

CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the research. It covers seven parts. They are background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research and definition of key terms of the research. This chapter gives the general reason why the researcher chooses this topic.

A. Background of the Problem

English is a global language for international communication. Foreigners are mostly using English to connect with other people. It meant that English is very necessary and useful to learn. If we cannot speak English well, we cannot interact with people all over the world. It supported by Jannah (2020:79) states vocabulary refers to words the reader needs to know to communicate with others. Learning a foreign language In Indonesia, especially English, students are expected to master four language skills namely listening, speaking, reading, and writing. Meanwhile to master those skills students must first learn the language components; there are vocabulary, grammar, and pronunciation.

In this case, vocabulary is the most essential component of foreign language learning. As Thornbury (2002:13) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, it can be concluded that without vocabulary someone cannot convey anything. Therefore, learning a language can be started by learning the vocabulary first. Because of

without having a lot of vocabulary, learners will find it difficult to master the language skills. Moreover, Donal (2012) argues that vocabulary plays a very important role in developing the four language skills. In the teaching and learning process, the students who have limited vocabulary will get the inability to understand the English material such as reading a text, writing a text, understanding the book instructions, and many others. A text cannot be understood by students unless they understand the words commonly used in teaching English. To build good English, students must have a good quality vocabulary.

Nowadays, most of the students were weak in vocabulary mastery. Without a proportional amount of vocabulary, they were not interested in learning English. According to Brummer and Meccaca (2013:29) argues that vocabulary is a list of words ready for use in one's speech and writing. It meant that to write a text or delivers a speech students had to prepare a lot of vocabulary to reveal their idea. Limited vocabulary was one of the problems that must be solved in school. Because English is one of the subjects used as a graduation standard for students thus the students must get higher scores in English subjects. English has recently been taught in Junior High Schools. So that students who have just graduated from elementary school have difficulty understanding English subjects. It is because they do not have sufficient vocabulary. It is supported by what Alqahtani (2015:22) says the achieving students possess the most sufficient vocabulary. It means that the more vocabulary they have, they will be more successful in English subjects.

The researcher has interviewed the teacher and several students of MTs Bahrul Ulum. The teacher said that the situation of eight classes when studying English in the classroom both male and female class were quite enthusiastic. Because the teacher not only focused on the material, sometimes she gave a story related to daily life to add their list of words. From a story, students could get a new vocabulary. Their vocabulary was very limited only about 40% of them understand the meaning of a word or sentence. This was because students were still confused about this word including an adjective, verb, noun, etc, and the teacher's way to improved students' vocabulary only repeating words example "are you full? "are you sleeping? So they remembered it. The researcher also interviewed several students; they felt difficult to memorize some words in English.

In this case, some students had limited vocabulary; only about 40% of them understand the meaning of a word or sentence and they did not know the kinds of the word (adjective, verb, noun, etc). It meant that teacher need a strategy to helped students in learning English especially to improve their vocabulary. The strategy could make students know kinds of the word also. Without knowing it the students of MTs Bahrul Ulum found it difficult to comprehend the material. One of the effective ways that assumed to help students was frayer model strategy.

According to Estacio & Martinez (2017:38), Frayer Model is a visual graphic organizer that helps students select and organize information related to a key concept. The graphic organizer consists of four parts, namely definitions, characteristics or facts, examples (synonym), and non-examples (antonym) of the

word. Therefore, frayer model was very beneficial for students to develop their vocabulary knowledge and it could help them to memorize the word.

Based on the problems above, the researcher was interested to conduct a research entitled was *“The Effect of Using Frayer Model Strategy on Students’ Vocabulary Mastery in Recount Text at The Eighth Grade of MTs Bahrul Ulum”*

B. Setting of the Problem

Based on the background above, the researcher identified problems faced by the eighth grade students at MTs Bahrul Ulum. It could be identified as follows:

1. Their vocabulary was very limited only about 40% of them understand the meaning of a word or sentence.
2. Students were still confused about this word including adjective, verb, noun, etc.
3. The teacher’s way to improved students’ vocabulary only by repeating the word. For the example “are you full? “are you sleeping? So that, they remembered it.

C. Limitation of the Problem

In order to avoid misinterpretation of the problem, the researcher wanted to limit the scope of the research. In this research the researcher focused on the achievement of students’ vocabulary in teaching English especially in the part of

speech; verb, and adjective in recount text by using Frayer Model strategy. The researcher focused on the eighth grade of MTs Bahrul Ulum.

D. Formulation of the Problem

The formulation of the Research: Is there any significant effect of using Frayer Model strategy on students' vocabulary mastery in recount text at the eighth grade students of MTs Bahrul Ulum?

E. Purpose of the Research

The purpose of this research is the researcher wants to find out: Whether there is or no significant effect of using Frayer Model strategy on the students' vocabulary mastery in recount text at the eighth grade students of MTs Bahrul Ulum.

F. Significance of the Research

This research was expected to provide more benefits for students, teachers, and the next researcher.

1. The students

To help students improve their vocabulary mastery after being taught by using Frayer Model strategy and they could be more active in learning English subjects.

2. The Teacher

To provide, additional information about the use of various strategies or media in the learning process to helped students' vocabulary mastery.

3. Next researcher

Those who are interested in this research find the information about learning vocabulary by using Frayer Model strategy and it can be used as a reference for other researchers who want to conduct research on the same topic and objectives.

G. Definition of Key Terms

To understand this research comprehensively, the following terms are used in this research:

1. Vocabulary: According to Tankersley (2005:66) says that vocabulary consists of the words that we understand and can actively listen, speak, read, or write
2. Frayer Model: According to Tankersley (2005:98) says the frayer model is used to identify and define unfamiliar word, for every word, Frayer model asks students to write down a definition and lists of characteristics, examples, and non examples.
3. Recount Text: According to Hyland (2004:29) said that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about review of related theories, review of related finding, conceptual framework, and hypothesis. Review of related theories consists of the nature of vocabulary; definition of vocabulary, kinds of vocabulary, the importance of teaching vocabulary. The nature of frayer model; definition of frayer model, the effect of using frayer model, procedures of frayer model and frayer model examples.

A. Review of Related Theories

1. Nature of Vocabulary

1.1 Definition of Vocabulary

Language is an essential of communication for all human activities in this world. When to start a conversation we should have a few words to say. Therefore, one of the keys to learning a language is the person must learn the vocabulary first. We need vocabulary not only for communication (speaking), but we need it for all aspects that support us in language learning. Vocabulary is the number of words that have meaning, it is used by people to convey information both oral and written.

There are several interpretations given by experts on vocabulary. According to Tankersley (2005:66) says that vocabulary consists of the words that we understand and can actively listen to, speak, read, or write. It means that we need a vocabulary to help us understand and master the language skills within a

language. Furthermore, Linse (2005:121) argues that vocabulary is the collection of words that an individual knows. The more words we know, it will be easier to learn a language.

In addition, Kusuma, Adnyani, Taharyanti (2017:69) define that vocabulary as the basic component of the language which makes the language becomes so useful for communication. It means that vocabulary is very useful for us to communicate with other people. Without knowing the meaning of the word, the person cannot use it to express themselves in certain situations. In other words, we are lack of getting information well if we do not have sufficient vocabulary.

Additionally, Ur Penny (1996:60) asserts that vocabulary can be defined as the words we teach in a foreign language. It means that when learning a foreign language, we have to learn vocabulary first because it will make us easier to understand it. Based on the definitions above, it can be concluded that vocabulary has a big role in a language especially in connecting four language skills namely, speaking, writing, reading, and listening. Language learners must master their vocabulary. People who have limited vocabulary will have difficulty communicating with others.

1.2 Kinds of Vocabulary

After we have many words in a language, we also have to know what kinds of the word in a language, especially in English. Vocabulary has several kinds that need to be learned. There are kinds of vocabulary that are explained by

the experts. One of the explanations is explained by Thornbury (2002:4) he classifies into eight-word classes such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and determiners. Usually, we call parts of speech. Those can describe as follows:

A noun is a word that refers to name a person, a place, or a thing; a quality, or an activity. A noun is one of the most important words you use when speaking and writing. For examples; Lawyer, Driver, Agnez Mo, Salman Khan, Taj Mahal, Mosque, School, Qatar, India, book, computer, chair, shoes, apple, banana etc.

An adjective is a word that describes the characteristics of a noun. For examples; pretty, soft, small, wild, wet, neat, tidy, tall, blue, green, smart, new, cheap, short, spicy, curly, colorful, etc. An adjective usually appears before the noun it describes. Sometimes, though, the adjective appears after the noun, later in the sentence.

A pronoun is a word that can be used instead of a noun to avoid monotonous repetition. There are several types of pronouns, but personal pronouns are the most commonly used. The personal pronouns are; I, me, my, mine, you, your, yours, he, him, his, she, her, hers, we, us, our, ours, they, them, their, theirs, it, its.

A verb is a word or phrase that expresses an action, an event or a state. They tell you what people, animals or things are doing. For examples; talk, sleep, fight, come, go, swim, cook, read, buy, sing, sit, run, fall, eat, walk, work, cry, study, jump, etc.

An adverb is word that adds information to a verb, adjective, phrase, or another adverb. It tells you about an action, or the way something is done. A lot of adverbs end in-ly. There are four types of adverb:

- a. Adverb of time: tomorrow, now, before, soon, etc
- b. Adverb of place: above, here, there, inside, etc
- c. Adverb of manner: loudly, carefully, well, quickly, slowly, etc
- d. Adverb of frequency: always, often, seldom, never, etc
- e. Adverb of degree: nearly, too, very, fully, almost, etc

A preposition is a word used before a noun or pronoun to show place, position, time or method. For examples; at, in, on, around, through, after, before, without, by, between, from, to, above, beside, for, until, outside, with, along, beyond, during, etc.

A conjunction is a word used to join similar elements in a sentence. These elements can be words, phrases, or sentence. For examples; and, but, or, because, not only, although, even though, so that, otherwise, therefore, also, however, thus etc.

An article (or determiner) is a word place in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

- a. Definite and Indefinite Articles: A, An, The.
- b. Demonstratives: This, That, These, Those.
- c. Quantifiers: a few, a little, much, many, a lot of, most, some, any, enough,
- d. Possessive: my, your, his, her, its, our, their.
- e. Numbers: cardinal, ordinal number

Not only Thornbury, Hatch and Brown (1995) as cited in Alqahtani (2015:25) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary:

1) Receptive vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. The receptive vocabulary is also called a passive process because the learner only receives thought to others. In short, the set of words we can give meaning when listening or reading.

2) Productive vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. Productive vocabulary can be addressed as an active process because the learners can produce the words to express their thought to others. In short, the set of words we can use when writing or speaking.

From the statements above, the researcher concludes that the vocabulary found by the learners within the receptive vocabulary and productive vocabulary are parts of speech. The vocabulary is in the form of nouns, verbs, adjectives, pronouns, prepositions, conjunctions, articles, and adverbs.

1.3 The Importance of Teaching Vocabulary

Teaching is a process of transferring knowledge from someone to another person. But here teaching vocabulary is one of the activities required for students in learning a language. In teaching English, it is suggested that teaching vocabulary should not only consist of teaching certain words but is also intended to equip students with the necessary strategies to improve their vocabulary knowledge. Moreover, Rizki, Rukmini, Sutopo (2013:130) state teaching vocabulary is one of the most important components of any language class. Because without have many lists of words students will find it difficult to understand the material taught by the teacher and also difficult to express their ideas about something they know or learn.

According to Tankersley (2005:74), teaching vocabulary in the classroom helping students expand their vocabularies in all disciplines are vital to promoting vocabulary expansion. It can be inferred that the teacher needs apply some strategies that can help her to teach vocabulary so that the students can expand their vocabulary in all knowledge. The development of teaching vocabulary depends on how the teacher provides the new word in learning vocabulary. So that, in teaching and learning vocabulary can develop students' knowledge, but students more understand by using media or fun strategy.

Additionally, Cameron (2001:75) says that teaching vocabulary focuses on helping students to build up knowledge of words also will be able to the students to use the language efficiently and successfully. From the statement above

teaching vocabulary is expected will develop students' vocabulary and they are easier use foreign language efficiently. So, using meaningful activities to practice vocabulary provides the students with opportunities to memorize the words effectively by using the appropriate strategy.

Meanwhile, Linse (2005:122) says that the strategies should also help children acquire new vocabulary words that they hear and see. Therefore, teaching vocabulary should be taught seriously with using different strategies or media, because it is the key to success in learning a language. In teaching vocabulary the teacher has to know how to teach students to make the students able to remember and can use the word based on the condition or situation. The teacher also should be a creative and innovative person to create a fun learning situation in the classroom.

Based on the explanations above, the researcher can conclude that teaching vocabulary can be presented in several ways. Teaching vocabulary is presenting lessons to students with methods, strategies, techniques. Teaching vocabulary focuses on helping students build vocabulary knowledge and being careful in teaching vocabulary so that students are comfortable, enjoy, full of enthusiasm in the learning process. In teaching vocabulary, some various strategies sometimes used to improve students vocabulary, namely:

1. Flashcard

According to Scott (2002:78-79) defines flashcards are teaching using pictures in the classroom. Flashcards can be used as one of the visual purposes to illustrate the meaning of words and they can also be used to practice words.

Additionally, flashcards are cards with pictures that teachers hold up in the class. Flashcard is useful for teaching aid and can be used as part of various activities. Flashcard is effective to help students improve vocabulary mastery, as it engages and motivates them to participate in the teaching and learning process.

2. Semantic Mapping

According to Allen (2007:97), Semantic Mapping is a teacher-directed study of a word or concept in relation to other related words and ideas. Semantic Mapping works with any word, concept, phrase, event, character, or theme. It begins with the teacher providing the word that students will be exploring. It is a visual strategy that is used for teaching and expanding vocabulary in which students categorize words related to other words. It can also be used in teaching other skills such as reading comprehension and writing because it displays the interrelationships among ideas.

3. TPS (Think Pair Share)

According to Allen (2007:105), Think-Pair-Share describes three stages for students' active learning. In the first stage, a learner works independently to *think* about a question/issue; in the second stage, the learner *pairs* with another learner to share ideas; in the final stage, two pairs of students work together to collaborate and *share* their ideas. In the vocabulary activity using this structure, students participate in those same action stages with a target vocabulary word. Think-Pair-Share is one of the types of cooperative learning strategy which allows

students to think about the question/idea and discuss with their pair and then share the result of the discussion.

4. Word Walls

According to Allen (2007:119) is a displayed collection of words that support ongoing teaching and learning in the classroom. It means that using word walls in the classroom can help a student because the word walls not just decor for the classroom but as a tool to help them from the difficulties of the lesson. A word wall is an organized collection of words displayed in large letters on a classroom wall. Seeing words on the wall helps the students become excited about words and understand that the words are important. it could be understood that word walls are designed to be a tool for students or others to use, not just a display, and contains a list of words that can be used by individuals or as a tool for cooperative learning and can be used to learn vocabulary.

5. Frayer Model

Several strategies have been used to help students learning vocabulary. This strategy uses a graphic organizer consist of four squares. Meanwhile, Allen (2007:43) frayer model is an instructional strategy teachers would use for helping students learns a new concept through the use of attributes (synonym) and no attributes (antonym). It allows students not only to determine the meaning of words but also provide their relevant characteristics, examples and non-examples. That can be used as a basis for writing. Therefore, frayer model is very beneficial for students to develop their vocabulary knowledge.

So, based on the explanation above about some various strategies are used to improve students' vocabulary. The researcher is interested to conduct the research by using frayer model as a strategy because it is beneficial for them to develop their vocabulary knowledge. Students not only get the meaning of a word, but they can expand their vocabulary mastery in writing because it provides an example (synonym) and non-example (antonym) part. Frayer Model in vocabulary instruction encourages students to use critical thinking to identify and understand the vocabulary that is not familiar to them. In short, students' memorization of the word is affected become long term-memory.

2. Nature of Frayer Model

2.1 Definition of Frayer Model

In the teaching and learning process, the teacher must prepare and find out the right strategy to apply to the students. Currently, many learning strategies have been developed in the world of education. The strategy developed is created as an alternative to assist students in learning vocabulary. One of the strategies to assist students in vocabulary mastery is called frayer model. Frayer Model is originally developed by Dorothy Frayer, Federick, and Klausmeier in 1969 at the University of Wisconsin USA. Frayer model is a strategy that can be used to teach vocabulary through graphic organizer. This strategy consists of graphic that involves four parts to make notes information related to a topic. The four graphics include the definition, characteristic or fact, examples (synonym), and non-examples (antonym) from the word.

There are several definitions of frayer model given by experts. According to Tankersley (2005:98) says that the frayer model is a helpful, time-tested way for students to learn new words more deeply for every word, The Frayer model asks students to write down a definition and lists of characteristics, examples, and non examples. In addition, Greene and Coxhead (2015:49) argues frayer model is uses a graphic organizer to help students explore deeper meanings of select words. It means that through this strategy students will get deeper meaning of a word by using a graphic organizer.

Meanwhile, Buehl (2001:56) states that frayer model consists of the graphic that contains four components to make information related to the concept, the essential characteristics, nonessential characteristic, examples, and non-exemplified from a concept. This strategy can help the students to memorize new words through the graphic presented which has four components. Moreover, Brummer and Macceca (2013:64) defines that frayer model is a strategy in which students use the graphic organizer as a means to clarify their understanding of a concept and to distinguish that concept from others may know or may be learning..

Based on the definitions above it can be summarized that by using Frayer Model strategy continuously in teaching vocabulary, students' memorization of words will be retained in long term memory. Students' vocabulary mastery will be improved. This strategy supports students' acquisition of new words and using resource materials by providing students with a graphic organizer to examine words for their definitions, characteristics, examples, and non-examples. So,

Fruyer Model is an ideal strategy for teaching new words through a graphic organizer.

2.2 The Effects of Using Fruyer Model

There are some effects that get by the students of using fruyer model strategy in learning vocabulary. It is supported by Buehl (2013:85) there are several effects of applying this strategy. Firstly, students expand their understandings of key academic vocabulary and concepts beyond simple definitions. Secondly, students construct a visual representation of a concept's definition that helps them remember it. Thirdly, students develop precise and extended definitions of essential disciplinary concepts. Fourthly, students are encouraged to integrate their background knowledge when developing vocabulary explanations.

In addition Allen (2007:47) fruyer model helps facilitate the discussion of academic vocabulary that will be used in this unit of study and as shown in the graphic organizer. It would provide students with guided practice in discovering examples and non examples of words. In short, this strategy besides can facilitate students in learning the words of a foreign language. It also forces students to think critically. Students can create their own words using the graphic organizer.

2.3 Procedures of Fruyer Model

To teach the vocabulary using Fruyer Model strategy, the students must be taught the following steps. These steps serve as a guide for the researcher to

implement them in teaching vocabulary. According to Tankersley (2005:99) mentions the steps to apply the frayer model:

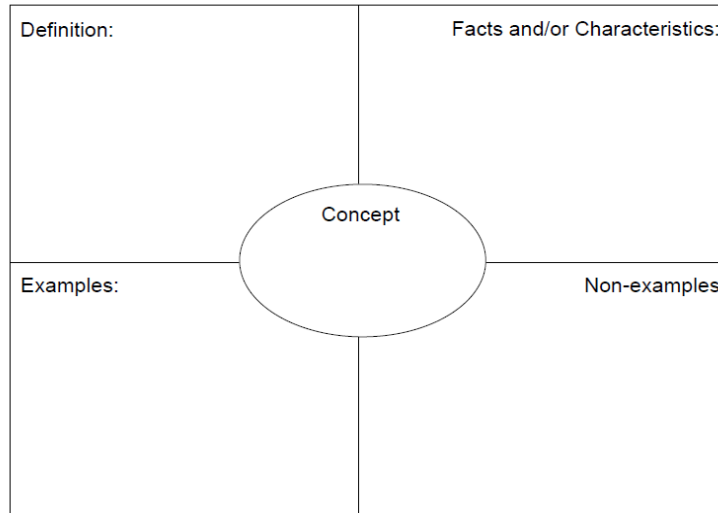
First step, teacher gives pairs of students a list of 10 to 15 new words. Here the researcher gives a recount text, so students have to choose and make list of new words. Second step, explains the Frayer Model graphic organizer consist of four squares, there are *definition*, *characteristics*, *examples (synonym)* and *non examples (antonym)*, because the students do not know frayer model so important to give explanation. Third step, have the students write short, original definitions for each of the known words and provide an example of how the word might be used in conversation. To complete it, they need to discuss with pair or group.

Fourth step, after discussing and complete all the words. The pair or group should ask the teacher for approval, and then join up with another pair or group to see if there are any additional words that they can learn. Fifth step, students should share their definitions and important understandings about each word with the class. From these steps, the researcher is easier to implement it during learning process and the students learn vocabulary from a graphic organizer. This graphic organizer can expand their vocabulary. They will get new vocabulary from it definition, characteristic or fact, examples and non examples of a word.

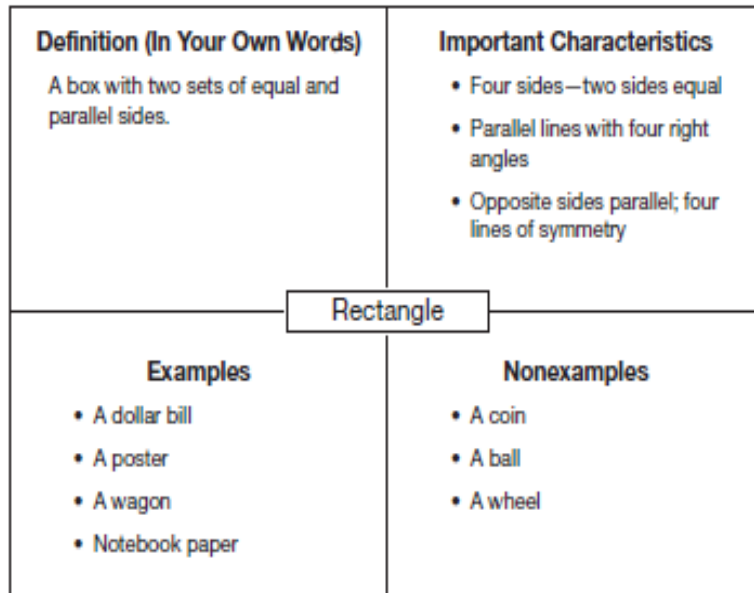
It can be seen that Frayer Model strategy is one of the good strategies that should be considered by the teacher to be applied in the process of teaching and learning English, especially in vocabulary. Besides knowing what frayer model strategy is, we also need to know the form or example of frayer model strategy

itself. It helps students to better understand this strategy. Here are the examples of frayer model strategy.

Fray Model Template



Frayer Vocabulary Model for the Word *Rectangle*



(Source: Tankersley (2005:99))

3. Nature of Recount Text

3.1 Definition of Recount Text

In Indonesia, students of junior high school have learnt several short functional texts; one of them is recount text. There are several interpretations of recount text given by experts. According to Hyland (2004:29) said that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. It means recount text is a text tells about something which happened in the past with the aim to entertain us. Moreover, According to Knapp (2005:224) recount text, basically it is written out to make a report about an experience of a series of related event.

In addition, According to Anderson & Anderson (2003), a recount text is a piece of text which retells past events; it is usually in the order which something that happened. From, the explanation about recount text above, it can be inferred that a text that told us past story which occurred in a sequence with the purpose for informing and entertaining the readers.

3.2 The Generic Structure of Recount Text

Generic structure is systematic in a plot that is presented in a text. In creating a text, it is very important to know what the generic structure is, especially the generic structure of recount text. According to Pratama (2012:26) revealed that recount text same as another text, recount also has generic structure as follows: A recount text has three generic structures: Orientation, sequence of

events and reorientation which the writer may use. The generic structures of recount text consist of:

1) Orientation

Recount text begins by telling the reader who was involved, what happened, where it happened, and when/time it happened. Orientation tells the reader background information about what, who, when, where and how the event or experience occurred in the past. Usually we can find it in the first paragraph.

2) Sequence of Events

Events are a series of activities that occur in the story. In writing recount text, in this section most of the students can convey more ideas about their holiday stories and experiences well and they can tell the story in good paragraphs. This makes the story interesting to read.

3) Reorientation

Reorientation is the closing or ending of the events that contains a summary of the story. In this concluding paragraph, the writer can express a personal comments or statements about the events or what happened in the end.

3.3 Language Features of Recount text

According to Boardman (2008: 287) the language features usually found in a recount, there are several language features in recount text:

- 1) Use of nouns and pronouns to identify people, animals, or things involved, such as; teacher, mother, I, they, rabbit, car, handphone, etc.
- 2) Use of past action verbs such as; went, got, studied, washed, ate, slept, etc.

- 3) Use of past tense to located events such as; we went to holiday, I was sad, etc.
- 4) Use conjunctions and time connectives to sequence the event, such as; and, or, but, then, before, after, so that, etc.
- 5) Use of adverb and adverbial phrases to indicate place and time, such as; over there, yesterday morning, quickly, often, besides, sometimes, etc.
- 6) Use of adjectives to describe nouns, such as; happy, hungry, tired, sad, nice, beautiful, dirty, etc.

B. Review of Related Finding

There were some researches which have been conducted relating to teaching vocabulary by using Frayer Model Strategy:

The first research was conducted by Cikita Rahmadani (2018) entitled, *The Effect of Using Frayer Model on The Students' Vocabulary Mastery at SMP IT Al- Ihya Tanjung Gading*. This research aimed to know the students' vocabulary mastery that was taught by using Frayer Model, to know the students' vocabulary mastery that was taught by using conventional strategy and to find out whether there was a significant effect on the students' vocabulary mastery at eighth-grade students' of SMP IT Al Ihya Tanjung Gading in 2017/2018 academic year. The research methodology of this research was quantitative research, which conducted the experimental and control class.

The population of the research was eighth-grade students of SMP IT Al Ihya Tanjung Gading. The number of students was 87 students consist of three classes. The experimental class (VIII B) was 26 students and the control class

(VIII C) was 26 students as samples with a total were 52 students. The instrument used to collect the data was multiple choices. The result findings are there was a significant effect of using Frayer Model on the students' vocabulary mastery.

The similarity between the previous research and this research was the research used quantitative research with a design quasi-experimental, the population was the eighth grade, and the instrument was multiple choices. Meanwhile, the difference between the previous research and my research was the previous research focuses object vocabulary in short messages text and notices and this research focused in part of speech (verb and adjective in the recount text).

The second research was conducted by Reda Umi (2020) entitled, *The Effectiveness of Frayer Model Strategy in Teaching Vocabulary at Sman 1 Nawangan Pacitan*. The aimed of this research was to examine whether there was a significant difference between students' vocabulary mastery who were taught by Frayer Model Strategy and those who were not taught by Frayer Model Strategy at SMAN 1 Nawangan. The researcher applied a quantitative approach used a quasi-experimental design. This research took two classes which are taught using different strategy. The experiment class was taught using Frayer Model strategy and the control class was taught using conventional method.

The population of the research was tenth grade students of SMAN 1 Nawangan. The total number of population was 106 students. The sampling of the research was cluster random sampling. From the population, two classes were taken randomly as the sample. The samples were class X IPS 1 as the

experimental class and class X IPS 2 as the control class. Both of them consisted of 29 students. The technique of collecting data used a test consist of pre-test and post-test. The data was analyzed by using t-test formula in SPSS version 23. The result of this research showed that there was a significant effect of using Frayer model in teaching vocabulary at the tenth grade of SMAN 1 Nawangan Pacitan.

The similarity between the previous research and this research was the research used quantitative research with a design quasi-experimental and the instrument was multiple choices. Meanwhile, the differences between the previous research and my research was the population of previous research focuses the tenth grade and this research focuses the eighth grade and the previous research focuses object vocabulary (noun, verb, adjective in narrative text) and this research focused in part of speech (verb and adjective in the recount text).

The third research was conducted by Tiara Dwi Oktaviani entitled, *Using Frayer Model Strategy through Vocabulary in Teaching Students Descriptive Text Writing (A Quasi-Experimental Research at the first Grade of MAN 1 Pandeglang)*. This research aims to investigate using Frayer model strategy through vocabulary in teaching students' descriptive text writing. This research conducted based on the research questions 1) to know the effectiveness of Frayer model applied in teaching vocabulary on descriptive text writing? The method used in this research is a quasi-experimental method using a t-test. To find out the significant difference in the students' writing between the experimental class and control class through the score of pre-test and post-test.

The research conducted in the first grade (X) of MAN 1 Pandeglang, and take students from class X IPA 1 consists of 25 students as the sample of experimental class and X IPA 2 consists of 22 students as the sample of the control class. Based on the result of the test, it can be concluded that the Frayer model strategy can improve students' writing on the descriptive text and also can be applied in the teaching-learning process, especially in improving students' writing.

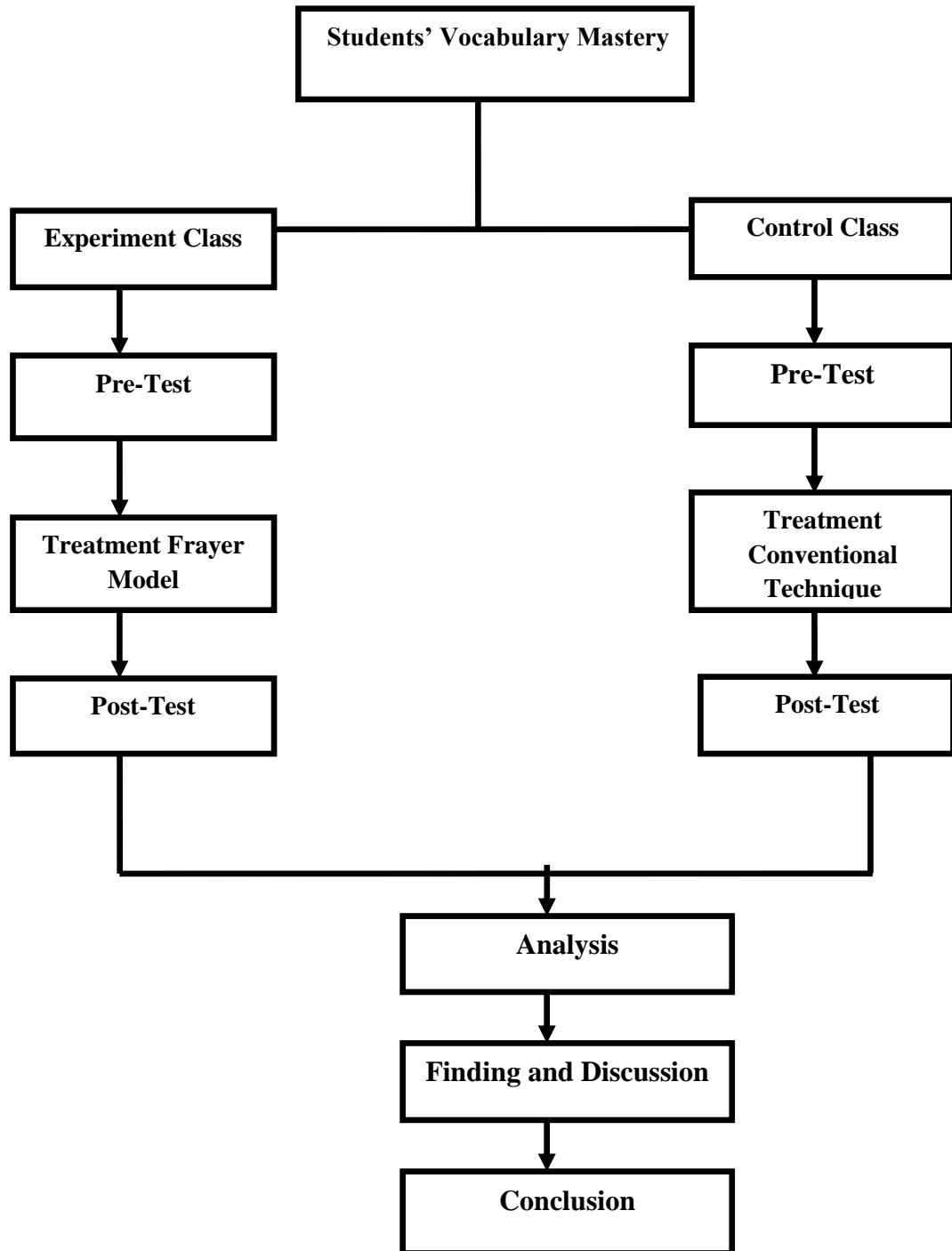
The similarity between the previous research and my research was the research used quantitative research with a design quasi-experimental. Meanwhile, the difference between the previous research and this research was the previous research focused object vocabulary in descriptive text and this research focused object vocabulary in part of speech (verb and adjective in the recount text) and the population of previous research was the tenth grade and this research was the eighth grade.

Based on the explanation above that using frayer model strategy is effective to improve students' vocabulary mastery and it can be apply in teaching and learning process.

C. Conceptual Framework

Conceptual framework is a scheme of research. It is conducted by the researcher. For this research, the scheme of its conceptual framework could be shown by the following diagram.

Figure 1. Conceptual Framework of the research



The explanation about conceptual framework in this research is the researcher conducts the research based on two groups. There are experiment group and control group. The researcher do the pre-test to both groups and gives the experiment using frayer model strategy to the experiment group and conventional technique to the control group. Then, the researcher gives the post-test to the both groups and then analyzes the result of the test.

D. Hypothesis

According to Sugiyono (2015:64) “hypothesis is a temporary answer to the formulation of research problem, where the formulation of research problem has been expressed in the form of question sentences.

In this research, the researcher proposes two hypothesis. There are as follow:

H_a: There is sigificant effect of using Frayer Model strategy on students’ vocabulary mastery in recount text at eighth grade of MTs Bahrul Ulum.

H₀: There is no sigificant effect of using Frayer Model strategy on students’ vocabulary mastery in recount text at eighth grade of MTs Bahrul Ulum.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about the research methodology. It consists of research design, setting of the research, population and sample, instrument of the research, procedure of the research, technique of collecting the data, and technique of analyzing the data.

A. Research Design

This research was an experimental research. It means this research aimed to see effect of the research variable and measure hypothesis (Eripuddin and Kasyulita, 2019). This research was designed as a quasi-experimental. It examined whether there is a causal relationship between independent and dependent variables. In addition, Loewen & Plonsky (2016) state the independent variable is the variable of influence and the dependent variable was the variable that is being influenced. In other words, the independent variable was expected to provide changes to the dependent variable.

The design of this research was a quasi experimental research type pre-test and post-test design. It consists of two groups. They were experimental and control groups. The experimental group was taught by using frayer model and control group is taught by conventional method. Both of groups were given pre-test and post-test with the same material and test.

This research consists of two variables; the independent variable symbolized by “X” that is Frayer Model and the dependent one as “Y” refers to vocabulary. The research could be designed by following table:

Table 3.1
Research Design

Class	Pre-test	Treatment	Post-test
Control	O ₁	-	O ₂
Experiment	O ₃	X	O ₄

Sugiyono (2015:79)

B. Setting of the Research

This research was conducted at MTs Bahrul Ulum which is located at Utama KM. 1 Street. Pasir Utama. Rambah Hilir sub District. Rokan Hulu Regency. The research was conducted in March 2021.

C. Population and Sample

1. Population

Population is the total object of research. Meanwhile, Sugiyono (2015:80) defines that the population is a generalization area consisting of objects or subjects that have certain quality and characteristic that chosen by researcher to be learnt and drawn conclusion. The population of this research was the eighth grade students of MTs Bahrul Ulum.

Table 3.2
Population of the research

Class	Number of The Students
VIII. A	28
VIII. B	22
VIII. C	27
VIII. D	22
Total	99

Source: (Document of MTS Bahrul Ulum 2020/2021 academic year)

2. Sample

Sample is a part of population but more specific. Moreover, Sugiyono (2015:81) defines that sample is part of number and characteristics possessed by that population and sampling technique is the way to determine the sample that will be used in research. In this research, the researcher used cluster random sampling. According to Sugiyono (2015:83) states that cluster sampling is used to take sample if the object that will be research is very wide. Cluster random sampling can be used when the population of the research does not consist of individual or personal but consist of groups with huge numbers. To determine which population that as sample, the sample was taken based on the specified population. The sample of this research consists of two classes, experimental class, and control class which be chosen by using lottery.

Table 3.3
Sample of the Research

No	Class	The Number of Students	Sample
1	VIII B	22	Control class
2	VIII D	22	Experiment class

D. Instrument

According to Sugiyono (2015:102) Instrument is a tool used by researcher to measure the research variables. In short instrument is the media or tool to collect the data from respondent. As we know that many instruments were used by the researcher to collect the data, but the instrument of this research was vocabulary test.

Test

The test was to know the effect of using frayer model strategy on students' vocabulary mastery at the eighth grade of MTs Bahrul Ulum. In this research, the researcher used vocabulary test. The test was multiple choices. According to Thornbury (2002:132) multiple choices are a popular way of testing in that they are easy to score and they are easy to design. In other words, multiple choices are one of the familiar tests used by researchers. The test consist of pre-test and post-test. Both of pre-test and post test were given 20 questions in multiple choices. Each items of test with four options, A, B, C and D. So, students chose the correct answer. There were some indicators which applied during the test. It could be seen below:

Table 3.4
The Indicators of vocabulary mastery by using Frayer Model

Variable	Indicators
Vocabulary	Meaning
	Characteristics
	Examples (synonym)
	Non-examples (antonym)

The questions of test were made by the researcher based on the indicator above. After making the questions, the researcher chose two classes as samples. The questions which made by the researcher were tried out on non samples of this research. Trying out of a research instrument was to measure the validity and reliability of the good instrument.

1. Validity

The validity aims to determine the validity or suitability of the instruments used to obtain data from respondents or research samples (Niati & Annajmi, 2020:82).

The formula that will be used can be seen bellow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = Correlation coefficient between score item and total score

N = Number of samples

$\sum X$ = Score item

$\sum Y$ = Total Scores

2. Reliability

The reliability instrument is a measure that states the level of consistency of an instrument, this reliability test to determine the level of trustworthy of an instrument used in research (Niati & Annajmi, 2020:83). The formula that will be used can be seen bellow:

$$\alpha = \left(\frac{\kappa}{\kappa - 1} \right) \left(1 - \frac{\sum S_i^2}{S_t^2} \right)$$

Where:

α = Reliability Instrument

κ = The number of test items

i= Test items

$$S_i^2 = \text{Variance of test items} \left(S_i^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N} \right)$$

$$S_t^2 = \text{Variance total score of test items} \left(S_t^2 = \frac{\sum X^2 - \frac{(\sum X_t)^2}{N}}{N} \right)$$

Where:

$\sum X^2$ = Number of squares of the correct answers

$\sum X$ = Number of correct answers

N = Number samples

$\sum X_t$ = Number of total scores

E. Procedure of the Research

1. The Procedure of the Research for Control Class

There were some activities conducted by the researcher in control class such as conducted pre-test, used a conventional technique in teaching vocabulary in recount text and gave post-test. The description of those activities could be seen below.

Table 3.5
Procedure for Control Class

NO	Teaching Activities	Description
1.	Pre-Test	1. The researcher checked the students' attendance 2. The researcher gave a vocabulary test to the students
2.	No Treatment	<p style="text-align: center;">Step 1</p> <p>Teacher opened the class by greeting to the students and explained in brief what they were going to do in the meeting.</p> <p>Students pay attention to the teacher's explanation and introduction, gave comment or questions.</p> <p style="text-align: center;">Step 2</p> <p>Teacher gave the copies of recount text and asks them to read and discuss the text</p> <p>Students with group did what the teacher asks and then underline every verb and adjective.</p> <p style="text-align: center;">Step 3</p> <p>Teacher helped students to find some verb and adjective in the text.</p> <p>Students translated the new vocabulary.</p>

		<p style="text-align: center;">Step 4</p> <p>Teacher asked them to share their vocabulary with the other group.</p> <p>Students wrote those on the whiteboard.</p> <p>Last, teacher gave quiz to help them memorize the vocabulary that they discuss with group</p>
3.	Post-Test	<ol style="list-style-type: none"> 1. The researcher checked students' attendance 2. The researcher gave a post-test about vocabulary 3. The researcher evaluated the result of the test

2. The Procedure of the Research for Experiment Class

In experiment class, the researcher used Frayer Model strategy to taught vocabulary in recount text. During the treatment process, the researcher did some teaching activities in the classroom related to teaching vocabulary using Frayer Model strategy to the students.

Table 3.6
Procedure for Experiment Class

NO	Teaching Activities	Description
1.	Pre-Test	<ol style="list-style-type: none"> 1. The researcher checked students' attendance 2. The researcher gave a vocabulary test to the students

<p>2.</p>	<p>Treatment</p>	<p style="text-align: center;">Step 1</p> <p>Teacher opened the class by greeting to the students and explained in brief what they were going to do in the meeting.</p> <p>Students pay attention to the teacher’s explanation and introduction, gave comment or questions</p> <p style="text-align: center;">Step 2</p> <p>Teacher divided students into some groups and gave the copies of recount text to the students and asked them to read and discuss the text.</p> <p>Students did what the teacher asks to underline the category of verb and adjective.</p> <p style="text-align: center;">Step 3</p> <p>Teacher with the students selected the key concept (verb and adjective) from the list.</p> <p>Students with the teacher selected the key concept from the list and then follow the teachers’ clue.</p> <p style="text-align: center;">Step 4</p> <p>Teacher share and explained the Frayer Model strategy.</p> <p>Students took the Frayer chart or made their own.</p> <p style="text-align: center;">Step 5</p> <p>Teacher asked the students fill in the chart in a group based on verb and adjective selected by them and helped</p>
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		<p>them to find determine verb and adjective in the text.</p> <p>Students completed Frayer Model in their group.</p> <p style="text-align: center;">Step 6</p> <p>Teacher asked them to presentation their work by using Frayer Model</p> <p>Students share their Frayer Model work with others group.</p>
3.	Post-Test	<ol style="list-style-type: none"> 1. The researcher checked students' attendance 2. The researcher gave a post-test about vocabulary 3. The researcher evaluated the result of the test

F. Technique of Collecting the Data

According to Hasan (2004) in Ani (2020:43) data collection is intended as recording events or characteristics of some or all elements of the population. In this research, there were some steps to collected the data: First, prepared the instrument of vocabulary test, namely multiple choice consist of 20 questions. Second, try out the test on non samples to determine the validity and reliability the instrument. Third, the researcher gave pre-test to experimental and control class. Pre test was aimed to know the basic knowledge of students how far they mastering vocabulary, did they have good knowledge about vocabulary or not. It was proved by pre test.

Fourth, the researcher taught the students and gave treatment. In experiment class used Frayer Model strategy and control class used conventional technique. Fifth, the researcher gave post-test to both of classes. It was being given after the treatment will finish. Post-test was purposed to know the result of students' achievement in vocabulary after they use Frayer Model as a strategy for improving their vocabulary. The result of post test compared with the result of pre test, was it the result of pre test more high than post test and on the contrary, or the result both pre test and post test is same. Last step, the researcher got the data from pre-test and post-test, next the data was analyzed by using Statistical Package for Social Science (SPSS).

G. Technique of Analyzing the Data

After the researcher got the data from pre-test and post test, they were analyzed and processed. The technique of data analysis was using statistical analysis that is descriptive analysis. The data is calculated by using Statistical Package for Social Science (SPSS).

1. Normality Test

According to Niati and Annajmi (2020:33) normality test is aimed to see whether the data normally distribute or not.

Statistical Hypothesis:

H_0 = The data of pre-test and post-test in experiment class and control class are normally distributed

H_a = The data of pre-test and post-test in experiment class and control class are not normally distributed

This was used to determine the slope formula. If $\text{sig.} \geq 0.05$ the data was norm and H_0 was accepted. But, if $\text{sig.} \leq 0.05$ the data was not norm and H_0 was rejected.

2. Homogeneity Test

According to Niati and Annajmi (2020:39) homogeneity test is used to seen whether the two sets of data have a homogeneous variance or not.

Statistical Hypothesis:

H_0 = Both variance is homogeneous

H_a = Both variance is not homogeneous

If both of the samples were normal, next continue to the second test of homogeneity of variance. If $\text{sig.} \geq 0.05$ the data homogenous and H_0 was accepted. But, if $\text{sig.} \leq 0.05$ the data was not homogenous and H_0 was rejected.

3. Hypothesis Test

To analyzing the data, the researcher used T-test. It used to examine the significant effect between using Frayer Model strategy and without using Frayer Model strategy in post-test. The researcher used independent sample T-test to measure the data. Provisions $\text{sig.} \geq 0.05 = H_0$ was accepted and H_a was rejected and if $\text{sig.} \leq 0.05 = H_a$ was accepted and H_0 was rejected or $t\text{-value} > t\text{-table} = H_a$ was accepted and H_0 was rejected. But, if $t\text{-value} < t\text{-table} = H_0$ was accepted and H_a was rejected.

Hypothesis test was done to determine whether there was significant effect of using Frayer Model strategy on students' vocabulary mastery in recount text at the eighth grade of MTs Bahrul Ulum.

H_a = There is significant effect of using Frayer Model strategy on students' vocabulary mastery in recount text at the eighth grade of MTs Bahrul Ulum.

H_0 = There is no significant effect of using Frayer Model strategy on students' vocabulary mastery in recount text at the eighth grade of MTs Bahrul Ulum.

If sample is normally distributed with homogeneous variance, then used t test with the formula:

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{S_{gabungan} \sqrt{\frac{n_1 + n_2}{n_1 \cdot n_2}}}$$

With:

$$S_{gabungan} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Explanation:

t_0 = The value of t-score.

\bar{x}_1 = The mean score/average of students' experiment class.

\bar{x}_2 = The mean score/average of students' control class.

n_1 = Number of students in experimental class.

n_2 = Number of students in control class.

s_1^2 = variance of experiment class.

s_2^2 = variance of control class.