

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer will explain some of the theories that connected with research by using Picture Word Inductive Model (PWIM) in teaching on the English vocabulary acquisition of young Thai learners with a focus on Indonesian culture. This theory might useful for the researcher who will research about Picture Word Inductive Model (PWIM) in teaching on the English vocabulary acquisition focus on Indonesian culture.

#### **2.1 English for Young Learners**

English young learners are children who learn English at an early stage in elementary school, which is an important group in learning English. English young learners thrive in a fun and interactive learning environment. Ilmuddinovich (2020) mentioned, English young learners are naturally curious and want to explore the world around them. They are often enthusiastic about discovering new things, including languages. Tapping into their curiosity can help foster their language learning motivation. In this age, it is very important in the acquisition of new and varied vocabulary.

Research has shown that young learners possess a remarkable ability to acquire languages, including English, during their early developmental stages (Hoff et al., 2013). The early exposure to English vocabulary facilitates the formation of a solid foundation for language skills, including listening, speaking, reading, and writing. Young learners' vocabulary development is crucial as it forms the building blocks for effective communication and comprehension in English.

Teaching English to young learners is not easy, but it is important to understand the characteristics of young learners to be effective. Young learners have shorter attention spans, are easily distracted, and need more visual aids to understand concepts. Visual aids, gestures, and physical activities that involve

movement are more appealing to young learners. flashcards, pictures, and gestures can improve their understanding and retention of English concepts. Keeping activities short, varied, and interactive can help maintain their focus and prevent boredom.

## **2.2 English Vocabulary Acquisition**

Acquisition of English vocabulary is a fundamental aspect of language learning, and many studies have been conducted to explore the various factors that influence vocabulary development. Basically, vocabulary acquisition occurs either through verbal or non-verbal cognitive processes, or both. When learning a new language, acquiring vocabulary is an important first step. By understanding basic words, someone can build broader knowledge and understanding of the language itself, thus facilitating further learning. Research has shown that having a broad vocabulary is associated with improved verbal abilities and general intelligence. A rich vocabulary influences a person's ability to think analytically, express ideas clearly, and solve problems.

Khamis & Abdullah (2018) mentioned, “The tenet of a language description is in its words.” Several studies emphasize the importance of context in acquiring English vocabulary. Researchers such as (Laufer, 2005) show that teaching vocabulary that is integrated with real-world contexts can improve vocabulary comprehension and recall. In addition, research also highlights the importance of using learning strategies, such as repetition, using dictionaries, and repeated practice, in helping students acquire vocabulary (Nation, 2001).

Cognitive factors have an important role in the acquisition of English vocabulary. Several studies have shown that repetition and deep processing of vocabulary, for example by making connections between new words and existing knowledge, can increase vocabulary retention (Dragomir & Niculescu, 2022). In addition, several studies have also highlighted the importance of learning vocabulary in authentic contexts, such as through English content related to students' daily lives or personal interests. This approach is associated with increased motivation and vocabulary comprehension (Reynolds, 2020).

Overall, the research literature on English vocabulary acquisition emphasizes the importance of context-integrated teaching, the use of effective and engaging learning strategies. In addition, giving attention to cognitive and individual factors, as well as the use of technology and authentic contexts in the learning process is also very important. As we know vocabulary is an important component in mastering the language as a whole. Without adequate vocabulary, understanding and use of language will be limited. Vocabulary forms the basis for studying grammar, idioms, expressions, and other language structures. The more vocabulary we master, the better our ability to understand, speak, read, and write in the language being studied.

### **2.3 Picture Word Inductive Model (PWIM)**

Successfully employed by (Calhoun, 1999) since 1976, the PWIM is “an inquiry-oriented arts strategy that uses pictures containing familiar objects and actions to elicit words from children’s listening and speaking vocabularies.” Calhoun first experimented with PWIM in 1976 as a first-grade teacher and she went on to teach older students and adult non-readers. PWIM has long been used by educators and researchers in the context of teaching second or foreign languages. The concept of using pictures to support vocabulary comprehension is not new, and has been a common practice in language learning for a long time.

Learners can connect items and actions in pictures and they can see the transition from spoken to written language. It leverages the learner's ability to think inductively. Pictures have been recommended as an instrument deemed potentially efficacious for vocabulary learning, particularly among young learners (Lee et al., 2019a). This approach engages students' interest in learning and helps them use their imagination to build the concepts needed to learn words, phrases, and paragraphs. In short, after learning through the picture word inductive model, students can produce generations that make language conventions visible to them.

In recent years, there has been a significant increase in interest in PWIM across Asia. (Jiang, 2014) researched 234 students in four groups in Lianyungang, China (58 fourth graders and 57 seventh graders as an experimental group with

PWIM and 59 fourth graders and 60 seventh graders as a control group with the traditional method). 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. However, majority of the students expressed the idea that PWIM had a positive effect on their English teaching.

There was also a PWIM study that look at the Malaysian Year 1 pupils in a rural national primary school. 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 (Lee et al., 2019b).

PWIM is a learning model that has a high success value. 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 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 ( $H_0$ ) stating that the use of Picture word inductive model improve students' English vocabulary is accepted while the null hypothesis



(H0) which stated that the Picture Word Inductive Model could not improve students' English vocabulary was rejected.

There are several stages to learning using PWIM :

- Stage 1: Introduction to Words Picture Teacher chooses a picture
  - Students identify what they see in the picture
  - Students mark the parts of the picture that have been identified earlier. (The teacher draws a line extending from the picture object to the word, presses to say the word, and spells it and points to each letter with her finger, says the word again, and then asks students to spell these words together).
- Stage 2: Identify the word picture
  - Teacher reads/reviews the word chart with pictures.
  - Students classifies words into different types of groups.
  - Students identify general concepts in these words into certain classes/classes of words.
  - Students read the words by referring to hagan if they do not recognize the word.
- Stage 3: Picture Word Review
  - Teacher reads/reviews the picture word chart (say, spell, and pronounce). The teacher adds words, if desired, to a picture word chart or what is often known as a "word bank".
  - Students think of an appropriate title for the picture word chart. (Teacher guides students to think about the clues and information in their charts and about their opinions of this information).
- Stage 4: Composing Words and Sentences
  - Students compose a sentence, sentences, or a paragraph directly related to the picture word chart earlier.
  - Students classify a set of sentences that can produce a certain group category.

- The teacher demonstrates making these sentences simultaneously into a good paragraph.
- Teachers and students read or review sentences or paragraphs.

This teaching model is carried out cooperatively. The teacher can form small groups of students to share ideas about the pictures presented. This can also be a fun task for writing words and sentences. The teacher, working with the whole student body or with a small group of students can implement movement movements that cover the whole session of the PWIM round to support students' vocabulary building; form and use generalizations of structural and phonetic analysis; improve their reading comprehension at words, phrases, sentences, paragraphs, and longer levels of text; compose words, sentences, paragraphs, and longer texts. The Picture Word Inductive Model has a favorable effect on individuals who are learning a new language. Students have a greater interest in models that are fun. By using visual aids, they can easily remember what they have learned.

#### **2.4 Indonesian Culture**

Tylor (2010) defines culture as "that complex whole which includes knowledge, beliefs, arts, morals, laws, customs and other capabilities acquired by man as a member of society". He emphasized that culture is a legacy that is learned and passed down from generation to generation. There is a semiotic relationship among communication, culture, teaching, and learning, because "what we talk about; how we talk about it; what we see, attend to, or ignore; how we think; and what we think about are influenced by our culture... and help to shape, define, and perpetuate our culture" (Samovar, Porter & Mc Daniel, 2006, p. 326).

Indonesian culture is rich in art, music, dance, food, transportation, and traditional crafts. (Bagus et al., 2021) conducted research with the title "Keywords of Culture in Teaching Indonesian to Foreigners". This study explores the teaching of Indonesian cultural vocabulary to Indonesian language learners as a foreign language. The introduction of Indonesian culture in learning stimulates students'

creativity and innovation. As is known, Indonesia has similarities with Thailand, based on research conducted by (Yulianto et al., 2023) a research study on the similarity and dissimilarity of culture between Indonesia and Thailand as a context of foreign language teaching found that the similarity between Indonesian culture and Thai culture lies in the categories of habits, food, communication, and transportation. The cultural similarities between Indonesia and Thailand more due to the fact that these two countries are located in the same region, namely Southeast Asia, and have experienced quite intense cultural and trade interactions for centuries. Trade, migration, and cultural exchanges between people in the region have contributed to similarities in several cultural aspects.

An example of the similarity of Indonesian and Thai cultures is Wayang and Nang Yai. Wayang is a traditional performing art that is popular in Indonesia, while Nang Yai is a traditional shadow puppet performance art originating from Thailand. Both involve shadow puppets being manipulated by dalang (entertainers) to tell epic or mythological stories. Another example is Batik and Songket. Batik is the art of making traditional cloth motifs popular in Indonesia, while Songket is the art of weaving richly patterned cloth with gold or silver thread which is popular in Thailand. Both are highly valued cultural heritage and are considered as beautiful works of art.