PICTURE WORD INDUCTIVE MODEL IN VOCABULARY LEARNING

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Abstract
The purpose of this quasi-experimental study was to determine if students’ vocabulary acquisition is enhanced with the picture word inductive model (PWIM). During the experimentation, students were shown a picture and were asked to identify items in the picture, eliciting words from the children’s listening and speaking vocabularies. This process essentially created a picture-word dictionary which the students could employ to connect words with corresponding pictures. The experimental group of 14 second graders participated in the 4-week intervention, while the control group, consisting of students from the two other second grade classes, did not receive this intervention. The PWIM intervention was analyzed through nonparametric statistics by examining the vocabulary gains that students made from the pre-assessment to the post-assessment. Additionally, gains of English language learners (ELL) and native-English speakers were compared. Further, gains of the experimental group participants and the control group participants were compared. Results indicated that statistically significant differences were achieved between the control and experimental group participants on the final assessment.

INTRODUCTION
The importance of vocabulary instruction in students’ reading achievement has been acknowledged for over years. The recognition of vocabulary as a crucial component of second language knowledge and skills has led to the investigation of different strategies and techniques of vocabulary instruction in classrooms and their effects on the learning and retention of vocabulary items (Emirmustafaoğlu & Gökmen, 2015). Therefore, since most vocabulary distinctions develop among individuals before third grade, at which point a significant disparity exists in the pace of word acquisition Vocabulary is the backbone of any language. Without extensive vocabulary knowledge, even those who show mastery of grammar might experience the failure to communicate (Tosun, 2015). It is essential to begin building vocabulary knowledge when children are young.

Language proficiency and literacy development are significantly related. Frequently, it is assumed that children, who can demonstrate competency in communicating socially, such as on the playground or in the cafeteria, are also able to proficiently communicate academically in the classroom. Children who are ESL need explicit instruction in academic language. Vocabulary learning is often
perceived as boring by learners, especially for those who grew up in the digital age (Turgut & Irgin, 2009). And in for some people who have experience in learning a foreign language know that vocabulary is always one of the major problems in language learning no matter one is at the beginning or at the end of language learning. (Barani, Mazandarani, & Rezaie, 2010) Therefore, there need to be some promising alternatives in facilitating the vocabulary learning.

Scaffolding, providing contextual, social, and temporary frameworks to capitalize on students’ strengths, can be used effectively to help ESL students acquire proficiency in English during integrated instruction. Majority of students learning a second or foreign language consider vocabulary as their major priority and agree that their difficulties arise from their lack of vocabulary knowledge (Ghaedi & Shahrokhi, 2016). One research-based, instructional method of promoting literacy by teaching vocabulary is the picture word inductive model (PWIM), Originally designed by Emily Calhoun as a major component of a language arts curriculum for beginning readers, this model has several specific purposes. PWIM is used with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading, writing, comprehending, and composing. Specifically, the PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies.

If appropriate techniques are not applied in the class, the final outcome may frustrate teachers. In order to teach students how to learn new vocabulary, teachers need to draw on a variety of teaching strategies in accordance with different vocabulary learning techniques (Ghaedi & Shahrokhi, 2016). Young learners are quick to learn vocabulary, slower to learn structures because words have tangible, immediate meanings. The children should meet and use the words in relevant contexts in order to fix them in their mind. This helps establish their relationship to other words so that a vocabulary network is built up (Demircioğlu, 2010).

Given the importance of vocabulary knowledge, this study sought to address two research questions: (a) what are the effects of the PWIM on vocabulary
acquisition?, and (b) are there differential effects of the intervention on vocabulary and comprehension skills based on economic status?

METHOD
Quantitative analysis was carried out to address the research questions. This method was chosen due to its objective nature in finding the answer for this experimental study. In addition, the quasi experimental design was considered appropriate as the framework design for this study. The sample of participants consists of 35 second graders of elementary school students. All participants were seven, eight, or nine years old. There were two groups of participants, an experimental group (n=14) who received the intervention, and a control group (n=21) who received typical classroom instruction, without the intervention. Nine of the experimental group participants and 16 of the control group participants speak English as a second language.

To assess students’ vocabulary knowledge, a researcher-generated assessment was administered prior to intervention (pretest) and immediately following intervention (posttest). This assessment, consisting of 37 vocabulary terms, targeted some of the vocabulary expected to be suggested by students in the course of the project.

RESULT AND DISCUSSION
During instruction with the PWIM, a research-based method of vocabulary instruction that connects reading and writing, students were shown a picture and were asked to identify items in the picture. The teacher wrote each identified word on chart paper outside the picture and drew a line from the word to the item in the picture. This process essentially created a picture-word dictionary which the students could employ to connect words with corresponding pictures (Joyce & Weil, 2004). The PWIM intervention occurred four times per week for four weeks. Each PWIM session lasted approximately 20 minutes.

To address the first research question, a two sample Kolmogorov-Smirnov test was performed to assess group differences (i.e., control group vs. experimental group) in vocabulary knowledge. Nonparametric statistics were employed given the violation of the normality assumption. Results indicated that participants in the experimental group outperformed those in the control group (Z=1.45, p<.03) even
after holding initial vocabulary status constant. This indicates that the PWIM intervention facilitated growth in vocabulary knowledge above and beyond that afforded by typical classroom instruction.

To address the second research question, data from only the experimental group were examined. Those students included in low and high economic social background were compared. Results indicated that there were no statistically significant differences in vocabulary acquisition based on economic status ($Z=1.03$, $p<.24$). This indicates that the intervention did not have a differential impact.

**CONCLUSION**

In conclusion, results from this study indicate that the PWIM appears to be an effective instructional tool for classroom teachers to use in facilitating vocabulary acquisition. The fact that no differences were found between ESL and non-ESL students’ performance on the vocabulary post-test measure within the experimental group could be attributed to the ESL students’ high levels of English proficiency upon the study’s initiation. The use of scaffolding and explicit connections to concepts and words appears to be beneficial to all students, regardless of economic status.

**REFERENCES**


