



THE EFFECTIVENESS OF MODELLING WAY METHOD IN IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT AT MI ISLAMIYAH AL-ARQAM PALEMBANG

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ABSTRACT

This study investigates the effectiveness of the Modelling Way method in enhancing the vocabulary mastery of fourth-grade students at MI Islamiyah Al-Arqam Palembang. Employing a quantitative approach, the research utilized a quasi-experimental design with a non-equivalent control group. A vocabulary test served as the primary instrument, and the data were analyzed using SPSS version 30. The findings indicate that students who received instruction through the Modelling Way method achieved significantly higher vocabulary scores than those taught through traditional approaches. The post-test outcomes demonstrate notable gains in the experimental group's performance. The study's implications are particularly relevant to English instruction at the elementary level, as the Modelling Way method characterized by demonstration and role-play proves to be an effective, active, and contextual strategy for developing vocabulary skills. Furthermore, the study provides valuable insights for teachers and curriculum designers and addresses the ongoing need for student-centered learning methods in Indonesian primary education.

Key Words : *Vocabulary achievement, Modelling way, Teaching method.*

1. INTRODUCTION

English has emerged as one of the most essential international languages in the contemporary world. Its mastery is no longer viewed as a supplementary skill but as a fundamental requirement, especially for students who are expected to participate actively in global communication, academic exchanges, and technological development (Javaid et al., 2024; Ajideh et al., 2024; Surmiyati & Rezeki, 2024). Within the domain of language learning, vocabulary constitutes a core component. Without sufficient vocabulary knowledge, learners face

considerable obstacles in understanding meaning, expressing ideas, and engaging effectively in both spoken and written communication. Nation (2022) identifies vocabulary as the central element of language ability, providing vital access to listening, speaking, reading, and writing. Likewise, Cameron (2021) asserts that vocabulary development is foundational to the learning process, particularly for young learners who are constructing the initial framework of their linguistic competence.

In Indonesia, vocabulary acquisition remains a persistent challenge for elementary school students. Difficulties arise from limited exposure to English, the scarcity of engaging learning resources, and the dominance of traditional instructional methods that emphasize rote memorization over practical use (Kusuma, 2023; Zein et al. 2020; Febriyanti, 2023). According to Handayani (2024), many students lose interest in English lessons when instruction is teacher-centered, as this approach restricts opportunities for interaction, practice, and contextual application of new vocabulary. Similar issues were observed at MI Islamiyah Al-Arqam Palembang, where preliminary classroom observations revealed that many fourth-grade students struggled to recall basic vocabulary related to everyday objects, actions, and classroom routines.

To overcome these challenges, educators are encouraged to adopt innovative, interactive, and student-centered teaching strategies that can enhance learner motivation and engagement in vocabulary learning (Almusharraf, 2021; Dwipa et al., 2024; de Diego-Lázaro, 2022). One such approach is the Modelling the Way method, an active learning technique

introduced (Silberman, 2018). This method requires students to demonstrate their understanding of new vocabulary through modeling, role-playing, or other performance-based activities. Rather than serving as passive recipients of instruction, students are positioned as active participants who “model” what they have learned, thereby strengthening memory retention while providing meaningful opportunities for practice. Rakasiwi (2018) highlights that this technique not only improves learning outcomes but also fosters greater responsibility, confidence, and collaboration among students.

A number of empirical studies have confirmed the effectiveness of the Modelling the Way method across various educational settings. Sukmawati (2020) reported that elementary school students taught vocabulary through this approach achieved superior results compared to those taught with traditional methods. Similarly, Hamima (2022) observed increased motivation and improved performance among junior high school students when the method was implemented in vocabulary lessons. Yanti (2022) also documented that the method substantially enhanced student engagement, creating a more dynamic and enjoyable learning environment.

Nevertheless, research applying this method in elementary schools in Palembang remains limited.

This study seeks to address this gap by examining the effectiveness of the Modelling the Way method in improving the vocabulary achievement of fourth-grade students at MI Islamiyah Al-Arqam Palembang. By focusing on vocabulary items related to daily life, the research aims to provide empirical evidence regarding the method's impact on learning outcomes. The findings are expected to contribute to the improvement of English instruction at the elementary level and offer practical insights for teachers aiming to integrate more interactive and meaningful instructional strategies.

Based on this background, the research problem can be formulated as follows:

Is there a significant difference in students' vocabulary achievement between those taught using the Modelling the Way method and those taught through conventional methods?

Thus, the objective of the study is:

To determine whether the Modelling the Way method leads to a significant difference in vocabulary

achievement compared to traditional instructional approaches.

2. LITERATURE REVIEW

Vocabulary is one of the fundamental components of language competence. According to Nation (2022), vocabulary knowledge is central to language learning because it directly supports listening, speaking, reading, and writing skills. Without adequate vocabulary, students are unable to understand or produce meaningful communication. Richards and Schmidt (2017) also emphasized that vocabulary learning is a lifelong process, as learners constantly expand their word knowledge through both formal instruction and informal exposure.

For young learners, vocabulary mastery is even more critical. Cameron (2021) highlighted that vocabulary is essential for building a foundation in language learning at the elementary school level. Students need to acquire a basic set of words that allow them to talk about their everyday experiences, classroom activities, and simple stories. Limited vocabulary often hinders students' confidence and motivation in learning English, particularly when they cannot express themselves or comprehend instructions (Lesiana et al., 2023; Kusumadewi & Widyastuti, 2018; Jaya et al., 2025). Wulandari (2023) also

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argued that vocabulary mastery involves three aspects: form (pronunciation and spelling), meaning (concept and reference), and use (grammatical function and collocation). In the Indonesian context, English is taught as a foreign language, which means students have limited opportunities to use it outside the classroom. This condition makes vocabulary teaching strategies even more crucial. Teachers need to choose appropriate methods that are engaging, interactive, and suited to the needs of young learners (Celik et al., 2021; Jubaedah & Wirza, 2022; Celik et al., 2021).

Modelling the Way is an active learning method popularized by Silberman (2018) in his framework of active learning strategies. It requires students to demonstrate their understanding of concepts or vocabulary items through modeling, role play, and presentations. Instead of passively listening to explanations, students are encouraged to actively “show” what they have learned. This approach makes learning more meaningful because students process information through practice and performance. According to Rakasiwi (2018), Modelling the Way fosters responsibility and accountability among students, as they are required to present their knowledge to others. It also

enhances confidence and communication skills because learners practice in front of their peers. In addition, the method integrates cognitive, affective, and psychomotor domains, making it highly suitable for elementary school learners who need engaging and hands-on activities.

Several researchers have examined the effectiveness of Modelling the Way in improving vocabulary achievement. Sukmawati (2020) reported that fourth-grade students in Ponorogo significantly improved their vocabulary test scores after being taught using this method. Students became more engaged, and their retention of new words increased compared to those taught using conventional approaches. Similarly, Hamima (2022) conducted research on junior high school students and found that Modelling the Way not only improved learning outcomes but also increased students’ motivation and enthusiasm. The interactive nature of the method helped learners feel more comfortable and interested in participating in English lessons. Yanti (2022) also confirmed the positive effects of Modelling the Way in teaching vocabulary. She found that students were more confident, active, and willing to take part in classroom activities when this method was applied. Moreover, the

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method was effective in helping students retain new vocabulary for longer periods (Herdina & Ningrum, 2023).

Although previous studies consistently show that Modelling the Way enhances vocabulary achievement, the majority of them were conducted at the junior high school level or in regions outside Palembang. Limited research has focused on elementary students in Palembang, particularly in madrasah contexts where resources and teaching conditions may differ. Thus, this study contributes new empirical evidence by examining the effectiveness of Modelling the Way at MI Islamiyah Al-Arqam Palembang.

3. METHODOLOGY

This research employed a quasi-experimental design with a non-equivalent control group. This design was chosen because the researcher did not have the authority to randomly assign students into groups, yet both experimental and control classes were available for comparison (Sugiyono, 2021; Neuman, 2019). The quasi-experimental design is considered appropriate for classroom research, as it allows the researcher to investigate the effect of a treatment by comparing learning outcomes between groups. The population of this study consisted of 89 fourth-grade students of MI Islamiyah Al-Arqam Palembang in the academic year 2024/2025. Two classes were selected as the sample using purposive

sampling: class IV A (30 students) served as the experimental group, while class IV B (29 students) served as the control group. Thus, the total number of participants was 59 students. The main instrument used in this study was a vocabulary test consisting of 30 items, divided into multiple-choice, true/false, matching, fill-in-the-blank, and word search questions. The test was designed according to the English curriculum for elementary school and covered vocabulary related to daily life, school objects, and common activities. Content validity was ensured by consultation with two English teachers and one expert in language education. Reliability was tested using Cronbach's Alpha, and the result was 0.903, which indicated high reliability.

In addition, the researcher used observation sheets to monitor classroom activities and students' participation during the treatment. These were used to support the quantitative findings.

The study was conducted in three main stages (Miles & Huberman, 2019):

1. Pre-test: Both the experimental and control groups were given a vocabulary test before the treatment to assess their initial vocabulary mastery.
2. Treatment:
 - The experimental group was taught using the Modelling the Way method, which required students to demonstrate vocabulary meaning through role play, modeling, and group presentations.

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- The control group was taught using conventional methods, mainly through explanation, drilling, and memorization. Each group received treatment over four teaching sessions, with 2 × 35 minutes per session.
3. Post-test: After the treatment, both groups were given the same vocabulary test as the pre-test to measure improvement in their vocabulary mastery.

The research was conducted in normal classroom conditions at MI Islamiyah Al-Arqam Palembang. Each classroom was equipped with a whiteboard, markers, and a projector (Epson EB-S41) used for displaying materials. Students used their standard stationery and notebooks. The assumption was that both groups had similar baseline knowledge, as they were from the same grade level and used the same textbook (*English Today for Elementary School*).

The collected data were analyzed using SPSS version 30 (IBM Corp., 2023) on a Windows-based computer. The analyses included descriptive statistics (mean, standard deviation), normality testing using the Shapiro-Wilk test, homogeneity testing using Levene's test, and hypothesis testing using the independent samples t-test. The level of significance was set at 0.05 (Makbul, 2021; Daruhadi & Sopiati, 2024).

This study was grounded in active learning theory as proposed by Silberman (2018), which emphasizes student

participation through modeling and demonstration. In addition, the study was based on Nation's (2022) theory of vocabulary learning, which highlights the importance of repeated exposure and active use of words in meaningful contexts.

By providing detailed procedures, instruments, and conditions, this study ensures that it can be replicated by other researchers under similar classroom settings.

4. FINDINGS AND DISCUSSIONS

Before the treatment, the vocabulary mastery of both groups was relatively low. The results of the pre-test showed that most students in both the experimental and control classes fell into the categories of *Poor* and *Very Poor*. After the treatment, however, the experimental group showed a significant improvement. The mean score of the experimental group increased from 57.80 in the pre-test to 77.30 in the post-test. In contrast, the control group only improved slightly, from 58.00 in the pre-test to 65.20 in the post-test.

Normality and Homogeneity Tests

Prior to conducting the hypothesis test, normality and homogeneity tests were applied. The Shapiro-Wilk test for both groups yielded significance values greater than 0.05, indicating that the data were normally distributed. Meanwhile, the Levene's test showed significance values greater than 0.05, confirming that the variances between the two groups were homogeneous.

Table 1. Tests of Normality (Shapiro-Wilk)

Kelas	Tahap	Statistik	df	Sig.	Keputusan
Eksperimen	Pre-test	0.948	30	0.153	Normal
Kontrol	Pre-test	0.951	29	0.198	Normal
Eksperimen	Post-test	0.944	30	0.115	Normal
Kontrol	Post-test	0.946	29	0.146	Normal

Table 2. Test of Homogeneity of Variances (Levene's Test)

Levene Statistic	df1	df2	Sig.	Keputusan
0.082	1	57	0.775	Varians homogen

Hypothesis Testing

The hypothesis was tested using the independent samples t-test. The result showed a significance value of **0.000 < 0.05**. This indicates that there was a statistically significant difference in vocabulary achievement between the experimental group and the control group. Therefore, the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted.

Table 3. Independent Samples t-Test (Post-test Scores)

Baris SPSS	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% CI (Lower, Upper)
Equal variances not assumed	11.120	46.190	0.000	-22.311	2.007	[-26.350, -18.273]

This result demonstrates that the use of the Modelling the Way method significantly improved students' vocabulary mastery compared to conventional teaching methods.

Discussion

The findings of this study are consistent with previous research that emphasized the effectiveness of

Modelling the Way in vocabulary learning. The significant improvement in the experimental group supports the idea of Silberman (2018), who argued that active learning strategies such as

modeling and demonstration enhance student participation and knowledge retention.

Furthermore, this result is in line with Sukmawati (2020), who found that elementary students achieved higher vocabulary scores after learning through Modelling the Way. Similarly, Hamima (2022) observed that the method increased both outcomes and motivation at the junior high school level, while Yanti (2022) reported improvements in student engagement and vocabulary retention. From a pedagogical perspective, the Modelling the Way method allowed students to actively use new vocabulary in meaningful contexts. By demonstrating words through role play and modeling, students were able to connect abstract vocabulary with concrete actions, which enhanced memory and understanding. In addition, classroom observations indicated that students in the experimental class became more confident and enthusiastic in participating in learning activities compared to those in the control class.

These results confirm that interactive and student-centered teaching methods are more effective than traditional teacher-centered approaches, particularly in the context of elementary schools where students require engaging activities to maintain their attention.

5. CONCLUSION

This study was conducted to evaluate the effectiveness of the Modelling Way method in enhancing the vocabulary achievement of students at MI Islamiyah Al-Arqam Palembang. The research specifically aimed (1) to

determine whether a significant difference existed in vocabulary performance between students instructed through the Modelling Way method and those taught using conventional techniques, and (2) to assess the overall effectiveness of the method in improving students' vocabulary mastery. The findings clearly addressed both objectives. Results from the independent samples t-test revealed a significance value of 0.000, which is below the 0.05 threshold, indicating a statistically significant difference in post-test scores between the experimental and control groups. Students in the experimental group demonstrated substantially greater gains than those in the control group, confirming that the Modelling Way method is a highly effective approach for vocabulary instruction at the elementary school level. Beyond improving test scores, the method positively influenced students' confidence, engagement, and motivation during English learning activities.

In light of these findings, it is recommended that elementary school English teachers consider adopting the Modelling Way method as an alternative strategy for teaching vocabulary. Future researchers may build on this study by applying the method to other language skills such as speaking, listening, reading, or writing or by examining the long-term effects of the Modelling Way method on students' overall language development.

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