

The Utilization of Using Picture Word Inductive Model Focusing on Indonesian Culture to Promote Young Learners' English Vocabulary Acquisition at Ban Erawan School, Thailand

Dhea Ayu Masruroh*¹, Slamet Asari², Ulfatul Ma'rifah³
^{1,2,3} Universitas Muhammadiyah Gresik, Jawa Timur, Indonesia
e-mail: *¹dheaayuma2@gmail.com

Abstract

This study aims to analyze the utilization of the Picture word inductive model focusing on Indonesian culture to improve the English vocabulary acquisition ability of grade 5 students at Ban Erawan school, Thailand. The method used in this study was a quasi-experimental design type involving two groups, namely the experimental group and the control group. The researcher collected quantitative data by distributing pre-test and post-test to 30 students in the experimental and control groups. The researcher analyzed the data obtained from the post-test scores of the experimental group and the control group using the Mann-Whitney test on the SPSS application. From the results of the quantitative analysis, it is known that there is a difference in vocabulary acquisition between the experimental group and the control group with the significant level $p < 0,05$ ($p = .000$). This suggest that Picture Word Inductive model focusing on Indonesian culture was proven to improve students' English vocabulary acquisition. In addition, students gave positive responses during data collection. The selection of learning media that is interesting and favored by students can facilitate the learning process of students and increase student motivation.

Keywords: Young Learners', English Vocabulary Acquisition, Picture Word Inductive Model, Indonesian Culture

1. INTRODUCTION

Young learners often have limited exposure to English outside of the formal learning environment. This may limit their opportunities to actively use, hear or read English. Lack of exposure causes limitations in expanding their vocabulary. In terms of vocabulary acquisition, young learners face difficulties in associating vocabulary with meaningful contexts. They may mechanically memorize vocabulary without understanding their meaning and usage in appropriate contexts. Vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write (Zhao & Lornklang, 2019).

Vocabulary acquisition in young learning is very important. As we know, in many countries, English is a compulsory subject in the early grades of primary school. One of them is in Thailand. Thailand, like many other countries, recognizes the importance of early English vocabulary acquisition and has placed a significant focus on improving English language education at the basic level. In the 2020 EF English Proficiency

Index, Thailand is ranked 74th out of 100 countries assessed. Thailand also had an average score of 47.27, indicating a "moderate" or "fair" level of English proficiency, but still below the global average.

Acquisition of English vocabulary for young learners in Thailand is an important component of language learning and improves their overall communication skills. However, teaching vocabulary to young learners can be challenging, as they may find it difficult to find new vocabulary words and have a hard time understanding their meanings. Barani et al (2010) mentioned therefore, there need to be some promising alternatives in facilitating the vocabulary learning. Young students tend to be attracted to interesting pictures and illustrations. Pictures can arouse their curiosity, make learning more fun, and motivate them to participate in learning activities. Pictures can help clarify the meaning of the English vocabulary being studied. The Picture Word Inductive Model (PWIM), which involves using pictures to introduce new vocabulary, has shown promise in increasing vocabulary acquisition among young learners.

Picture word inductive model (PWIM) was designed by Calhoun (1999) to teach beginning readers. 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 (Calhoun, 1999, p. 21). PWIM is a learning method that uses pictures as a stimulus to introduce new vocabulary to students. This method focuses on learning vocabulary by observing and analysing pictures that are relevant to the vocabulary. By using a method that engages the senses holistically, students can develop a better understanding of vocabulary. Hamdani (2020), mentioned further, incorporating cultural elements into language learning has shown promise in increasing learner engagement and motivation. Culture reflects a people's way of life, values, traditions, and beliefs. By studying vocabulary related to culture, learners can gain a deeper understanding of those aspects of culture. This helps them understand and appreciate cultural differences, and enriches their knowledge and understanding of the world. In recent years, there has been increasing interest in using PWIM to incorporate cultural elements into language acquisition vocabulary lessons.

One of the schools in Thailand with weak English language skills is Ban Erawan. According to the researcher after teaching English at Ban Erawan School, it can be said that the students at Ban Erawan School showed that they still have limited ability in the acquisition of English vocabulary. They are even very unfamiliar with writing vocabulary in English. During the teaching process, the researcher found that the reason why the students were less enthusiastic in learning English was because of the uninteresting learning model. Therefore, it is necessary to have a fun learning method by using Picture Word Inductive Model. The researcher found students' interest in a pictures. PWIM uses pictures to represent

words, which can help students associate the meaning and use of words with visual representations. The model respects students' ability to think inductively and students have the opportunity to participate in class activities (Zhao & Lornklang, 2019). Because during the learning process, the pictures used were the same pictures and there were no new updates that made students feel interested, the researcher used more interesting pictures by incorporating Indonesian culture. The pictures of Indonesian culture included are pictures that have similarities with Thai culture.

There are many studies conducted previously using PWIM such as research from (Lee et al., 2019c, 2020; T. Wahyuni et al., 2020). In the study, they focused on proving the effect of using PWIM on English language learning. There are not many studies that focus on the use of PWIM by incorporating cultural elements. There are only a few studies that use cultural elements, one of which is research conducted by (Zhao & Lornklang, 2019). In his research, he used PWIM by incorporating Chinese culture for English vocabulary acquisition. The use of PWIM by incorporating culture has a positive impact on improving English vocabulary acquisition. However, in the use of PWIM, none of the researchers have used Indonesian culture. Indonesia is a country that shares the same family with Thailand, which is the Asian family. Therefore, to improve Thai students' English vocabulary, the researcher decided to conduct a study using PWIM by incorporating Indonesian culture. To achieve this goal, the researcher conducted a study with the title "Promoting Young Learners' English Vocabulary Acquisition Using Picture Word Inductive Model Focusing on Indonesian Culture".

Previous Research Vocabulary Acquisition Using Picture Word Inductive Model (PWIM) :

With hundreds of learning models around the world, the Picture Word Inductive Model is one of the models that makes learning English interesting and easy. The use of Picture Word Inductive Model helps students learn English actively and effectively. Students can practice their writing, reading and vocabulary acquisition skills at will and feel confident. At the same time, this study focuses on the effectiveness of using Picture Word Inductive Model for students to improve English vocabulary acquisition properly.

There are several previous studies that relate the use of the Picture Word Inductive Model as an affective and successful model in the English teaching and learning process. (Zhao & Lornklang, 2019) with the research title "The Use of Picture Word Inductive Model Focusing on Chinese Culture to Promote Young Learners' English Vocabulary Acquisition". 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 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.

PWIM is a learning model that has a high success value. (Lee et al., 2020) conducted a study entitled "Recall and Retention of Vocabulary Depth of Young Learners via PWIM" which was conducted on grade 1 students in national primary schools in rural areas in Malaysia. Yes-No Recognition Test (YNRT) was adapted and further tested for reliability to measure the recall and retention of subjects' vocabulary size. Two complete classes made up the research sample of sixty subjects; one class served as the Experimental group and the other as the Control group. While the latter received standard classroom education, the former received the intervention. The result of this study from the independent sample t-test revealed superior vocabulary scores on the post-test and post-test delay rates by the Experimental group, which indicated greater recall and retention of vocabulary knowledge reflecting the effectiveness of the intervention in increasing vocabulary acquisition through PWIM among students young Malaysian.

Next is a study by Mukadar et al., (2021) conduct research with 26 students learning at the seventh grade of SMP Negeri 2 Jikumerasa which consist of 7 male students and 19 female students. The title of the research is "LIFE An Experimental Study of Picture Word Inductive Model to Foster Students' Vocabulary in an Indonesian Junior Highschool Setting". The data were collected by using 30 items of multiple choices test. The data obtained were analysed by applying dependent t-test the formula. In this research the researcher suggested that PWIM serves as an alternative to foster students' English vocabulary in EFL classroom setting. It because from the data analysis show the alternative hypothesis (H_a) stating that the use of Picture word inductive model improve students' English vocabulary is accepted while the null hypothesis (H_0) which stated that the Picture Word Inductive Model could not improve students' English vocabulary was rejected.

In addition, research conducted by (Gu & Lornklang, 2021) do research with the title "The Use of Picture-word Inductive Model and Readers' Theatre to Improve Chinese EFL Learners' Vocabulary Learning Achievement". This study conducted an experiment to examine the effectiveness of the picture-word inductive model (PWIM) and readers'

theatre on Chinese primary EFL learners' vocabulary learning achievement. The samples were 34 fifth-grade students from a primary school of China. The students received a vocabulary learning treatment with the lesson plans constructed based on the picture-word inductive model and readers' theatre using Chinese Cheng-Yu, and an English vocabulary learning achievement test was conducted before and after the treatment. Results of the test showed that the students' mean scores in the post-test were significantly improved than in the pre-test, and results of the questionnaire showed that the participants were highly satisfied with learning English via picture-word inductive model and readers' theatre. The results indicated that learning English via picture-word inductive model and readers' theatre is an effective way for improving learners' English vocabulary learning achievement as it provides the visual support and opportunities for learners to engage in vocabulary acquisition.

Based on several studies that have been conducted using the Picture Word Inductive Model which has many positive benefits, but not many studies have included cultural elements. There are only one or two that use cultural elements. Therefore, the researcher will conduct a study using Picture Word Inductive Model that focuses on Indonesian culture. The Indonesian culture that will be used in this research is a culture similar to Thailand. As it is known, Indonesia and Thailand are one family, namely the Asian family. So, to improve English vocabulary acquisition, the researcher will use Picture Word Inductive Model focusing on Indonesian culture, where there is still no single researcher who uses Picture Word Inductive Model focusing on Indonesian culture for young Thai learners.

2. RESEARCH METHODOLOGY

Research Design

Quantitative methods were used in this study. The researchers used a quasi-experimental research design for this study using two groups: an experimental group and a control group.

Participant and Setting

The participants of this study were 5th grade students in the 2023-2024 academic year at Ban Erawan School, Erawan District, Loei Province, Thailand. The participants consisted of 30 students in each group with a total of 60 students for the experimental and control groups. The fifth-grade students were chosen because the researcher was assigned to teach in the grade. They had the same criteria set by the researcher in this study. The school is located at Pha In Plaeng, Erawan District, Loei, Thailand. This research was conducted from September 11, 2023 to October 11, 2023.

Data Collection

To collect data, researcher first conducted a pre-test on both groups, namely the experimental group and the control group. Then the researcher gave treatment using the Picture Word Inductive Model in the experimental group and the conventional method in the control class. For the last data collection, the researcher conducted a post-test on both groups to determine the students' vocabulary mastery ability. This research was conducted at Ban Erawan School, Loei Province, Thailand.

Research Instrument

In conducting the research, the researcher used a standardized short-answer test consisting of 20 questions. The instrument has been tested for validity and reliability through a pilot test conducted before the instrument was tested on the research subjects. The questions on the instrument had the same topic but with a different model from what was done in the treatment of the two groups.

Data Analysis

The Researcher analyzed the data obtained from the post-test scores of experimental group and control group students using Mann-Whitney in the spss application.

3. RESULT AND DISCUSSION

The pre-test and post-test were attended by 60 students. 30 students in the experimental group and 30 students in the control group. Students work on 20 questions in 60 minutes. The following is descriptive statistical data from the two groups:

Table 3.1. Descriptive Statistics of Experimental Group and Control Group

Descriptive Statistics						
	N	Range	Min	Max	Mean	SD
Pre-test Experimental	30	65	5	70	41.50	16.35
Post-test Experimental	30	40	60	100	88.17	8.95
Pre-test Control	30	55	5	60	32.33	14.30
Post-test Control	30	50	40	90	70.33	10.41

Based on the table above, it can be seen that the standard deviation in the pre-test experimental group is 16.35, the mean is 41.50 with a minimum score is 5 and the maximum score is 70. In the post-test

experimental group, the standard deviation is 8.95, the mean is 88.17 with minimum score is 60 and maximum score is 100. while in the pre-test control group the standard deviation is 14.30, the mean is 32.33 with the minimum score is 5 and the maximum is 60. In the post-test control group, the standard deviation is 10.41, the mean is 70.33 with minimum score is 40 and maximum score is 90.

After conducting the post-test on students in both groups, the researcher calculated whether there was a significant difference between the use of the Inductive Picture Word model and the traditional model on students' post-test scores during the treatment and obtained the results with the following hypothesis:

- a. H_0 : There is no significant difference in students' vocabulary acquisition between the experimental group using PWIM focusing on Indonesian culture and the control group using conventional methods.
- b. H_a : There is a significant difference in students' vocabulary acquisition between the experimental group using PWIM focusing on Indonesian culture and the control group using conventional methods.

To prove the hypothesis, using a significance level of 5%, the testing criteria are as follows:

- a. Sig (2-tailed) < 0.05 : The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.
- b. Sig (2-tailed) > 0.05 : The null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

Table 3.2 Mann Whitney Results

Test Statistics ^a	
	Students Post-Test Result
Mann-Whitney U	73.000
Wilcoxon W	538.000
Z	-5.629
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Class	

Based on the results of the table above, it is known that the asymp.sig (2-tailed) value is $0.000 < 0.05$. So, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant difference in students' vocabulary acquisition between the experimental group using PWIM focusing on Indonesian culture and the control group using conventional methods.

Discussion

After treatment in both groups. It can be seen that there is a difference between the experimental group and the control group. In the experimental group, it can be seen that there is a good increase in student scores before treatment and after treatment. Before the experimental treatment, this group had a maximum score of 70 and a minimum score of 5, which is considered a low score for English. The maximum score of experimental students after treatment reached 100 and the minimum score was only 60. This proves that the treatment given was successful. For the control group, this group had a maximum score of 60 and a minimum score of 5, which is also considered a low score for English. The control group after treatment did not reach the value of one hundred, which was only 90 for the maximum value, and the minimum value was still very small, which was only 40.

From the evidence above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, it is known from the asymp.sig (2-tailed) value is $0.000 < 0.05$. Which means it can be concluded that there is a significant difference in students' vocabulary acquisition between the experimental group using PWIM focusing on Indonesian culture and the control group using conventional methods. The findings from the vocabulary test supported this hypothesis as students who formed the Experiment group achieved higher vocabulary acquisition ability than the control group as shown in the pre-test and post-test scores. When students were exposed to text-image combinations through the PWIM approach, vocabulary acquisition had a consistently positive result for both hypotheses. According to Calhoun, (1999), the core of PWIM involves inductive thinking and concept attainment. Hence, the intervention measures are carefully planned and implemented with the purpose of not only directly developing sight vocabulary, but also categorizing new vocabulary items through concept formation.

In this treatment, each round of intervention was organized to include suitable pictures and specific words, along with planned activities to keep students engaged and ensure they encountered the vocabulary multiple times. The educators worked hard to create an interactive and adaptable learning atmosphere for the students, where they could build upon their newly acquired skills in understanding words through inductive reasoning. The learning environment in the intervention framework corresponds to (Ramey & Ramey, 1998). The Developmental Priming mechanism promotes providing support for exploration during learning consistently and predictably as a foundation for positive cognitive and language development in early childhood.

The findings of this study are also consistent with other research hypotheses on pictures plus words that strongly support for learning process (Koć-Januchta et al., 2017), (Höffler et al., 2017) The hypothesis of

the study states that pictures, when used with words to obtain verbal codes and picture codes have a definite advantage over single code models in processing and storing information. Pictures are indeed very beneficial in improving young learners' vocabulary learning, this matches with (Lee et al., 2019) that mentioned pictures have been recommended as an instrument that is considered potentially effective for vocabulary learning, especially among young learners. Evidently, from the first day of using pictures to the next few meetings, students' enthusiasm has increased because they have understood how PWIM works in vocabulary acquisition learning.

From this study, it can be concluded that the use of PWIM has a positive effect on learning vocabulary acquisition in young learners. This has similarities with several studies on the positive effects of PWIM on learning (Lee et al., 2019), (Zhao & Lornklang, 2019), (Mukadar et al., 2021), (Gu & Lornklang, 2021) showed that in their study PWIM provided a significant difference to students' vocabulary acquisition before and after the use of PWIM. It can be seen from the pre-test and post-test results that the experimental group using PWIM had a considerable improvement in vocabulary acquisition. The results of this study are not in accordance with research conducted by (Jiang, 2014) findings indicated no significant difference in the effects of PWIM was found on vocabulary acquisition based on grade levels between the experimental and control group, and some felt cognitively overloaded when they encountered too many writing samples, too many new words at one time, repeated words, mismatches between words and pictures. This result is very inversely proportional to the results of this study, in this study it is seen that students have a high interest in learning by using PWIM they also show high improvement results in learning English vocabulary acquisition. On the first and second days, students did experience difficulties in capturing new vocabulary because they did not understand PWIM, but on the third and subsequent meetings, students' responses were very positive and followed the learning process properly.

Besides the use of PWIM, this lesson also successfully embraces Indonesian culture during learning because Indonesia has the same culture as Thailand, making it easier for learners to understand the learning. Based (Yulianto et al., 2023) research proves that the cultures of Indonesia and Thailand have similarities and dissimilarities. While the results of this study show the same thing in the aspect of cultural similarities between Indonesia and Thailand. By combining the similar cultures of Indonesia and Thailand, this study was able to show significant differences in the English vocabulary acquisition of young Thai learners. Based on the meetings during the study using batik, the researcher felt that the students did not find it difficult because the students considered that batik has some similarities with songket cloth commonly worn by

Thai people. The researcher also believed that they had an interest in batik because during their free time many students drew batik and gave it to the researcher.

4. CONCLUSION

The main results of this study provide valuable insights into the effectiveness of using PWIM with grade 5 elementary school students in Ban Erawan, Loei, Thailand to improve their English vocabulary acquisition. The essentialist nature of the intervention suggests that pictures were used in conjunction with words to generate a measure of students' new vocabulary acquisition. Knowing that most of students like pictures, the researcher proposed a strategy to teach acquisition vocabulary, especially English vocabulary. The strategy was the Picture Word Inductive Model (PWIM). PWIM is a strategy that uses a picture that contains objects and actions to enrich students' vocabulary.

There is a difference in the mean ability in the English vocabulary acquisition of young Thai learners using the Picture Word Inductive Model (PWIM) with a focus on Indonesian culture and students who use the conventional model. This research is a renewal where in this research the culture used is Indonesian culture. The results obtained are very satisfying because Thai students can know some Indonesian culture. From this study, it can be seen that the acquisition of English vocabulary using PWIM has a very positive impact on students' abilities, besides that students can also recognize another culture, namely batik from Indonesia. Simply put, the alternative results show that students in the experimental group benefited from the treatment. So, the use of the Picture Word Inductive Model (PWIM) with a focus on Indonesian culture is effective on students' ability in promoting English vocabulary acquisition to the students of Ban Erawan, Loei, Thailand.

ACKNOWLEDGEMENT

I would like to thank all parties who have supported and advised me so that I could complete this article, especially my supervisor, an English teacher at Ban Erawan school, Thailand. As well as the 5th graders who have followed this article, my family, and my friends. Therefore, the researcher feels honored for the appreciation of this article. This article is far from perfect but hopefully it can be useful for readers. For this reason, we really hope and need constructive criticism and suggestions.

REFERENCES

- Barani, G., Mazandarani, O., & Rezaie, S. H. S. (2010). The effect of application of picture into picture audio- visual aids on vocabulary learning of young Iranian ELF learners. *Procedia - Social and Behavioral Sciences*, 2(2). <https://doi.org/10.1016/j.sbspro.2010.03.874>
- Calhoun, E. F. (1999). Teaching beginning reading and writing with the Picture Word Inductive Model. In *Association of Supervision and Curriculum Development*.
- Gu, C., & Lornklang, T. (2021). The Use of Picture-word Inductive Model and Readers' Theater to Improve Chinese EFL Learners' Vocabulary Learning Achievement. *Advances in Language and Literary Studies*, 12(3), 120. <https://doi.org/10.7575/aiac.all.v.12n.3.p.120>
- Hamdani, B. (2020). *Enhancing Vocabulary Among Efl Young Learners Through Picture-Word Inductive Model*.
- Höffler, T. N., Koć-Januchta, M., & Leutner, D. (2017). More Evidence for Three Types of Cognitive Style: Validating the Object-Spatial Imagery and Verbal Questionnaire Using Eye Tracking when Learning with Texts and Pictures. *Applied Cognitive Psychology*, 31(1). <https://doi.org/10.1002/acp.3300>
- Jiang, X. (2014). *Vocabulary Learning through Use of the Picture-Word Inductive Model for Young English Learners in China: A Mixed Methods Examination Using Cognitive Load Theory* [Florida International University]. <https://doi.org/10.25148/etd.FI14071150>
- Koć-Januchta, M., Höffler, T., Thoma, G. B., Precht, H., & Leutner, D. (2017). Visualizers versus verbalizers: Effects of cognitive style on learning with texts and pictures – An eye-tracking study. *Computers in Human Behavior*, 68. <https://doi.org/10.1016/j.chb.2016.11.028>
- Lee, B. C., Pandian, A., & Rethinasamy, S. (2020). Recall and Retention of Vocabulary Depth of Young Learners via PWIM Article in. In *Pertanika Journal of Social Science and Humanities*. <http://www.pertanika.upm.edu.my/>
- Lee, B. C., Pandian, A., Rethinasamy, S., & Tan, D. A. L. (2019). Effects of PWIM in the ESL classroom: Vocabulary knowledge development among primary Malaysian learners. *3L: Language, Linguistics, Literature*, 25(4), 179–197. <https://doi.org/10.17576/3L-2019-2504-11>

- Mukadar, S., Iqra Buru Abd Rahman, U., & Putri Launuru, M. (2021). *LIFE An Experimental Study of Picture Word Inductive Model to Foster Students' Vocabulary in an Indonesian Junior Highschool Setting* (Vol. 20).
- Ramey, C. T., & Ramey, S. L. (1998). Early Intervention and Early Experience. *American Psychologist*, 53(2).
<https://doi.org/10.1037/0003-066X.53.2.109>
- Wahyuni, T., Degeng, I. N. S., Widiati, U., & Setyosari, P. (2020). Designing AR based PWIM to Promote Students' English Vocabulary in the Higher Education of Indonesia. *Universal Journal of Educational Research*, 8(12B), 8052-8062.
<https://doi.org/10.13189/ujer.2020.082606>
- Yulianto, B., Asteria, P. V., Suyitno, I., Manechukhate, S., & Carreca, I. N. (2023). Similarity and Dissimilarity of Culture Between Indonesia-Thailand as a Context of Foreign Language Teaching. In *Proceedings of the Unima International Conference on Social Sciences and Humanities (UNICSSH 2022)* (pp. 886-893). Atlantis Press SARL.
https://doi.org/10.2991/978-2-494069-35-0_107
- Zhao, M., & Lornklang, T. (2019). The Use of Picture Word Inductive Model Focusing on Chinese Culture to Promote Young Learners' English Vocabulary Acquisition. *Advances in Language and Literary Studies*, 10(4), 105. <https://doi.org/10.7575/aiac.alls.v.10n.4p.105>

Copyright Holder :

© Dhea Ayu Masrurah, Slamet Asari, Ulfatul Ma'rifah. (2024).

First Publication Right :

© Journal of English Development (JED)

This article is under:

