

**THE EFFECTIVENESS LEARNING ENGLISH
VOCABULARY USING THE MODELLING THE WAY
METHOD AT THE THIRD YEAR STUDENTS OF MTS
TA'DIB AL-MU'ALLIMIN AL-ISLAMY**

A THESIS

By

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**DEPARTMENT OF ENGLISH LITERATURE
UNDERGRADUATE PROGRAM
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ISLAMIC UNIVERSITY OF NORTH SUMATRA
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**SUBMITTED TO
THE FACULTY OF LITERATURE
NORTH SUMATRA ISLAMIC UNIVERSITY MEDAN
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FOR THE DEGREE OF LITERATURE BACHELORS IN
ENGLISH LITERATURE**

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APPENDICES
JADWAL WAWANCARA

No	Tanggal dan Informan	Waktu Topik Wawancara Tempa	Waktu Topik Wawancara Tempa	Waktu Topik Wawancara Tempat
1.	12 February 2024, Sulhan Pulungan, SS (Guru Bahasa Inggris Kelas III MTS)	11.00–12.00 WIB	Pembelajaran Mengenai Metode Modeling The Way	Pondok MTS Ta'dib Al – Muallimin Al – Islamy
2.	12 February 2024, Haditsa Nurrahmah, S.Pd (Guru Bahasa Inggris Kelas III MAS)	14.00 – 15.00 WIB	Keefektifan siswa dalam menggunakan bahasa Inggris	Kantor MTS Ta'dib Al – Muallimin Al – Islamy
3.	13 February 2024, Qis Natasya Zakaria (Siswi Kelas III MTS)	11.00–12.00 WIB	Bagaimana Tanggapan Studen Mengenai Pembelajaran Vocabulary	Kantor MTS Ta'dib Al – Muallimin Al – Islamy

PEDOMAN WAWANCARA

A. Wawancara kepada guru mata pelajaran

1. Apakah bapak/ibu memikirkan metode pembelajaran modeling the way?
2. Bagaimana bapak/ibu merasa mampu untuk mengulang pembelajaran vocabulary menggunakan metode modeling the way?
3. Menurut bapak/ibu apakah pembelajaran menggunakan modeling the way sudah sesuai ?
4. Apakah menurut bapak/ibu metode modeling the way ini butuh improvement (Hamima, 2022).

B. Wawancara kepada guru bahasa Inggris lain

1. Bagaimana upaya ibu/bapak untuk meningkatkan kosakata bahasa Inggris?
2. Menurut ibu/bapak sejauh ini bagaimana keefektifan metode modeling the way dalam pengajaran kosakata bahasa Inggris?
3. Apakah ibu/bapak pernah menemukan hambatan ketika mengajar vocabulary bahasa Inggris terutama dalam menggunakan metode ini ?
4. Apakah siswa cukup antusias belajar bahasa Inggris?
5. Bagaimana minat belajar siswa terhadap pelajaran vocabulary (Sukmawati, 2020).

C. Wawancara kepada siswa kelas III IMTS

1. Apakah di sukai pelajaran bahasa Inggris?
2. Apakah menurut adik menghafal kosakata itu susah?
3. Apakah menurut adik gurunya mengajar itu efektif?
4. Adakah di tau bagaimana cara mempraktikannya?
5. Adakah sejauh ini teman-teman di mudah menghafal kosakata (Sukmawati, 2020) ?

INTERVIEW GUIDELINES

A. Interview with subject teachers

1. What do you think about the modeling the way learning method?
2. How do you feel able to repeat vocabulary learning using the modeling the way method?
3. In your opinion, is learning using the way modeling appropriate?
4. Do you think this method of modeling the way needs improvement (Hamima, 2022).

B. Interview with other English teachers

1. How do you try to improve your English vocabulary?
2. So far, how effective is the modeling the way method in teaching English vocabulary?
3. Have you ever encountered any obstacles when teaching English vocabulary, especially when using this method?
4. Are students enthusiastic enough to learn English?
5. What is students' interest in learning about vocabulary lessons (Sukmawati, 2020).

C. Interview with class III MTs students

1. Do you like English lessons?
2. Do you think memorizing vocabulary is difficult?
3. Do you think the teacher who teaches is effective?
4. Do you know how to put it into practice?
5. So far, do your friends easily memorize vocabulary (Sukmawati, 2020)?

Interview Guide for English Teachers

Day/Date	:Senin,12Februari2024
Time	:11.00– 12.00 WIB
Place	:PondokMTSTa'dibAl–MualliminAl- Islamy
Teacher	:SulhanPulungan,SS
Researcher	:Herliani

P: Assalamualaikum, Wr. Wb ust boleh saya bertanya ust, menurut ust mengenai metode pembelajaran modeling the way dalam pembelajaran vocabulary bahasa inggris itu seperti apa ya ust ?

GR : Waalaikumsalam Wr. Wb. Kalau dilihat dari artinya modeling the way ini, ini carayang kami pakai dipesantren atau MTS, memberikan kosakata satu persatu dengan memperagakannya baik dari gerak tubuh atau visual aids lah artinya kalaudidalambahasaindonesiaapanamanya....Eeeeealatperagaealatperaga gitulah mungkin kalau diluar mungkin artinya lebih luas lagilah. Tapi kalau pesantren salah satu yang mirip saya lihat kalau modeling the way ini yaitu diperagakan atau dengan ee alat peraga ya kalau ditanya bagaimana sejauh ini , inilah yang dipakai karena ini yang masih dianggap paling baiklah untuk saat ini khususnya dipesantren atau MTS .

P: Ust pertanyaan selanjutnya menurut ust bagaimana kemampuan ust dalam mengulangi pelajaran vocabulary menggunakan metode modeling the way.

GR: Kalau pengulangannya maksudnya dengan menggunakan metode modeling the way kalau kemampuan bisa dibilang ya insyaallah mampulah guru-guru disini, baik bahasa Inggris maupun enggak khususnya bahasa Inggris ini ya dalam pertanyaan ini tapi secara umum guru – guru disini insyaallah bisa karena ini yang diajarkan sebelum mereka tamat dari sini sebelum menjadi guru kemudian ya caranya atau metode inilah yang dipakai untuk penyampaian kosakata sehari – hari bahkan ini dilakukan ee diluar kelas yang di apa, bukan hanya pembelajaran didalam kelas tapi dilakukan juga diluar kelas ya kalau dipesantren kan memang ada programnya memang kan pengulangan kosakata yang diberikan di pagi hari oleh kakak kakak kelasnya kepada adiknya.

P: Apakah ada yang ust tidak sukai dari program pembelajaran ini gitu ust ?

GR: eeeee gimana ya sejauh ini oke – oke aja karena memang ya ya tadi seperti yang saya bilang tadi ya wallahu a'lam kalau diluar kalau dipesantren modeling the way ini masih sebatas peragaan gerak tubuh atau penggunaan alat peraga contohnya misalnya buku kita langsung membawa objeknya book, sejauh ini ya oke – oke saja tidak ada yang ee dianggap kurang lah ya sejauh ini, ya entah kala nanti yang ditanya orang yang lebih faham lagi .

P: Lanjut ke pertanyaan akhirsaja ust, apakah menurut ust ee perludilakukan untuk memperbaiki program pembelajaran atau improvement dalam metode ini ust?

GR: Kalau saya jawabnya yang ada didepan mata saja ya artinya yang ada disini kemudian yang saya lakukan khususnya aata secara umum oleh guru – guru

sejauh ini yang perlu di improve itu kemampuan gurunya atau kalau disini kemampuan kakak kelasnya yang juga memberi kosakata dipagi hari,ya, tapi disini kalau dalam pembelajaran khususnya kemampuan gurunya alah kalau yang sayalihat sejauh ini metode nya sudah bagus, nah untuk melaksanakan metode atau mempraktekan metode yang bagus ini ya perlu kemampuan individu guru yang bagus juga, begitu sih .

Interview Guide for another English Teachers

Day/Date : **Senin, 12 Februari 2024**

Time : **14.00– 15.00 WIB**

Place : **Kantor MTSTa' di BAI–Muallimin Al-Islamy**

Teacher : **Haditsa Nurrahmah, S.Pd**

Researcher : **Herliani**

P : Baik ibu saya boleh ajukan pertanyaan ibu ? pertanyaan yang pertama bagaimana upaya ibu untuk meningkatkan kosakata bahasa Inggris siswa?

GR : kalau upaya biasanya itu saya melakukan sebelum dilakukannya pembelajaran eee saya harus menyusun yang namanya strategi pembelajaran dulu, karena agar anak-anak tidak bosan dalam pembelajaran eee kenapa saya bilang gitu karena pelajaran vocabulary ini kan biasanya sangat penting yaa untuk siswa kayak di dunia sekolah maupun di luar sekolah

P : nah benarsekali itu ibu eee sayalanjutlagike pertanyaan kedua ya ibu GR : oh iya boleh

P : menurut ibu sejauh ini bagaimana keefektifan metode modeling the way dalam pengajaran kosakata bahasa Inggris ?

GR : Kalau menurut saya ya. Eee kalo menurut saya sih alhamdulillah y alhamdulillah y itu bagus karena ee metode modeling the way ini kan bersifat orientasi eee jadi mereka eebis mendemonstrasikannya begitubisadibilanglah lebih aktif dalam pembelajaran dan lebih semangat lagi dalam pembelajaran

P : Maasyaallah ibu, nahpertanyaanselanjutnya ibu apakahibu pernah menemukanhambataneeetikamengajarvocabularybahasainggristerutama dalam menggunakan metode modeling the way ?

GR : Kalauhambatanesejauhinibelumada,kalaupunadasejauhini bisadiatasi ee karena metode modeling the way ini bisa ee membuat suasana kelas itu menjadi aktif ee juga mereka juga bisa ee mudah menebak kosakata yang diberikan gitu.

P : Baikibusayalanjutakepertanyaanselanjutnyaapakahsiswacukupantusias dalam belajar bahasa inggris terutama dalam metode ini ?

GR : Sangat antusias karena kita membuat sistem pengajarannya berbeda dengan pembelajaraneesekolahnyadulu,kandariSDkeSMPgitukan,kalaudiSD kan dulu hanya menghafal aja kalau ini kan juga ada bagaimana cara mendiskusikannya. Jadi ee jadi mereka kan gak belajar sendiri, kalau menghafal kan pasti belajar sendiri – sendiri ajakalau ini kan belajarnya ee berkelompok.

P : Untukpertanyaanterakhiribubagaimanaminatbelajarsiswaterhadap pelajaran vocabulary ?

GR : Siswacukupmeminatipembelajaranvocabularyapalagidierayangsekarang ini aaaa iya.

Interview Guide for Student

Day/Date : Selasa, 13 Februari 2024

Time : 11.00– 12.00 WIB

Place : Kantor MTSTa' di BAI–Muallimin AI-

Islami

Student : Qqis Natasya Zakaria

Researcher : Herliani

P : Apakah di sukai pelajaran bahasa Inggris?

S : Alhamdulillah sukak di sini sukak bahasa Inggris. P :

Di sini ada dua bahasa ya ?

S : Iya kakarabsama Inggris

P : di pelajaran bahasa Inggris kan ada vocabularynya menurut di menghafal vocabulary itu susah gak ?

S : kalau di ulangi terus kan susah kak.

P : Apakah menurut di guru yang mengajar itu efektif ?

S : Efektif karena dengan gerakan itu kita kan biasanya kita kalau lihat gerakan walaupun kita belum tau bahasa Inggris nyakitabisatebak-tebak angitukakiya karena ada modelnya kak.

P : Dek kalau boleh tau cara guru memperaktekannya gimana?

S : kayak misalnya nanti ada guru kan kak kedepan atau dia kayak kasih satu kata atau gimana terus nanti satu disuruh maju kedepan terus nanti katanya itu kan kayak (makan) saya nanti lagi peragain lagi makan terus nanti ada yang jawab owh iya lagi makan bahasa Inggrisnya apa gitu

P : Berarti sejauh ini rata-rata teman di kamu mudah menghafal vocabulary?

S : Iya terkadang belumlah paham kalipunkarena ada metode kayak gerakan itu jadi bisa nebak kak.

Here is a table for analyzing the research titled "Modelling the Way" in teaching English vocabulary to 3rd-grade students at TA'Dib Al-Mu'allimin Al-Islami MTS:

Variable	Description	Data Collection Method	Data Analysis Method	Expected Outcome
Independent Variable	Modelling the Way (MTW)	Observation, Interviews	Content Analysis, Statistical Analysis	Improved vocabulary acquisition
Dependent Variable	Vocabulary Acquisition	Quizzes, Tests	Statistical Analysis, Content Analysis	Increased vocabulary retention
Controlled Variables	Teacher's Background, Class Size, Learning Materials	Observation, Interviews	Content Analysis, Statistical Analysis	Minimal impact on vocabulary acquisition
Population	3rd-grade students at TA'Dib Al-Mu'allimin Al-Islami MTS	Surveys, Interviews	Content Analysis, Statistical Analysis	Representative sample of students
Sample Size	30 students	Random Sampling	Statistical Analysis	Sufficient for statistical analysis
Data Collection Tools	Quizzes, Tests, Observation, Interviews	Surveys, Interviews	Content Analysis, Statistical Analysis	Reliable and valid data
Data Analysis Tools	Statistical Software (e.g., SPSS), Content Analysis Software (e.g., NVivo)	Statistical Analysis, Content Analysis	Statistical Analysis, Content Analysis	Accurate and detailed analysis
Expected Outcome	Improved vocabulary	Statistical Analysis, Content Analysis	Statistical Analysis, Content Analysis	Increased vocabulary retention

Variable	Description	Data Collection Method	Data Analysis Method	Expected Outcome
	acquisition through MTW			
Limitations	Limited sample size, Limited time for data collection	Observation, Interviews	Content Analysis, Statistical Analysis	Potential biases in data collection
Conclusion	MTW is an effective method for improving vocabulary acquisition in 3rd-grade students at TA'Dib Al-Mu'allimin Al-Islami MTS	Statistical Analysis, Content Analysis	Statistical Analysis, Content Analysis	Recommendations for future research and teaching practices

Question	Type	Open-ended/ Multiple Choice	Description	Scoring
1. What do you think is the most effective way to learn English vocabulary?	Open-ended	Students' responses will be recorded and analyzed for common themes and strategies.	1-5 (1 = Not effective, 5 = Very effective)	The most effective way is how a teacher is able to master teaching methods
2. Have you ever used a model or example to learn English vocabulary? If so, what was it?	Open-ended	Students' responses will be recorded and analyzed for common examples and strategies.	1-5 (1 = No, 5 = Yes, frequently)	Of course here Vocabulary learning uses the modeling the way method
3. How do you think using a model or example can help you learn English vocabulary?	Open-ended	Students' responses will be recorded and analyzed for common themes and strategies.	1-5 (1 = Not helpful, 5 = Very helpful)	Model are usual aids very important
4. Can you think of a specific English vocabulary word that you learned using a model or example? If so, what was it and how did you learn it?	Open-ended	Students' responses will be recorded and analyzed for common examples and strategies.	1-5 (1 = No, 5 = Yes, with details)	We give them some nouns next they are the ones demonstrating.
5. Do you think using a model or example is more effective for learning English vocabulary than other methods? Why or why not?	Open-ended	Students' responses will be recorded and analyzed for common themes and strategies.	1-5 (1 = No, 5 = Yes, with reasons)	for a long time we have used this method of modeling the way, especially in this boarding school.

Question	Type	Open-ended/ Multiple Choice	Description	Scoring
6. Have you ever used a model or example to teach English vocabulary to someone else? If so, what was it and how did you teach it?	Open-ended	Students' responses will be recorded and analyzed for common examples and strategies.	1-5 (1 = No, 5 = Yes, with details)	Of course, in learning, we have used models with the students as models.
7. How do you think using a model or example can help you teach English vocabulary to someone else?	Open-ended	Students' responses will be recorded and analyzed for common themes and strategies.	1-5 (1 = Not helpful, 5 = Very helpful)	Visual aids are very important in vocabulary learning.
8. Can you think of a specific English vocabulary word that you taught using a model or example? If so, what was it and how did you teach it?	Open-ended	Students' responses will be recorded and analyzed for common examples and strategies.	1-5 (1 = No, 5 = Yes, with details)	I give an example while demonstrating "Someone stroked his stomach when passing by a cafe shop"
9. Do you think using a model or example is more effective for teaching English vocabulary than other methods? Why or why not?	Open-ended	Students' responses will be recorded and analyzed for common themes and strategies.	1-5 (1 = No, 5 = Yes, with reasons)	for example cooking and demonstrating
10. What do you think is the most important aspect of using a model or example in learning English vocabulary?	Open-ended	Students' responses will be recorded and analyzed for common themes and strategies.	1-5 (1 = Not important, 5 = Very important)	How the teacher can master the method



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UNIVERSITAS ISLAM SUMATERA UTARA
FAKULTAS SASTRA

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 Laman: www.sastra.uisu.ac.id, Surel: sastra@uisu.ac.id

Nomor : 37/E/E.09/XII/2023
 Hal : **Mohon Izin Meneliti**

05 Jumadil Akhir 1445 H
 18 Desember 2023 M

Yth. **Kepala Sekolah**
 MTS Ta'dib Al-Muallimin Al-Islamy
 di
 Medan

Dengan hormat,

Teriring salam dan do'a semoga Bapak/Ibu beserta staf dalam keadaan sehat wal'afiat dan sukses dalam melaksanakan tugas. Amin.

Dengan ini kami memohon kepada Bapak/Ibu kiranya dapat kiranya memberikan izin meneliti kepada Mahasiswa kami di sekolah yang Bapak/Ibu pimpin guna menyelesaikan Tugas Akhir (Skripsi) di Program Sarjana Sastra Program Studi Sastra Inggris Fakultas Sastra UISU Medan. Adapun data mahasiswa tersebut adalah:

N a m a : Herliani
 Tempat/Tanggal lahir : Sukaramai, 13 Februari 2001
 NPM : 71200411016
 Alamat : Jl. Sempurna No. 44 Sudirejo I
 Program Studi : Sastra Inggris
 Jenjang Program : Sarjana (S1)
 Judul Penelitian : Effectiveness Learning English Vocabulary Using the
 Modeling the Way Method at the Third Year Students
 of MTS Ta'dib Al-Muallimin Al-Islamy
 Dosen Pembimbing : Andang Suhendi, S.S, M.A.

Atas perhatian dan izin yang Bapak/Ibu berikan kami ucapkan terima kasih.



Hormat Kami,
 Ketua Program Studi,

Zulhan Sahri, S.S., M.S.



MADRASAH TSANAWIYAH TA'DIB AL-MU'ALIMIN AL-ISLAMY PESANTREN MODERN TA'DIB AL-SYAKIRIN

Jln. Brigjend Zein Hamid Gg. Tapan Nauli - Titi Kuning Medan Johor - Sumatera Utara (061) 7867215

Nomor : 29/J.f-7II/2024
Lamp : -
Prihal : **Surat Balasan Penelitian**

Kepada Yth:

**KA. PRODI FAKULTAS SASRA
UNIVERSITAS ISLAM SUMATERA UTARA**
di-
Medan

Asslamulaikum Wr. Wb

Menindak lanjuti Surat Nomor : 37/E/E.09/XII/2023, tentang Izin melakukan Kegiatan Penelitian dari *UNIVERSITAS ISLAM SUMATERA UTARA*, maka yang bertanda tangan di bawah ini :

Nama : KUSNIATI, S.Pd
Jabatan : Kepala Madrasah Tsanawiyah Swasta Ta'dib Al-Syakirin
Alamat : Jl. Brigjend. Zein Hamid Km. 7,5 Titi Kuning Medan Johor

Dengan ini menyatakan bahwa:

Nama : Herliani
NIM : 71200411016
Tempat/ Tanggl Lahir : Sukaramai, 13 Februari 2001
Program Studi : Sastra Inggris
Jenjang Program : Sarjana (S1)
Alamat : Jl. Sempurna No. 44 Sudirejo I

Adalah benar telah melakukan Kegiatan Penelitian di MTs Ta'dib Al-Muallimin Al-Islamy Jl. Brigjend Zein Hamid Gg. Tapan Nauli Titi Kuning Medan Johor, guna menyelesaikan Tugas Akhir (Skripsi) di Program Sarjana Sastra Program Studi Sastra Inggris Fakultas Sastra UISU Medan yang berjudul :

"Effectivness Learning English Vocabulary Using the Modeling the Way Method at the Third Year Students of MTs Ta'dib Al-Muallimin Al-Islamy "

Demikian Surat ini kami keluarkan agar dapat dipergunakan sebagaimana mestinya.
Wassalam'alaikum Wr. Wb.

Medan, 12 Februari 2024

Kepala Madrasah,

KUSNIATI, S.Pd

INTERVIEW WITH ENGLISH TEACHER



INTERVIEW WITH CLASS STUDENT



CLASSOBSERVATION

