that they enjoyed the learning process, felt more confident, and found it easier to remember and use new vocabulary. In terms of learning outcomes, the students demonstrated significant improvement, as evidenced by the paired-sample t-test result, which showed a significance value of 0.000 ($p < 0.05$), and an average N-Gain score of 59.00, which falls into the moderate category.

Based on these findings, it can be concluded that the Picture Word Inductive Model is an effective instructional strategy for improving students' vocabulary mastery. This model not only enhances students' learning outcomes but also promotes active learning, positive attitudes, and meaningful classroom interaction in English language teaching.

Keywords: Picture Word Inductive Model , Vocabulary Instruction, Vocabulary Mastery, Student Engagement, Learning Effectiveness.

مستخلص البحث

متعمل تري فاصل. فعالية نموذج الكلمة المصورة الاستقرائي في تعليم المفردات لطلاب الصف السابع بالمدرسة المتوسطة الحكومية الثانية كاجوارا. رسالة علمية. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتأهيل المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٥ م.

هدف هذا البحث إلى تحديد فعالية نموذج الكلمة المصورة الاستقرائي في تعليم المفردات الإنجليزية لطلاب الصف السابع بالمدرسة المتوسطة الحكومية الثانية كاجوارا. وشملت عينة البحث ٢٩ طالبًا من طلاب الصف السابع. واعتمد هذا البحث المنهج الكمي باستخدام الشبه تجريبي ذي تصميم الاختبار القبلي والبعدي لمجموعة واحدة. وُثِم جمع البيانات من خلال الاختبارات، والملاحظات، والاستبيانات. ثم حُلِّلَت البيانات باستخدام اختبار الاعتدالية، واختبار التجانس، واختبار (t) للعينات المترابطة، وتحليل الكسب المعدل (N-Gain) لقياس مدى تحسن إتقان الطلاب للمفردات.

وأظهرت النتائج أن تطبيق نموذج الكلمة المصورة الاستقرائي كان عالي الفعالية في تحسين تعلم الطلاب للمفردات. وبيّنت نتائج ملاحظة عملية التدريس والتعلم تحقيق درجة ممتازة بلغت ٩٣,٢٪، مما يشير إلى أن المعلم قد طَبَّق النموذج بشكل مناسب ووفقًا للإطار النظري. كما حققت أنشطة الطلاب أثناء عملية التعلم درجة ٩٣,٢٪ وصُنِّفت في فئة "ممتاز جدًا"، مما يعكس الحماس العالي، والمشاركة النشطة، والتعاون القوي بين الطلاب. علاوة على ذلك، كانت استجابات الطلاب نحو استخدام هذا النموذج إيجابية للغاية بنسبة إجمالية بلغت ٩٣,٢٪، مما يدل على استمتاعهم بعملية التعلم، وشعورهم بمزيد من الثقة، وسهولة تذكر المفردات الجديدة واستخدامها. ومن حيث مخرجات التعلم، أظهر الطلاب تحسنًا ملحوظًا كما يتضح من نتيجة اختبار (t) للعينات المترابطة، والتي أظهرت قيمة دلالة بلغت ٠,٠٠٠ ($p < 0.05$) ، ومتوسط درجة الكسب المعدل بلغ ٥٩,٠٠ ، وهو ما يقع في الفئة المتوسطة.

وبناءً على هذه النتائج، يمكن استنتاج أن نموذج الكلمة المصورة الاستقرائي يعد استراتيجية تعليمية فعالة لتحسين إتقان الطلاب للمفردات. ولا يقتصر هذا النموذج على تعزيز مخرجات تعلم الطلاب فحسب، بل يشجع أيضًا على التعلم النشط، والمواقف الإيجابية، والتفاعل الصفّي الهادف في تعليم اللغة الإنجليزية.

الكلمات الأساسية: نموذج الكلمة المصورة الاستقرائي ، تعليم المفردات، إتقان المفردات، تفاعل الطلاب، فعالية التعلم.

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With prayers that the good deeds of the various parties get a reward that doubles from Allah Subhanahu WaTa'ala. Hopefully this scientific work is useful for anyone who read it. Aamiin Allahumma Aamiin.

Sinjai, 15 Mei 2025

The Researcher,

A handwritten signature in black ink, appearing to read 'Mut'amal Trifadel', written over a horizontal line.

Mut'amal Trifadel

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language education is a vital foundation in developing communication skills, cultural understanding, and critical thinking abilities. Therefore, it plays a strategic role in shaping a generation capable of interacting globally without losing their local cultural identity. In line with that, according to (Harlina & Wardarita, 2020) language learning plays a crucial role, not only in developing communication skills but also in mastering various fields of knowledge. Through language, humans are able to learn and understand the vast array of knowledge that exists in the world. Therefore, language instruction in schools should be carried out optimally, considering that language reflects an individual's personality, character, and level of education.

According too (Mailani et al., 2022) one of the primary objectives of education will be to teaching individuals how to communicate and understand language. Language will be a complex and abstract communication system that humans will use to convey thoughts, feelings, and information to others. Without language, individuals will find it difficult to manage their daily lives effectively and in an organized manner. Language will play a significant role in human life. Without language skills, people will struggle to interact with one another smoothly and effectively. Additionally, limitations in language will hinder ability to understand the feelings and desires expressed by their communication partners.

Therefore, the role of the government is present as a supporting system, as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 42 of 2018 Article 1 paragraph 4 concerning the National Policy on Language and Literature. Language development is an effort to improve the quality of language use through language learning at all types and levels of education, as well as the promotion of language across

various segments of society (Badan Pengembangan Dan Pembinaan Bahasa - Kementerian Pendidikan Dasar Dan Menengah, 2024).

It is important to understand that the very first process by which humans came to know language has been explained in the Qur'an (the guide for human life), as stated in Q.S Al Baqarah: 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning: *"He taught Adam the names of all things. Then He presented them to the angels and said, 'Tell Me the names of these, if you are truthful!'"* (Quran Kemenag, 2019).

Shaykh Jalaluddin, in *Tafsir al-Jalalayn*, states: “(He taught Adam all the names [of things]) Allah directly instilled the understanding of the names of all things into the heart of Adam (then presented them) those objects. Here lies the demonstration of the superiority of a rational being (in front of the angels, then He said) to them as a form of decisive argument, (‘Inform Me) Tell Me (the names of all these things, if you are truthful’) [i.e.] if it is true that I have not created a being more knowledgeable than you, or that you are more deserving of the caliphate as My successors” (Kurniawa, 2020). The language ability and knowledge granted by Allah SWT to Prophet Adam AS demonstrate that mastery of language and understanding of concepts are among the special attributes of humans as rational beings, and serve as an argumentative basis for the worthiness of humans to be appointed as caliphs on Earth.

In communicating there are thousands of different languages in this world. The way people use different languages provides a lot of information about how language works. According to (Tamburin, 2018) the encounter of a language with another language, which can lead to changes in the use of the language of the same speaker, and the mutual influence of these languages is an event of language contact. One real example of this language contact event is the increasingly widespread use of English in various countries, including Indonesia.

English is an international language used almost all over the world. One of them is English which is recognized as the first foreign language in Indonesia. English is the second language of the Republic of Indonesia that children learn after their mother tongue and is used in the surrounding social environment (Khairani, 2017). However, according to (Gunawan Tambunsaribu & Yusniaty Galingging, (2021), learning English as a foreign language in Indonesia is still a challenge for some students because they consider English to be difficult. Especially difficulties in speaking, listening, writing and reading.

In learning a language especially English there are four essential skills that must be developed: listening, speaking, reading, and writing. In addition to these, expanding vocabulary plays a crucial role in the language learning process. Vocabulary serves as the foundation for all language skills. Without a solid understanding of vocabulary, achieving fluency in any language becomes challenging. It is a core component of acquiring a second language. More broadly, vocabulary encompasses more than just word meanings it also involves the structure of vocabulary within a language, including how individuals store, use, learn, and develop words (Afzal, 2019).

Many students often consider English as a difficult subject to understand. One of the main challenges often faced in learning English at this level is the limited mastery of vocabulary. (Rachmah, 2023) This is in accordance with the problems that researcher found is according to an initial observation conducted in a seventh-grade class at SMP Negeri 2 Kajuara in August 2024, it was observation that students continue to face challenges in mastering vocabulary. During classroom visits to observe the teaching and learning process, the research noticed that many students struggled with basic vocabulary. When invited to engage in conversation, several students were unable to understand simple vocabulary and frequently asked for word meanings throughout lessons. Additionally, students showed a lack of enthusiasm when completing tasks, as they often found it difficult to understand what they were hearing or reading.

In the conducted observation, the research also sought information from several students regarding the teaching methods employed by the subject teacher. Based on the gathered information, the research concluded that, another issue identified was the teaching method itself; teachers primarily relied on a traditional, monotonous method that involved translating words from English to Indonesian. This approach made it harder for students to retain new words, and they often felt discouraged when trying to learn vocabulary. Moreover, students were rarely given opportunities to actively use or practice the vocabulary in various activities, which would allow them to learn words in diverse contexts. Consequently, they often retained only the definitions of words, which they quickly forgot (Observation and interview, August 2024). Therefore, there was a need for a new affective learning model to be used in efforts to improve English, especially vocabulary. Thus, in this study, the researcher used the Picture Word Inductive Model (PWIM) as a learning model for the students.

Then, from the problems in the field, researcher interested in using picture word inductive model (PWIM) because picture word inductive model (PWIM) has advantages that have been felt by previous researchers. the advantages of the picture word inductive model according to Sri Aminah in Ibrahim (2010), the Picture Word Inductive Model (PWIM) learning model has several advantages, including being more concrete, because images can present the core of the problem more realistically than just using verbal explanations. Images are able to overcome limitations of place and time; not all objects, things, or events can be brought directly into the classroom, and vice versa, students cannot always be brought to the location or event. Image media can help overcome limitations in our observations. For example, cell structures or leaf cross-sections that are invisible to the naked eye can be displayed clearly through images. Images can clarify a concept or problem, regardless of the field of study or age of the students, so that they can prevent and even correct misunderstandings. Images are also relatively cheap, easy to obtain, and can be

used without the need for special tools (Aminah, 2019). Next, according to Windi Permata Putri and Chandra is the Picture Word Inductive learning model has a number of advantages, one of which is that it supports the development of vocabulary and basic reading and writing skills, by developing the knowledge that students already have (Putri & Chandra, 2024). It can be conclude that the use of Picture Word Inductive Model (PWIM) can be used as a teaching model choice in teaching vocabulary.

Based on the factors above, the researcher is interesting in conducting research with the research tittle **“The Effectiveness of Picture Word Inductive Model (PWIM) in Teaching Vocabulary at Seventh Grades Students of SMP Negeri 2 Kajuara”**

B. Research Questions

Based on the background above, the research question: is the use of picture word inductive model (PWIM) is effective in teaching vocabulary at seventh grade students of SMP Negeri 2 Kajuara?

C. Objective of the Research

The purpose of the research is to determine the effectiveness of picture word inductive model (PWIM) in teaching vocabulary at seventh grade students of SMP Negeri 2 Kajuara.

D. Significance of the Research

1. Theoretical Benefits

This research can be useful for the academic community, especially English subject teachers at SMP Negeri 2 Kajuara in developing effective learning strategies and enriching literature related to the use of model as a fun alternative learning method.

2. Practical Benefits

- a. Benefits for teachers: the benefits of this research can provide alternative learning methods that can be applied for teachers at SMP Negeri 2

Kajuara who are champions in vocabulary learning for seventh grade students.

- b. Benefits for students: students can create an interactive and fun learning atmosphere so that students are more motivated to learn and participate actively and can help students to develop communication skills.
- c. Benefits for schools: this research can contribute to efforts to expand and improve the quality of English language learning, especially in Vocabulary learning.
- d. Benefits for researchers: The results of this research will be an experience that will broaden the horizons of thought and knowledge.

CHAPTER II

THEORITICAL REVIEW

A. Some Pertinent Ideas

1. Theory of Effectiveness

a. Definition of Effectiveness

Effectiveness is a measure of success in achieving goals as the result or impact of an activity carried out (Rahmawati & Suryadi, 2019). According (Syam, 2020) Effectiveness is a measure of an organization's ability to achieve a more optimal work process in completing tasks. Various concepts discussing performance effectiveness refer to the results achieved, indicating that work effectiveness is an activity measured by the degree of alignment between intended goals and the desired outcomes.

Effectiveness means accurately achieving goals or selecting the most appropriate objectives from a range of available alternatives and making decisions among these options. It can also be defined as a measure of success in reaching predetermined goals (Putry, 2019).

Based on several definitions of effectiveness, can conclude that effectiveness is a measure of success in achieving planned goals through optimal results or impact.

b. Indicator of Learning Effectiveness

Learning is regarded as effective if the desired objectives have been successfully achieved based on several indicators. According to Yusuf in (Sumarno et al., 2023), the indicators used to assess the effectiveness of teaching through the use of the Picture Word Inductive Model (PWIM) include:

1. Implementation of Learning

This aspect aimed to assess the extent to which the Picture Word Inductive Model (PWIM) was effectively implemented in the

learning process, focusing on the alignment of its execution with the designed plan. An observation sheet with a list of learning activities was used as a tool to assess this. The purpose of the sheet was to ensure that every step and activity in the learning process—from outlining the rules to applying the Picture Word Inductive Model (PWIM)—was carried out in accordance with the planned timetable and established procedures. The student activity observation sheet and the learning process observation sheet were specifically used as instruments. The aspects documented on the student observation sheet were obtained through silent observation to assess the level of cooperation, understanding, and persistence throughout the activity. This two-pronged strategy ensured the best possible execution of the Picture Word Inductive Model (PWIM) and helped in gauging the degree of adherence to the instructional plan.

2. Students Response

The student response aspect aimed to assess the level of interest, enthusiasm, and engagement of students during and after using the Picture Word Inductive Model (PWIM). To measure this, a student questionnaire was used, designed with statements based on a Likert scale (1–4). The questionnaire included statements that evaluated students' perceptions of the activity's excitement, their learning motivation, and their level of participation in classroom activities. By using this questionnaire, the research identified the extent to which the Picture Word Inductive Model (PWIM) successfully captured students' interest and enhanced their learning motivation.

3. Learning Outcomes

This aspect aimed to assess the extent to which students understood and mastered vocabulary after participating in the learning

process using the Picture Word Inductive Model (PWIM). To measure this, an instrument in the form of a pre-test and post-test was used. The pre-test was administered before the learning began to determine the students' initial understanding of the vocabulary to be taught. After the learning process was completed, the post-test was conducted to evaluate students' improvement. Comparing the results of the pre-test and post-test provided an overview of the effectiveness of the Picture Word Inductive Model (PWIM) in helping students master the taught vocabulary.

2. Teaching Model

Teaching models are one of the essential elements in the teaching and learning process in the classroom. According to Abas Ayafah, there are several reasons why the use of teaching models is highly necessary:

- a. The selection of an appropriate teaching model can support a smooth learning process, helping to achieve educational goals.
- b. Teaching models can serve as a medium for students to gain useful information.
- c. Variety in teaching models is needed to keep students motivated and prevent boredom during the learning process.
- d. Since each student has different learning habits, characteristics, and personalities, it is important to develop diverse teaching models that can adapt to their individual needs (Albina et al., 2022).

According to Joyce and Weil, a teaching model is a plan or pattern that can be used to compile a curriculum (as a long-term learning plan), design open materials, and direct the learning process both in and out of class. Teaching models can also be used as a reference or alternative choice for teachers in determining the most appropriate and effective approach to achieving learning goals (Khoerunnisa & Aqwal, 2020).

The term *teaching model* is often equated with *teaching approach*. Within this approach, there are a series of plans and systematic steps that serve as guidelines for designing the teaching and learning process in the classroom. Teaching models are closely related to students' learning styles and teachers' teaching styles, a concept known as SOLAT (*Style of Learning and Teaching*) (Wahyuni et al., 2006).

From the definition of the teaching model above, it could be concluded that a teaching model was an important part of the educational field because it functioned to support the smoothness of the learning process and the achievement of learning goals. Choosing the right model could facilitate students in obtaining relevant information, maintaining learning enthusiasm, and preventing boredom.

3. Kinds of Teaching Models

There were many types of teaching models that could be used in education, such as direct learning models, problem-based, cooperative, project-based, and inquiry-based models. These models had different approaches and learning objectives, so teachers could choose the model that best suited the material, learning goals, and students' characteristics.

a. Problem-based Learning

Problem based learning (PBL) model uses contextual problems as a basis for students to learn to think about problem solving. By applying the PBL model, students are able to identify known information and strategies needed to solve problems. Problem-based learning is a learning model where students acquire and develop high-level skills such as problem solving and critical thinking by obtaining information from real-life experiences that students experience and gaining definite knowledge about their own learning (Islahiyah et al., 2021).

b. Cooperative Learning

Cooperative learning is different from other learning strategies. The difference can be seen from the learning process that emphasizes more on the process of cooperation in groups, the goals to be achieved are not only academic ability in understanding the mastery of learning materials, but also the existence of elements of cooperation to master the material. The existence of this cooperation is the characteristic of cooperative learning (Hasanah & Himami, 2021).

c. Project-based Learning

Project-based learning model is a learning that is centered on the process, relatively time-bound, focuses on problems, meaningful learning units by combining concepts from a number of components, be it knowledge, disciplines or fields. In project-based learning, learning activities take place collaboratively in heterogeneous groups. Project-based learning has the potential to train and increase student learning activities and motivation. In the project-based learning model, students design a problem and find their own solution. The project-based learning model has advantages in its characteristics, namely helping students design a process to determine an outcome, training students to be responsible for managing information carried out on a project and finally students who produce a real product of the students themselves which is then presented in class (Kristanti et al., 2016).

d. Inquiry-based Learning

Inquiry learning is learning that encourages active involvement of students to discover for themselves the concepts and principles learned through experience. The process of discovering these concepts and principles in inquiry-based learning is carried out systematically, critically, logically, and analytically. In addition, through active involvement by students, either independently or with the help of

teachers or friends, students tend to develop their intellectual mentality, namely by daring to convince, accept, internalize, examine, and propose solutions to the problems they face. Thus, students will have the opportunity to reflect on their learning, have a better understanding, and become better critical thinkers (Lintuman & Wijaya, 2020).

Inquiry is a way of delivering lessons by examining something that is critically searching, analytical and argumentative so that it can formulate and discover for itself through question guidance to obtain inherent conclusions. This approach allows students to be actively involved in the learning process, where they become independent researchers and learners. In inquiry-based learning, students are encouraged to ask questions, gather information, conduct experiments, and draw conclusions based on existing evidence (Sabarudin et al., 2023).

e. Direct learning model

The Direct Instruction Model is designed to create a structured learning environment and is oriented towards academic achievement. The teacher acts as a transmitter of information, in carrying out his duties the teacher can use various media. Information conveyed with a directive strategy can be in the form of procedural knowledge (i.e. knowledge about how to do something) or declarative knowledge (i.e. knowledge about something can be in the form of facts, concepts, principles, or generalizations). According to Killen in the Ministry of National Education (2010) direct learning or Direct Instruction refers to various expository learning techniques (transfer of knowledge from teacher to student directly, for example through lectures, demonstrations, and questions and answers) that involve the entire class. The approach in this learning model is centered on the teacher, in this case the teacher delivers the contents of the lesson material in a very structured format,

directs the activities of students, and maintains the focus on academic achievement (Rao, 2019).

Based on the types of teaching models above, the Picture Word Inductive Model (PWIM) is included in the category of inquiry-based learning. This learning model emphasizes the process of actively searching and discovering information by students. This process involves students in observation, analysis, and synthesis, which are the characteristics of inquiry-based learning. Students actively build their understanding through visual and language exploration, rather than receiving information directly from the teacher. Although PWIM uses visual elements that may also be relevant in direct learning models (for example in the delivery of vocabulary), the main focus of PWIM is the inductive process where students build their own understanding and knowledge through interaction with images and words, which is the main characteristic of inquiry-based learning.

4. Picture Word Inductive Model (PWIM)



Picture 2.1

Picture Word Inductive Model (PWIM)

<https://twowritingteachers.org/2022/12/15/the-picture-word-inductive-model-a-strategy-for-developing-vocabulary-and-language/>

According to Hornby in the Oxford Advanced Learners' Dictionary (1995), an image includes paintings, pictures, sketches, and so on, especially as a work of art. Images are very beneficial for students in stimulating their

ideas. Harmer (2004) states that, just like music, which can enhance students' creativity, images are also effective in triggering writing production. Images can motivate students to be creative and generate ideas for their writing. In the classroom, teachers apply the inductive word-picture model to teach students to explore words, discover phonetic and structural principles, and utilize observation and analysis in their learning process (Sirande, 2019).

According to Calhoun (1999) developed the Picture Word Inductive Model (PWIM) as a method for teaching English vocabulary. This model utilizes images depicting familiar objects, actions, and situations to help students recognize words they hear and say. Designed to take advantage of students' natural ability to think inductively, this model encourages them to make generalizations about the meanings of words, ideas, and concepts represented in the images. This approach also helps increase students' interest in engaging with the learning process and serves as a guide for acquiring vocabulary and understanding texts (Zhao & Lornklang, 2019).

Picture Word Inductive Model (PWIM) is an inquiry-based reading and writing teaching strategy in which students identify and develop vocabulary through pictures depicting familiar objects or actions. In this approach, students inductively search for patterns and relationships between pictures and words, thereby building a broader understanding of the meaning and structure of language. The teacher acts as a facilitator who guides students in discovering new words, expanding their vocabulary, and understanding the phonetic and structural principles of language. PWIM is used in a variety of learning settings—whether in a full class, small group, partner, or individual setting—and involves a series of steps, starting with picture recognition, word identification, and correct spelling and pronunciation. The strategy actively allows students to expand their language skills by introducing them to ways of writing good sentences and paragraphs, and encouraging them to organize their ideas in a more structured way. This

makes PWIM an effective method for improving language skills, especially in the context of second language learning, because it provides students with opportunities to learn using materials that are authentic and relevant to their experiences (Meliasari et al., 2018).

From the explanation above, it can be summarize that Picture word Inductive Model basically one of the good ways in teaching English in schools especially vocabulary.

5. Benefit of Picture Word Inductive Model (PWIM)

Building visual vocabulary, learning how to analyze the structure of words and phrases, as well as constructing sentences and paragraphs, all encourage readers to consider an inductive approach and draw conclusions about their understanding of grammar and structure. This is a beneficial technique. This approach also aims to help students develop an understanding of concepts, paragraphs, sentences, and lexical structures across various subjects such as mathematics, reading, science, and sociology (Kamarudin, 2021).

6. Steps for Teaching Vocabulary Using the PWIM (Picture Word Inductive Model):

The use of PWIM in vocabulary instruction involves several systematic stages. First, the teacher selects a relevant image as a learning medium. Students are then asked to identify and name the elements within the image, which are subsequently labeled and pronounced together. The resulting list of vocabulary words is read and reviewed collectively. Next, students are encouraged to read and categorize the vocabulary based on specific criteria, such as initial consonants, rhyming patterns, or other concepts aligned with the learning objectives. The teacher reinforces learning by repeating, writing, and adding new words to both the diagram and the word bank.

Students are then invited to give the diagram a title based on the content and meaning they perceive. As a follow-up activity, they are assigned to write sentences using the vocabulary they have learned. Finally, the teacher and students review the sentences and words together to deepen their understanding (Kamarudin, 2021).

7. Advantages of Picture Word Inductive Model (PWIM)

According to Calhoun (1999), the PWIM approach offers several benefits, including:

- a. Students are frequently exposed to correct word pronunciation. Additionally, when introducing new vocabulary, teachers can directly reference the word chart from the image. Teachers emphasize sound-symbol relationships, focusing more on exposure than explicit instruction.
- b. Learners observe and hear the correct representation of letters multiple times.
- c. Students repeatedly hear correctly spelled words and actively engage in spelling them accurately. During sentence construction, teachers model standard English usage, make necessary adjustments to student sentences, and apply appropriate punctuation and writing conventions, such as capitalization and the use of commas (Ermita et al., 2019).

8. Theory of Vocabulary

- a. Definition of Vocabulary

Vocabulary is the core of language and is essential for language learning. Therefore, vocabulary instruction, especially for young children, should be emphasized, as having a sufficient vocabulary will facilitate communication for children. Without adequate vocabulary, a person cannot communicate effectively or express all of their ideas, whether verbally or in writing (Purnama et al., 2024).

According Little wood and Yu (2011) in (Patmi & Sabaruddin, 2021) It is believed that vocabulary is the first level of pre-

communicative activity. This underscores the importance of allowing learners to master vocabulary that they can use before engaging in communication activities.

Vocabulary is a collection of words that a language possesses and provides meaning when used. Yesi on (Harmilawati et al., 2021) It is stated that vocabulary mastery is the activity of mastering or the ability to understand and use the words found in a language, both spoken and written.

Based on the opinions above, this research concluded that vocabulary is a fundamental element of language and plays a crucial role in the language learning process, particularly for young learners. Sufficient mastery of vocabulary facilitated effective communication for children, both in spoken and written forms.

b. Type of Vocabulary

Several experts categorize vocabulary into different types. Nurjamiaty stated in (Roswati, 2020) that vocabulary can be divided into several categories, including:

- 1) Basic Vocabulary: This includes commonly used words, such as nouns, verbs, adjectives, numerals, pronouns, kinship terms, and prepositions. Basic vocabulary is an essential foundation for communication.
- 2) Derivational Vocabulary: This category consists of words formed from root words by adding affixes, such as prefixes, suffixes, infixes, and confixes. Derivational vocabulary allows for more complex and diverse expressions.
- 3) Repetitive Vocabulary: This refers to vocabulary that is repeated to emphasize or convey a specific meaning in communication.

Furthermore, English vocabulary also has various types. The classification of these types of vocabulary is based on the usage of each

vocabulary. The types of English vocabulary according to Thornbury (2002) include (Suprpti et al., 2017) are as follows:

- 1) **Word Classes:** Categories of words in a language, such as nouns, verbs, adjectives, and adverbs.
- 2) **Word Families:** A group of words that share the same root, for example, "happy," "happiness," and "unhappy."
- 3) **Word Formation:** The process of creating new words from existing ones, including affixation, compounding, and reduplication.
- 4) **Multi-word Units:** Expressions or phrases made up of several words that have a specific meaning, such as "kick the bucket" (to die).
- 5) **Collocations:** Combinations of words that frequently occur together and sound natural, like "make a decision" or "strong coffee."
- 6) **Homonyms:** Words that have the same spelling and pronunciation but different meanings, such as "bat" (a sports equipment or an animal) and "bank" (a financial institution or the side of a river).

Based on the various types of vocabulary, this research focused on vocabulary learning in the context of parts of speech to enhance students' understanding and mastery of the language. Understanding the functions of words such as nouns, verbs, and adjectives enabled students to construct grammatically correct sentences. Through the study of parts of speech, students were able to expand their vocabulary and improve their overall language skills. Therefore, mastery of parts of speech was considered a fundamental component for junior high school students in learning English

c. The Importance of Vocabulary in English Vocabulary

Without a strong vocabulary, it will be difficult for students to fully engage with the language, especially English which is a foreign language for most students. Therefore, vocabulary serves as the basis for

language acquisition and should be prioritized in language teaching (Apriliani et al., 2024).

According (Ulumudin et al., 2023) English vocabulary given to young children provides positive value for them in improving language and communication skills. The more English vocabulary you know, the greater your ability to understand what you hear and read, and the greater your ability and skills to be able to say and write what you want to convey.

Vocabulary is an important aspect in language development. Many experts have conducted research on the importance of vocabulary mastery in language learning and they have concluded that it is important to help students develop their vocabulary through formal and informal teaching (Meidipa et al., 2022).

Based on the definitions above, research can conclude the importance of vocabulary learning because vocabulary learning is the basis when you want to master a foreign language.

d. Vocabulary Assessment indicator

Here is a table, that show vocabulary assessment indicators:

Table 2.1
Vocabulary Assesment Indicator

No	Aspects	Indicator	Score
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	10 x 2
		Students struggle to understand English vocabulary effectively	0
	Reading vocabulary	Students can read English vocabulary accurately	10 x 3

2		Students read vocabulary less accurately.	5
		Students have difficulty reading English vocabulary accurately.	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary smoothly	5 x 3
		Students can read but are not fluent.	3
		Students struggle with pronouncing English vocabulary smoothly.	1
4	Writing vocabulary	Students can quickly and accurately write English vocabulary in a notebook.	5 x 4
		Students write vocabulary less accurately.	3
		students have difficulty writing English vocabulary quickly and accurately in a notebook.	1
5	Using vocabulary in learning	Students can apply English vocabulary in classroom activities.	5x3
		Students struggle to apply English vocabulary in classroom activities.	3
		Students are unable to apply English vocabulary in classroom activities	1
	Maximum Score		100

(Adaptation from Rahmatunnisa et al., 2023)

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes :

- A = If the students gets a score of 90-100
- B = If the students gets a score of 80-89
- C = If the students gets a score of 65-79
- D = If the students gets a score of < 64

B. Previous of Related Research

Some previous research that is relevant to this research includes:

1. Research conducted by Riesky Ramadhani Yasin, Nurdin Noni, Chairil Anwar Korompotthe research title “The Effect Of Using “Picture Word Inductive Model (Pwim)” on Students’ Vocabulary Mastery” in 2023. On research discussing about the The method used is pre experiment with one group pretest-posttest. The population in this study were students of class VIII at SMP Negeri 28 Makassar for the 2022/2023 academic year. This research used a cluster random sampling technique. The sample of this research was class VIII A, which consisted of 20 students. The instrument used in this research was a vocabulary test. The results of this study, the mean score of students' pretest and posttest was increased (64.80 to 86.05). The standard deviation score for the pretest (17.59) and posttest (9.53), showed that the standard deviation of the posttest was smaller than the standard deviation of the pretest. The result of statistical hypothesis testing by using sample t-test found that ($\text{Sig} < \alpha (0.05)$), Therefore, H_0 was rejected and H_1 was accepted, which means that the use of the Picture Word Inductive Model (PWIM) can improve students' vocabulary mastery (Kamarudin, 2021).

The similarity between the previous research and this research was that both used the Picture Word Inductive Model (PWIM) in teaching vocabulary. The difference was that the previous study applied the PWIM model to eighth-grade students at SMP Negeri 28 Makassar, while this research focused on the use of the PWIM model with seventh-grade students at SMP Negeri 2 Kajuara.

2. Research conducted by Rahayu Meliasari, Ngadiso, Sri Marmanto, "Picture Word Inductive Model: Its Effectiveness to Teach Writing Viewed from Students' Interest" (2018), Picture word inductive model is an inquiry-oriented strategy for teaching writing that uses picture containing familiar objects to fully lead students into inquiring about words, adding words to their writing, and ultimately developing the title, sentences, and paragraphs about their picture. This experimental study aimed to find out the effectiveness of PWIM to teach writing viewed from students' interest in the eighth grade of MTs. ASWAJA Pontianak. Sampling technique was through cluster random sampling resulting 2 classes which consist of 26 students of each class contributed to the study. Technique of data collection encompassed writing test and questionnaire. The data were analyzed by using 2x2 Multifactor Analysis of Variance (ANOVA) and Tukey's HSD Test. The result revealed that: (1) Picture Word Inductive Model (PWIM) is more effective than Controlled-Writing Strategy (CWS) to teach writing; (2) students having high interest have better writing skill than those having low interest. (3) there is an interaction between teaching strategies and the level of interest on students' writing skill.

The similarity between the previous research and this research was that both used the Picture Word Inductive Model (PWIM) in teaching English. The difference lay in the focus and context of implementation. The previous study applied the PWIM model to eighth-grade students at MTs ASWAJA Pontianak and focused on teaching writing. In contrast, this

research focused on seventh-grade students at SMP Negeri 2 Kajuara and applied the PWIM model in teaching vocabulary (Meliasari et al., 2018).

3. Research conducted by Mira Ermita, Emzir, Ninuk Lustyantie, , “Picture Word Inductive Model For Better Descriptive Text Writing” (2019), This study is done to find out the effect of using the Picture Word Inductive Model for teaching learning descriptive text with second-semester students in the English Education Study Program at the University of Jambi in Indonesia to improve the students’ writing skills. This study used an action research method. Three cycles were done in this study. Data were gathered from observations and tests. In the preliminary study, the mean score of the student’s speaking was 50. The percentage of students who passed the minimum criterion of 70 was 6% with only 1 out of 17 students passing the minimum score. The mean score from cycle 1 was 72 and only 11 students or 65% passed the minimum score. The mean score from cycle 2 was 67 and 41%, i.e. only 7 students passed the minimum score. Meanwhile, from cycle 3, the mean score was 80 and all of the students (100%) passed the minimum score. Hence, the results showed that the use of Picture Word Inductive Model was a success. The students enjoyed their lessons more and were more motivated, interested and confident during the teaching-learning sessions

The similarity between the previous research and the present research was that both utilized the Picture Word Inductive Model (PWIM) in teaching English. However, the difference lay in the research focus and context. The previous research applied the PWIM to second-semester students in the English Education Study Program at the University of Jambi, with the aim of improving students’ writing skills. In contrast, the present research focused on the use of the PWIM in teaching vocabulary to seventh grade students at SMP Negeri 2 Kajuara (Ermita et al., 2019).

4. Research conducted by Meilin Zhao and Thanachart Lornklang “The Use of Picture Word Inductive Model Focusing on Chinese Culture to Promote

Young Learners' English Vocabulary Acquisition" (2018), As the foundation of English, the vocabulary difficulty should be removed first with effective instructions to develop learners' English ability in order to meet the request of Thailand's national curriculum. In addition, because English is used as a medium of intercultural communication and one component of language learning, diverse cultural contents should be combined with English teaching. Therefore the purpose of this study is to examine the effects of using picture word inductive model (PWIM) focusing on Chinese culture to promote young learners' English vocabulary acquisition. This pre-experimental study with a pre-test and post-test design was conducted on grade six students for six weeks at private schools, Muang District, Nakhon Ratchasima Province in Thailand. The instruments in this study were lesson plans based on picture word inductive model using Chinese culture and English vocabulary acquisition test. After analyzing the data using mean ($\bar{x}$), standard deviation (S.D.) and t-test, the findings showed that the post-test mean score of English vocabulary acquisition of grade six students who had learned English through picture word inductive model focusing on Chinese culture was significantly higher than the pre-test one at the .05 level. The study indicates that using picture word inductive model focusing on Chinese culture is an effective instruction in promoting young learners' vocabulary acquisition as it provides learners attractive visual support to widen and deepen the application of the vocabulary and cultural knowledge.

The similarity between the previous research and this research was that both used the Picture Word Inductive Model (PWIM) in teaching vocabulary. However, the difference lay in the context and focus of implementation. The previous study applied the PWIM model to sixth-grade students for six weeks at private schools in Muang District, Nakhon Ratchasima Province, Thailand, with an emphasis on Chinese culture to promote young learners' English vocabulary acquisition. In contrast, this

research focused on the use of PWIM for teaching vocabulary to seventh-grade students at SMP Negeri 2 Kajuara, without incorporating cultural content. (Zhao & Lornklang, 2019).

5. Research conducted by Anggi Citra Apriliana “Picture Word Inductive Model (PWIM) in Beginning Reading and Writing Learning in Elementary Schools” (2016), Learning to read and write in elementary school is carried out according to the levels of early grades and high grades. Learning to write in early grades cannot be separated from beginning reading skills even though reading and writing skills are two different skills. Writing is a productive skill while reading is a receptive skill, therefore learning to read and write in early grades is known as MMP (beginning reading and writing) while in high grades it is called advanced reading and writing learning. Learning to read and write early is very important because it is the basis for learning to read and write at a higher level in elementary school. One learning model that can be applied in learning to read and write in elementary schools is the Picture Word Inductive Model (PWIM). The Picture Word Inductive Model is a model developed by Emily. F. Calhoun in 1998. This model utilizes students' ability to think inductively. This allows students to build generalizations. In this model, students are presented with pictures and scenes that are familiar to them. Next, they can connect the words and pictures by identifying the objects, thus students can develop their vocabulary so that they can improve their reading and writing skills.

The similarity between the previous research and the present research was that both employed the Picture Word Inductive Model (PWIM) in teaching English. However, the difference lay in the educational level and focus of implementation. The previous research applied PWIM in elementary schools with an emphasis on beginning reading and writing instruction. In contrast, the present research focused on the use of PWIM in teaching

vocabulary to seventh grade students at SMP Negeri 2 Kajuara (Apriliana, 2016).

Based on the relevant previous research, it could be concluded that the use of the Picture Word Inductive Model (PWIM) in teaching vocabulary was capable of yielding better results in students' comprehension. The implementation of PWIM served as an effective solution in the learning process, as each researcher applied it within the context of school subjects. Considering the relevant studies, it is evident that PWIM was consistently applied to vocabulary instruction. Therefore, to introduce novelty, the present research was conducted to examine the application of the Picture Word Inductive Model (PWIM) in vocabulary learning among seventh grade students at SMP Negeri 2 Kajuara.

C. Hypothesis

Based on the literature previously presented, the researcher proposes the following research hypothesis:

H₀: Picture Word Inductive Model (PWIM) is not effective in teaching vocabulary at SMP Negeri 2 Kajuara school.

H₁: Picture Word Inductive Model (PWIM) effective in teaching vocabulary at SMP Negeri 2 Kajuara school.

CHAPTER III

RESEARCH METHODS

A. Type and Approach of the Research

The research used was experimental research, which was conducted to explore the impact of a special treatment on a phenomenon. (Arifin, 2018). In this research, a quasi-experiment was used, where the quasi-experiment was a one-group pretest-posttest design that assessed a group and was observed before and after the treatment. After the treatment was applied to the group, a comparison was made between the values before and after the treatment. This research used a quantitative approach with the main objective of testing the hypothesis through statistical methods. It hypothesized that the Picture Word Inductive Model (PWIM) would be effective in teaching vocabulary to seventh-grade students at SMP Negeri 2 Kajuara. The research employed a one-group pretest-posttest experimental design to determine the model's effectiveness.

Below is an experimental research design which can be seen in the table:

Table 3.1
One-group pretest-posttest design

Pretest	Treatment	Posttest
01	X	02

(Sugiyono, 2017)

Notes:

01 = Pretest score (before treatment)

02 = Posttest score (after treatment)

X = Maintenance

B. Variable Definition

In this research there are 2 research variables, these variables are:

1. Independent variable: the independent variable is the variable that influences (X). The use of independent variable learning media in this research means Picture Word Inductive Model (PWIM). The use of Picture Word Inductive Model (PWIM) learning media.
2. Dependent variable: the dependent variable is a variable that is influenced or is the result of the independent variable (Y). The dependent variable is the use of learning media in this research means teaching vocabulary ability of seventh grade students of SMP Negeri 2 Kajuara.

Based on the description above, the research determined that the independent variable is the use of Picture Word Inductive Model (PWIM) and the dependent variable is teaching vocabulary.

C. Place and Time of the Research

1. Place

This research was conducted on the seventh-grade students of SMP Negeri 2 Kajuara. SMP Negeri 2 Kajuara is located at Jl. Poros Palattae-Sinjai, Waetuwo, Kajuara District, Bone Regency. This research was carried out at this school based on initial observations made by the researcher. The school provided facilities that supported the research process, such as adequate classrooms, writing tools, and support from English teachers as partners in implementing the research. This support facilitated the smooth application of game-based learning methods. Furthermore, the researcher observed that the students' vocabulary mastery was still limited, which sparked an interest in conducting further research using innovative learning media to enhance students' vocabulary acquisition.

2. Time

The time for carrying out this research starts from December until Mei 2025.

D. Population and Sample of the Research

1. Population

Population can be interpreted as all elements in research including objects and subjects that have certain characteristics and characteristics (Amin et al., 2023) . The population in this research is students in Seventh grade of SMPN 2 Kajaura totaling 117 students. Here is a table, that show is the number of Seventh grade SMPN 2 Kajaura.

Table. 3.2

Table the number of students in SMP Negeri 2 Kajaura

Class	Total
VII A	29
VII B	30
VII C	29
VII D	27
Total	117

(Source: SMP Negeri 2 Kajaura)

2. Sample

According to J. W. Creswell (2017) in (Zulfikar et al., 2024), a rough estimate of the sample needed for an experimental study requires a minimum of 15 participants. According to Sugiyono, (2022) purposive sampling is sample selection by considering certain factors. In this research, a purposive sampling technique is employed because there are specific criteria and reasons for selecting this class.

The sample in this research consisted of one class with a total of 29 students, specifically Class VII A. This class was selected based on data provided by the school, which indicated that it reflected the characteristics of

the overall student population. Class VII A included a diversity of academic abilities, encompassing students with high, medium, and low performance levels, making it representative of the average condition of all seventh-grade students at the school. Therefore, the findings from this class could be generalized to the broader population. Additionally, Class VII A was chosen due to its flexible schedule, which aligned well with the research timeline without disrupting the regular teaching and learning process.

In calculating the percentage of the sample to the population, the following formula can be used (Sugiyono, 2017):

$$\text{Percentage} = \frac{(\text{Number of Samples})}{(\text{Number of Population})} \times 100\%$$

in this research, to calculate the percentage of the sample from the population, it is:

$$\text{Percentage} = \frac{29}{117} \times 100\% = 24.79\%$$

Therefore, the sample taken of 29 students represents approximately 24.79% of the total population of 117 students.

Table 3.3

Sample table VII A SMP Negeri 2 Kajuara

Class	Male	Female	Total
VII A	15	14	29

(Source: SMP Negeri 2 Kajuara)

E. Techniques of Data Collection

This research used a quantitative approach. Therefore, the data collection techniques were observation, questionnaire, test, and documentation:

1. Observation

Observation is a very useful method in research, especially when the research involves human behavior, work processes, or natural symptoms. The use of observation becomes relevant when the number of respondents observed is not too large, so that research can focus more on observation. In this research, observation begins with the initial stage which aims to evaluate the extent of students' knowledge of English vocabulary.

In the initial stage, the research observed the students to determine how well they understood the concept of English vocabulary. Next, the research gave a test in the form of questions related to English vocabulary as a tool to measure the students' initial understanding. After that, the research introduced the Picture Word Inductive Model (PWIM) as the learning media used in this research.

The observation continue by looking at how students interact with Picture Word Inductive Model (PWIM), whether they were active in using this media to improve their mastery of English vocabulary in English, and whether there was a significant change in their mastery of English vocabulary after using Picture Word Inductive Model (PWIM) as a learning tool.

2. Questionnaire

The use of a questionnaire in this research aimed to gather in-depth information regarding students' mastery of English vocabulary after implementing the Picture Word Inductive Model (PWIM) media. The questionnaire was designed to consider important aspects of vocabulary learning, such as understanding word meanings, usage in sentences, and students' ability to remember new vocabulary. Through this questionnaire, the research aimed to identify how effective the Picture Word Inductive Model (PWIM) media was in enhancing students' vocabulary skills, as well as to obtain feedback from students about their experiences during the learning process. The data collected from this questionnaire served as a basis for

analyzing the impact of using this media on students' vocabulary proficiency. By analyzing the responses and opinions of the students, the researcher evaluated the effectiveness of the Picture Word Inductive Model (PWIM) in teaching vocabulary to seventh grade students at SMP Negeri 2 Kajuara.

3. Test

This data collection technique was used to gather data for understanding and researching the Picture Word Inductive Model (PWIM) in enhancing students' mastery of English vocabulary.

a. Pretest

This process involved giving tasks related to English vocabulary. The purpose was to measure and understand the extent of students' English vocabulary acquisition ability before they engaged in the intervention using the Picture Word Inductive Model (PWIM).

b. Treatment

Picture Word Inductive Model (PWIM) used to treat student,s vocabulary in English subject in the seventh grade students at SMP Negeri 2 Kajuara. Treatment carried out 3-4 times. Step to treat Picture Word Inductive Model (PWIM).

1. First, the teacher selects a relevant image as a learning medium.
2. Students are then asked to identify and name the elements within the image which are subsequently labeled and pronounced together.
3. The resulting list of vocabulary words is read and reviewed collectively.
4. Next, students are encouraged to read and categorize the vocabulary based on specific criteria, such as initial consonants, rhyming patterns, or other concepts aligned with the learning objectives.
5. The teacher reinforces learning by repeating, writing, and adding new words to both the diagram and the word bank.

c. Posttest

This process was conducted to evaluate students' understanding and ability after they were introduced to the Picture Word Inductive Model (PWIM) as a learning medium. To achieve this goal, the students were given a task to test the extent of their knowledge of English vocabulary after becoming familiar with the use of the Picture Word Inductive Model (PWIM) in a learning context.

This research focused on the use of the Picture Word Inductive Model (PWIM) to teach vocabulary to seventh grade students at SMP Negeri 2 Kajuara, and these tests served as one method to assess the effectiveness of the teaching in improving students' vocabulary mastery.

6. Documentation

In various activities or research, documentation played a crucial role in supporting transparency, efficiency, and sustainability. In the context of this research, the documents that were collected included attendance lists, test questions, student grades from pre- and post-tests, observation sheets, questionnaire forms, as well as the organizational structure of the school. These documents supported the evaluation of the effectiveness of the Picture Word Inductive Model (PWIM) in teaching vocabulary to seventh grade students at SMP Negeri 2 Kajuara.

F. Instruments of the Research

Research instruments were tools used to collect data, so that the data obtained could be processed more easily and produce quality research results. The data collected through these instruments were later described, attached, or used to test the hypotheses that had been formulated in the research (Makbul, 2021). In quantitative research, the instruments used included questionnaires, structured observation sheets, and other measuring tools that aimed to collect quantitative data which could be analyzed statistically (Ardiansyah et al., 2023).

Research instruments were devices used to collect data in a research context. In this research, the instruments used included observation sheets, questionnaires, tests (pre-test and post-test), and documentation lists.

1. Observation sheets

In this research, the observation sheet used a Likert Scale consisting of 11 items for student activity sheets and 11 items for learning process implementation sheets. This observation sheet collected data obtained through direct field observation regarding the effectiveness of using the Picture Word Inductive Model (PWIM) as a learning medium in learning English for seventh grade students of SMP Negeri 2 Kajuara.

The observation sheets contained questions that were used as guidelines to observe and evaluate the implementation of the Picture Word Inductive Model (PWIM) as a learning medium in English classes for seventh grade students at SMP Negeri 2 Kajuara, specifically in teaching vocabulary.

Observations covered technical aspects of using the Picture Word Inductive Model (PWIM) in learning, the devices used, and potential technical barriers that might have affected the implementation. Special attention was given to the classroom atmosphere, including elements such as student enthusiasm, clarity of instructions, and the overall learning environment. By using these observation guidelines, a comprehensive assessment of the effectiveness was obtained.

2. Questionnaire

This questionnaire was given to respondents as an initial step to identify students' opinions on the Picture Word Inductive Model (PWIM). It was answered by students using a Likert scale and consisted of 15 items aimed at measuring their attitudes, opinions, and experiences regarding the effectiveness of using the PWIM as a learning medium in English learning for seventh grade students at SMP Negeri 2 Kajuara.

Table. 3.4
Likert scale measurement

Scale	Score
Strongly agree	4
Agree	3
Neutral	2
Don't Agree	1

(Ilham, 2022)

3. Test

In this research, the administration of pre-tests and post-tests provided an overview of students' abilities before and after learning using the Picture Word Inductive Model (PWIM). The test consisted of 15 questions, including multiple-choice, word-matching, and instruction-based questions related to reading vocabulary, vocabulary pronunciation, vocabulary writing, and sentence construction using learned vocabulary. The same set of 15 questions was given before and after the implementation of PWIM. This approach helped measure the progress and effectiveness of vocabulary skill development. The purpose of the test was to evaluate the effectiveness of the Picture Word Inductive Model (PWIM) in improving the vocabulary skills of seventh grade students at SMP Negeri 2 Kajuara.

4. List of Documentation

To support the data collection process in this research, several essential components were considered. Firstly, an attendance list was utilized to identify participants, ensure their consistent presence, and verify the representativeness of the sample. Secondly, clearly formulated research questions served as a framework for systematic data collection, enabling comprehensive exploration of the investigated variables and supporting rigorous data analysis. Furthermore, students' academic scores before and after the intervention were recorded to assess the influence of the independent

variable on their vocabulary achievement. The integration of these elements allowed the research to generate rich and multifaceted data, offering in-depth insights into the effects of the implemented intervention. These documents played a significant role in evaluating the effectiveness of the Picture Word Inductive Model (PWIM) in teaching vocabulary to seventh grade students at SMP Negeri 2 Kajuara.

G. Validation and Reliability

The data collected in this research served as the basis for informed decision-making. Instruments, including questionnaires, tests, and observation sheets, were subjected to both validity and reliability testing. These procedures were essential to meet the methodological standards required for producing valid and reliable research outcomes.

1. Validation Test

Before the instruments were used, it was essential to conduct a validity test. Validity testing referred to the extent to which a measurement tool accurately and precisely measured what it was intended to measure. Therefore, validity testing was crucial to ensure that the instruments used could accurately assess the improvement of students' vocabulary mastery. In this research, the validity testing specifically involved observation sheets, questionnaires, and test items.

Validation test is the degree of consistency between the data that actually occurs on the object and the data collected by the research. Validation Test Criteria are as follows:

- a. If the calculated r value is greater than the r table value (based on a two-tailed test at a 0.05 significance level), it indicates that the item has a significant correlation with the total score and is therefore considered valid.
- b. Conversely, if the calculated r value is less than the r table value or is negative, it suggests that the item does not have a significant correlation

with the total score and is thus considered invalid (Mega & Gunawan, 2023).

Based on the established criteria, the instruments validated in this research were the test sheet (covering pre-test and post-test items) and the questionnaire.

Table 3.5
Validity test of Pre-test

Correlations			
Item	Pearson Correlation	R Table (Sig. 0.05)	Criterion
1	0.5123	0.3673	Valid
2	0.4540	0.3673	Valid
3	0.6501	0.3673	Valid
4	0.6501	0.3673	Valid
5	0.6501	0.3673	Valid
6	0.6893	0.3673	Valid
7	0.6893	0.3673	Valid
8	0.5644	0.3673	Valid
9	0.7203	0.3673	Valid
10	0.6251	0.3673	Valid
11	0.7203	0.3673	Valid
12	0.7203	0.3673	Valid
13	0.6759	0.3673	Valid
14	0.7203	0.3673	Valid
15	0.6963	0.3673	Valid

Referring to Table 3.5, the analysis of the pre-test instrument aimed at assessing students' vocabulary mastery reveals that all 15 test items have Pearson correlation coefficients exceeding the r-table value of 0.3673 at the

5% level of significance. This result confirms that each item maintains a statistically significant relationship with the total test score. Consequently, all items are considered valid, indicating that they are effective in measuring the intended construct students' vocabulary knowledge before being taught using the Picture Word Inductive Model (PWIM). This validates the use of the pre-test instrument as a reliable tool for collecting accurate baseline data in the context of this study. Since all items meet the validity criteria, the pre-test can be confidently used as a foundation for comparison with the post-test results. Such a comparison is crucial for evaluating the effectiveness of the PWIM strategy in enhancing vocabulary mastery among seventh-grade students at SMP Negeri 2 Kajuara.

Table 3.6
Validity test of Post-test

Correlations			
Item	Pearson Correlation	R Table (Sig. 0.05)	Criterion
1	0.5128	0.3673	Valid
2	0.5128	0.3673	Valid
3	0.7401	0.3673	Valid
4	0.6974	0.3673	Valid
5	0.5151	0.3673	Valid
6	0.7302	0.3673	Valid
7	0.7302	0.3673	Valid
8	0.7105	0.3673	Valid
9	0.7302	0.3673	Valid
10	0.7105	0.3673	Valid
11	0.7302	0.3673	Valid
12	0.6401	0.3673	Valid

13	0.7302	0.3673	Valid
14	0.7105	0.3673	Valid
15	0.6401	0.3673	Valid

Table 3.6 presents the results of the validity test for the post-test instrument used to assess students' vocabulary mastery after the implementation of the Picture Word Inductive Model (PWIM). The test was conducted using the Pearson Product Moment correlation, where each item is considered valid if the r count exceeds the r table value (0.3673) at the 5% significance level. The analysis shows that all 15 items have correlation values above the r table, indicating a significant relationship with the total score. Therefore, all items are declared valid and appropriate for evaluating students' learning outcomes after being taught through PWIM. This validity also reinforces the reliability of the instrument in measuring the effectiveness of the Picture Word Inductive Model in vocabulary instruction among seventh-grade students at SMP Negeri 2 Kajuara.

Table 3.7

Validity test of Students Respons Questionnaire

Correlations			
Items	Pearson Correlation	R_{tabel} (Sig. 0,05)	Criterion
1	0.8951	0.3673	Valid
2	0.8951	0.3673	Valid
3	0.8951	0.3673	Valid
4	0.5898	0.3673	Valid
5	0.8951	0.3673	Valid
6	0.8951	0.3673	Valid

7	0.6385	0.3673	Valid
8	0.8951	0.3673	Valid
9	0.8951	0.3673	Valid
10	0.8951	0.3673	Valid
11	0.3968	0.3673	Valid
12	0.4280	0.3673	Valid
13	0.3736	0.3673	Valid
14	0.8951	0.3673	Valid
15	0.3968	0.3673	Valid

Table 3.7 shows the results of the validity test for the students' response questionnaire, which aimed to measure students' perceptions of learning vocabulary using the Picture Word Inductive Model (PWIM). The test was carried out using the Pearson Product Moment correlation formula. According to the established criteria, an item is considered valid if the r count is greater than the r table value (0.3673) at the 5% significance level. The results indicate that all 15 items have r count values exceeding the r table value, demonstrating that each item significantly correlates with the total score. Therefore, all items are declared valid and appropriate for use in this study. The confirmed validity of the questionnaire ensures that it serves as a reliable instrument to capture students' responses and perceptions, thereby supporting the credibility of the research findings related to the implementation of the PWIM in vocabulary instruction among seventh-grade students at SMP Negeri 2 Kajuara.

2. Reliability Test

In addition to validity testing, reliability testing was also conducted to ensure the consistency of the instruments when used under the same conditions. The reliability coefficient typically ranges from 0 to 1, where a value closer to 1 indicates a higher level of reliability (Nadasdy, 2017). It

refers to the extent to which measurements of the same object yield consistent results. A questionnaire is said to be reliable or reliable if students' answers to statements are consistent or stable over time. The instruments that underwent reliability testing were the questionnaire sheet, the test, and the observation sheet. The reliability testing was conducted using SPSS software.

In this research, the instruments used consist of student response questionnaires, and sets of pre-test and post-test questions. After being confirmed as valid, these instruments were then subjected to a reliability test to ensure their consistency and dependability in data collection. The section below presents the results of the reliability analysis for the student activity observation sheets.

Table 3.8
Test Sheet Reliability Test Results (PreTest)

Reliability Statistics	
Cronbach's Alpha	N of Items
.767	15

(Source: Data analysis results with SPSS 21)

Table 3.8 displays the reliability test results of the pre-test instrument used to measure students' vocabulary mastery before the implementation of the Picture Word Inductive Model (PWIM). The reliability was calculated using Cronbach's Alpha, a statistical measure commonly used to assess the internal consistency or reliability of a set of items. The result shows that the Cronbach's Alpha value is 0.767 for 15 items. According to reliability interpretation guidelines, a value above 0.70 indicates that the instrument has acceptable internal consistency, meaning the items are reliably measuring the same underlying construct. Therefore, the pre-test sheet is considered reliable, and the data collected using this instrument can be trusted to reflect students' vocabulary knowledge prior to the treatment using PWIM.

Table 3.9
Test Sheet Reliability Test Results (PostTest)

Reliability Statistics	
Cronbach's Alpha	N of Items
.821	15

(Source: Data analysis results with SPSS 21)

Table 3.9 presents the results of the reliability test for the post-test instrument used to assess students' vocabulary mastery after the implementation of the Picture Word Inductive Model (PWIM). The reliability was tested using the Cronbach's Alpha method, which evaluates the internal consistency of the items within an instrument. The analysis shows a Cronbach's Alpha value of 0.821 for 15 items. This value exceeds the commonly accepted threshold of 0.70, indicating that the instrument demonstrates high reliability and strong internal consistency. Therefore, the post-test sheet is considered reliable, and the data obtained from this instrument can be trusted to accurately reflect students' vocabulary achievement following the application of the PWIM method in the learning process.

Table 3.10
Questionnaire Reliability Test Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.926	15

(Source: Data analysis results with SPSS 21)

Table 3.10 presents the results of the reliability test for the students' response questionnaire, which was used to measure students' perceptions of vocabulary learning using the Picture Word Inductive Model (PWIM). The reliability test was conducted using Cronbach's Alpha, a statistical method used to assess the internal consistency of the items in the questionnaire. The

analysis yielded a Cronbach's Alpha value of 0.926 for 15 items. This result indicates excellent reliability, as values above 0.90 are generally considered to reflect very high internal consistency among the items. Therefore, the questionnaire is deemed highly reliable and appropriate for gathering accurate and consistent data on students' responses regarding the implementation of the PWIM strategy in vocabulary instruction.

H. Techniques of Data Analysis

Data analysis techniques involve diverse data processing methods, including coding, manual analysis, and the use of special applications suitable for analyzing learning outcomes.

1. Normality test

To test the normality of the data on vocabulary learning before and after the treatment using the Picture Word Inductive Model (PWIM), this research employed the Shapiro-Wilk Test. The test was conducted using the SPSS 25 application, with a significance level of 0.05. This method was deemed appropriate since the sample size in this research consisted of 29 students, which is classified as a small sample. The results of the normality test were interpreted as follows:

- a. If the p-value (sig) is greater than 0.05, then the data is considered normally distributed.
- b. If the p-value (sig) is less than 0.05, then the data is considered not normally distributed (DN & Gunawan, 2023).

2. Homogeneity test

Used to determine whether the variances of two populations (pretest and posttest) are identical. This homogeneity test also uses the SPSS 25 application with the Levene test.

- a. If the Levene test results show a significance value (sig) greater than 0.05, it can be concluded that the pretest and posttest values are homogeneous.

- b. If the significance value (sig) is less than 0.05, then the pretest and posttest values are considered not homogeneous (Sugiyono, 2017).

3. Hypothesis Testing

The pair sample t-test is a parametric test use to test the same hypothesis or not different from two variables. The data came from the pair subjects' two measurement of two different observation periods. The purpose of the pair sample t-test is to determine whether there is a significant in average score before and after treatment. If the significant of the pair samples t-test $< 0,05$, then H_0 rejected and accepts H_1 .

After obtaining pretest and posttest values, the research analyzes the scores using the normality gain test. This analysis is utilized to assess the effectiveness of the given treatment. The classification of normality gain values is interpreted as follows (Oktavia et al., 2019):

The formula used to calculate the normalized gain (N-Gain):

$$\text{N-Gain} = \frac{\text{SPost} - \text{Spre}}{\text{Smaks} - \text{Spre}}$$

Note:

Post-Test Score : Post-Test Score is the score after treatment or learning.

Pre-Test Score : Pre-Test Score is the score before treatment or learning.

Maximum Possible Gain: Maximum Possible Gain is the maximum value that can be achieved, usually calculated as the difference between the maximum score after treatment and the initial score (Max Post-Test Score—Pre-Test Score)

Max Post-Test Score–Pre Test Score).

The criteria for effectiveness interpreted from the normalized gain values can be seen in the classification table of gain values below.

Table 3. 11
Classification of Normality Gain Scores

Gain Normality Scores	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

(Oktavia et al., 2019).

This classification helped determine the level of effectiveness of the Picture Word Inductive Model (PWIM) in vocabulary instruction, with a higher N-gain value indicating greater learning effectiveness.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding of The Research

This section presents the findings of the research entitled “The Effectiveness of Picture Word Inductive Model (PWIM) in Teaching Vocabulary at Seventh Grade Students of SMP Negeri 2 Kajura.” The data were collected using three instruments: observation sheets, vocabulary tests (pre-test and post-test), and student questionnaires. The study aimed to investigate the effectiveness of the PWIM model in improving students' vocabulary mastery. To achieve this, the researcher observed the implementation of the PWIM model, measured students' vocabulary achievement before and after treatment, and analyzed their responses toward the learning process. The findings are systematically presented in three subsections: (1) the implementation of learning using the PWIM model, (2) the results of students' vocabulary tests, (3) the analysis of students' responses to the use of PWIM in vocabulary instruction (4) learning outcomes

1. Implementation of Learnig

The implementation of learning was evaluated through an observation sheet to assess how well the teacher applied the Picture Word Inductive Model (PWIM) during the teaching and learning process. The observation was conducted by assessing various aspects of instructional practice, including classroom routines, the delivery of material using the PWIM strategy, student engagement, and classroom management. Each aspect was rated on a Likert scale ranging from 1 to 4, with 4 indicating excellent performance.

Table 4.1

Observation Results of Learning Implementation Using PWIM

No	Aspects	Score
1	The teacher opens the learning activity with	4

	greetings.	
2	The teacher and students pray before starting the lesson.	3
3	The teacher asks for news and readiness to learn.	4
4	The teacher asks for attendance and takes attendance of students.	4
5	The teacher introduces the Picture Word Inductive Model (PWIM) and its purpose in learning.	4
6	The teacher shows the Picture Word Inductive Model (PWIM)	4
7	The teacher explains the ways of using Picture Word Inductive Model (PWIM)	4
8	After the used Picture Word Inductive Model (PWIM) concludes, the teacher asks each student to create sentences using the vocabulary they collected during the game.	3
9	Each student then presents their sentences to the class, creating an opportunity for everyone to learn from one another.	4
10	The teacher assigns homework to create simple sentences using the vocabulary.	3
11	Each student then presents their sentences to the class, creating an opportunity for everyone to learn from one another.	4
Total		41
Final score		93.2%

Based on the data presented in table 4.1, the total score obtained was 41 out of 44, which was then converted into a percentage score of 93.2%. This result indicates that the implementation of PWIM in the vocabulary learning process was conducted at a very high level. Most observed aspects received the maximum score (4), including opening the lesson with greetings, checking students' readiness, introducing and explaining the PWIM model, and involving students in class presentations. Some aspects, such as praying before the lesson, asking students to create sentences, and assigning homework, received a score of 3, which still reflects good implementation.

2. Students' Activity During the Learning Process

Students' activities during the implementation of the Picture Word Inductive Model (PWIM) were observed using an observation sheet consisting of eleven indicators. Each aspect was rated on a scale of 1 to 4, with 4 representing the highest level of student engagement.

Table 4.2

Student Activity Observation Results

No	Aspects	Score
1	Students appear enthusiastic about the Picture Word Inductive Model (PWIM).	4
2	Students actively attempt to guess the words.	3
3	Students understand teacher instructions regarding the use of in the learning process.	4
4	Students seem to enjoy the Picture Word Inductive Model (PWIM) process.	4
5	Students work together with their teammates.	4
6	Students pay attention to ideas from others.	4
7	Students encourage and support their friends.	4

8	Students respect their peers' opinions.	3
9	Students actively discuss words with peers.	4
10	Students can state the meaning of words correctly.	3
11	Students demonstrate better vocabulary comprehension after practice of used Picture Word Inductive Model (PWIM).	4
Total score		41
Final score		93.2%

As presented in table 4.2, the total score obtained **was** 41 out of a maximum score of 44, which was then converted into a final percentage score of 93.2%. According to the assessment category, this result falls into the “Very Good” category (90–100). This indicates that students were highly active and engaged during the learning process. Several indicators received the maximum score of 4, including students’ enthusiasm, enjoyment, cooperation with peers, attentiveness, supportiveness, and improvement in vocabulary comprehension. These findings suggest that the PWIM model encouraged an interactive, collaborative, and student-centered learning environment. Although a few indicators—such as guessing vocabulary, respecting peers’ opinions, and stating word meanings—received a score of 3, these still reflect a good level of participation and do not significantly affect the overall assessment.

3. Students' responses

To assess students' perceptions toward the use of the Picture Word Inductive Model (PWIM) in learning vocabulary, a questionnaire was distributed containing 15 statements. These statements covered various aspects, including enjoyment, confidence, participation, comprehension, and preferences in learning vocabulary through PWIM.

Table 4.3
Students' responses Result

No	Indikator	Score			
		1	2	3	4
1	Saya merasa senang belajar kosakata menggunakan model Picture Word Inductive Model (PWIM).	0	0	7	22
2	Picture Word Inductive Model (PWIM) membantu saya mengingat kosakata baru dengan lebih baik	0	0	7	22
3	Saya merasa lebih percaya diri dalam menggunakan kosakata baru setelah belajar menggunakan Picture Word Inductive Model (PWIM).	0	0	7	22
4	Suasana belajar menjadi lebih menyenangkan dengan Picture Word Inductive Model (PWIM).	0	0	5	24
5	Saya merasa lebih cepat memahami kosakata baru ketika belajar melalui Picture Word Inductive Model (PWIM).	0	0	7	22
6	Saya lebih aktif berpartisipasi dalam kelas ketika menggunakan Picture Word Inductive Model (PWIM).	0	0	7	22
7	Picture Word Inductive Model (PWIM) membuat saya lebih mudah berinteraksi dengan teman sekelas.	0	0	6	23
8	Saya dapat menggunakan kosakata baru dalam kalimat setelah belajar menggunakan Picture Word Inductive Model (PWIM).	0	0	7	22
9	Picture Word Inductive Model (PWIM) ini membuat saya lebih memahami arti dari kosakata baru	0	0	7	22
10	Saya lebih suka belajar kosakata melalui Picture Word Inductive Model (PWIM) daripada metode tradisional.	0	0	7	22

11	Saya merasa Picture Word Inductive Model (PWIM) tidak cocok untuk pembelajaran di kelas.	15	10	0	4
12	Picture Word Inductive Model (PWIM) ini tidak membantu saya meningkatkan kemampuan berbicara dalam bahasa Inggris.	12	12	2	3
13	Saya merasa Picture Word Inductive Model (PWIM) membuat saya bingung dalam belajar kosakata.	11	12	2	4
14	Saya merasa lebih mudah mengingat kosakata baru setelah setelah belajar menggunakan Picture Word Inductive Model (PWIM).	0	0	0	29
15	Picture Word Inductive Model (PWIM) tidak menyenangkan dalam memperkuat ingatan saya terhadap kosakata.	11	12	0	6

Based on the data presented in table 4.3, it was found that students responded very positively to the implementation of PWIM. For most positive statements (items 1–10 and 14), the majority of students selected “Strongly Agree,” and the remaining students selected “Agree.” For instance, in several items such as student enjoyment, effectiveness in remembering vocabulary, improved confidence, and preference over traditional methods, more than 75% of the students gave the highest response. One item (item 14) even received 100% Strongly Agree responses. Meanwhile, for the negatively worded items (items 11, 12, 13, and 15), most students selected “Strongly Disagree” or “Disagree,” indicating that they did not consider PWIM to be confusing, ineffective, or unenjoyable. Only a few students showed hesitation, which may be attributed to individual differences.

After calculating all responses from 29 students across 15 items, the total score was converted into a percentage. The result showed an overall score of 93.2%, which falls into the “Very Enjoyable” category.

4. Students' Learning Outcomes

To measure learning outcomes, a pretest and posttest were conducted. The results were analyzed using statistical tests to determine the effectiveness of the Picture Word Inductive Model (PWIM). The findings are presented below.

a. Normality Test

A normality test was conducted to determine whether the data from the pretest and posttest scores were normally distributed. The Shapiro-Wilk test was used for this purpose, as it is suitable for small to medium sample sizes ($n < 50$). The results of the normality test are presented in Table 4.4.

Table 4.4
Normality Test Results

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
PRETEST	.941	29	.107
POSTTEST	.950	29	.187

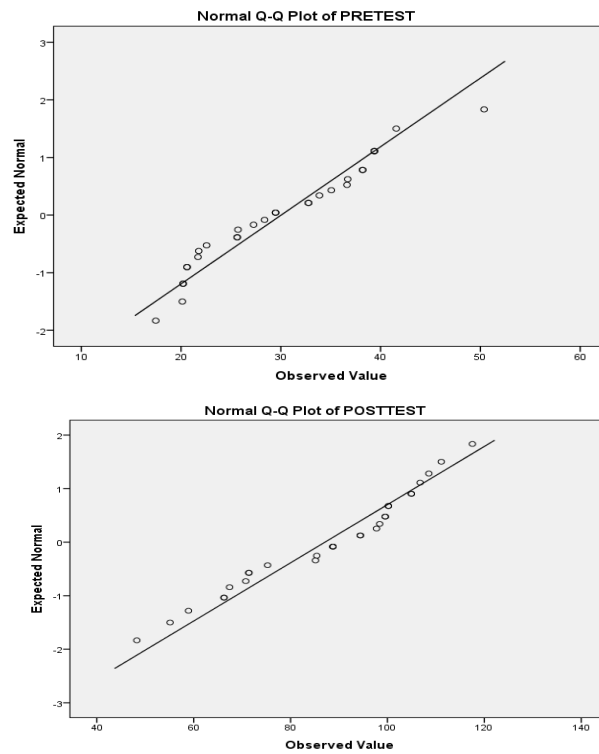
(Source: Data analysis results with SPSS 21)

Based on Table 4.4, the significance value (Sig.) for the pretest is 0.107, and for the posttest, it is 0.187, as indicated by the Shapiro-Wilk normality test. Both significance values exceed the commonly accepted threshold of 0.05, indicating that the distribution of scores in both the pretest and posttest does not significantly deviate from a normal distribution. Therefore, it can be concluded that the data are normally distributed. Since the assumption of normality is fulfilled, it is appropriate to proceed with further analysis using a paired sample t-test. This test is employed to determine whether there is a statistically significant difference in students'

vocabulary learning outcomes before and after the implementation of the Picture Word Inductive Model (PWIM).

Graphic 4.1

Q-Q Plot



The Q-Q (Quantile-Quantile) Plot was used as a graphical tool to assess whether the dataset followed a normal distribution. In Graphic 4.1, the points representing the observed data were plotted against the expected values from a normal distribution. If the data were normally distributed, the points would approximately follow the diagonal reference line. As illustrated in Graphic 4.1, the points for both the pre-test and post-test scores closely aligned with the diagonal line. This visual pattern suggested that the distribution of the data did not significantly deviate from normality, thereby supporting the results of the Shapiro-Wilk test previously presented in Table

4.4. Thus, the Q–Q Plot provided further confirmation that the pre-test and post-test data were normally distributed.

b. Homogeneity Test

The homogeneity test was conducted to determine whether the pretest and posttest data had equal variances or were not significantly different. This assumption is crucial to ensure that the subsequent statistical analysis, such as the paired sample t-test, can be carried out accurately and produce valid results.

Table 4.5

Homogeneity Test

Test of Homogeneity of Variances

pretestposttest

Levene Statistic	df1	df2	Sig.
.046	1	56	.831

(Source: Data analysis results with SPSS 21)

Based on Table 4.5, the test result shows a significance value (Sig.) of 0.831. Since this value is greater than the significance level of 0.05, it can be concluded that there is no significant difference in variances between the pretest and posttest scores. Therefore, the data are considered to have homogeneous variances, meeting one of the key assumptions required for conducting further analysis using parametric statistical tests, particularly the paired sample t-test.

c. Hypothesis For The Test

Following the completion of the normality and homogeneity tests, which verified that the dataset met the assumptions of normal distribution and equal variances, the next procedure was to carry out hypothesis testing. This aimed to examine whether a meaningful difference existed between students' pre-test and post-test scores after receiving instruction through the Picture Word Inductive Model (PWIM). To analyze this, a

paired sample t-test was conducted to compare the average scores before and after the intervention. The results of the paired t-test revealed a p-value of 0.000, which is less than the significance threshold of 0.05. This outcome confirms that the difference in students' performance before and after the application of PWIM is statistically significant.

Table 4.6
Result Of the Paired Sample t-Test

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired sample t-test: pretest – posttest	-57.069	17.351	3.222	-63.669	-50.469	-17.712	28	.000

(Source: Data analysis results with SPSS 21)

Based on Table 4.6, which displays the results of the paired sample t-test, the obtained significance value (Sig. 2-tailed) is 0.000, which is well below the standard significance level of 0.05. This result indicates that the difference between the pre-test and post-test scores is statistically significant, thereby allowing the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1). The findings provide compelling empirical evidence that the application of the Picture Word Inductive Model (PWIM) has a positive and significant impact on students' vocabulary achievement. The noticeable improvement in post-test scores demonstrates that PWIM is an effective instructional strategy for enhancing vocabulary mastery, particularly among eighth-grade students at SMP Negeri 2 Kajuara.

d. Normality Gain Test

Following the collection of students' pre-test and post-test scores, the researcher conducted an analysis using the Normalized Gain (N-gain) test to evaluate the impact of the Picture Word Inductive Model (PWIM) on vocabulary learning among eighth-grade students at SMP Negeri 2 Kajuara. The N-gain analysis was applied to determine the extent of students' progress by comparing the actual gain with the maximum possible gain. This approach helps assess how effectively PWIM enhanced students' vocabulary achievement.

Table 4.7
N-gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N_Gain_score	29	28	77	59.00	12.466
N_Gain_persen	29	2757	7677	5900.28	1246.573
Valid N (listwise)	29				

(Source: Data analysis results with SPSS 21)

As shown in table 4.7, the average N-gain score was found to be 59.00. According to Hake's classification, this score is categorized as moderate ($0.30 \leq g < 0.70$). Thus, it can be inferred that the implementation of the Picture Word Inductive Model (PWIM) in vocabulary instruction produced a moderate improvement in students' performance, indicating that the method had a positive and measurable effect on their learning outcomes.

B. Discussion of the Research

The results of this research are analyzed based on four key indicators that reflect the overall effectiveness of using the Picture Word Inductive Model (PWIM) in vocabulary instruction. These indicators include: (1) the implementation of learning by the teacher, (2) student activity during the learning process, (3) student responses to the instructional method used, and (4)

student learning outcomes. Each of these indicators offers a distinct yet interconnected perspective on how the PWIM strategy contributes to the success of the teaching and learning process. By examining each indicator in detail, this research provides a comprehensive understanding of how PWIM supports vocabulary development and aligns with the theoretical perspective of Sri Aminah in Ibrahim (2010), particularly in the context of English language learning at the junior high school level. According to this perspective, PWIM is effective because it utilizes concrete visual stimuli that represent learning content more realistically than verbal explanations, thus making vocabulary learning more accessible, engaging, and meaningful for students.

The first indicator, namely the implementation of learning, was analyzed through a structured observation sheet focused on the application of the Picture Word Inductive Model (PWIM) during the teaching and learning process. The observation covered various important aspects, such as classroom opening routines, material delivery through the PWIM stages, student engagement during the activities, and overall classroom management. Each indicator in the observation sheet was designed to assess the consistency and quality of the method's application by the teacher, as well as how students responded to the strategy in real classroom settings. In general, the implementation of the PWIM method showed alignment with the procedures outlined in theory. The teacher demonstrated the ability to manage the class effectively, begin the lesson with appropriate routines, and deliver the material using images as the central focus of learning. The main stages of PWIM such as observing images, group discussions, identifying and writing down vocabulary, and developing sentences were carried out smoothly and with clear direction. Student involvement was also quite high throughout the learning process. Most students showed enthusiasm when asked to observe images, write down vocabulary, and actively participate in group discussions. Although certain aspects such as encouraging students to construct their own sentences and assigning homework were not fully

maximized, these still reflected a good level of implementation, indicating that the teacher was already applying the strategy with awareness of active and contextual learning principles.

This effective implementation supports the advantages of PWIM as stated by (Aminah, 2019). She emphasized that PWIM is highly beneficial because it presents learning materials more concretely. By using images, teachers can present the core of a problem or topic in a more realistic and meaningful way than through verbal explanation alone. Furthermore, images used in PWIM help to overcome limitations of time and space, since not all objects, places, or events can be physically brought into the classroom, and students cannot always be taken directly to the real-world context. Through the use of relevant and contextual visuals, students are able to form clearer mental connections and deeper understanding of vocabulary. This concreteness enhances students' engagement and comprehension, making the learning process not only more effective but also more memorable. This is further supported by Paivio's Dual Coding Theory (1986) dalam (Qizi, 2025), which posits that information is better understood and remembered when it is presented both visually and verbally. PWIM effectively combines these two forms of representation—pictures and words—to enhance students' cognitive processing and vocabulary retention. The visual stimuli not only aid memory but also make abstract or distant concepts more accessible and meaningful to learners.

Therefore, the high level of implementation observed in this study demonstrates that the Picture Word Inductive Model was not only procedurally applied with fidelity, but also aligned with best practices in instructional design particularly those that emphasize the importance of concrete, image-based learning to support vocabulary development in an engaging and accessible way.

The second indicator, students' activity during the learning process, reflects a high level of engagement fostered through the implementation of the Picture Word Inductive Model (PWIM). Various aspects of student participation,

such as enthusiasm, enjoyment of the activity, peer collaboration, attentiveness, and vocabulary comprehension, were evidently demonstrated throughout the learning sessions. These behaviors indicate that PWIM creates a student-centered environment that not only promotes active learning but also encourages collaboration among peers. The use of images in PWIM plays a central role in engaging students and facilitating the learning process. According to cognitive constructivist theory in (Demirci, 2024) which posits that learners actively construct knowledge through experiences and interactions students assimilate new vocabulary more effectively when they are directly involved in the learning process. By integrating visual stimuli with verbal information, PWIM helps students build meaningful connections between new words and their real-life contexts, thus supporting the idea that learning is a process of active construction rather than passive reception.

Moreover, the model encourages students to explore language, share ideas, and develop their own understanding of vocabulary through collaborative activities. This active participation is consistent with the principles of cognitive constructivism, where knowledge is not merely transmitted by the teacher, but co-constructed through dialogue, exploration, and reflection. While certain areas such as vocabulary guessing and articulating meanings could benefit from additional instructional support, these aspects still reflect a strong engagement and represent opportunities for further development through guided practice. Overall, the observed level of student activity affirms that PWIM promotes a holistic learning environment that nurtures both cognitive and social dimensions of language learning. By actively involving students in processes of observation, discussion, and knowledge construction, the strategy proves to be effective and developmentally appropriate for student-centered language learning.

The next indicator examined in this research is students' responses toward the use of the Picture Word Inductive Model (PWIM) in learning vocabulary. This aspect was assessed using a 15-item questionnaire completed

by 29 students. The overall result yielded a score of 93.2%, which falls into the “Very Enjoyable” category. This strong outcome indicates that students had a highly positive perception of PWIM in terms of engagement, understanding, confidence, and overall learning experience. In the first item, 22 students responded with “Strongly Agree” and 7 with “Agree,” suggesting that all students enjoyed the vocabulary learning process through PWIM. The second item mirrored this distribution, with the same number of students agreeing that the model helped them better remember new vocabulary. These results show that students found PWIM effective in supporting retention, which is consistent with the view of Sri Aminah in Ibrahim (2010), who states that learning becomes more meaningful and memorable when it involves concrete visual media. By using images to represent concepts more realistically than verbal explanations alone, PWIM helps overcome the limitations of time and place and allows students to better understand and retain new vocabulary.

For the third item, again 22 students strongly agreed and 7 agreed that they felt more confident in using the vocabulary learned through PWIM. Confidence in applying vocabulary reflects the success of active learning strategies in building students’ linguistic competence. In the fourth item, 24 students strongly agreed and 5 agreed that the learning environment was more enjoyable when using PWIM, reinforcing the model’s ability to create a positive emotional climate that supports cognitive development. In the fifth item, students again showed strong agreement, with 22 choosing “Strongly Agree” and 7 “Agree,” indicating that the model helped them understand new vocabulary more quickly. The sixth item revealed identical numbers, with students acknowledging increased participation in class during PWIM-based lessons. These findings suggest that PWIM promotes learner engagement and supports the active involvement essential to effective language learning. In the seventh item, 23 students strongly agreed and 6 agreed that PWIM made it easier for them to interact with classmates. The emphasis on collaboration and social

interaction aligns with the advantages outlined by Sri Aminah in Ibrahim (2010), who explains that PWIM facilitates meaningful learning experiences through the use of visual media, which can convey information more concretely than verbal explanation alone. In the eighth item, 22 students strongly agreed and 7 agreed that they were able to use new vocabulary in sentences, indicating effective contextual application of newly learned words. The ninth item received the same positive responses, with 22 students strongly agreeing and 7 agreeing that PWIM helped them understand vocabulary meaning more clearly. The tenth item also showed a strong preference for PWIM over traditional methods, as reflected by the identical response pattern. These results support the conclusion that PWIM is effective not only in improving vocabulary mastery but also in fostering student participation, comprehension, and confidence through engaging and realistic visual-based instruction.

Negatively worded items were included to test the consistency of student perception. In the eleventh item, 15 students strongly disagreed and 10 disagreed that PWIM was unsuitable for classroom use, while only 4 students responded otherwise. This indicates that most students considered the method appropriate and effective. In the twelfth item, which questioned whether PWIM improved speaking ability, 12 students strongly disagreed, 12 disagreed, while only 5 expressed some agreement, suggesting overall positive perception with minor variations. In the thirteenth item, 11 students strongly disagreed and 12 disagreed that PWIM was confusing, while 6 agreed, showing that the majority of students did not experience confusion. The fourteenth item was particularly significant: all 29 students (100%) strongly agreed that PWIM made it easier to remember vocabulary, indicating unanimous support for its effectiveness in enhancing memory. Finally, in the fifteenth item, 11 students strongly disagreed and 12 disagreed that PWIM was unenjoyable or ineffective in reinforcing vocabulary, while 6 expressed agreement. Despite some disagreement, the majority continued to support the model's benefits.

In summary, students' responses toward the PWIM model were overwhelmingly positive across all major aspects of vocabulary learning. The model was perceived as enjoyable, effective, engaging, and supportive of collaborative learning. These findings align with the theoretical perspective of (Aminah, 2019), who states that the Picture Word Inductive Model (PWIM) offers several advantages, particularly in presenting material more concretely through images that realistically represent the core of a problem. Additionally, the use of visual media helps overcome the limitations of place and time, as not all objects or events can be brought into the classroom, and students cannot always be taken to certain locations. Through visual support, learning becomes more meaningful, contextual, and easier for students to understand. This result is also consistent with the principles of Contextual Teaching and Learning (CTL) in (Arwin et al., 2025), which emphasizes that students learn more effectively when the learning process is connected to real-life situations and experiences. PWIM creates such connections by using images that reflect real-world objects, actions, or settings, thereby making vocabulary learning more relevant to students' lives. When students can relate the content to their own context, they are more likely to engage deeply and retain what they learn. This context-rich, image-based instruction supports the idea that language learning should not occur in isolation but should be grounded in meaningful, practical situations.

The final indicator examined in this research is students' learning outcomes, which were measured through pretest and posttest scores in order to determine the effectiveness of the Picture Word Inductive Model (PWIM) in enhancing students' vocabulary mastery. The evaluation involved several statistical procedures to ensure the reliability and validity of the findings, including normality testing, homogeneity testing, hypothesis testing using a paired sample t-test, and N-gain analysis. The application of the Picture Word Inductive Model (PWIM) in vocabulary learning has proven to be effective in enhancing students' learning outcomes. In this model, students are exposed to

meaningful and engaging visual stimuli that serve as prompts for building associations with new vocabulary. Through systematic stages such as observing images, identifying words, discussing meanings, and constructing sentences, students demonstrated positive changes in their learning behavior.

According to behaviorist learning theory, learning is viewed as a process of behavioral change resulting from the interaction between stimulus and response. In this context, PWIM provides strong and consistent stimuli through visual aids and repeated structured activities, encouraging students to respond by recalling and applying vocabulary more accurately. The students' improved understanding and usage of vocabulary reflect the effectiveness of the stimuli in shaping desired learning behavior (Arwin et al., 2025). Reinforcement also plays a key role in this model. Teachers provide positive feedback throughout the learning process, including praise, recognition of students' efforts, and challenging follow-up tasks. These reinforcements strengthen students' responses and motivate them to remain actively engaged in the learning process. Therefore, from a behaviorist perspective, the students' improved vocabulary mastery is the result of a learning process driven by appropriate stimuli and consistent reinforcement. PWIM proves to be an effective approach in shaping positive learning habits and generating measurable improvement in students' academic performance.

In addition to the statistical evidence and observational data collected in this study, the findings are also consistent with those of previous research on the implementation of the Picture Word Inductive Model (PWIM) in vocabulary instruction. Several earlier studies have demonstrated the positive impact of PWIM on students' language development, particularly in relation to vocabulary acquisition, student engagement, and classroom interaction.

For instance, a study conducted by Yasin et al (Kamarudin, 2021) found that the use of PWIM significantly improved students' vocabulary mastery at the elementary level. Their findings indicated that students were more motivated and

performed better in vocabulary-related tasks after being taught through image-based, inductive learning activities. These results closely align with the present research, which likewise observed increased vocabulary retention, improved test performance, and enhanced classroom participation. Similarly, research by (Meliasari et al., 2018) demonstrated that PWIM helped students enhance not only their vocabulary knowledge but also their writing skills, as the model encouraged learners to create and develop sentences based on the vocabulary identified in the pictures. This directly parallels the findings of the current study, where students were encouraged to form meaningful sentences from collected vocabulary and gained confidence in using those words in context. In addition, a study by (Zhao & Lornklang, 2019) conducted in the context of Thai secondary school students revealed that PWIM was an effective strategy for vocabulary learning across linguistic and cultural boundaries. Their research highlighted that the visual and collaborative elements of PWIM helped bridge gaps in understanding and allowed students to internalize vocabulary more efficiently. The current study confirms this by showing that PWIM created a supportive and engaging learning environment in which students could build understanding through interaction and discovery.

These converging findings reinforce the theoretical framework of this research, particularly the perspective of Sri Aminah in Ibrahim (2010). Across various contexts and student populations, PWIM has consistently proven to be effective because it enhances students' learning experiences through active engagement, social collaboration, and the use of concrete visual aids. According to this perspective, images provide a more realistic representation of learning content, helping to overcome limitations of time and space and making abstract vocabulary more accessible. Taken together, these studies and the present research provide strong evidence that the Picture Word Inductive Model is a pedagogically sound and empirically supported approach to vocabulary instruction. Its effectiveness across different age groups, educational levels, and

cultural contexts highlights its adaptability and relevance in modern language classrooms.

This research aligns with the indicators of learning effectiveness as proposed by Yusuf (as cited in Sumarno et al., 2023), which include four core dimensions: the implementation of instruction by the teacher, student activity during the learning process, student responses to the learning method, and student learning outcomes. These indicators provide a comprehensive theoretical framework to assess the effectiveness of an instructional strategy in both its process and its outcomes. The first dimension, the implementation of instruction, was fulfilled effectively in this study. The teacher carried out the Picture Word Inductive Model (PWIM) in a structured and consistent manner, following the essential steps of the model: presenting a visual stimulus, labeling vocabulary, discussing word meanings, categorizing terms, and guiding students to form sentences. Classroom observation confirmed that the teacher acted not only as a knowledge provider but also as a facilitator, ensuring students were actively engaged. This methodical implementation reflects a high degree of instructional quality, which is one of the main criteria of learning effectiveness. The second dimension, student activity, was also strongly observed. Students were actively engaged throughout the learning process, showing enthusiasm, participation in peer discussions, and collaboration during tasks. They responded to the teacher's guidance, contributed their ideas, and demonstrated cognitive involvement in each stage of the PWIM. This level of active participation indicates that the learning model succeeded in involving students intellectually and socially, which is a key aspect of effective teaching practices based on student-centered learning theories. The third dimension, student responses, further supported the effectiveness of the model. Data gathered through a student questionnaire indicated overwhelmingly positive responses. Students stated that they enjoyed learning vocabulary through PWIM, felt more confident, and believed the model helped them better understand and retain vocabulary. Most students also

expressed a preference for PWIM over traditional methods. These responses demonstrate that the model was not only effective academically, but also created a motivating and supportive learning atmosphere. The fourth dimension, student learning outcomes, was demonstrated by significant improvements in student performance from pretest to posttest. The results of the paired sample t-test showed a statistically significant difference between the scores, and the normalized gain analysis indicated a moderate but meaningful improvement in vocabulary mastery. These findings confirm that PWIM helped students achieve measurable academic progress in vocabulary learning.

In conclusion, the use of the Picture Word Inductive Model (PWIM) is proven to be effective in teaching vocabulary to seventh-grade students of SMP Negeri 2 Kajuara. The model was successfully implemented in the classroom, leading to high levels of student engagement, positive learner perceptions, and a significant improvement in vocabulary mastery. These results are consistent with the principles of cognitive constructivist theory, which emphasizes that effective learning occurs through active, meaningful, and interactive experiences. Therefore, it can be concluded that the PWIM is an effective instructional strategy for enhancing vocabulary learning among seventh-grade students. For future research, it is recommended to employ a qualitative research approach to gain deeper insights into the learning process, student experiences, and classroom dynamics during the implementation of the PWIM. Qualitative data such as interviews, observations, and reflective journals could provide a richer understanding of how and why the method impacts student engagement and learning outcomes.

CHAPTER V

CLOSING

A. Conclusion of the Research

Based on the results of the research, it can be concluded that the implementation of the Picture Word Inductive Model (PWIM) is effective in improving the vocabulary mastery of seventh-grade students at SMP Negeri 2 Kajuara. This effectiveness is supported by four main indicators: (1) the learning implementation by the teacher was excellent, with a score of 93.2%, showing that the steps of PWIM were applied properly and in accordance with the theory; (2) students' learning activities were very high, where students were active, enthusiastic, and collaboratively involved in the process; (3) students' responses to PWIM were overwhelmingly positive, with a score of 93.2%, indicating that students felt happy, supported, and more confident in learning vocabulary; and (4) students' learning outcomes improved significantly, as proven by the result of the paired sample t-test which showed a significance value of 0.000, and an average N-Gain score of 59.00, categorized as moderate.

B. Suggestions of the Research

Based on the above conclusions, several suggestions are proposed. First, English teachers are encouraged to apply the PWIM model in vocabulary instruction, as it has been proven to increase student participation and understanding significantly. Teachers should also develop various visual media and interactive activities to make learning more engaging and contextual. Second, students are expected to actively participate in each stage of the PWIM process, such as observing pictures, discussing, and forming sentences from new vocabulary, to optimize their learning outcomes. Third, schools are advised to support the implementation of innovative learning models like PWIM by providing teacher training and professional development. Lastly, future researchers are recommended to explore the use

of PWIM in other language skills such as writing or speaking, and to conduct similar studies at different educational levels or with different student backgrounds to broaden the scope of findings.

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APPENDICES

APPENDIX I

RESEARCH INSTRUMENT VALIDITY

Appendix 1: Learning Process Instrument Validation

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas			✓		
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan			✓		
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur			✓		
	2. Aspek yang diobservasi telah mencakup tahapan dan indikator aktivitas guru dalam pembelajaran			✓		
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran			✓		
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/ Pernyataan/perintah yang menuntut pemberian nilai			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar			✓		
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah			✓		
	3. Kesederhanaan struktur kalimat			✓		
	4. Bahasa yang digunakan bersifat komunikatif			✓		

Lembar Aktivitas Guru-1

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkariilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Revisi sesuai catatan

Sinjai, 6 Mei 2025

Validator
Dr. Harini Azzati, M.Pd.

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas				✓	
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur				✓	
	2. Aspek yang diobservasi telah mencakup tahapan dan indicator aktivitas guru dalam pembelajaran				✓	
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran				✓	
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/ Pernyataan/perintah yang menuntut pemberian nilai			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar				✓	
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah				✓	
	3. Kesederhanaan struktur kalimat				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

Lembar Aktivitas Guru-1

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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Sinjai, 07 Mei 2025

Validator

(Sabaruddin, d. Bai)

Appendix 2: Student Activity Instrument Validation

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pelaksanaan observasi cukup jelas			✓		
	2. Lembar observasi mudah untuk dilaksanakan			✓		
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran			✓		
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas			✓		
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik			✓		
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda			✓		
III	Aspek Bahasa					
	1. Menggunakan Bahasa Indonesia yang benar			✓		
	2. Menggunakan kalimat yang mudah dipahami siswa			✓		
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah			✓		
	4. Bahasa yang digunakan bersifat komunikatif			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkirlah nomor/angka sesuai dengan penilaian Bapak/Ibu **

- 1. Belum dapat digunakan
- 2. Dapat digunakan dengan banyak revisi
- 3. Dapat digunakan dengan sedikit revisi
- 4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Revisi sesuai catatan

Sinjai 6 Mei 2025

Validator


(Dr. Harun Lanteh, M.Pd.)

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pelaksanaan observasi cukup jelas				✓	
	2. Lembar observasi mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran				✓	
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas			✓		
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik				✓	
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda				✓	
III	Aspek Bahasa					
	1. Menggunakan Bahasa Indonesia yang benar				✓	
	2. Menggunakan kalimat yang mudah dipahami siswa				✓	
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkirlah nomor angka sesuai dengan penilaian Bapak/Ibu **

- 1. Belum dapat digunakan
- 2. Dapat digunakan dengan banyak revisi
- 3. Dapat digunakan dengan sedikit revisi
- 4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Waktu pelaksanaan,

Sinjai, 07 Mei 2025

Validator

(*Setiawan M. 1301*)

Appendix 3: Student Response Instrument Validation

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.			✓		
	2. Pilihan angket respons siswa dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas			✓		
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran			✓		
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran			✓		
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas			✓		
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.			✓		
	2. Pilihan kata yang digunakan sesuai dengan level siswa			✓		
	3. Menggunakan kalimat yang mudah dipahami			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Revisi sesuai catatan

Sinjai, 6 Mei 2025

Validator

Dr. Harni Guntur M.Pd.

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.				✓	
	2. Pilihan angket respons siswa dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas				✓	
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran				✓	
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran				✓	
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas				✓	
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa				✓	
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.				✓	
	2. Pilihan kata yang digunakan sesuai dengan level siswa				✓	
	3. Menggunakan kalimat yang mudah dipahami				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
- ④. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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Sinjai, 07 Mei 2025

Validator


(Sabandun, M. T. B. O. L.)

Appendix 4: Test Sheet Instrument Validation

LEMBAR VALIDASI INSTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian			✓		
	2. Kejelasan perumusan petunjuk pengerjaan soal			✓		
	3. Kejelasan maksud soal			✓		
	4. Kisi-kisi soal dinyatakan dengan jelas			✓		
	5. Pedoman penskoran dinyatakan dengan jelas			✓		
	6. Jawaban soal dinyatakan dengan jelas dan benar			✓		
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal			✓		
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia			✓		
	2. Kalimat soal tidak mengandung arti ganda			✓		
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu *)*

- 1. Belum dapat digunakan
- 2. Dapat digunakan dengan banyak revisi
- 3. Dapat digunakan dengan sedikit revisi
- 4. Dapat digunakan tanpa revisi

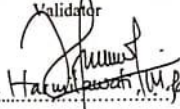
Validasi Instrumen Tes-1

D. Kometar dan Saran Perbaikan

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Sinjai, 6 Mei 2025

Validator


(Dr. Haryanto, M.Pd.)

LEMBAR VALIDASI INSTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian				✓	
	2. Kejelasan perumusan petunjuk pengerjaan soal				✓	
	3. Kejelasan maksud soal				✓	
	4. Kisi-kisi soal dinyatakan dengan jelas				✓	
	5. Pedoman penskoran dinyatakan dengan jelas				✓	
	6. Jawaban soal dinyatakan dengan jelas dan benar			✓		
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal			✓		
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia				✓	
	2. Kalimat soal tidak mengandung arti ganda				✓	
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Validasi independen dan waktu pengerjaan

Sinjai, 09 Mei 2025

Validator

(Sabudus M. T. S. C.)

Appendix 5: Teaching Module Instrument Validation

LEMBAR VALIDASI MODUL AJAR

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Modul Ajar. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap modul tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Modul tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Format					
	1. Kejelasan Pembagian materi			✓		
	2. Sistem Penomoran jelas			✓		
	3. Pengaturan ruang dan tata letak			✓		
	4. Jenis dan ukuran huruf sesuai			✓		
II	Isi					
	1. Kesesuaian materi dengan kurikulum merdeka			✓		
	2. Kesesuaian antara tujuan pembelajaran dan capaian pembelajaran			✓		
	3. Kesesuaian indikator dan capaian pembelajaran			✓		
	4. Kesesuaian materi dan tujuan pembelajaran			✓		
	5. Kesesuaian dengan Langkah-langkah pembelajaran			✓		
	6. Pemilihan strategi, metode, dan sarana pembelajaran dilakukan dengan tepat sehingga memungkinkan siswa belajar			✓		
	7. Kegiatan guru dan siswa dirumuskan secara operasional dan mudah dipahami			✓		
	8. Kesesuaian alokasi waktu yang digunakan			✓		
	9. Kesesuaian kegiatan guru dan siswa untuk setiap fase pembelajaran			✓		
III	Bahasa					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaidah Bahasa Indonesia			✓		
	2. Bahasa yang digunakan bersifat komunikatif			✓		
	3. Kesederhanaan struktur kalimat			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkariilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

Mohon Bapak/Ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah

Revisi

Sinjai, 6 Mei 2025

Validator
Dr. Harunidayat, M.Pd.

LEMBAR VALIDASI MODUL AJAR

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Modul Ajar. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap modul tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Modul tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Format					
	1. Kejelasan Pembagian materi				✓	
	2. Sistem Penomoran jelas				✓	
	3. Pengaturan ruang dan tata letak				✓	
	4. Jenis dan ukuran huruf sesuai				✓	
II	Isi					
	1. Kesesuaian materi dengan kurikulum merdeka				✓	
	2. Kesesuaian antara tujuan pembelajaran dan capaian pembelajaran			✓		
	3. Kesesuaian indikator dan capaian pembelajaran				✓	
	4. Kesesuaian materi dan tujuan pembelajaran				✓	
	5. Kesesuaian dengan Langkah-langkah pembelajaran			✓		
	6. Pemilihan strategi, metode, dan sarana pembelajaran dilakukan dengan tepat sehingga memungkinkan siswa belajar			✓		
	7. Kegiatan guru dan siswa dirumuskan secara operasional dan mudah dipahami				✓	
	8. Kesesuaian alokasi waktu yang digunakan			✓		
	9. Kesesuaian kegiatan guru dan siswa untuk setiap fase pembelajaran			✓	✓	
III	Bahasa					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia				✓	
	2. Bahasa yang digunakan bersifat komunikatif				✓	
	3. Kesederhanaan struktur kalimat				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkirlah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
- ☒ 2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

Ketersediaan bahan pembelajaran, strategi, model pembelajaran
Alasan waktu, langkah-langkah pembelajaran

Sinjai 07. Mei 2025

Validator

(Sabandari, M. F. B. S.)

APPENDIX II

RESEARCH INSTRUMENT

Appendix6: Student Activity Observation Sheet



STUDENT ACTIVITY OBSERVATION SHEET IN LEARNING PROCESS USING PICTURE WORD INDUCTIVE MODEL (PWIM) IN TEACHING VOCABULARY

A. Instructions

Observe student activities during the learning process using the Picture Word Inductive Model (PWIM) in teaching vocabulary. Observation results on this sheet follow these procedures:

1. Observer comprehensively and objectively observe student activities.
2. Focus on each aspect listed in the observation sheet.
3. Provide scores according to predetermined criteria.
4. Observation conducted from the beginning to the end of the lesson.
5. Mark with a check list (√) in the provided column with the following assessment criteria: **4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.**

B. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students appear enthusiastic about the Picture Word Inductive Model (PWIM).				
2.	Students actively attempt to guess the words.				
3.	Students understand teacher instructions regarding the use of in the learning process.				
4.	Students seem to enjoy the Picture Word Inductive				

	Model (PWIM) process.				
5.	Students work together with their teammates.				
6.	Students pay attention to ideas from others.				
7.	Students encourage and support their friends.				
8.	Students respect their peers' opinions.				
9.	Students actively discuss words with peers.				
10.	Students can state the meaning of words correctly.				
11.	Students demonstrate better vocabulary comprehension after practice of used Picture Word Inductive Model (PWIM).				

(Adaptations from Sumarno et al., 2023; Kamaruddin 2021)

Scoring Calculations:

1. Total indicators: 11 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 44

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total score}} \times 100$$

Assessment Categories

- 90-100 : Very Good
- 80-89 : Good
- 65-79 : Sufficient
- < 64 : Poor

Appendix 7: Learning Process Observation Sheet



LEARNING PROCESS OBSERVATION SHEET USING PICTURE WORD INDUCTIVE MODEL (PWIM) IN TEACHING VOABULARY

A. Respondent Identity

Name :

Student ID Number :

Semester :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the chain writing method in descriptive text writing learning.
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (√) in the provided column with the assessment criteria: **4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented.**

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	The teacher opens the learning activity with greetings.				
2.	The teacher and students pray before starting the lesson.				

3.	The teacher asks for news and readiness to learn.				
4.	The teacher asks for attendance and takes attendance of students.				
5.	The teacher introduces the Picture Word Inductive Model (PWIM) and its purpose in learning.				
6.	The teacher shows the Picture Word Inductive Model (PWIM)				
7.	The teacher explains the ways of using Picture Word Inductive Model (PWIM)				
8.	After the used Picture Word Inductive Model (PWIM) concludes, the teacher asks each student to create sentences using the vocabulary they collected during the game.				
9.	Each student then presents their sentences to the class, creating an opportunity for everyone to learn from one another.				
10.	The teacher assigns homework to create simple sentences using the vocabulary.				
11.	Each student then presents their sentences to the class, creating an opportunity for everyone to learn from one another.				

(Adaptations from Sumarno et al., 2023; Kamaruddin 2021)

Scoring Calculation

1. Total indicators: 11 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 44

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total score}} \times 100$$

Appendix 8: Student Response Questionnaire Sheet



STUDENT RESPONSE QUESTIONNAIRE ON PICTURE WORD INDUCTIVE MODEL (PWIM) IN TEACHING VOCABULARY

A. Respondent Identity

Name :
Student ID Number :
Semester :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the chain writing method in descriptive text writing learning.
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (√) in the provided column with the assessment criteria: **4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented.**

C. Observation Aspects

No	Indikator	Score			
		1	2	3	4
1	Saya merasa senang belajar kosakata menggunakan model Picture Word Inductive Model (PWIM).				
2	Picture Word Inductive Model (PWIM) membantu saya				

	mengingat kosakata baru dengan lebih baik				
3	Saya merasa lebih percaya diri dalam menggunakan kosakata baru setelah belajar menggunakan Picture Word Inductive Model (PWIM).				
4	Suasana belajar menjadi lebih menyenangkan dengan Picture Word Inductive Model (PWIM).				
5	Saya merasa lebih cepat memahami kosakata baru ketika belajar melalui Picture Word Inductive Model (PWIM).				
6	Saya lebih aktif berpartisipasi dalam kelas ketika menggunakan Picture Word Inductive Model (PWIM).				
7	Picture Word Inductive Model (PWIM) membuat saya lebih mudah berinteraksi dengan teman sekelas.				
8	Saya dapat menggunakan kosakata baru dalam kalimat setelah belajar menggunakan Picture Word Inductive Model (PWIM).				
9	Picture Word Inductive Model (PWIM) ini membuat saya lebih memahami arti dari kosakata baru				
10	Saya lebih suka belajar kosakata melalui Picture Word Inductive Model (PWIM) daripada metode tradisional.				
11	Saya merasa Picture Word Inductive Model (PWIM) tidak cocok untuk pembelajaran di kelas.				
12	Picture Word Inductive Model (PWIM) ini tidak membantu saya meningkatkan kemampuan berbicara				

	dalam bahasa Inggris.				
13	Saya merasa Picture Word Inductive Model (PWIM) membuat saya bingung dalam belajar kosakata.				
14	Saya merasa lebih mudah mengingat kosakata baru setelah setelah belajar menggunakan Picture Word Inductive Model (PWIM).				
15	Picture Word Inductive Model (PWIM) tidak menyenangkan dalam memperkuat ingatan saya terhadap kosakata.				

(Adaptations from Sumarno et al., 2023; Kamaruddin 2021)

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total score}} \times 100$$

Score Calculation

1. **Number of Aspects** :15 aspects
2. **Maximum Score** : 15 x 4= 60

Assessment Categories

Score Category

90-100	Very Enjoyable (<i>Sangat Menyenangkan</i>)
80-89	Enjoyable (<i>Menyenangkan</i>)
65-79	Fairly Enjoyable (<i>Cukup Menyenangkan</i>)
< 64	Less Enjoyable (<i>Kurang Menyenangkan</i>)

Appendix 9: Pre-Test and Post-Test Sheet

PRE-TEST AND POST-TEST SHEET

A. Understanding Vocabulary

Instructions: Choose the correct answer by ticking (✓) the appropriate column. (Pilih jawaban yang benar dengan memberi tanda centang (✓) pada kolom yang sesuai).

1. **What is the meaning of "forest"?**

(Apa arti dari "forest"?)

- a. Rumah
- b. Taman
- c. Lapangan
- d. Hutan

2. **Which word means "roar"?**

(Kata mana yang berarti "roar"?)

- a. Menangis
- b. Tertawa
- c. Mengaum
- d. memanjat

B. Reading Vocabulary

Instructions: Read the words aloud to your teacher.

- 3. Butterfly (kupu-kupu)
- 4. House lizard (Cicak)
- 5. Stone (Batu)

C. Pronouncing Vocabulary

Instructions: Pronounce the following words aloud to your teacher. Your teacher will assess your pronunciation. (ucapkan kata-kata berikut dengan keras kepada guru anda, guru anda akan menilai pengucapan anda)

6. Leaf
7. Nature
8. Mountain

D. Writing Vocabulary

Instructions: Fill in the blanks with the correct word or write the word correctly.

(**Instruksi:** Isilah kekosongan dengan kata yang benar atau tuliskan kata yang benar.)

9. I visited the _____. (kebun binatang)
(saya berkunjung ke kebun binatang _____).

10. Rabbit like to eat _____. (wortel)
(Kelinci suka memakan _____).

11. The forest is the habitat of _____. (Rusa)
(Hutan adalah tempat tinggal _____).

12. Match the English words with their meanings in Indonesian:

(Cocokkan kata-kata dalam bahasa Inggris berikut dengan artinya dalam bahasa Indonesia)

Sitting Desis

Howling Duduk

Hissing Melolong

E. Using Vocabulary in Learning

Instructions: Write a simple sentence using the word below. (Tulis sebuah kalimat sederhana menggunakan kata dibawah)

13. Write a sentence using the word "animal" (hewan).

14. Write a sentence using the word "plant" (tumbuhan).

15. Write a sentence using the word "earth" (bumi).

Appendix 10: Scoring Criteria of Vocabulary

Vocabulary Assessment Indicator

Vocabulary Assessment Indicator

No	Aspects	Indicator	Score
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	10 x 2
		Students struggle to understand English vocabulary effectively	0
2	Reading vocabulary	Students can read English vocabulary accurately	10 x 3
		Students read vocabulary less accurately.	5
		Students have difficulty reading English vocabulary accurately.	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary smoothly	5 x 3
		Students can read but are not fluent.	3
		Students struggle with pronouncing English vocabulary smoothly.	1
4	Writing vocabulary	Students can quickly and accurately write English vocabulary in a notebook.	5 x 4

		Students write vocabulary less accurately.	3
		students have difficulty writing English vocabulary quickly and accurately in a notebook.	1
5	Using vocabulary in learning	Students can apply English vocabulary in classroom activities.	5x3
		Students struggle to apply English vocabulary in classroom activities.	3
		Students are unable to apply English vocabulary in classroom activities	1
	Maximum Score		100

(Adaptation from Rahmatunnisa et al., 2023)

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes :

A = If the students gets a score of 90-100

B = If the students gets a score of 80-89

C = If the students gets a score of 65-79

D = If the students gets a score of < 64

APPENDIX 11: TEACHING MODULE

Using the Picture Word Inductive Model (PWIM) to Enhance Students' Vocabulary

I. MODULE IDENTIFICATION

Author	: Mut'Amal Trifadel
School	: SMP Negeri 2 Kajuara
Grade / Phase	: VII (Seventh)
Subject	: English
Time Allocation	: 2 x 35 Minute per session
Year of Preparation	: 2025
Element	: Vocabulary

II. MODULE DESCRIPTION

- Understand the concepts and structures of vocabulary (nouns, verbs, adjectives) through interactive and enjoyable activities.
- Use the learned vocabulary in simple sentences.
- Develop Communication skills

III. PANCASILA STUDENT PROFILE

Pancasila Student Profile, which include: **Faith in God Almighty and Noble Character, Independence, Critical Thinking., Creativity, Collaboration, Global Diversity Awareness.**

IV. FACILITIES AND RESOURCES

1. **Classroom:** Arranged in a "U" shape with a play area at the front.
2. **Learning Media:** Picture
3. **Stopwatch:** To manage time limits during the game.
4. **Student Worksheets:** Used to record vocabulary and create simple sentences.
5. **Whiteboard**

V. STUDENT TARGET

Seventh-grade students

VI. LEARNING MODEL

This teaching module employs a **Inquiry-Based Learning** approach,

CORE COMPONENTS

I. LEARNING OBJECTIVES

4. Students can identify and understand new vocabulary.
5. Students can use the vocabulary in simple sentences.
6. Students actively participate in the learning process.

II. MEANINGFUL UNDERSTANDING

The Picture Word Inductive Model (PWIM) helps students understand new vocabulary in an interactive and enjoyable way.

III. ESSENTIAL QUESTIONS

1. What is a Picture Word Inductive Model (PWIM)?
2. How to Implementation?

IV. LEARNING ACTIVITIES

Meeting	Activity	Duration	Details
Meeting 1 (Pre-test)	Preliminary Activities	10 minutes	1. Teacher opens the class with greetings 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check.
	Core Activities	40 minutes	1. Teacher provides a pre-test to measure students' initial vocabulary knowledge (nouns, verbs, adjectives). 2. Teacher collects students' test sheets.
	Closing Activities	10 minutes	1. Teacher briefly explains the Picture Word Inductive Model (PWIM) concept that will be used in upcoming lessons. 2. Teacher closes the lesson with a farewell

Meeting	Activity	Duration	Details
			greeting.
Meeting 2 (Material)	Preliminary Activities	10 minutes	1. Teacher opens the class with greetings. 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check.
	Core Activities	40 minutes	1. Teacher introduces the concept of nouns, verbs, adjective with examples (e.g., objects around the classroom). 2. Students read nouns, verbs, adjective vocabulary with accompanying images. 3. Students create simple sentences using the learned nouns, verbs, adjective. 4. Teacher provides feedback on students' vocabulary and sentence.
	Closing Activities	10 minutes	1. Teacher assigns students to review and write down the learned nouns. 2. Teacher closes the lesson with a farewell greeting.
Meeting 3, 4 & 5	Preliminary Activities	10 minutes	1. Teacher opens the class with greetings. 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check.
	Core	40	1. The teacher prepares Picture

Meeting	Activity	Duration	Details
	Activities	minutes	representing nouns, verbs, and adjectives as learning media. 2. The teacher explains the steps in the Picture Word Inductive Model (PWIM) to all students. 3. Each student is introduced to the images, and the teacher explains their meanings and contexts. 4. Stage of the Learning Process: a. The teacher shows the images one by one and asks students to mention the appropriate word, for example, "What do you see in this picture?" b. After the students respond, the teacher writes the word on the board under the image. c. The teacher then provides example sentences using the word to deepen students' understanding. d. Students are encouraged to create their own sentences using the discussed words. e. The learning continues until all images and words have been covered. 5. Vocabulary Writing Session: After all images are discussed, students are asked

Meeting	Activity	Duration	Details
			to write down as many vocabulary words as they remember from the lesson on the whiteboard. 6. The teacher provides motivation and guidance throughout the process, ensuring that all students actively participate.
	Closing Activities	10 minutes	1. Teacher displays all vocabulary cards used during the game and leads students to pronounce the vocabulary together. 2. Students write down new vocabulary in their notebooks, including meanings and example sentences. 3. Teacher assigns homework for students to create simple sentences using five learned words. 4. Teacher reflects on the lesson and closes with a farewell greeting.
Meeting 6 (Post-test & Angket)	Preliminary Activities	10 minutes	1. Teacher opens the class with greetings. 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check.
	Core Activities	40 minutes	1. Teacher provides a post-test to measure students' improvement in vocabulary mastery after the Learning Process

Meeting	Activity	Duration	Details
			2. Teacher collects students' test sheets for further analysis. 3. The teacher gives the questionnaire sheet to the students
	Closing Activities	10 minutes	1. Teacher appreciates students' participation during the lessons. 2. Teacher motivates students to continue learning vocabulary. 3. Teacher closes the lesson with a farewell greeting.

V. LEARNING ASSESSMENT

Assessment Aspects:	1. Active Participation: Observing students during the activity. 2. Vocabulary Mastery: Using pre- and post-activity tests. 3. Teamwork: Observing group dynamics Learning Procces
---------------------	---

VI. ASSESSMENT INSTRUMENTS

Assesment Aspects:

1. **Active Partisipation** : Observing students during the activity.
2. **Vocabulary Mastery** : Using pre-test and post-test activity.

APPENDIX III

**DATA AND ANALYSIS DATA OF
THE RESEARCH**

Appendix 12 :Learning Process Obervation Result



LEARNING PROCESS OBSERVATION SHEET USING PICTURE WORD INDUCTIVE MODEL (PWIM) IN TEACHING VOABULARY

A. Respondent Identity

Name :

Student ID Number :

Semester :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the chain writing method in descriptive text writing learning.
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (✓) in the provided column with the assessment criteria: 4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented.

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	The teacher opens the learning activity with greetings.				✓
2.	The teacher and students pray before starting the lesson.			✓	

3.	The teacher asks for news and readiness to learn.				✓
4.	The teacher asks for attendance and takes attendance of students.				✓
5.	The teacher introduces the Picture Word Inductive Model (PWIM) and its purpose in learning.				✓
6.	The teacher shows the Picture Word Inductive Model (PWIM)				✓
7.	The teacher explains the ways of using Picture Word Inductive Model (PWIM)				✓
8.	After the used Picture Word Inductive Model (PWIM) concludes, the teacher asks each student to create sentences using the vocabulary they collected during the game.			3	✓
9.	Each student then presents their sentences to the class, creating an opportunity for everyone to learn from one another.				4
10.	The teacher assigns homework to create simple sentences using the vocabulary.			3	
11.	Each student then presents their sentences to the class, creating an opportunity for everyone to learn from one another.				✓

(Adaptations from Sumarno et al., 2023; Kamaruddin 2021)

$$\frac{41 \times 100}{44} = 93,1$$

Appendix 13: Students Activity Observation Result

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APPENDICES

Appendix 1: Student Activity Observation Sheet



STUDENT ACTIVITY OBSERVATION SHEET IN LEARNING PROCESS USING PICTURE WORD INDUCTIVE MODEL (PWIM) IN TEACHING VOCABULARY

A. Instructions

Observe student activities during the learning process using the Picture Word Inductive Model (PWIM) in teaching vocabulary. Observation results on this sheet follow these procedures:

1. Observer comprehensively and objectively observe student activities.
2. Focus on each aspect listed in the observation sheet.
3. Provide scores according to predetermined criteria.
4. Observation conducted from the beginning to the end of the lesson.
5. Mark with a check list (✓) in the provided column with the following assessment criteria: 4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.

B. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students appear enthusiastic about the Picture Word Inductive Model (PWIM).				✓
2.	Students actively attempt to guess the words.			✓	
3.	Students understand teacher instructions regarding the use of in the learning process.				✓

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4.	Students seem to enjoy the Picture Word Inductive Model (PWIM) process.				✓
5.	Students work together with their teammates.				✓
6.	Students pay attention to ideas from others.				✓
7.	Students encourage and support their friends.				✓
8.	Students respect their peers' opinions.			✓	
9.	Students actively discuss words with peers.				✓
10.	Students can state the meaning of words correctly.			✓	
11.	Students demonstrate better vocabulary comprehension after practice of used Picture Word Inductive Model (PWIM).				✓

(Adaptations from Sumarno et al., 2023; Kamaruddin 2021)

Scoring Calculations:

1. Total indicators: 11 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 44

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total score}} \times 100$$

Assessment Categories

- 90-100 : Very Good
 80-89 : Good
 65-79 : Sufficient
 < 64 : Poor

$$\frac{41 \times 100}{44} = 93.2$$

Appendix 14 : Pre-Test Result

Nama : Reyhan

13

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Appendix 4: Pre-Test and Post-Test Sheet

PRE-TEST AND POST-TEST SHEET

A. Understanding Vocabulary

Instructions: Choose the correct answer by ticking (✓) the appropriate column. (Pilih jawaban yang benar dengan memberi tanda centang (✓) pada kolom yang sesuai).

1. What is the meaning of "forest"?

(Apa arti dari "forest"?)

a. Rumah

☒ b. Taman

c. Lapangan

d. Hutan

2. Which word means "roar"?

(Kata mana yang berarti "roar"?)

☒ a. Menangis

b. Tertawa

c. Mengaum

d. memanjat

3. Match the English words with their meanings in Indonesian:

(Cocokkan kata-kata dalam bahasa Inggris berikut dengan artinya dalam bahasa Indonesia)

Sitting Desis

Howling Duduk

Hissing Melolong

B. Reading Vocabulary

Instructions: Read the words aloud to your teacher.

4. Butterfly (kupu-kupu) 1

5. House lizard (Cicak) 1

Nama : Reyhan

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6. Stone (Batu) \

C. Pronouncing Vocabulary

Instructions: Pronounce the following words aloud to your teacher. Your teacher will assess your pronunciation. (ucapkan kata-kata berikut dengan keras kepada guru anda, guru anda akan menilai pengucapan anda)

- 7. Leaf \
- 8. Nature \
- 9. Mountain \

D. Writing Vocabulary

Instructions: Fill in the blanks with the correct word or write the word correctly.

(Instruksi: Isilah kekosongan dengan kata yang benar atau tuliskan kata yang benar.)

- 10. I visited the Safa (kebun binatang)
(saya berkunjung ke kebun binatang Safa.)
- 11. Rabbit like to eat carrot (wortel)
(Kelinci suka memakan carrot.)
- 12. The forest is the habitat of deer (Rusa)
(Hutan adalah tempat tinggal deer.)

E. Using Vocabulary in Learning

Instructions: Write a simple sentence using the word below. (Tulis sebuah kalimat sederhana menggunakan kata dibawah)

- 13. Write a sentence using the word "animal" (hewan).
- 14. Write a sentence using the word "plant" (tumbuhan).
- 15. Write a sentence using the word "earth" (bumi)

- 13. Animal liker Bo froes
- 14. plant liker to wean
- 15. Manusia liker th erdtr

Appendix 15: post-test Result

Nama : Reyhan

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Appendix 4: Pre-Test and Post-Test Sheet

PRE-TEST AND POST-TEST SHEET

A. Understanding Vocabulary

Instructions: Choose the correct answer by ticking (✓) the appropriate column. (Pilih jawaban yang benar dengan memberi tanda centang (✓) pada kolom yang sesuai).

1. What is the meaning of "forest"?

(Apa arti dari "forest"?)

- a. Rumah
- b. Taman
- c. Lapangan
- ☒ d. Hutan

10

2. Which word means "roar"?

(Kata mana yang berarti "roar"?)

- a. Menangis
- b. Tertawa
- ☒ c. Mengaum
- d. memanjat

10

3. Match the English words with their meanings in Indonesian:

(Cocokkan kata-kata dalam bahasa Inggris berikut dengan artinya dalam bahasa Indonesia)

Sitting	Desis
Howling	Duduk
Hissing	Melolong

5

B. Reading Vocabulary

Instructions: Read the words aloud to your teacher.

- 4. Butterfly (kupu-kupu) 5
- 5. House lizard (Cicak) 5

Nama = Reyhan

6. Stone (Batu) 5

C. Pronouncing Vocabulary

Instructions: Pronounce the following words aloud to your teacher. Your teacher will assess your pronunciation. (ucapkan kata-kata berikut dengan keras kepada guru anda, guru anda akan menilai pengucapan anda)

7. Leaf 5

8. Nature 5

9. Mountain 5

D. Writing Vocabulary

Instructions: Fill in the blanks with the correct word or write the word correctly.

(Instruksi: Isilah kekosongan dengan kata yang benar atau tuliskan kata yang benar.)

5 10. I visited the zoo (kebun binatang)
(saya berkunjung ke kebun binatang zoo).

5 11. Rabbit like to eat carrot (wortel)
(Kelinci suka memakan wortel).

5 12. The forest is the habitat of Deer (Rusa)
(Hutan adalah tempat tinggal Rusa).

E. Using Vocabulary in Learning

Instructions: Write a simple sentence using the word below. (Tulis sebuah kalimat sederhana menggunakan kata dibawah)

13. Write a sentence using the word "animal" (hewan).

14. Write a sentence using the word "plant" (tumbuhan).

15. Write a sentence using the word "earth" (bumi).

5 13. Save to animal

5 14. Plant do Photosynthesis to produce oxygen

5 15. The earth rotates around the sun.

Appendix 16, Table r

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix 17: The Output of SPSS
1. Test Sheet Validity Test (Pre-Test)

Correlations																	
		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016
VAR00001	Pearson Correlation	1	.914**	-.059	-.059	-.059	-.153	-.153	-.099	-.057	-.089	-.057	-.057	-.012	-.057	.026	.512**
	Sig. (2-tailed)		.000	.762	.762	.762	.429	.429	.608	.769	.608	.769	.769	.949	.769	.894	.004
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00002	Pearson Correlation		1	-.126	-.126	-.126	-.190	-.190	-.152	-.107	-.152	-.107	-.107	-.060	-.107	-.036	.454*
	Sig. (2-tailed)			.515	.515	.515	.323	.323	.433	.582	.433	.582	.582	.758	.582	.854	.013
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00003	Pearson Correlation			1	1.000**	1.000**	.626**	.626**	.367	.444**	.367	.444**	.444**	.374	.374	.439	.650**
	Sig. (2-tailed)				.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00004	Pearson Correlation				1	1.000**	.626**	.626**	.367	.444**	.367	.444**	.444**	.374	.374	.439	.650**
	Sig. (2-tailed)					.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00005	Pearson Correlation					1	.626**	.626**	.367	.444**	.367	.444**	.444**	.374	.374	.439	.650**
	Sig. (2-tailed)						.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00006	Pearson Correlation						1	1.000**	.778**	.841**	.778**	.841**	.841**	.734**	.841**	.722**	.669**
	Sig. (2-tailed)							.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00007	Pearson Correlation							1	.778**	.841**	.778**	.841**	.841**	.734**	.841**	.722**	.669**
	Sig. (2-tailed)								.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00008	Pearson Correlation								1	.768**	.841**	.768**	.841**	.734**	.841**	.722**	.669**
	Sig. (2-tailed)									.000	.000	.000	.000	.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00009	Pearson Correlation									1	.925**	1.000**	1.000**	.920**	1.000**	.858**	.720**
	Sig. (2-tailed)										.000	.000	.000	.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00010	Pearson Correlation										1	.925**	1.000**	.925**	.925**	.779**	.625**
	Sig. (2-tailed)											.000	.000	.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00011	Pearson Correlation											1	1.000**	.920**	1.000**	.858**	.720**
	Sig. (2-tailed)												.000	.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00012	Pearson Correlation												1	.920**	1.000**	.858**	.720**
	Sig. (2-tailed)													.000	.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00013	Pearson Correlation													1	.920**	.790**	.676**
	Sig. (2-tailed)														.000	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00014	Pearson Correlation														1	.858**	.720**
	Sig. (2-tailed)															.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00015	Pearson Correlation															1	.666**
	Sig. (2-tailed)																.000
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
VAR00016	Pearson Correlation																1
	Sig. (2-tailed)																
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

2. Test Sheet Validity Test (Post- Test)

Correlations															
VAR00001	Pearson Correlation Sig. (2-tailed) N	1	1.000 ^{**} 29	.131 29	.164 29	-.052 29	.008 29	.008 29	-.023 29	.008 29	-.023 29	.008 29	-.052 29	.008 29	.513 ^{**} 29
VAR00002	Pearson Correlation Sig. (2-tailed) N		1	.131 29	.164 29	-.052 29	.008 29	.008 29	-.023 29	.008 29	-.023 29	.008 29	-.052 29	.008 29	.513 ^{**} 29
VAR00003	Pearson Correlation Sig. (2-tailed) N			1	.164 29	-.052 29	.008 29	.008 29	-.023 29	.008 29	-.023 29	.008 29	-.052 29	.008 29	.513 ^{**} 29
VAR00004	Pearson Correlation Sig. (2-tailed) N				1	-.052 29	.008 29	.008 29	-.023 29	.008 29	-.023 29	.008 29	-.052 29	.008 29	.513 ^{**} 29
VAR00005	Pearson Correlation Sig. (2-tailed) N					1	.000 29	.000 29	.092 29	.092 29	.185 29	.092 29	.185 29	.092 29	.515 ^{**} 29
VAR00006	Pearson Correlation Sig. (2-tailed) N						1	.000 29	.092 29	.092 29	.185 29	.092 29	.185 29	.092 29	.515 ^{**} 29
VAR00007	Pearson Correlation Sig. (2-tailed) N							1	.000 29	.092 29	.092 29	.185 29	.092 29	.185 29	.515 ^{**} 29
VAR00008	Pearson Correlation Sig. (2-tailed) N								1	.000 29	.092 29	.092 29	.185 29	.092 29	.515 ^{**} 29
VAR00009	Pearson Correlation Sig. (2-tailed) N									1	.000 29	.092 29	.092 29	.185 29	.515 ^{**} 29
VAR00010	Pearson Correlation Sig. (2-tailed) N										1	.000 29	.092 29	.092 29	.515 ^{**} 29
VAR00011	Pearson Correlation Sig. (2-tailed) N											1	.000 29	.092 29	.515 ^{**} 29
VAR00012	Pearson Correlation Sig. (2-tailed) N												1	.000 29	.515 ^{**} 29
VAR00013	Pearson Correlation Sig. (2-tailed) N													1	.513 ^{**} 29
VAR00014	Pearson Correlation Sig. (2-tailed) N														1
VAR00015	Pearson Correlation Sig. (2-tailed) N														
VAR00016	Pearson Correlation Sig. (2-tailed) N														

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

3. Questionnaire Validity Test

Correlations															
VAR00001	Pearson Correlation Sig. (2-tailed) N	1	.000	.000	.373 ^{**}	.000	.000	.000	.508 ^{**}	1.000 ^{**}	1.000 ^{**}	.000	.000	.000	.000
VAR00002	Pearson Correlation Sig. (2-tailed) N	.000	1	.000	.000	.000	.000	.000	.005	.000	.000	.000	.000	.000	.000
VAR00003	Pearson Correlation Sig. (2-tailed) N	.000	.000	1	.000	.000	.000	.000	.005	.000	.000	.000	.000	.000	.000
VAR00004	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	1	.000	.000	.000	.005	.000	.000	.000	.000	.000	.000
VAR00005	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	1	.000	.000	.005	.000	.000	.000	.000	.000	.000
VAR00006	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	1	.000	.005	.000	.000	.000	.000	.000	.000
VAR00007	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	1	.000	.005	.000	.000	.000	.000	.000
VAR00008	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	.000	1	.000	.005	.000	.000	.000	.000
VAR00009	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	.000	.000	1	.000	.005	.000	.000	.000
VAR00010	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	.000	.000	.000	1	.000	.005	.000	.000
VAR00011	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	1	.000	.005	.000
VAR00012	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	1	.000	.005
VAR00013	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	1	.000
VAR00014	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	1
VAR00015	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
VAR00016	Pearson Correlation Sig. (2-tailed) N	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

APPENDIX IV

DOCUMENTATION

Appendix 18: Documentation Pre-Test



Appendix 19: Documentation Treatment



Appendix 20: Documentation Post-Test



APPENDIX V

CORRESPONDENCES



SURAT KEPUTUSAN
NOMOR: 790.D1/III.3.AU/F/KEP/2024

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2024/2025

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
- Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Atmaranie Dewi Purnama, M.Pd.	Sabaruddin, S.Pd., M.TESOL

untuk penulisan skripsi mahasiswa:

Nama : Mut'Amal Trifadel
NIM : 210110013
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Picture-Word Inductive Model (PWIM) in Teaching Vocabulary at Seventh Grade Students of SMP Negeri 2 Kajuara

- Kedua** : Hal-hal yang menyangkut pendapatan/naskah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat** : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

**UAD****UNIVERSITAS ISLAM
AHMAD DAHLAN****FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 27 Rabiul Akhir 1446 H
30 Oktober 2024 M

Dekan,

Dr. Takdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM



**GUGUS INSTRUMEN PENELITIAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

KETERANGAN VALIDITAS INSTRUMEN
Nomor: 125.G3.1/III.3.AU/A/2025

Gugus Instrumen Penelitian Fakultas Tarbiyah dan Ilmu Keguruan telah menvalidasi instrumen untuk keperluan penelitian yang berjudul:

"The Effectiveness Picture Word Inductive Model (PWIM) in Teaching Vocabulary At Seventh Grade Students Of SMP Negeri 2 Kajuara"

Oleh peneliti:

Nama : Mut'Amal Trifadel
NIM : 210110013
Program studi : Tadris Bahasa Inggris

Setelah diperiksa secara teliti oleh Tim Validasi dari Gugus Instrumen Penelitian, maka Instrumen Penelitian tersebut valid dan dapat digunakan dalam penelitian.

Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sinjai, Mei 2025

Validator 1

Dr. Harmilawati, S.S., S.Pd., M.Pd.

Validator 2

Sabaruddin, S.Pd., M.TESOL

Mengetahui,
Ketua Gugus Validator

Dr. Syarifuddin, M.Pd.
NBM.1463964



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 215.D1/III.3.AU/F/2025
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 12 Dzulqoidah 1446 H
10 Mei 2025 M

Kepada Yang Terhormat
Kepala SMP Negeri 2 Kajuara
Di -

Bone

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Mut'amal Trifadel
NIM : 210110013
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness of Picture Word Inductive Model (PWIM) in Teaching Vocabulary at Seventh Grade Students of SMP Negeri 2 Kajuara".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **SMP Negeri 2 Kajuara**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,

Dr. Takdir, M.Pd.I
NBM: 1213495

Tembusan disampaikan Kepada Yth :
1. Rektor Universitas Islam Ahmad Dahlan



**PEMERINTAH KABUPATEN BONE
DINAS PENDIDIKAN
SMP NEGERI 2 KAJUARA**

Alamat : Jl. Poros Palattae – Sinjai (Buhu Kec. Kajuara Kab. Bone)



SURAT KETERANGAN PENELITIAN

NOMOR : 421.3 / 076 / DP / 2025

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Kajuara :

Nama	: H.AGUS, S.Ag.,M.Pd.I
NIP	: 197112041997021001
Jabatan	: Kepala UPT SMP Negeri 2 Kajuara

Menerangkan Bahwa :

Nama	: MUT'AMAL TRIFADEL
NIM	: 210110013
Program Study	: Tadris Bahasa Inggris (TB1)
Perguruan Tinggi	: Universitas Islam Ahmad Dahlan

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