CHAPTER 1
INTRODUCTION

This chapter discusses the background of the study which will clarify the reason why the research attempted to conduct the study to inform an advantage of the study. It will be followed by the scope and limitation which explains about where the data will take and what the researcher focuses on. In the last part is definition of key terms which provide the reader about the content of study.

1.1 Background of the Study

English proficiency is becoming increasingly important for individuals to succeed in a variety of fields, including education, employment, and communication. As a result, there is an increasing emphasis on effective teaching of English, particularly among young learners. Young English learners refer to children who are in the early stages of learning English as a second or foreign language. Typically, these students are in the elementary or elementary school years, from preschool age to about 12 years of age.

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.

Zhao & Lornklang (2019) mentioned that vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write. One of the key aspects of language learning is vocabulary acquisition, because a rich and varied vocabulary is essential for effective communication in any language. Individuals who have limited exposure to English vocabulary in daily life. If they are not frequently actively exposed to

English, whether in social, media, or literary contexts, then their ability to understand and memorize new vocabulary can be limited.

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. Low English proficiency in Thailand can also affect education. English is the primary language in academia and study. If students in Thailand do not have sufficient English language skills, this can hinder their ability to understand reading material, write papers, and participate in international discussions and seminars. 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.

Interesting learning is needed for young students who get bored quickly. If the right techniques are not applied in the classroom, the end result can be frustrating for the teacher. 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. By looking at images related to words, EYL can easily associate words with objects or concepts they are familiar with. The 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-in-quiry-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.

In PWIM, students use their visual, observation, and verbal skills simultaneously. This approach involves multiple senses and learning styles, which can help students with different learning preferences. By using a method that engages the senses holistically, students can develop a better understanding of vocabulary. picture word inductive model was chosen because this model is based on study on literacy skills that investigates how students develop their literacy skills, specifically learning how to memorize (Hamdani, 2020). 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).

Visualization can make it easier to understand and remember new vocabulary, making the learning process more interesting and interactive. Interesting pictures are very necessary in this English lesson. Some theories suggest that cultural influences can also affect English proficiency in Thailand. 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. Zhao & Lornklang (2019) do research with the 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

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.

Although there are some studies that promote the acquisition of English vocabulary using PWIM and there are also studies that focus on incorporating cultural elements. However, it is still limited in incorporating certain cultural elements for student contextsIn Thailand, where English learning is emphasized in basic education, studies are needed to explore the effectiveness of integrating cultural elements. In the latest Education First (EF) English Proficiency Index 2020, Thailand is estimated to have a relatively low level of English proficiency compared to other countries in Southeast Asia. With the need to explore the effectiveness of cultural elements in vocabulary acquisition, research can be carried out using Indonesian culture which is still in the same family as Thailand, namely Southeast Asia. There is no research that incorporates elements of Indonesian culture into learning vocabulary acquisition with PWIM in Thailand. In previous research, it has been done with Chinese culture, and no one has done it by incorporating Indonesian culture. This study aims to fill this gap by investigating the impact of using the Picture-Word Inductive Model on the English vocabulary acquisition of young Thai learners with a focus on Indonesian culture. So, the researcher conducted a study entitled **"Promoting Young Learners' English Vocabulary Acquisition Using Picture Word Inductive Models Focus on Indonesian Culture."**

1.2 Research Problem

The researcher tried to answer the question "Is there any significant effect on Thai young learners' English vocabulary acquisition when using the Picture Word Inductive Model with a focus on Indonesian culture compared to traditional learning approaches?"

1.3 Purpose of the Study

The purpose of this study is to investigate the effect of using Picture Word Inductive Models, with a focus on Indonesian culture, on the English vocabulary

acquisition of young Thai learners, comparing its efficacy to that of traditional learning approaches.

1.4 Hypothesis of the study

A hypothesis is a statement about the relationship between variables. There are two hypotheses in this study, here are the hypotheses:

a. Null hypothesis (H_o): 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. Alternative hypothesis (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.

1.5 Significance of the Study

The significance of this study is that it offers a new approach to improve English vocabulary mastery among young Thai students. By incorporating the Picture Word Inductive Model and elements of Indonesian culture, this research not only provides insight into effective vocabulary learning strategies but also promotes cultural engagement and intercultural understanding. The findings from this study have practical implications for language educators, enabling them to design teaching materials that are more interesting and culturally relevant, which ultimately fosters students' motivation, interest, and appreciation of different cultures. In addition, this research contributes to the broader goal of promoting and building bridges of understanding between cultures.

1.6 Scope and Limitation

This study will focus on young Thai students, within a certain age range or grade level. This study will target this particular group to assess the effectiveness of the Picture Word Inductive Model in improving their English vocabulary mastery. The main focus of this study is on the acquisition of English vocabulary by young learners. This study will employ Picture Word Inductive Model, to

promote vocabulary learning among participants. This model involves using visual aids, such as pictures, to help students associate words with their meanings, thus facilitating comprehension and memory.

While the study focuses on incorporating Indonesian culture, it may not cover all aspects comprehensively. For pictures, this study will incorporate elements of Indonesian culture that are similar to Thai culture into the English vocabulary learning process. The depth and breadth of cultural elements included will depend on the available resources and the specific objectives of the study.

1.7 Definition of Key Term
The definition are intended to avoid the ambiguity in understanding some terms used in this study, the researcher thinks it is necessary to define some key word as follows:

1. English Young Learners : English Young Learners in this study refers to the stages of early childhood education at the elementary school level.

2. Vocabulary Acquisition : Vocabulary acquisition includes how people get to know new vocabulary based on the pictures that will be displayed.

3. Picture Word Inductive Model (PWIM) : Picture Word Inductive Model (PWIM) as a learning strategy that involves using pictures as a starting point for introducing vocabulary to students.

4. Indonesian Culture : Indonesian culture refers to the diversity of Indonesian culture which is similar to Thai culture.