

THE EFFECTIVENESS OF LEARNING ENGLISH VOCABULARY USING THE MODELLING THE WAY METHOD

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Abstract

This qualitative study investigates the effectiveness of the modeling the way (MTW) method in enhancing the learning of English vocabulary among third-year students at MTS Ta'dib Al-Mu'allimin Al-Islamy. The MTW method, which emphasizes the role of modeling and imitation in language learning, was implemented in a controlled classroom setting to assess its impact on students' vocabulary acquisition. The data were collected through observations, interviews, and a vocabulary test administered before and after the intervention. The findings indicate that the MTW method significantly improved students' vocabulary retention and recall, with a notable increase in their ability to use new words in context. Furthermore, the study highlights the importance of teacher modeling and student engagement in the learning process. Then, this study suggests that the MTW method can be a valuable tool for English language instructors seeking to enhance their students' vocabulary skills. The study's implications for language teaching and learning are discussed for emphasizing the potential of the MTW method to improve students' language proficiency and overall academic performance.

Keywords: *English; learning method; modeling the way, vocabulary*

1. Introduction

Language is one of the tools used to communicate, therefore using language well and correctly is very important for creating good communication. Language is also very important for use in everyday life. Language is also called a sound symbol that is produced from sounds, or sounds. It is used to express feelings, while a foreign language is a language used in certain situations, over time. One of the foreign languages that students also learn is English. English plays an important role as a means of communication between nations and internationally, both verbally and in writing (Marissa, 2022).

Vocabulary is a group of words that have a certain meaning usually used by someone for various purposes. Vocabulary is a very important aspect of learning. A person's vocabulary is usually defined as the collection of all the words the person understands, or all the words the person is likely to use to construct new sentences (Sukmawati, 2020).

Language cannot be separated from vocabulary learning, because vocabulary is a very important aspect of language skills. The more vocabulary a person has, the more beautiful a person's pronunciation will be in that language. In this case, vocabulary can increase the growth of student activity in learning. Vocabulary is a component that contains all information related to the use of words in a language (Sukmawati, 2020).

The use of learning methods in the process of acquiring English vocabulary has become a major concern in the world of education. The effectiveness of learning methods can vary depending on the context and focus of the research conducted. The effectiveness of learning methods is also related to the extent to which the method can encourage students' active involvement in the learning process. High student involvement can increase their motivation, interest and understanding of the material being studied.

The effectiveness of learning methods can be measured (Aljermawi, 2024) based on the extent to which method can help students achieve the learning goals that have been set. An effective method is one that can transfer knowledge and skills to students well. An effective method is one that can create a learning environment that is fun, challenging and relevant to students' lives.

This research aims to provide an in-depth understanding of how students respond and acquire English vocabulary through the application of the "Modeling the Way" method. Apart from that, this research also wants to explore students' perceptions of this learning method, as well as identify the factors that influence the effectiveness of this method in acquiring English vocabulary.

2. Literature Review

English Learning Methods

The English learning method is an approach used to help students understand and use English effectively (Halawa, 2022). In the context of English learning, this method involves the use of examples and demonstrations to strengthen understanding and correct use of English. This method is important because it allows learners to see and hear examples of proper English usage, thereby helping them gain a better understanding of grammar, vocabulary, and correct pronunciation.

English learning methods can vary, and choosing the right method must be tailored to the learner's needs and ability level. Some commonly used methods include demonstration, imitation, practice, and the use of various other English learning strategies. It is important to choose a method that suits learning needs and objectives, and complements it with relevant learning strategies. In the context of learning English, appropriate learning methods can help overcome difficulties in understanding English material and speed up the comprehension process (Suhendi, and Purwarno, 2018). Thus, choosing an effective learning method is very important to achieve optimal learning results.

Basic Concepts of English Vocabulary Learning

Learning English vocabulary is an important initial stage in learning and mastering the language. In English, vocabulary consists of adjectives, verbs, pronouns, adverbs, nouns, and many more (Hidayati, 2018). Here are some basic concepts in learning English vocabulary:

- a. **Memorizing Vocabulary:** One way to learn English vocabulary is to memorize it, by using a dictionary or study resource that provides a list of everyday vocabulary.

- b. Reading: Reading English texts or sentences can help expand your English vocabulary. By reading, it will ease your tongue and get used to the structure of words in English. And can learn new vocabulary
- c. Listening: Listening to English via audio or video can help enrich vocabulary. By listening to audio or video, you can understand the pronunciation and context of vocabulary use in daily conversations (Dina, 2021).
- d. Looking for the Meaning of Vocabulary: If you don't know the meaning of a vocabulary word, you can look it up in an English dictionary. By understanding the meaning of vocabulary, you can understand the concepts and context of its use in English.
- e. Practice: Apart from memorizing and learning vocabulary, it is important to practice using it in everyday conversation or writing. By practicing, you can strengthen your understanding and use of English vocabulary.
- f. In learning English vocabulary, consistency and regular practice are very important. Moreover, expanding vocabulary gradually and using it in relevant contexts will also help in mastering English better.

"Modelling the Way" Models in Language Learning

The Way Modeling Method is a teaching method developed by Mel Silberman, a person who is competent in the field of educational psychology. This method is one of 101 teaching strategies. A method that focuses on a student's ability to develop the potential that exists within him. Because students are required to play roles according to the material taught. Modeling the Way is a method that can provide students with the opportunity to practice specific skills learned in class through demonstrations (Hamima, 2022). In learning, methods are very necessary in schools, especially for classroom learning. That a learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning. The more appropriate the method the teacher uses in teaching, the more effective it is expected to be in achieving learning goals.

The Modeling the Way method is a method that makes students more active in learning (Kartini, 2024). Students become braver and more confident to practice something and are not afraid, students actively respond, increase awareness of responsibility for the tasks given, and students experience existing skills. practiced directly. It is revealed that the Modeling the Way method provides students with the opportunity to practice the special skills they have in front of the class through demonstrations (Sukmawati, 2020).

The concept of "Modelling the Way" in Language Learning

Modeling the Way is one of the learning strategies used in the context of learning English. This strategy provides students with the opportunity to practice the skills learned through demonstrations. In this strategy, students are given time to create their own scenarios and determine how they would illustrate the skills and techniques just described. Learning process basically involves interaction between students and the environment. In this interaction, a good change in behavior occurs. Internal factors influenced by oneself and external factors originating from the learning environment play an important role in this process. A teacher's job is to condition the environment to support changes in student behavior.

The function of the Modeling the Way strategy is included in the active learning strategy which aims to maximize student potential in the learning process. By

implementing this strategy, students become active, creative, and involved in learning. In the context of learning English, the Modeling the Way strategy can help students practice newly learned English skills. Through demonstration and practice, students can observe and imitate the correct use of vocabulary, grammar and pronunciation. This can help students strengthen their understanding and use of English in relevant contexts.

Applying the Modeling the Way strategy, teachers have an important role in providing good examples and providing guidance to students. Teachers can use various techniques such as demonstrations, demonstrations, or the use of visual media to help students understand and internalize the English skills being taught. By implementing the Modelling the Way strategy effectively, students can better develop their English language skills. They can see concrete examples of correct use of vocabulary, grammar and pronunciation, so they can apply them in relevant situations.

To apply the Modeling the Way concept effectively in English learning, here are several steps:

- a. Be a Good Example: Teachers or facilitators need to be a good example in the use of English. Speak clearly and correctly, use appropriate vocabulary, and use good pronunciation. By being a good example, students will be inspired and motivated to follow in their teacher's footsteps.
- b. Demonstration: Demonstrate correct use of vocabulary, grammar and pronunciation to students. And provide concrete examples of how the vocabulary is used in sentences or everyday conversations.
- c. Practice: Provides opportunities for students to practice newly learned English skills. Provide assignments or activities that involve the use of vocabulary and grammar that have been taught. Support students in carrying out these practices and provide constructive feedback.
- d. Providing Guidance: Apart from conducting demonstrations, teachers also provide clear guidance to students on how they can apply newly learned English skills.
- e. Provide Feedback: After students have practiced, provide constructive feedback about their ability to apply English skills. Praise them for the progress they have made and make suggestions for improvement if necessary. Positive and constructive feedback will help students develop their English skills.
- f. Provide Opportunities to Practice: Provide opportunities for students to practice using English in real situations. For example, hold speaking sessions or group discussions in English. By providing opportunities to practice, students will feel more confident and accustomed to using English in relevant contexts.
- g. By applying the steps above, you can develop the Modeling the Way concept effectively in learning English vocabulary. By setting good examples, conducting demonstrations, providing guidance, and providing constructive feedback to students. In addition, providing opportunities for students to practice using English in real situations.

3. Research Method

This research used a qualitative approach by collecting data through observation, interviews and document analysis. Data collection was carried out through direct observation of the learning process, interviews with English teachers, and analysis of documents related to the curriculum and learning materials. In descriptive qualitative research, researchers used various data collection techniques, such as interviews,

observation, and document analysis. In addition, data analysis was carried out by identifying themes that emerged from the data collected.

The population of this study were third grade students at *MTS Ta'dib Al-Mu'allimin Al-Islamy* who were studying English vocabulary using the Modeling The Way Method. Samples were selected purposively to obtain representative information.

The collected data was analyzed descriptively qualitatively, by identifying patterns, findings and conclusions that emerge from the collected data. Several stages that were carried out in analyzing the data can be described as follows:

1. **Thematic Analysis:** Identify recurring themes regarding the effectiveness of the "Modelling the Way" method in learning English vocabulary. Themes will include student engagement, vocabulary retention, teacher-student interactions, and the overall learning experience. Analysis data for this activity was obtained from observations that have been made.
2. **Content Analysis of Student Responses:** Analyze students' responses and reflections on their experiences with the "Modelling the Way" method. In this analysis, researchers will look for patterns in their perceptions of vocabulary acquisition, motivation, and the impact of teaching approaches on their language learning. Analysis data for this activity was obtained from observations and interviews.
3. **Teacher Observations and Reflections:** In this stage, researchers examine the results of observations and reflection of teachers who apply the "Modelling the Way" method. Identify insights into challenges, successes, and adjustments made during the vocabulary teaching process.
4. **Comparative analysis:** In this stage, researchers tried to compare the vocabulary learning outcomes of students who used the "Modelling the Way" method with those who used traditional teaching approaches and looked for differences in vocabulary retention, application, and overall language proficiency.
5. **Contextual Analysis:** In this phase, researchers will pay attention to the cultural and educational context of *MTS Ta'dib Al-Mu'allimin Al-Islamy* in relation to the application of the "Modelling the Way" method while exploring how cultural factors can influence the effectiveness of teaching methods in certain educational environments.
6. **Language Proficiency Assessment:** In this phase, researchers evaluated the impact of the "Modelling the Way" method on third-year students' language proficiency. Assess improvements in vocabulary use, comprehension, and communication skills.
7. **Feedback Analysis:** At this stage, researchers will analyze feedback from students and teachers regarding the strengths and limitations of the "Modelling the Way" method; identifies areas for improvement and potential modifications to increase the effectiveness of teaching approaches.

4. Discussion

4.1 The Effect of the Modelling the Way Method to the Student Learning Outcome

In implementing the Modelling, the Way method, the teacher first prepares the things used in the learning process. Here the teacher first prepares a lesson plan for learning English vocabulary using the Modeling the Way method, and the steps for preparing the lesson plan are as follows:

- a. Write down the identity of the subject (educational unit, class/semester, subject/lesson theme, time allocation and number of meetings).
- b. Write down competency standards
- c. Write down basic competencies
- d. Write down indicators
- e. Write down learning material
- f. Write down learning objectives
- g. Determine the learning method that will be used
- h. Formulate learning activities

The teacher conveys all the information and objectives in learning and motivates students regarding procedures for implementing English vocabulary learning using the Modeling the Way method. The teacher also guides students to pronounce the vocabulary that was given at the beginning of the lesson along with an explanation of the previous material, reciting the vocabulary several times along with its meaning until the students are fluent in the pronunciation. Then students follow the vocabulary words and their meanings which the teacher says repeatedly until they are fluent in pronunciation. After students are fluent enough in pronunciation, the teacher writes down the spelling of the vocabulary being studied on the blackboard while pronouncing it again. Then, after the children observe the spelling on the blackboard, after that the teacher erases the spelling on the blackboard, then the teacher asks the students to rewrite the spelling on the blackboard, namely by the teacher saying the vocabulary that has been learned and spelled on it. on the blackboard and its meaning, then students write it back in their books. After that, the students' assignments are collected and given to the teacher. Then the teacher randomly appoints one of the students in turn to come forward to demonstrate pronunciation, write the spelling on the blackboard and the meaning to the front of the class.

The applying the Modeling the Way method in learning can provide good student learning outcomes. This is the results of observations made by researchers in the following table:

No	Date	Activity	Observation Activities
1	15 April 2024	Introduction	Collecting Data Regarding Students' English Vocabulary Skills, Collecting Learning Data, Regarding the Use of The Way Modeling Method
2	16 April 2024	Learning	Teaching English Vocabulary Using The Modeling The Way Method, in Class III MTS Ta'dib Al-Mallimin Al – Islamy
3	17 April 2024	Performance Measurement	Measuring Student Performance In Learning English Vocabulary Uses the Way Modeling Method.
4	18 April 2024	Interview Data Collection	Collecting Interview Data with Students Regarding English Vocabulary Learning Using the Modeling The Way Method
5	19 April 2024	Analysis of Results	Analysis of Student Performance Measurement Results and Results from Interviews

6	20 April 2024	Report Writing	Writing A Research Report Explaining the English Vocabulary Learning Program Using The Way Modeling Method.
7	21 April 2024	Report Submission	Submission of Research Reports to Authorized Parties For Approval

Element	Description	Amount Number of Students 30	Percentage
Understanding	Students can understand the meaning of words in the correct and appropriate context	17	85%
Repetition	Students can repeat words in the Correct and correct form	19	95%
Writing	Students can write words in the Correct and precise form	17	85%
Pronunciation	Students can read words in the correct and appropriate form	19	95%
Use	Students can use words in the Correct and appropriate context	16	80%
Combination Understanding	Students can understand combinations of words in the Correct and appropriate context	17	85%
Combination Repetition	Students can repeat combinations of words in the correct and Appropriate form	17	85%
Combination Pronunciation	Students can read combinations of words in the correct and Precise form	16	80%
Combination Use	Students can use combinations of words in the correct and Appropriate context	15	75%
Combination Writing	Students can write combinations of words in the correct and precise form	17	85%

4.2 Students' and Teachers' Perception of the Modelling the Way Method

The applying the Modeling the Way method in an individual way in learning can provide good student learning outcomes. So, the average student score exceeds the average KKM score. From the results of applying the Modeling the Way method in teaching English vocabulary for class III Ta'dib Al - Muallimin Al - Islamy, the results of the average student score have increased, students who previously had an average score below the KKM with the application of the Modeling the Way method in an individual way the student's grades become better. Based on the results of the scores after using the Modeling the Way method, student learning outcomes have increased in learning. Apart from that, from the results of the interviews that were conducted, it was found that by applying the Modeling the Way method individually, students did not

experience difficulties in understanding the material provided by the teacher. Students are happy and enthusiastic in learning using the Modeling the Way method individually given by the teacher. Students also do not complain about difficulties in the learning process, students also enjoy the learning process because they are also enthusiastic about receiving something new.

The results of the average student score have increased, students who previously had an average score below the KKM by implementing the Modeling the Way method in an individual way, students' cores became better. Based on the results of the scores after using the Modeling the Way method, student learning outcomes have increased in learning. Apart from that, from the results of the interviews that were conducted, it was found that by applying the Modeling the Way method individually, students did not experience difficulties in understanding the material provided by the teacher. Students are happy and enthusiastic about learning; students also enjoy the process of implementing the learning because they are also enthusiastic about accepting something new. The method used by the teacher also increases students' motivation in the learning process, even though according to some students learning English is easy and difficult, in the learning process students feel happy with the delivery taught by the teacher, this is because in delivering the material the teacher conveys it easily so that students can understand it. easily understand the material that has been taught, this makes the learning process efficient and relevant (Sukmawati, 2020).

Every teacher's school lesson has the final result of the student assignments given, and learning activities are directed at efforts to achieve maximum learning. In this case, students are expected to be able to change their behavior and achieve well in accordance with the goals set. Learning outcomes are student achievements that are achieved, implemented and worked on and in learning teachers must know the abilities of each student, so that they know the learning outcomes and achievements achieved starting from skills which are characterized by standardization of grades in accordance with the goals set. Learning outcomes are something that is owned by every person whose capacities have various appearances. In this case, Gagne determined five categories or indicators of learning outcomes, namely:

1. Verbal information
2. Intellectual skills
3. Strategy
4. Attitude
5. Movement skills.

Based on the statement above, students are very enthusiastic about learning English taught by the teacher, this can help smooth English learning in class, and can also facilitate the learning steps given by the teacher. Regarding the modeling the way method, the teacher prepares several steps before starting the lesson as follows: The teacher prepares the theme of the learning material, notes related vocabulary according to the student's personality or character so that the process of remembering it becomes easier. Then the teacher gives students time to remember and review the vocabulary learned last week. This is very important to implement to find out whether the student still remembers last week's vocabulary material.

5. Conclusion

The efforts that have been made by the English teacher of *MTS Ta'dib Al-Muallimin Al-Islamy*, in learning and mastering students' vocabulary can be seen from several aspects, namely: strategies prepared by the teacher, learning motivation, learning readiness, and use of the methods taught. Based on the results of a good interview with the English subject teacher at *MTS Ta'dib Al-Muallimin Al-Islamy*. That efforts in the motivational aspect of learning are carried out by applying creative and innovative learning media methods and strategies so as to make students enthusiastic, giving rise to increased interest and motivation to learn. Next, namely students' learning readiness, where this effort can be seen when starting learning, here the teacher plays a role by providing interesting strategies to attract responses so that students look more enthusiastic and have preparation before starting learning. Understanding the teacher's orders or instructions is an action that must be followed by students. The real efforts made by the teacher of *MTS Ta'dib Al-Muallimin Al-Islamy* are by providing sanctions for students who do not follow the rules in learning. A part from that, the teacher also provides instructions for memorizing vocabulary regularly and always brings media or assistance in learning English, such as a dictionary.

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