INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 07, July 2025, pp : 886-896
www.ijprems.com
editor@ijprems.com
e-ISSN : 2583-1062
Impact Factor : 7.001

MODIFIED SOCIAL INTERACTION MODEL IN IMPROVING VOCABULARY SKILLS AMONG GRADE 7 STUDENTS

Manilyn D. Estolas[1]

[1]Teacher I, Department Of Education, Surigao Del Norte, Caraga, Philippines.

DOI: https://www.doi.org/10.58257/IJPREMS42910

ABSTRACT

This study investigated the effectiveness of using Modified Social Interaction Model in improving vocabulary skills among Grade 7 students. It employed single-group pretest-posttest design. The respondents of the study were the 35 grade 7 students of Malimono National High School, SY 2024-2025. The instruments used was a researcher-made test items composed of 10 items each topic and total to 40 items. Prior to conducting the research, formal permission was obtained from the school administration, and a letter of validation for the test items was secured from language education experts to ensure the content's appropriateness and validity.

A pretest was administered to the respondents to assess their baseline vocabulary knowledge. Following the pretest, a series of lessons were delivered using the Modified SIM, which emphasizes social interaction, peer collaboration, technology integration and contextualized learning activities to foster meaningful learning. After the intervention, the posttest was conducted to evaluate any significant improvement in the students' vocabulary skills. Based on the study, it was found out that students' vocabulary skills improved after the use of the Modified Social Interaction Model (SIM). A significant difference was observed in the level of vocabulary performance among the respondents following the intervention. Notable gains were evident in the areas of synonyms, word meaning, and word usage. Although the improvement in antonyms was minimal and remained a challenge for most students, the overall increase in vocabulary skills was statistically significant, indicating the effectiveness of the Modified SIM in improving vocabulary aspect.

The study concluded by encouraging the integration of such model in future language curricula to improve vocabulary retention and overall language proficiency.

Keywords: Modified Social Interaction Model, Vocabulary Skills, English language, Grade 7 Students.

1. INTRODUCTION

Vocabulary is an essential component that one should be mastered in language learning. It is a pre-requisite for grammar and language proficiency. When a person knows more words in a new language, it can help them read, write, listen, and speak better.

In order to become skilled in English, students should learn and acquire a good stock of vocabulary that can help them in the development of their language skills. They learn language skills if they have enough vocabulary. According to Simamora & Oktaviani (2020), if students want to be proficient in English, they must learn as much vocabulary as possible.

Moreover, vocabulary plays a significant role in developing the macro skills. A strong vocabulary allows students to express their ideas effectively, while a lack of it can hinder language acquisition. Since vocabulary serves as the foundation for language development, teachers must implement effective instructional strategies to enhance students' vocabulary learning (Hapsari, 2019).

Social Interaction Model (SIM) highlights the importance of meaningful interactions between individuals—especially learners and teachers—in building knowledge and developing language skills. This model suggests that students learn best when they engage in active communication with others. Instead of learning in isolation, they make sense of new information through discussion, questioning, feedback, and collaborative tasks. In a classroom setting, this means that peer interaction, group work, and teacher-student dialogue help learners construct their understanding of language in real-life contexts. Albalawi (2020) emphasized that students became more confident and fluent when they had opportunities to speak with peers and receive supportive feedback in a socially rich learning environment.

Furthermore, Students today have a limited vocabulary in their second language, which can make it hard for them to understand what they read or hear. According to Ong et al. (Bukidnon & Cagayan de Oro, ~2019) An ethnographic study of high school and college students similarly reported challenges in vocabulary development, which directly affected listening and reading comprehension.

This often causes them to lose focus. They may also struggle with spelling or using words correctly in sentences. In class, students sometimes use mother tongue because they don't know the right English words, even though they understand the idea. This shows that limited vocabulary makes it difficult to express themselves in English. When writing, they often ask teachers for English equivalents of words, highlighting their vocabulary challenges.

To address this, the researcher is prompted to apply the Modified Social Interaction Model (SIM), which may help improve the vocabulary skills of Grade 7 students by providing meaningful, engaging, and socially interactive learning experiences.

2. REVIEW OF LITERATURE

This section presents the relevant literature and studies conducted by different researchers both foreign and local that have important bearing to the present investigation.

The Importance of Vocabulary

Vocabulary plays a fundamental role in English language learning as it serves as the key to developing all other language skills. Without a strong vocabulary base, fluency in speaking, reading comprehension, and writing proficiency are hindered. Before learners can effectively develop their listening, speaking, reading, and writing skills, they must first build an extensive vocabulary. Al-Khasawneh (2019) conducted a study on Saudi EFL learners and found a significant relationship between vocabulary size and reading comprehension. The study revealed that learners with a vocabulary size of approximately 2,025-word families could comprehend about 90% of written texts, underscoring the importance of vocabulary breadth in understanding written material. It means that limited vocabulary makes it difficult for learners to articulate thoughts, comprehend texts, and engage in meaningful conversations.

In listening, vocabulary knowledge directly influences the extent to which students understand lectures, discussions, and spoken interactions. In writing, it determines clarity and coherence, while in speaking, it affects fluency and accuracy in expressing ideas. For second language learners, vocabulary acquisition is particularly critical. It enables learners to grasp and convey meaning efficiently, bridging the gap between grammatical knowledge and communication. Even with strong grammatical skills, effective communication is hindered without an adequate vocabulary. Therefore, acquiring a robust vocabulary is essential for overall language proficiency. This assertion is supported by recent study of González-Fernández (2024) emphasizes that vocabulary acquisition in second language learning follows a consistent sequence, highlighting the importance of systematic vocabulary instruction to enhance language proficiency. Similarly, Uchihara and Clenton (2022) found that spoken vocabulary knowledge significantly predicts speaking proficiency in second language learners, underscoring the critical role of vocabulary in effective communication.

Vocabulary Language in English

Vocabulary serves as the foundation for second language (L2) acquisition. It is not merely a collection of isolated words but an extensive system encompassing meanings, usage, pronunciation, and context. Vocabulary learning is a continuous process in which learners frequently encounter new words in meaningful contexts that enhance comprehension. It also emphasizes that vocabulary knowledge is a crucial component of English language instruction, as students with a limited vocabulary face significant difficulties in communication and understanding. Expanding vocabulary empowers learners by improving their expressive abilities, thereby enhancing their academic performance in reading comprehension, writing, and oral communication (Afzal, 2019).

Mastery in the context of vocabulary learning, refers to a deep understanding and the ability to apply acquired words in meaningful contexts. It extends beyond mere recognition to include proper pronunciation, grammatical application, and collocational accuracy. Given the central role of vocabulary in language acquisition, it significantly impacts the four language skills—listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, students struggle to construct meaning, limiting their ability to effectively engage with language.

Word Relationship in Vocabulary Acquisition

The study of synonyms and antonyms are essential aspect of vocabulary learning as it helps students refine their language use and improve precision in communication. According to Hằng and Du (2021) indicate that utilizing synonym and antonym dictionaries can help students grasp the nuances of word meanings, thereby enhancing their ability to express ideas with greater accuracy. They suggest that learning synonyms and antonyms together allows students to understand the nuances of word meanings and increases their ability to express ideas with greater accuracy with dictionary. Another one effective method for reinforcing vocabulary retention is through structured activities such as creating charts that list synonyms and antonyms alongside example sentences. This approach enables students to categorize vocabulary into adjectives, adverbs, and other grammatical classes, making it easier to recall and apply words in different contexts.

Word Meaning in Vocabulary Acquisition

Understanding word meaning is fundamental to vocabulary development, as it involves more than just memorizing definitions. According to Bubchaiya & Sukying (2022) indicates that reference Nation's three domains of lexical knowledge—form, meaning, and use—to emphasize that true word understanding goes beyond definition and includes grasping concepts, associations, and usage contexts, reinforcing that word meaning is multi-dimensional in vocabulary development. It requires learners to grasp the nuances of words, recognize synonyms and antonyms, and understand how words function in various contexts. For instance, differentiating between "happy" and "ecstatic" allows students to express varying degrees of emotion with precision. To enhance vocabulary acquisition, activities such as contextual reading, word association exercises, and storytelling can help students internalize meanings more effectively.

Word Usage in Vocabulary AcquisitionContextual word usage plays a critical role in vocabulary learning as it allows students to see words in meaningful situations rather than in isolation. According to Kuo & Hirsch (2022) Their findings underscore how encountering target vocabulary within meaningful sentences helps learners infer and internalize word meaning more effectively. Exposure to words within sentences, stories, and conversations enables learners to understand their meanings, nuances, and appropriate applications. For example, encountering the word "illuminate" in the sentence, "The streetlights illuminate the dark alley," helps learners infer its meaning as "to light up." This approach encourages active learning by enabling students to deduce meanings through context clues, such as synonyms, antonyms, and surrounding phrases.

Challenges in Vocabulary Learning

Students often encounter various challenges when learning vocabulary, particularly in understanding word relationships, word meanings, and word usage. One major difficulty is distinguishing between synonyms and antonyms with subtle differences in meaning. For example, while "big" and "enormous" are synonyms, they convey different levels of intensity, which can lead to incorrect usage. Similarly, antonyms pose a challenge when words have multiple meanings; for instance, the opposite of "light" could be "dark" in one context but "heavy" in another. Research supports these observations from the study of Harselina et al. (2024) found that university students encountered significant difficulties in vocabulary mastery, particularly with prepositions, verbs, and pronouns, indicating challenges in understanding word relationships and usage.

Additionally, Salwa and Bahri (2023) reported that eleventh-grade students faced problems in pronunciation, spelling, and meaning, highlighting the complexities in grasping word nuances. Another significant issue is word usage, as words often change meaning depending on context. Homonyms, idiomatic expressions, and collocations further complicate vocabulary learning, making it difficult for students to use words naturally. Without consistent exposure and practice, learners tend to rely on direct translation from their native language, leading to awkward sentence constructions. Effective vocabulary acquisition requires more than memorization; it demands an understanding of how words function in different linguistic contexts. Contextual learning through reading, interactive exercises, and real-life applications is crucial for vocabulary retention and effective language use.

Social Interaction Model in Education

Social interaction is the crucial key of all social life; without social interaction, it is an impossibility to live a life altogether because it contributes to our well-being through interaction with individuals or other groups of people (Apriliyanto & Saputro, 2018). Support from teachers, involvement from parents, and peer interactions are social factors that can encourage and motivate students to improve their English language performance. Since vocabulary is at the core of English language learning, teachers must implement instructional strategies that facilitate meaningful vocabulary acquisition. One such strategy is the Social Interaction Model, which emphasizes the role of peer collaboration and communication in vocabulary development.

The Social Interaction Model is an instructional approach that promotes student-centered learning through small group discussions, role-playing, and collaborative problem-solving. According to Sam El, Thangsathirasima, and Srisuruk (2021) indicates that teaching English using the Social Interaction Model can significantly enhance students' motivation to learn the language. Additionally, studies grounded in Vygotsky's sociocultural theory (1978) emphasizes the importance of peer collaboration and communication in vocabulary development. For instance, peer-work activities have been shown to foster language growth by creating opportunities for learners to engage in meaningful interactions. Asih (2022) further highlights that positive peer relationships enhance collaborative learning, enabling students to support one another in understanding and applying new vocabulary.

Role of Social Interaction in Language Development

The Social Interaction Model has several cognitive, affective, and linguistic benefits. Cognitively, it promotes higher-order thinking skills, problem-solving, creativity, and critical thinking (Chadha, 2019). Peer interaction enhances learning outcomes by allowing students to share insights and perspectives, resulting in a more profound understanding of vocabulary usage. Recent studies have shown that students engaged in peer interaction receive valuable feedback, improving their vocabulary retention and application (Valero Haro et al., 2023; Bellhäuser et al., 2022).

Furthermore, peer discussion facilitates greater motivation and confidence in language learning. When students feel socially connected, they are more likely to engage in learning activities and persist in overcoming language challenges. Affective benefits of the Social Interaction Model include increased student motivation, confidence, and emotional well-being. Language learning becomes more engaging when students interact with peers, as it creates a supportive environment that reduces anxiety and fosters language development.

Additionally, linguistic benefits are evident in improved vocabulary acquisition, fluency, and communication skills. Through social interactions, students practice and refine their language use, allowing them to gain a more profound understanding of words in real-life contexts.

Synthesis: Previous studies consistently emphasized the vital role of vocabulary in second language learning, highlighting that a strong vocabulary foundation significantly influences students' reading comprehension, speaking fluency, and overall language proficiency. Researchers such as Al-Khasawneh (2019) and González-Fernández (2024) established that vocabulary breadth and spoken word knowledge are strong predictors of comprehension and communication. Similarly, the present study aligned with these findings, demonstrating that enhancing vocabulary directly contributes to improved language skills among learners. A clear similarity across the reviewed literature and this study lies in the recognition that contextual and meaningful vocabulary instruction is more effective than rote memorization. Studies by Afzal (2019) and Harselina et al (2024) noted that learners struggle with vocabulary retention, especially with synonyms, antonyms, and word usage, unless they are exposed to words through practical, engaging, and contextualized activities. This finding complements the current study's approach, which used the Modified Social Interaction Model to provide learners with interactive, socially driven learning experiences that helped reinforce vocabulary concepts in real-life contexts.

Another shared finding is the importance of social interaction in language development. Drawing from Vygotsky's sociocultural theory, studies by Sam El et al. (2021) and Asih (2022) supported the idea that peer collaboration and teacher-guided discussions improve vocabulary acquisition. The present study echoed this, showing that students demonstrated significant gains—particularly in word usage, synonyms, and word meaning—after learning in a socially interactive environment.

However, a difference can be observed in terms of methodological focus. While many previous studies explored vocabulary development through traditional instruction, dictionary use, and structured vocabulary lists, the current study specifically adapted and modified the Social Interaction Model to suit the vocabulary needs of Grade 7 learners in the Philippine context. This modification included structured group work, real-life language tasks, and contextual vocabulary practice, setting the study apart in its practical application of sociocultural principles to vocabulary instruction.

Thus, the present study supports and builds upon the existing body of research by affirming that vocabulary acquisition is best facilitated through interactive, context-rich, and socially engaging methods. At the same time, it contributes uniquely by adapting the Social Interaction Model into a modified framework tailored to the needs of junior high school students, showing measurable improvements in vocabulary skills within a real classroom setting.

3. THEORETICAL FRAMEWORK

The theoretical foundation of this study was built upon Lev Vygotsky the "Sociocultural Interaction Theory" as cited by Alkhudiry (2022) how Vygotsky's ideas underpin collaborative practices in L2 learning. From early childhood, individuals begin to make sense of the world by interacting with people around them, using language as a tool for thought and understanding. In this view, learning is most effective when it happens within a social context, where learners are actively engaged in dialogue, shared activities, and mutual problem-solving. Applying this to second language learning, the theory suggests that students benefit significantly when they work together—whether through discussions, group tasks, or peer feedback—because these interactions help them bridge gaps in their understanding. The support learners receive from more knowledgeable peers or teachers what Vygotsky referred to as the Zone of Proximal Development (ZPD) enables them to perform tasks they may not yet be able to accomplish alone.

Building on Vygotsky's foundation, Jerome Bruner further argued that while learners are naturally equipped to acquire language, they need meaningful and sustained interaction with others to reach their full potential. For Bruner, scaffolding—a process where learners are guided through learning tasks with strategic support was key to language growth. Together, these ideas suggest that vocabulary and overall language proficiency are best developed in environments where learners engage in real communication, share ideas, and support each other's learning.

This theoretical perspective directly supports the use of the Modified Social Interaction Model in the present study, as it creates opportunities for students to learn vocabulary in authentic, cooperative contexts where meaning is constructed through social engagement.

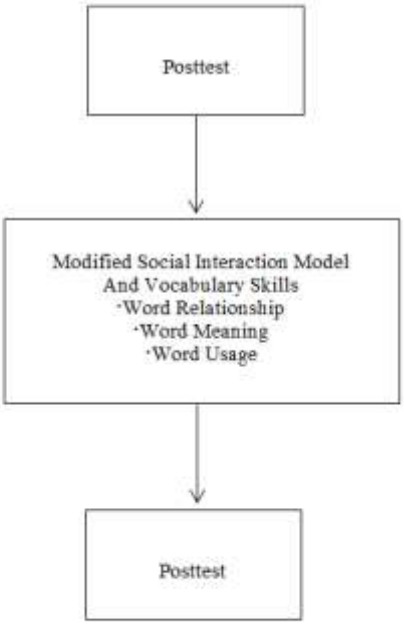

Figure 1: Research Paradigm

4. METHODOLOGY

This study employed the single-group pretest-posttest design. The design was commonly used in classroom-based research to evaluate the effect of new teaching strategies or instructional materials, Anderson and Chiasson (2021). They emphasize that although this design lacks a control group, it remains a practical and insightful approach for educators seeking to assess student learning outcomes in real-world classroom contexts. The researchers highlight the importance of using consistent assessment tools and clearly defined instructional interventions to ensure the reliability of the results.

The design allows for the observation of grade 7 students' vocabulary gains after being exposed to the Modified Social Interaction Model. By comparing the pretest and posttest scores, the study captures the potential influence of interactive and scaffolded learning experiences on vocabulary acquisition.

4.1 Research Environment

The study was conducted at Malimono National High School, a public secondary school situated in San Isidro, Malimono, Surigao del Norte, Philippines. The school was equipped with standard classrooms and instructional materials that supported the implementation of interactive and collaborative learning strategies. This setting provided both accessibility and a sense of familiarity for the respondents, helping to foster an environment that was conducive to learning and active engagement.

Malimono National High School served as a suitable research site because of its diverse student population and its strong commitment to delivering quality education. It offered an authentic context for exploring the effectiveness of the Modified Social Interaction Model in enhancing vocabulary skills among Grade 7 learners. During the conduct of the study, the school adhered to the national curriculum prescribed by the Department of Education (DepEd), ensuring that the instructional content aligned with the standard learning competencies.

4.2 Research Respondents

The respondents of this study were the 35 Grade 7 students of Malimono National High School. These students were presently enrolled this S.Y. 2024-2025. One section was purposively selected for the study as the single-group (receiving Modified Social Interaction Model). Since the population size is 54, random sample of 35 students was selected as respondents.

To ensure fairness and objectivity in the selection process, the researcher employed a random selection method through a draw-by-lot technique. Each student's name was written on an identical piece of paper and placed into two separate containers according to sex—one for males and another for females. From each container, names were randomly drawn until the target number of male and female respondents was reached. This approach allowed every student an equal chance of being included in the study, avoiding any form of bias.

4.3 Research Instrument

The research instrument for this study consisted of a pre-test and post-test designed to assess students' vocabulary skills before and after the intervention. This study used researcher-made test-items. The process began with the administration of a researcher-made pretest, which aimed to determine the baseline vocabulary proficiency of Grade 7 students. The pretest consisted of 40 multiple-choice items divided into four categories: 10 items focused on synonyms, 10 on antonyms, 10 on word meaning, and 10 on word usage.

The items were carefully crafted and aligned with a Table of Specifications (TOS) to ensure content validity. The TOS guided the distribution of questions across different cognitive domains—remembering, understanding, applying, analyzing, and evaluating—based on Bloom's taxonomy. This helped maintain a balanced assessment that reflected the vocabulary learning competencies expected at the Grade 7 level.

Prior to implementation, the test underwent a validation process by language experts to ensure clarity, appropriateness, and alignment with the DepEd curriculum standards. Revisions were made based on the feedback provided to enhance the test's reliability and content accuracy.

Following the pretest, a series of lessons incorporating the Modified Social Interaction Model (SIM) were conducted. These lessons drew content from Department of Education-approved teaching guides - the grade 7 English books, particularly focusing on Philippine literature topics such as "My Father Goes to Court," "Footnote to Youth," "Why Women Wash Dishes," "The Centipede". These literary texts served as contextual materials to introduce and reinforce vocabulary in meaningful and engaging ways. After the intervention, the same set of test items was re-administered as the posttest. This allowed the researcher to compare the results and measure the effectiveness of the Modified Social Interaction Model in improving vocabulary skills.

Validity. The validity of the research instruments is ensured by the application of the series of corrections from the thesis adviser and members of the panel. Their comments and suggestions were taken account to make the instrument valid.

5. DATA ANALYSIS

Mean, Standard Deviation, and Percentage. These tools were used to describe the level of vocabulary skills of the respondents in in the pre and posttest before and after exposure to instruction using modified social interaction model. In particular, these tools were used to answer the research question 1.

Paired Samples t-test. This was used to analyze the level of vocabulary skills of the students before and after using modified social interaction model instruction. Specifically, this tool was used to answer the research question 2.

One Sample t-test. This was used to analyze the significant improvement in the level of vocabulary skills of the students before and after using modified social interaction model instruction. This tool particularly answered research question 3.

Level of Vocabulary Skills. The level of vocabulary skills before and after using the modified social interaction model instruction were described using the mean, standard deviation, and percentages. The description of student performance in this study followed the assessment guidelines set by the Department of Education (DepEd), as outlined in DepEd Order No. 8, series of 2015. Based on these standards, learners who scored between 90 to 100 percent were classified under the "Outstanding" category. Those who obtained scores ranging from 85 to 89 percent were labeled as "Very Satisfactory," while scores between 80 to 84 percent fell under the "Satisfactory" level. Students who achieved between 75 to 79 percent were considered "Fairly Satisfactory." Meanwhile, learners who scored below 75 percent were identified as having "Did Not Meet Expectations." These performance descriptors served as the basis for interpreting both pretest and posttest results, ensuring consistency with national assessment policies.

6. RESULTS AND DISCUSSION

Table 3 presented the Level of Respondents' Vocabulary Skills before and after using the modified social interaction model instruction. Across the lessons, students' mean scores from pre-test to post-test increased. The pre-test mean score for Synonym was 5.77 out of 10 points, categorized as Did Not Meet Expectations (DNME), and interpreted as

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 07, July 2025, pp : 886-896
www.ijprems.com
editor@ijprems.com
e-ISSN : 2583-1062
Impact Factor : 7.001

Poor. During the post-test, it increased to a mean score of 7.57, categorized as Very Satisfactory (VS), and interpreted as Very Good. There is increase in the raw score and a leap from Did Not Meet Expectations (DNME) to Very Satisfactory (VS). This shows that the students gained knowledge on the topics being discussed since there is an increase of the mean scores from pretest to posttest.

It can be gleaned from Table 3 that the pretest has better mean score of 4.14 for antonym compared to the posttest mean score of 4.29. After the students were exposed to modified social interaction model, the result is better.

Table 1: Level of Respondents' Vocabulary Skills

Lesson	Test Period	Mean	SD	Qualitative Description	Verbal Interpretation
Word Relationship (Synonym)	Pre-test	5.77	2.04	Did Not Meet Expectation	Poor
	Post-test	7.57	1.24	Very S Satisfactory	Very Good
Word Relationship (Antonym)	Pre-test	4.14	1.85	Did Not Meet Expectation	Poor
	Post-test	4.29	1.78	Did Not Meet Expectation	Poor
Word Meaning	Pre-test	4.49	2.78	Did Not Meet Expectation	Poor
	Post-test	6.51	2.79	Fairly Satisfactory	Needs Improvement
Word Usage	Pre-test	4.11	1.91	Did Not Meet Expectation	Poor
	Post-test	6.8	2.6	Satisfactory	Good
Total Score	Pre-test	18.51	6.33	Did Not Meet Expectation	Poor
	Post-test	25.17	6.15	Fairly Satisfactory	Needs Improvement

Legend: 90-100% (Outstanding)-5 (Excellent), 85-89% (Very Satisfactory)-4 (Very Good),80-84% (Satisfactory)-3 (Good), 75-79% (Fairly Satisfactory)-2 (Needs Improvement), Below 75% (Did Not Meet Expectations)-1 (Poor)

Although both categorized as Did Not Meet Expectations (DNME), and interpreted as Poor; but the pretest manifests lesser mean score as compared to the mean score in the posttest. This simply manifests that using modified social interaction model can boost the learning achievement to the students in improving vocabulary skills particularly in antonyms. It was observed during the conduct of the study that the students were more active and participative because they were busy enjoying doing task in the learning activity. According to Ribeiro-Silva et al. (2022) conducted a literature review on active learning in higher education and reported that movement-based and playful activities led students to engage more deeply, participate eagerly, and enjoy the learning process

Word Meaning showed promising improvement, increasing from a pre-test mean of 4.49 (SD = 2.78) to a post-test mean of 6.51 (SD = 2.79). The qualitative description changed from Did Not Meet Expectation to Fairly Satisfactory, and the interpretation improved from Poor to Needs Improvement. Although the category still indicated room for growth, the results suggested a positive impact of the intervention.

For Word Usage, the students' scores increased from a mean of 4.11 (SD = 1.91) to 6.80 (SD = 2.60), resulting in a qualitative leap from Did Not Meet Expectation to Satisfactory, and a verbal interpretation upgrade from Poor to Good. This component showed a strong response to the intervention. This means that modified social interaction model emphasizes interactive learning, where students engage in discussions, collaborative tasks, and contextual usage of vocabulary. This approach aligns with findings from Austria and Velasco (2023), who reported significant improvements in vocabulary skills among Grade 7 students after employing interactive learning strategies such as word games and contextual activities. The study highlighted that such methods cater to students' specific learning needs, leading to enhanced vocabulary acquisition.

Significant Difference in the Level of Vocabulary Skills

The significant difference in the level of vocabulary skills using the modified social interaction model instruction were analyzed using the paired samples t-test. Table 4 presented that across all lessons, there existed statistically significant differences in the students test scores from pre-test to post-test. Specifically, in synonyms, the t-statistic of 6.711 with a p-value less than .001 indicates that the null hypothesis was rejected. This implies further that there is a significant increase in students' level of vocabulary skills after using the modified social interaction model instruction.

The computed effect size ($\eta^2 = 1.134$) suggests a large effect, indicating that the use of the modified social interaction model instruction significantly influenced students' acquisition of vocabulary skills. In contrast, the result for antonyms shows a t-statistic of 0.508 with a p-value of 0.615, which is not statistically significant. This led to the non-rejection of the null hypothesis, indicating no meaningful improvement in students' performance in this specific area. The corresponding effect size ($\eta^2 = 0.086$) confirms that the impact was minimal.

Table 2: Paired Samples t-Test Results for Pre- and Posttest Scores in Vocabulary Skills Using Modified Social Interaction Model Instruction

Lesson	Student's t statistic	p	Interpretation	Decision	Effect Size (η^2)
Word Relationship (Synonym)	6.711	< .001	Significant	Reject Ho	1.134
Word Relationship (Antonym)	0.508	0.615	Not Significant	Do not reject Ho	0.086
Word Meaning	3.663	< .001	Significant	Reject Ho	0.619
Word Usage	6.694	< .001	Significant	Reject Ho	1.132
Total	9.829	< .001	Significant	Reject Ho	1.661

Note. $0.20 \leq \eta^2 \leq 0.50$:(small effect), $0.50 \leq \eta^2 \leq 0.80$: (medium effect)

For the word meaning, a t-statistic of 3.663 and a p-value of < .001 resulted in the rejection of the null hypothesis, suggesting a statistically significant gain in students' understanding of word meanings following the instruction. The effect size ($\eta^2 = 0.619$) reflects a moderate to large effect, indicating the model was quite effective in this aspect of vocabulary development.

Similarly, the word usage recorded a t-statistic of 6.694 with a p-value less than .001, again leading to the rejection of the null hypothesis. This means there was a notable improvement in students' ability to apply vocabulary in appropriate contexts after using the instructional model. The effect size ($\eta^2 = 1.132$) also reflects a large effect, reinforcing the effectiveness of the intervention.

Finally, the total score across all lessons yielded a t-statistic of 9.829 with a p-value of < .001, indicating a highly significant difference from pre-test to post-test scores. The null hypothesis was rejected, and the overall effect size ($\eta^2 = 1.661$) is considered very large, demonstrating that the modified social interaction model instruction had a substantial and positive impact on the overall vocabulary skills of the students. This means further that using modified SIM made students improved vocabulary skills because it offers knowledge and information

about the subject matter. Research supports the efficacy of such interactive and context-rich instructional approaches. This is supported by the study of Cervetti et al. (2023) conducted a meta-analysis examining the impact of vocabulary instruction on vocabulary knowledge and skill. Their findings indicate that interventions involving direct teaching of academic vocabulary and strategies to determine the meaning of unknown words significantly develop students' abilities to infer new word meanings and build overall vocabulary knowledge. Thus, the use of modified SIM proves to be more effective.

Significant Improvement in the Level of Vocabulary Skills

The significant improvement in the level of vocabulary skills using the modified social interaction model instruction was determined by the average learning gains across the lessons. The average learning gains denote the overall improvement in students' knowledge, skills, or performance after an instructional intervention, which provide a quantifiable measure of how much students have improved compared to their starting point. They are typically done by subtracting the students' post-test and pre-test scores.

Table 5 presented the average learning gains for each of the lessons following the implementation of the modified social interaction model instruction. The average gain scores demonstrate a progressive improvement in students' vocabulary skills from word relationship, word meaning, and word usage.

At the start of the implementation of modified social interaction model instruction, a mean gain score of 1.80 (synonym) and 0.14 (antonym) for Word Relationship, representing 19.43 percentage points was observed. The mean gain score increased to 2.03 points (20.29%) in Word Meaning, and finally another increase to 2.69 points (26.86%) in Word Usage. These increases show a constant increasing trend in the students' vocabulary skills, suggesting that the use of the modified social interaction model instruction became more and more influential as the lessons progressed.

The one-sample t-tests presented in Table 5 further confirm the statistical implication of these average gains. There existed significant differences in the students' vocabulary skills, specifically in synonym, word meaning, and word usage ($p < .001$), with large effect sizes for synonym and word usage ($\eta^2 = 1.134$, and 1.132).

Table 3: Average Gains in Vocabulary Skills

Lesson	Mean Gain Score	SD	% Gain
Word Relationship (Synonym)	1.80	1.59	18.00%
Word Relationship (Antonym)	0.14	1.67	1.43%
Word Meaning	2.03	3.28	20.29%
Word Usage	2.69	2.37	26.86%
Total	6.66	4.01	16.64%

A medium effect size can be observed with word meaning of having 0.619 effect size. The medium to large effect sizes indicate that the use of the modified social interaction model instruction significantly influenced students' acquisition of vocabulary skills in word relationship (synonym), word meaning, and word usage. This means further that the progressive improvement in students' vocabulary acquisition can be attributed to the core principles of the Modified Social Interaction Model (SIM), which fosters active, contextualized, and collaborative learning environments. Research supports the efficacy of cooperative learning strategies in enhancing vocabulary acquisition. For instance, Miyasako (2022) conducted a meta-study on cooperative learning in English language teaching and found that cooperative learning is effective in improving English proficiency, particularly in the development of speaking and vocabulary skills.

However, the use of the modified social interaction model instruction did not show statistically significant improvement for antonym. This means that the lack of significant improvement in students' understanding of antonyms following the implementation of the modified social interaction model instruction may be attributed to the inherent complexity of antonym relationships. Unlike synonyms, which often share similar contexts and can be learned through association, antonyms require learners to grasp contrasting concepts, which can be more abstract and less intuitive. This complexity can make it challenging for students to internalize antonym pairs through social interaction alone.

Research by Zarei and Esmaeili (2015) supports this notion, indicating that integrated vocabulary instruction, which combines various teaching methods, is more effective for long-term vocabulary comprehension than isolated or single-method approaches.

Table 6: One Sample t-Test Results for Mean Gains in Vocabulary Skills Using Modified Social Interaction Model Instruction

Lesson	S Student's t s Statistic	p	Interpretation	Decision	E Effect Size
Synonym	6.711	< .001	Significant	R Reject Ho	1.134
Antonym	0.508	0.615	Not Significant	Do not reject Ho	0.086

IJPREMS
www.ijprems.com
editor@ijprems.com
INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 07, July 2025, pp : 886-896
e-ISSN : 2583-1062
Impact Factor : 7.001

Word Meaning	3.663	< .001	Significant	R Reject Ho	0.619
Word Usage	6.694	< .001	Significant	Reject Ho	1.132
Total	9.829	< .001	Significant	Reject Ho	1.661

Note. $0.20 \leq \eta^2 \leq 0.50$:(small effect), $0.50 \leq \eta^2 \leq 0.80$: (medium effect), $\eta^2 \geq 0.80$: (large effect) (Cohen, 2013)

Therefore, relying solely on modified social interaction strategies may not sufficiently address the nuances involved in learning antonyms. Incorporating diverse instructional methods, such as explicit teaching and contextual analysis, could enhance students' ability to understand and use antonyms effectively. Ong & Padilla (2020, cited in 2022) investigated the effects of explicit contextual and morphemic analysis instruction on vocabulary and reading comprehension among Grade 4 students in the Philippines. They concluded that teaching vocabulary through context clues alongside direct instruction significantly enhanced students' comprehension of nuanced word meanings, especially when identifying antonyms in texts.

7. CONCLUSION

Based on the findings of the study, it was concluded that grade 7 students showed noticeable improvement in their vocabulary skills after using modified social interaction model. The most significant gains were observed in word usage and word meaning, while moderate progress was seen in understanding synonyms. However, minimal improvement was noted in antonyms, suggesting a need for more focused instruction in that area. Overall, the results confirmed that the strategy used contributed positively to enhancing students' vocabulary performance

8. REFERENCES

[1] Afzal, N. (2019). A study on vocabulary-learning problems encountered by BA English majors at the university level of education. Arab World English Journal, 10(3), 81–98. Retrieved from https://dx.doi.org/10.24093/awej/vol10no3.6

[2] Al-Khasawneh, F. (2019). The impact of vocabulary knowledge on the reading comprehension of Saudi EFL learners. Journal of Language and Education, 5(3), 24–34. Retrieved from https://doi.org/10.17323/jle.2019.8822

[3] Alkhudiry, R. (2022). The contribution of Vygotsky's sociocultural theory in mediating L2 knowledge co-construction. Retrieved from https://doi.org/10.17507/tpls.1210.19

[4] Anderson, R., & Chiasson, K. (2021). Measuring student learning in single-group pretest–posttest designs: Evaluating the impact of digital instructional tools. Journal of Educational Research and Practice, 11(2), 34–45. Retrieved from https://doi.org/10.5590/JERAP.2021.11.2.03

[5] Apriliyanto, B., & Saputro, D. R. S. (2018). Student's social interaction in mathematics learning. Journal of Physics: Conference Series, 983(1), 012130.

[6] Asih, S. S., Setyaningsih, K., & Murtopo, A. (2022). Hubungan interaksi teman sebaya dengan perilaku sosial pada anak usia 4-6 tahun di RA An-Naba Banyuasin. ULIL ALBAB: Jurnal Ilmiah Multidisiplin, 1(4), 712–727.

[7] Austria, M. J. C., & Velasco, C. Q. (2023). Interactive learning strategies and the vocabulary knowledge of grade seven students. International Journal of Social Science, Humanity & Management Research, 2(7), 1–10. Retrieved from https://ijsshmr.com/v2i7/14.php

[8] Bubchaiya, N., & Sukying, A. (2022). The effect of word-part strategy instruction on vocabulary knowledge of Thai primary school learners. Journal of Education and Learning, 11(5), 70–85. Retrieved from https://doi.org/10.5539/jel.v11n5p70

[9] Cervetti, G. N., Fitzgerald, M. S., Hiebert, E. H., & Hebert, M. (2023). Meta-analysis examining the impact of vocabulary instruction on vocabulary knowledge and skill. Reading Psychology, 44(6), 672–709. Retrieved from https://doi.org/10.1080/02702711.2023.2179146

[10] González-Fernández, B. (2024). How is vocabulary learnt? An acquisitional sequence of L2 word knowledge. TESOL Quarterly. https://doi.org/10.1002/tesq.3342

[11] Hằng, P. T., & Du, N. T. (2021). High school students' attitudes towards the use of a synonym and antonym dictionary in learning vocabulary. TNU Journal of Science and Technology, 226(13), 109–117. Retrieved from https://doi.org/10.34238/tnu-jst.5034

[12] Hapsari, A. (2019). Language learning strategies in English language learning: A survey study. Lingua Pedagogia: Journal of English Teaching Studies, 1(1).

[13] Harselina, H., Idayani, A., & Sailun, B. (2024). Students' difficulties with vocabulary mastery in English language education at the university level. J-SHMIC: Journal of English for Academic, 11(2), 120–134. Retrieved from https://doi.org/10.25299/jshmic.2024.vol11(2).18668

[14] Kuo, L.-J., & Hirsch, J. S. (2022). Contextual inference supports robust vocabulary learning during reading: Evidence from retrieval-based and inference-based learning. Journal of Experimental Psychology: Learning, Memory, and Cognition, 48(7), 1005–1020. Retrieved from https://doi.org/10.1037/xlm0001061

[15] Miyasako, N. (2022). A meta-study of cooperative learning in TEFL. International Journal of Curriculum Development and Practice, 25(1), 1–13. Retrieved from https://doi.org/10.18993/jcrdaen.25.1_1

[16] Mutiara, H., & Ardiana, A. (2022). Analysis of English teachers' strategies and perception in teaching speaking online at SMPN 1 Sengkang. Edumaspul: Jurnal Pendidikan, 6(2), 2071–2075.

[17] Ong, C. G., Taglucop, L., & Fermano, J. C. (2021). Assessment of the basic education reading curriculum in Northern Mindanao. Science International, 33(5), 317–319.

[18] Ong, C. M., & Padilla, R. G. (2020). Explicit contextual and morphemic analysis instruction: Vocabulary and reading comprehension among Grade Four students. Retrieved from https://www.researchgate.net/publication/361937977

[19] R Core Team. (2021). R: A language and environment for statistical computing (Version 4.1) [Computer software]. https://cran.r-project.org

[20] Ribeiro Silva, R. D., Corrêa, M. R., & Moraes, R. M. (2022). Active learning methodologies in higher education: A systematic literature review. Education Sciences, 12(2), 95. Retrieved from https://doi.org/10.3390/educsci12020095

[21] Rogers, J., & Reversz, A. (2005). Experimental and quasi-experimental designs. In The Routledge Handbook of Research Methods in Applied Linguistics (pp. 1–11). https://doi.org/10.1103/PhysRevB.72.235418

[22] Salwa, S., & Bahri, S. Y. (2023). Students' difficulties in learning vocabulary. Research in English and Education Journal, 8(1), 1–10. Retrieved from https://jim.usk.ac.id/READ/article/view/32921/0

[23] Sam El, P., Thangsathirasima, S., & Srisuruk, P. (2021). The effect of teaching English with the social interaction model on students' motivation of English language learning in fourth grade Thai students. Journal of Education Studies, 49(4). Retrieved from https://doi.org/10.14456/educu.2021.71

[24] Simamora, M. W. B., & Oktaviani, L. (2020). What is your favorite movie? A strategy of English education students to improve English vocabulary. Journal of English Language Teaching and Learning, 1(2), 44–49.

[25] The jamovi project. (2022). jamovi (Version 2.3) [Computer software]. https://www.jamovi.org

[26] Uchihara, T., & Clenton, J. (2022). The role of spoken vocabulary knowledge in second language speaking proficiency. Language Learning Journal, 51(4). Retrieved from https://doi.org/10.1080/09571736.2022.2080856

[27] Vygotsky, L. S. (1987). The collected works of L. S. Vygotsky: The fundamentals of defectology (Vol. 2). Springer Science & Business Media.

[28] Zarei, A. A., & Esmaeili, S. (2015). The effects of isolated, integrated and synonym generation techniques on L2 vocabulary learning. Research Journal of Educational Studies and Review, 1(4), 98–105. Retrieved from https://www.researchgate.net/publication/312470725