IMPROVING VOCABULARY IN STUDENTS' SPEAKING ABILITY BY USING MODELLING THE WAY

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A B S T R A C T S

Vocabulary is all the words belonging to a language owned by a person or also owned by a speaker. The more vocabulary you have, the more skilled a person's patterns are in writing, such as narrative writing. To communicate information or roles to its readers, it needs a lot of words. In this research, the researcher applied Modeling The Way to solve the problems that were faced by the students. This research was conducted in order to Improving Vocabulary in Students' Speaking Ability by Using Modelling The Way for the Fourth Grade at MI Miftahul Huda Prangas. In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. The researcher conducted this research in two cycles. First cycle is guiding consisted of two meetings and second cycle is implementing consisted of one meeting. The researcher used modeling The Way to make pleasant atmosphere during teaching and learning process of vocabulary, and more importantly to improve vocabulary in students' speaking ability. The subject of this research was the students of fourth grader students in MI Miftahul Huda Prangas. The instruments to collect the data were observation checklist, and vocabulary test. The result of this research showed that by using Modeling The Way Technique in teaching vocabulary, especially in daily activities. The researcher could improve vocabulary of the students. Their responses showed that they were interested to learn vocabulary subject because they felt easier to memorizing vocabulary, understand and got new vocabulary using Modeling The Way Technique. Based on the result of cycle 1 the average of their score is 74. The result of cycle 2, the average of their score is 81

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INTRODUCTION

Education is a very important thing for the country. Education can improve human resources in a country. In the 21st century it is important to understand various foreign languages. English in this case being the first, English is an international language that can be used in almost all countries. The importance of teaching English has been growing for a long time, and the Internet's effect is one reason for this (SUHARDIANA, 2019)**.**

In this digital era, English is a very important language to learn at all levels of education. English has become an integral part of communication in the international sphere.

International communication relations with English in various sectors have become a reference for many people in Indonesia to learn and improve their English skills, including in the education sector, such as in elementary schools. Learning English from an early age can make it easier for students to accept and apply these lessons easily, especially in learning English (Warniati & Hanum, 2020).

In learning English, of course, we encounter difficulties in memorizing and understanding vocabulary in English, in general is a lack of self-confidence, the use of learning methods that are not according to this it will hinder the process of learning English so that the child will find it difficult to accept learning English because inappropriate method and there are many more difficulties in the process of learning English in elementary schools. Inappropriate learning methods applied can reduce quality the learning process itself, thereby improving and increasing results student learning in schools can be carried out with the use of methods proper learning by the teacher (Nasution, 2017).

The Modeling the Way method is a method that can provide opportunities for students to practice specific skills learned in class through demonstrate. But the specialty compared to the demonstration method is Modeling the Way method makes students more active in learning, students become more dare to practice something and are not afraid, students actively respond, increase awareness of responsibility for the tasks given, and students directly experience the skills being put into practice (Rakasiwi, 2018). As according Yendri Hamima in her reseach that Modeling the way method taught by the teacher is very helpful in motivating students to learn. This method can also increase the average ability of students, students who previously the value was below the KKM after using the method applied by teachers in the learning process to be better (Hamima, 2022).

Researchers at MI Miftahul Huda Prangas have observed that no English lessons have ever been held, and as a result, it is evident that many students lack basic English vocabulary knowledge and have stiff pronunciation when it comes to interpreting, memorization, and writing. The majority of students did not pay attention to the information being communicated by the instructor when the process of learning English was taking place. As a result of the students' increased attention to their own creations, such as talking to themselves, making jokes with peers, and engaging in other activities, children's ability to concentrate on learning English vocabulary is affected.

Based on findings in school, researchers brought up the theme of learning English because there are several obstacles when studying in class IV at MI Miftahul Huda Prangas, especially when some students lack enthusiasm for the subject matter. Due to strategic research sites for research and a supportive learning environment, the researcher chose class IV MI Miftahul Huda Prangas as the location for their research. The researcher was interested in the development of the subject learning process for English in class IV MI Miftahul Huda Prangas using Modeling the Way.

Departing from the phenomenon that the researcher conducted research about " Improving Vocabulary in Students' Speaking Ability by Using Modelling the Way for The Fourth Grade at Mi Miftahul Huda Prangas. In this study the researcher just pay attention to the ongoing process of learning English vocabulary using Modeling the Way between before and after implementing the strategy the learning. From this strategy it is hoped that there will be an increase in capacity English learning vocabulary.

RESEARCH METHOD

Researchers will adopt a classroom action research design for this study. This is a fundamental design to overcome students' difficulties in the learning process. Teacher classroom action research (CAR) is research conducted to improve students' own problems as

teachers and researchers or partners through classroom teaching methods that aim to provide support for student learning standards and also to increase student learning scores (Otter et al., 2021).

Action research conducts to see and investigate the improvement by using *modeling the way* in the class to improve students' vocabulary. In classroom action research, the researcher should be able to increase the teaching and learning process in classroom, and the implication of *modeling the way* expected to improve the students' ability in the vocabulary mastery. Furthermore, the research procedure, data setting and source data, cycles, success criteria, data collection technique, data analysis technique, validity and reliability, and the research procedure are all included in this study.

According to Kemmis and McTaggart, classroom action research requires repeated cycles of preparation, action, observation, and reflection. The results of one cycle are used to assess the need for the next cycle until the approach solves the problem.

The researcher followed the steps of classroom action research. The first step is preliminary study, According to the results of the teacher's temporary observations while teaching the students' vocabulary skill. During the application of modeling the way, researchers make lesson plans and instrument to provide effective teaching and learning activities, as well as criteria of successes. For the next step is implementation the lesson plan used modeling the way. The researcher did observation for gathering data to evaluate the effectiveness of an approach in solving problems, The findings will be used as a guide to evaluate the impact, restrictions, and next steps.

The next step is collection data, the researchers classify data into two types: qualitative data and quantitative data. To collect data in the form of qualitative data used observation. In this case the observation sheets. Meanwhile, quantitative data was collected using student test scores. The final step is reflection, to do data analysis to see how effective the technique is in solving the problem.

Research Design

The application of modeling the way is carried out in two stages. The first cycle involved two meetings, while the second cycle only involved one meeting. Students' vocabulary skills were tested in the last meeting cycle.

Instruments

The researcher found that the students' vocabulary skills were very limited. The majority of students did not meet the minimum completeness score of 75. In addition, during the teaching and learning process students did not understand clearly about daily activities. They obtained an average score of 60, while the researcher's success criterion was 75.

Table 1
Result of Preliminary Study
Students' Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	5	5	5
	57	2	8.9	8.9	13.9
	58	2	8.9	8.9	22.8
	60	3	13.5	13.5	36.3
	62	2	8.9	8.9	45.2
	63	1	5	5	50,2
	64	2	8.9	8.9	59.1
	65	3	13.5	13.5	72.6
	67	2	8.9	8.9	81.5
	70	3	13.5	13.5	95

Students' Achievement				
	Frequency	Percent	Valid Percent	Cumulative Percent
75	1	5	5	100
Total	23	100	100	

Based on the first finding of the investigation, 22 Students got less than 75 points. Furthermore, the researcher tries to take on this issue by using a method of modeling the way to improve vocabulary skills in speaking.

Data Analysis

Cycle 1 took place on March 14 to March 15 2023, and consisted of two meetings and various segments, including student activity, student attitudes and student achievement.

Table 2
The Result of Behavior Assessment in first meeting

	N	Min	Max	Mean
Enthusiasm	23	25	75	48.91
Attention	23	25	100	60.86
Confidence	23	25	75	44.56
Valid N (list wise)				

Based on the results of the behavior analysis mentioned above, it can be concluded that:
1. Students who were enthusiastic about participating in learning got an average total score of 49 include in the enough category. Seven students get a score of 25, ten students get a score of 50, and six students get a score of 75.
2. Students who pay attention when learning gets a total score of 61 include in the good category. Students who score 25 total five students, students who score 50 total six students, students who score 75 total nine students, and students who score 100 are three students.

Students who are confident get a total average score of 45 include in the enough category. In details, students who get a score of 25 are nine students, while those who get a score of 50 are ten, and those who get a score of 75 are four students.

Based on the result of first cycle in the first meeting that behavior assessment of the student get low score, so the researcher be continue to the second meeting.

Table 1.3
The Result of Behavior Assessment

	N	Min	Max	Mean
Enthusiasm	26	25	75	60.86
Attention	26	25	100	73.91
Confidence	26	25	100	55.43
Valid N (list wise)				

Based on the findings of the preceding behavior study, it is possible to conclude that:
1. Students that are enthusiastic receive an average total score of 61 include in the good category. There are two students with a score of 25, nine students with a score of 50, and twelve students with a score of 75.
2. Students who paid attention received an overall average score of 74 include in the good category. Students who received a score of 25 were five, students who received a score of 50 were one, students who received a score of 75 were seven, and students who received a score of 100 were ten.

Students who are confident receive a total average score of 55 include in the good category. Students who score 25 are five students, students who score 50 are ten students, students who score 75 are six students, and students who score 100 are two students.

The Result of the Students' Vocabulary in first cycle

Before that, student's vocabulary test before using the modeling the way technique had an average score of 63 the score has not reached the KKM in MI Miftahul Huda Prangas, whereas the vocabulary test after guiding using the modeling the way technique had an average score of 74, the score in the first cycle almost reached KKM.

It was found that Students' vocabulary skills improved after learning using the modeling the way technique, however, this increase cannot be said to be successful because the score that must be achieved is 75.

Table 1.4
Result of Students' Vocabulary
Descriptive Statistics

	N	Sum	Mean
Score	23	1702	74
Valid N (listwise)	23		

RESEARCH FINDINGS AND DISCUSSION

The second cycle is a continuation of the first round. Cycles 1 and 2 use the same principles and materials. The research was conducted on May 3, 2023.
During Cycle 2 of this research, there was only one meeting. There were two phases: active participation by students and achievement by pupils..

Students' participant during teaching and learning process

At the third meeting cycle 2 conference, the researcher reviewed the modeling the way technique in more detail. Using the way modeling technique, the majority of students paid more attention to the researcher's explanation during the teaching and learning process. Despite the fact that some students were not paying attention and other friends were upset by their buddies, the researcher was able to maintain control of the class..

The researcher investigated the conduct in the same way as in the previous meeting, resulting in the following results:

Table 1.5
Result of Behavior Assessment

	N	Min	Max	Mean
Enthusiastic	23	50	100	77.17
Attention	23	75	100	88.04
Confidence	23	50	100	76.08
Valid N (list wise)				

The following conclusion can be drawn based on the results of the previous behavior assessment:
1. Enthusiastic students get an average total score of 77 include in the excellent category. In detail, students who get a score of 50 are 6, while students who get a score of 75 are 9 and students who get a score of 100 are 8.
2. Students that pay attention receive an overall average of 88 include in the excellent category. Specifically, 11 students receive a score of 75, while 12 receive a score of 100.
3. Students who are confident get a total average score of 76 include in the good category. In detail, 5 students get a score of 50, students who get a score of 75 are 12, while 6 students get a score of 100

Based on students average result in cycle 1 was 74 based on students' previous cycle 1 scores, whereas the language ability test in cycle 2 was 81. It was concluded that pupils' vocabulary skills have improved when compared to previous cycle scores. which is a success according to the researcher's success criteria.

Table 1.6
Result of Students' Vocabulary

Students' Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	4.5	4.5	4.5
	70	2	8.6	8.6	13,1
	74	1	4.5	4.5	17.6
	75	1	4.5	4.5	22.1
	76	1	4.5	4.5	26.6
	80	5	21.6	21.6	48.2
	85	8	34.6	34.6	82.8
	90	4	17.2	17.2	100
	Total	23	100	100	

According on the table above, it can be conclude that:
1. Students receive an average value that exceeds the success criteria.
2. Students getting 75 received 1 student or 4.5%, students getting 76 received 1 student or 4.5%, students getting 80 received 5 students or 21.6%, students getting 85 received 8 students or 34.6%, and students getting 90 received 4 students or 17.2%.

Discussion

This part discusses the preliminary study results, the results of cycles 1 and 2, as well as increasing students' language skills using the modeling the way technique. This also motivates students to participate more actively in English classes, particularly in terms of vocabulary improvement. Furthermore, pupils are becoming more excited in learning English in an enjoyable method.

The preliminary study's findings show the students' original situation. When students participate less teaching and learning activities, the instructor teaches them in a traditional manner, resulting in lessons that are completely centered on the teacher and in which they do not participate. Students grow bored, do not participate in class, and do not have ambition to learn English as a result. Furthermore, the researcher's pre-test results for telling daily activities were bad. The average value of the 23 students is 63.

The modeling the way technique clearly improves students' language skills, as shown by the teaching and learning process. Student achievement in terms of success criteria is improving. Following the assessment, the researcher compared the number of students who met the success criteria to previous student scores. According to the first cycle's student vocabulary test results, 10 students passed and 13 students failed, with an average score of 74. The majority of students passed the goal success criteria in the following second cycle, with an average of 81. See the figure below to see how far this has progressed:
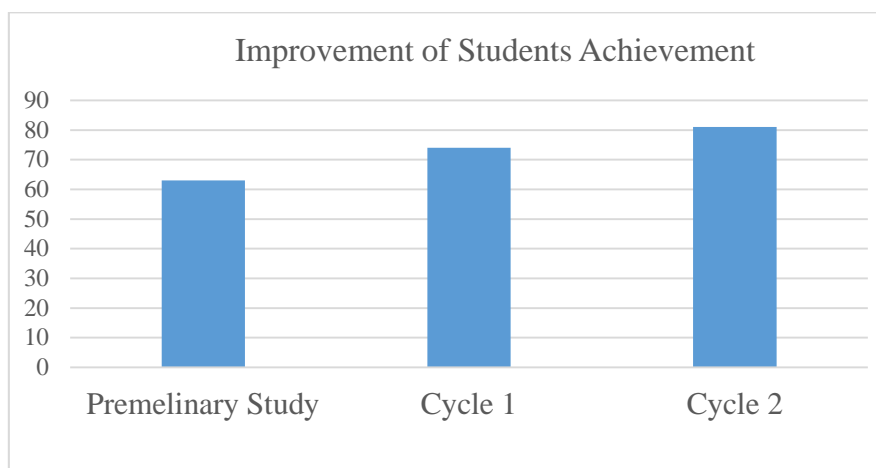
Figure 1. Improvement of Students' Achievement

Based on the facts presented above, it is possible to conclude that the outcomes of students' vocabulary skills improved during the study by using the modeling the way technique at the beginning , cycle 1 and cycle 2.

Using the modeling the way technique, compile data on changes in motivation and attitude of the subject in vocabulary skills

In addition to completing the vocabulary competency test, the researcher analyzed the students' interest, enthusiasm, paying attention, and confidence during the teaching and learning process. Modeling the way techniques that catch students' attention can increase their participation in learning. The students' engagement appeared to be increasing. This was backed by positive student reactions; using a variety of vocabulary teaching strategies, pupils appeared active, excited, and motivated. All of these claims can be supported by the following effects of motivational changes:

Table 1.7
The Result of Subject Changing Motivation

Subject	Cycle 1/ meeting 1	Cycle 1/ meeting 2	Cycle 2/ meeting 3
Enthusiasm	49	61	77
Attention	61	74	88
Confidence	45	55	76
Average	51	63	80

Based on the data stated above, each meeting or cycle increased. At the first meeting, the average subject change motivation result was 51. The average result of changing subjects at the second meeting was 63. Furthermore, at the third meeting, the average result of changing subjects was 80. It is clear that using modeling the way technique developed with each meeting.

CONCLUSION

It can be conclude that using learning methods that students have increased based on the success criteria they have achieved after applying the modeling the way technique in daily activity material based on the teaching and learning process and the results of cycle 2.

This study was carried out to address the problems identified by fourth-grade students at MI Miftahul Huda Prangas. According to research findings, students difficulty to learn English, particularly vocabulary skills. Because MI Miftahul Huda Prangas students are still implementing English learning this year, students lack confidence when speaking in front of the class, afraid to speak English for fear of making mistakes when conveying ideas, feelings,

or teaching. when the teacher use traditional implementation techniques. This can result in a monotonous atmosphere, which may make students feel bored. The media used in class is less interesting. Media can also be described as the primary form of instruction for students. The media is an important part of the school that influences student learning performance.

There are several advantages to employing modeling the way technique in this manner. For starters, it may inspire students to think imaginatively about the issues they are given. Second, it can improve the self-confidence of learners. Third, improve collaboration in solving problems. Based on the data from Cycles 1 and 2, the researcher discovered that using the modeling the way technique increased students' vocabulary skills. Cycle 1 findings were disappointing since the average score did not match the success criteria. As a result, the researcher carried out the next cycle with a revised plan to collect more valid data from students. Cycle 2 data showed that students' speaking scores improved. The pupils' average score on the speaking test was 81. Because all students met the success criteria on average, it can be assumed that the activities during the modeling the way technique in vocabulary were successful. The modeling the approach technique increases vocabulary learning in the fourth grade of MI.

To follow up on the study's findings, the researcher would like to make many recommendations to various educators in the field of education. Educators, other scholars, and students are encouraged to consider the following recommendations:

1. According to the findings of this study, English teachers should employ the modeling the way technique to help students improve their vocabulary abilities. Furthermore, modeling the approach in class allows learners to be more active, interested, and enthused about the teaching and learning process.
2. It aims that future research would employ this strategy to help pupils in improving their language abilities. The study's findings can also be used as extra data and a reference for future researchers looking into other aspects of language skills. According to the findings, future researchers will be more active, innovative, and inventive in implementing this technique during the teaching and learning process. The researcher then suggests that future studies adapt the modeling the manner technique to new types of paragraphs or skills including reading, listening, and writing.
3. As a result of the findings, students' English skills, particularly vocabulary skills, will improve. Students should be encouraged to learn English because of its importance in our future. During the teaching and learning process, students must be serious and enthusiastic, especially in English. Students must be brave enough to speak English. Learning English have to implemented from a young age. Furthermore, when practicing speaking,

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