

IMPROVING STUDENT’S UNDERSTANDING NEW WORDS IN DESCRIPTIVE TEXT BY USING FRAYER MODEL

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Abstact: The purposes of this research were: “To know how the Frayer Model improve students’ understanding new words in descriptive text to the eight grade students of SMP Kristen Immanuel II Kubu Raya in the academic years 2016/2017”. The method of this research was Classroom Action Reseach. The research was conducted in three cycles. Each of cycle consists of four stages that is planning, acting, observing, and reflecting stage. The data was collected through observation checklist and field note from the students’ activity in the teaching learning process; and the students’ answer sheets from the individual test which was to measure the students’ understanding new words on the text. The result of data analysis showed that the students’ understanding new words on descriptive text in Frayer Model technique could improve students’ understanding new words from the first cycle to the third cycle, especially aspects of vocabulary in meaning, synonym and antonym. In other word, the result proved that Frayer Model improved students’ understanding new words in descriptive text to the eight grade studentst of SMPK Immanuel II Kubu Raya Academic Year 2016/2017.

Keyword: *Understanding New Words, Frayer Model, Classroom Action Research*

Abstrak: Tujuan dari penelitian ini adalah: “Untuk mengetahui bagaimana Frayer Model meningkatkan kemampuan pemahaman kosa kata baru dalam teks deskriptif pada siswa kelas delapan SMPK Immanuel II Kubu Raya tahun akademik 2016/2017”. Metode yang digunakan adalah Penelitian Tindakan Kelas. Penelitian ini terdiri atas tiga siklus. Masing-masing siklus terdiri atas empat tahap, yaitu perencanaan, tindakan, pendalaman, dan refleksi. Data diperoleh dari data lapangan dan daftar observasi dari kegiatan siswa pada proses belajar mengajar dan juga lembar jawaban siswa dari tes individu yang mana digunakan untuk mengukur pemahaman kosakata baru siswa dalam teks deskriptif. Hasil dari analisi data menunjukkan bahwa Frayer Model dapat meningkatkan pemahaman kosa kata baru pada siswa dari siklus pertama hingga siklus ketiga, terutama pada aspek makna kata, sinonim dan antonim pada teks deskriptif. Dengan kata lain, hasil dari penelitian membuktikan bahwa Frayer Model meningkatkan pemahaman kosa kata baru pada siswa melalui teks deskriptif untuk siswa kelas delapan SMPK Immanuel II Kubu Raya Tahun Akademik 2016/2017.

Kata Kunci: *Pemahaman Kosa Kata, Frayer Model, Penelitian Tindakan Kelas*

INTRODUCTION

Vocabulary is one of the important elements in learning a foreign language. It needs to understand the words to communicate. Limited vocabulary in a foreign language impedes communication. It means that without understand the words people cannot communicate to others. Besides, mastery vocabulary helps student to read. In this era, many books or articles wrote in English. It is the reason why the vocabulary should be developed, especially for students.

In the preliminary study, the writer observed the students of the eight grade of SMPK Immanuel II Kubu Raya about students' interest in learning new words. The writer found that the students still did not enjoy learning new words. Generally, the teacher teaches vocabulary by memorizing words in many words. Many students have less ability in memorizing that made them have poor vocabulary. In memorizing, they only know meaning of the words, but they difficult to know about synonym and antonym of the words. Students became uninterested to learn vocabulary by using old method.

To solve the problem, the writer conducted Classroom Action Research to improve students' understanding new words through Frayer Model. Frayer Model was developed by Frayer, Frederick, and Klausmeier in 1969. The strategy uses a graphic organizer which consists of definition, characteristics, non-characteristics, examples, and non-examples. This strategy enhances learning of vocabulary words in all content areas. Teacher sfrom all content areas find this strategy very beneficial. For example, critical words for the concept of photosynthesis: chlorophyll, cells, chemical energy, and oxygen.

A lexical approach in teaching meaning can be a the primary focus to help students acquire vocabulary. This movement away from a grammar-based syllabus largely began in 1993 with the publication of "The Lexical Approach" by Michael Lewis. The Lexical Approach is based on the idea that language was made up of other structural elements besides what we traditionally think of as grammar.

Understanding the principle of lexical approach is important. Lewis (2002:vi) stated that Language consists of grammatical lexis, not lexicalized grammar. This principle is the very basis of the lexical approach. What Lewis states is that fluency is not so much a matter of mastering a set of generative grammar rules and a separate list of words. Rather, fluency depends on having access to a stock of lexical items, or chunks. In other words, Lewis denies the assumption that once student have mastered sentence frames, student can subsequently insert new words into the "gaps", thus expanding student's vocabulary.

Vocabulary is the knowledge of words and word meanings. As Stahl in Hiebert and Kamil in *Teaching and Learning Vocabulary: Bringing Research to Practice* (2005:95) puts it, "Vocabulary Knowledge is knowledge; the knowledge of the words." Vocabulary knowledge is not something that can ever be fully matered. It is something that expands and deepens ove the course of a lifetime. Instruction in vocabulary involves far more than looking up words in dictionary and using the words in a sentence. Vocabulary is acquired incidentally through

indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

The words to be used and talked about should be selected as far as they are related to the them or subtheme being discussed. Ur (2005:61) states vocabulary can be defined roughly, as the words we teach in the foreign language. She also presents a way to define the new words. It is a concise definition.

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010:4) noted, “learners carry around dictionaries and not grammar books”. Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, “Language is very difficult to put into words”. English language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

To testing the words, it needs a text. In this case, the writer choose descriptive text. Descriptive text is the text that describes thing or person in detail. According to Wardiman et al (2008:16), a description text is a text that describes the features of someone, something, or certain place. It gives description of the object to the reader clearly. It is a text that describes a particular person, place, or event in great deal. A descriptive text is a piece of writing that is intended to convey meaning to the reader.

Descriptive text has some characteristics. It uses comparative degree. The generic structures are identification and description. Then, the tense used in descriptive text is simple present tense. Moreover, the language functions of descriptive text are asking and offering for help; and describing the physical features. Noun, adjective and verbs also used in descriptive text to describe in detail.

By understanding the concepts of the words, it helps students to understand the meaning of the words. According to Shoob and Stout (2008:49) the Frayer Model helps students understand concepts. It allows students to see what a concept is and what it is not. Students also demonstrate their understanding by providing examples and non-examples. From Literacy (2008), this instructional strategy, Frayer Model, promotes critical thinking and helps student to identify and understand unfamiliar vocabulary. The Frayer Model can be used with the entire class, small groups, or for individual work. The Frayer Model draws on a student’s prior knowledge to build connection among new concept and creates a visual reference by which students learn to compare attributes and examples.

The main goal of this strategy is the students can solve the problem with the charts. The charts consist of definition, characteristics, examples, and non-examples. The definition gave by students perspective, the characteristics is about what students can recognize to analyze, the example is sample can related to the word and non-example is sample cannot related to the word. It helps student to understand the word.

The Frayer Model of concept attainment was used to develop social studies materials which were compared to materials patterned after those found in many social studies textbooks. The Frayer model offers a systematic procedure for

defining concepts. Frayer Model is one method for teaching words for new and complex concepts focuses on having students identify critical attributes associated with a word (Frayer, Frederick, & Klausmeier, 1969).

The Frayer Model is an effective vocabulary instruction which use graphic organizer for helping students learn new concept and extend their vocabulary for recording information related to the words or concept. There are some ways that students can follow to use the Frayer Model. First, find the meaning of the words. Second, write characteristics, traits, or qualities that can help to remember the meaning. Third, give example of the concept. When possible, it is also helpful to show a picture illustrating the concept. Fourth, give non-examples of the concept. Pictures are allowed to put in this chart, too. Last, ask student to present the result.

METHOD

Form of Research

Since the purpose of this research was intended to improve student understands new words with the certain strategy, so the appropriate method to be used was Classroom Action Research. According to Ary, et.al. (2010), "Classroom Action Research is a practical powerful tool for solving problems experienced by teacher in their professional lives". The teacher requires defining and observing the phenomena which happen in their classroom under investigation. In addition, Hendricks cited in Ary et.al. (2010: 515) states "The purpose of Classroom Action Research is to improve classroom practice or to improve practices in the school". It could be say that, Classroom Action Research is a research or investigation that can be bring out in the classroom with the goal in solving problems and improving classroom practices in the teaching and learning process.

It means that in doing action research that carried out in the classroom, the teacher can do the research by his or her own self as practitioner for their own practices and purposes or it can be done collaboratively with other educators, such as teacher with another teacher, teacher with adviser, and teacher with university department. In this research, classroom action research was done by collaboratively between the teacher at the school with writer (university department) as collaborator. In this research, the writer and the teacher worked together in conducting the planning action, implementing action, observing and analyzing the data, and making reflection in order to make a better improvement in particular setting or situation and to solve the problems that faced by the students.

It could be drawn that CAR (Classroom Action Research) is an investigation or research which is done in the classroom dealing with certain action, in order to enhance or improve the quality in the teaching learning process. This research could be done by individually from the teacher itself or the collaboration between teacher and researchers to collect and analyze the data in order to find the solution of the problems.

The Procedure of Classroom Action Research

There are three cycles done to implement Frayer Model technique in teaching learning process. Cycle 1, Cycle 2, Cycle 3 consist of about 90 minutes. The implementation of this research consists of four steps: 1) Planning, 2) Acting, 3) Observing, and 4) Reflecting.

Setting

The location of the research is SMPK Immanuel II Kubu Raya. This school is a private school of junior high school which is located in jalan Adi Sucipto Km. 8,5 Kubu Raya. SMPK Immanuel II Kubu Raya is chosen as the setting of the research because the writer did her teaching practice in this school and she found problems that related to her research. The research was conducted in three meetings started by Cycle 1 on November 2nd, 2016, Cycle 2 on 10th, 2016, and being continued for the Cycle 3 on 18th, 2016.

Research Participant

The first participant in this research was the teacher of eight grade of junior high school at SMPK Immanuel II Kubu Raya. The second participant was the eight grade students at SMPK Immanuel Kubu Raya. The students in the class consisted of 38 students.

Technique and Tools of Data Collection

In solving the research problems, the writer must be selective in choosing the technique of data collection. Therefore, the technique of data collection that used in this research were observation technique and measurement technique.

The tools of data collecting in this research were observation checklist and field note. The observation is a technique data collecting by closely watching and noticing the event during the Frayer Model technique implement during teaching learning process in the classroom. The field notes are notes that contain observation result. These field notes were taken from first cycle until two cycles. It was used to record students' participation, behavior, interest, improvement and difficulty that was not available in the observation checklist during implemented the teaching learning process in the classroom.

The Preparation and Implementation of Research

First of all the writer and the teacher prepared the research by proposing the title of Research Design. The writer did preliminary research during her teaching practice. After that she submitted the Research Design Proposal to the supervisor and applied the seminar. She continue to request for the research license. last, implemented the research in SMPK Immanuel II Kubu Raya.

The writer conducted this research in three cycles. The first cycle was held November 2nd, 2016. The second cycle was held on November 10th, 2016. The third cycle was held on November 18th, 2016.

Teaching Procedure

In conducting the research, the writer did the step to make the research ran well. The first step was teacher provided lesson material as the prior knowledge for students in the lesson. Teacher gave a topic to the students about the material in the lesson and explained the learning process. Teacher asked students to choose new words in the text. Teacher asked students to make group consists of four to five members. In group, teacher asked students to analyze new words that they chosen. Teacher controlled students as monitor and facilitator, like reminding the time and helping the students if they find any difficulties. Then, group presented their result. Other group could respond the presentation. At the end, teacher asked students to finish task individually. The writer gave check on the observation checklist while doing the research. The writer took the field note while doing the research in the learning process. The writer took pictures as data documentation of the learning process in the classroom. The writer computed the score of students' test. The writer identified and analyzed the data gather (score, observation checklist, and field note).

FINDINGS AND DISCUSSIONS

Findings

To answer the research question, the researcher described the teaching and learning process on the following explanation:

In general, Frayer Model strategy can improve students' understanding the new words on descriptive text to the eight grade students of SMP Kristen Immanuel II Kubu Raya in the academic years 2016/2017 through its activities.

Cycle 1 was done on Wednesday, November 2nd, 2016. In the planning stage, the writer and the teacher made a lesson plan, lesson material, and individual tasks. The teaching material was the descriptive text entitled "The Cheetah". The writer and the teacher also prepared observation checklist table and form of field notes as tools for data collection.

In the beginning, the teacher came to the class, greeted all the students and checks their attendance. There were 38 students. Then she started to do brainstorming to the students about the material today that is descriptive text. The teacher asked students do they know what a descriptive is. The student showed their attention by raising hand to answer the questions. There were three students answer the questions.

After that, teacher explained about descriptive text and Frayer Model. The teacher explained briefly about generic structure and language feature of descriptive text. She also gave example of descriptive text to students. However, she did not explain Frayer Model charts briefly. She could not answer students' questions when students asked about Frayer Model.

After she explained descriptive text and Frayer Model, she asked students to choose unfamiliar words in text. Then, they analyzed the unfamiliar words. In process of analyzing, they always asked teacher how to do it because they did not understand yet. But the teachers still confused to explain it. This situation made students interrupted other students and it was so crowded.

Although students did not finish yet analyze the words, teacher stopped them and distributed task because the English lesson time almost finished. Students still confused to text. Some unfamiliar words they chosen still did not analyze well. Some charts still blanked. In their presentation also took much time. There were some groups that have same words showed.

In the observation stage of the Cycle 1, the writer and the teacher observed the result of the planning, acting, and the observing stages. They observed the whole process of the first cycle 1. By observing the process and students' participation, they identified that the technique implementation of technique still have more weakness towards the purpose of learning process. The teacher was able explained descriptive text but not in Frayer Model. Moreover, when students made their group, there was no balance in group. Some groups were active in discussion and presentation, but others did not because they felt that they could not do the task. In other side, many groups presented same words that made consumed much time. In this cycle, teacher took extra time than allocated before because she did not have enough time to give individual task.

The writer and the teacher worked together to compute the students' individual score. Based on the test, only three students showed good grade. Most of students cannot answer the test. By the result, the effect of Frayer Model technique's implementation was still considered unsatisfied to improve students' understanding new words. However, the writer and the teacher agreed to do another cycle to ensure that Frayer Model technique really helpful to improve students' understanding new words with better result. In their planning stage for Cycle 2, they made some actions to overcome the problems appeared in Cycle 1 based on reflection.

The next week, the teacher and the writer conducted the second cycle. The writer helped the teacher to prepare material and to understand Frayer Model clearly. The writer suggested the teacher to use picture in charts to help students found the example and non-examples chart. Students allowed bringing their dictionary to help them find the definitions and characteristics. Teacher divided students to the group based on their level in mastery English.

Cycle 2 was conducted on Thursday, November 10th, 2016. In the beginning of this action stage, the teacher came to the class, greeted all of the students and checked their attendance. All students attended the class. Then she started to remind students about descriptive text shortly because teacher had already explained it in the previous meeting. On this stage teacher explain about steps and Frayer charts briefly. She started from the word "Cat". She explained detail in definition, characteristics, examples, and non-examples. She asked students what the definitions and characteristics and they could answer because it was easy word to make for them and they understand how to do the task. In examples and non-examples, teacher showed the pictures.

In making group, teacher divided them into four to five members in every group. It did not take a long time because teacher fixed the members and sit positions. In group they help each other to find unfamiliar words and collect it to the teacher. Then teacher gave them the words need to analyze with no groups had same words. Moreover, teacher announced that she gave extra score for group

who could finish first. Students were so enthusiastic to get extra score and presented their result.

In the observation stage of this research, the writer and the teacher observed the result of the planning, acting, and the observing stages. They observed the whole process of the first cycle. By giving score of the achievement, the writer and the teacher got the ability of students in meaning, synonym and antonym ability. It was used to elaborate their ability. The writer and the teacher used observation checklist and field note to get data during the process. They identified the strength and the weakness.

The writer and the teacher found that the implementation of Frayer Model technique was enough satisfying. Students could work cooperatively in the group and help the members. Students allocated time effectively because they wanted to get extra score. The use of dictionary also helps them to find the definitions and characteristics of the words. They were interested when picture was added in the examples and non-examples charts. However, there were some students who sit in the back row still interrupted other members. They felt that teacher did not give attention for them. In other side, they gave up to get extra score because they never succeed to be the first group who could finish. This condition made them did not try to finish the charts.

After collecting students' task, the writer and the teacher worked together to compute the students' individual score. By the result, the effect of Frayer Model technique's implementation was considered enough to improve students understanding new words. However, the writer and the teacher agreed to do another cycle to ensure that Frayer Model technique really helpful to improve students' understanding new words with best results. In their planning stage for Cycle 3, they made some actions to overcome the problems appeared in cycle 2 based on reflection.

Cycle 3, was conducted exactly on Friday, November 18th, 2016. In the beginning, the teacher came to the class, greeted all students and checked their attendance. She told that today they would have same activity as previous meeting with different topic. Before started the teaching learning process, she asked students who sat in the back row move to the in front row. She explained that she would give more attention to some group who sat in the front. She also motivated them to do each step well so that the learning process would run as it is expected. Teacher did not explain more about descriptive text because students had been clear with it. She focused to explain about Frayer Model in detail. She started from the word "Library". She explained steps by steps while asked students to fill it together.

Then teacher gave them text and asked to choose unfamiliar words. After that they collected words to teacher and she distributed words to the groups. Everything was same like cycle 2, but the difference was the position of group sitting and teacher's attention was more given more to the chosen group.

After collecting students' task, the researcher and the teacher worked together to compute the students' score. All students showed improving of understanding of new word. By the result, the implementation of Frayer Model was success. Therefore, the cycles were stopped here and the researcher

concluded that Frayer Model technique can improve students' understanding new words. Following are the specific findings in the research:

1. Fill definition and characteristic chart in Frayer Model technique can improve students' understanding new words in meaning

To improve their understanding in meaning, students need to fill definitions and characteristics chart. By filling these chart, students not only know the meaning of the words, but also they can describe the words by filling characteristic chart. The charts help students more understand about the words.

In definitions chart, students fill the definitions of chart by using dictionary or their own words. In characteristics chart, students fill with the features to recognize, identify, or distinguish the word. Students go beyond merely associating a key term with a definition, thus learning the content more thoroughly and improving retention of the information.

2. Fill example and non-example chart in Frayer Model technique can improve students' understanding new words in synonym and antonym

By filling the example and non-example chart, it allows students to see what a concept is and what it is not. Students demonstrate their understanding by providing examples and non-examples. It helps to develop a better understanding of complex concepts by having students identify not just what something is, but what something not.

In cycle 1, students look confused to determine what could be fill in example and non-example chart. Students still asked teacher or interrupted others. The problem was some students were not able found what the good word to fill in example or non-example. This condition became crowded because some students did not bring dictionary, so students interrupted others to borrow it.

By facing the problem in cycle 1, teacher and writer need to observe it and plan the solution to do in next cycle. Teacher and writer agreed that all students should bring the dictionary. It helps students to find word to fill in example and non-examples chart. Moreover, students allowed putting pictures in example and non-examples chart. It helps them to understand clearly what something is and what something is not by visualization.

The improvement of students' understanding new word in aspect of synonym and antonym showed in the score data. In Cycle 1 showed the unsatisfactory result because they got low score. In the Cycle 2, the individual score for synonym and antonym showed progress. In Cycle 3, all students showed best result. All students did the assignment well. It shows that progress in Cycle 3 was satisfactory.

Discussions

The witer took three students as a sample to discuss the research. The writer chose the students based on the score, they are low, middle, and high score. The improvement of the students' understanding new words can be seen in the students' individual score chart below:

Students' Code	First Cycle	Second Cycle	Third Cycle
X1	70	80	100
X2	50	70	90
X3	30	60	90

Table 1
The Table of Students' Understanding New Words

From the table above, it can be described that the use of Frayer Model in the classroom, improves students' understanding new words, especially in meaning, synonym and antonym. Moreover, the improvement towards the technique from the first to third cycle made the implementation of the technique become more useful and effective in the classroom in improving students' understanding new words.

There were many inputs from the discussion between teacher and researcher about the weakness and strengths in the acting process. Those can be described as follow:

1. Strengths

Teacher divided members group which consists of higher, middle, and lower level of students in balance, shows the positive effect because the students with higher ability in English can help the other friends in correcting and motivating. Then, The use of dictionary can help students to more understand about the meaning of words. Moreover, Reflection that was done is very useful to find students' problems and difficulties during the teaching learning process. It was also useful to give solutions and better plan in the future.

2. Weakness

In the first cycle, students wasted time when choose their groups. It consumed much time because they need time to choose member of groups. It made crowded and the teacher needed time to handle it. Besides, students with lower achievement were easy to give up when they cannot analyze the words.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of data collected in Cycle 1, Cycle 2, and Cycle 3, the process of Frayer Model improved students' understanding new words in learning process. The Frayer Model improved students' understanding new words through its charts that consists of definition, characteristics, examples, and non-examples. First, by finding the definition and characteristics of the words students knew the meaning because they did not only find the meaning, but also understand the characteristics or feature of the words. Second, by finding the examples and non-examples of the words students know synonym and antonym because they know the difference between antonym and synonym.

The students' understanding new words of the eight grade students in class VIII A of SMPK Immanuel II Kubu Raya in the Academic Year 2016/2017

improved by using Frayer Model technique. This is proven by the result of the individual score and the result of the observation. In every cycle all students showed progress.

Suggestions

The writer suggests that the teacher applying Frayer Model in teaching learning process, especially in teaching vocabulary. Teacher could use Frayer Model because it allows the students to improve more vocabulary. Besides, it requires students to learn with critical thinking.

In making Frayer Model technique running well, the writer suggests the teacher to be selective in choosing the reading materials that are appropriate with their academic level, interest and need. The teacher also needs to manage and control the students during the discussion process. When using Frayer Model, the writer suggests the teacher to manage the class as effectively as possible, such as making that all the students do their task and make sure that they do not disturb their friends. Besides, the teacher also paid more attention and gave some motivation to the students when they work on their task.

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