FRAYER MODEL VS. VOCABULARY STRUGGLES: A CLASSROOM BREAKTHROUGH AT SMPN 1 TOMPOBULU

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ARTICLE INFO	ABSTRACT
	This research explores the effectiveness of the Frayer Model as an innovative strategy to enhance vocabulary acquisition among eighth-grade students at SMPN 1 Tompobulu. Responding to the urgent need for more engaging and concept-driven vocabulary instruction, the study employed a quasi-experimental design with two groups: an experimental group and a control group (n = 25 each). Both groups completed pre- and post-tests using multiple-choice questions. Statistical analysis using SPSS 22 revealed a significant improvement in the experimental group's mean score (from 36.80 to 76.80), compared to the control group (from 50.88 to 55.52). The t-test results (t = 5.951, p < 0.05) confirmed the effectiveness of the Frayer Model over conventional methods. These findings highlight the model's potential to stimulate deeper student engagement and vocabulary retention, offering valuable pedagogical contributions for English language teaching in secondary education. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

English is a second language and an international language that is very important in the development of creative and innovative times. English has a very important role, especially in this era of globalization and digitalization. English has a very large role, especially in learning and teaching.

As a young generation, students must have the ability to speak English in order to be able to compete. Even the government has implemented that English subjects are compulsory for every school. English should be taught intensively and continuously to high school students even from the beginning of Primary School. In terms of learning English, one of the important aspects taught is Vocabulary.

Shea (2014) claims that "the vocabulary of English is currently 70 to 80% composed of words of Greek and Latin origin, but it is certainly not a Romance language, it is a Germanic one." He says that evidence for this is that, although it's not too hard to put together a sentence

without any Latin terms, "it's pretty much impossible to make one that has no words from old English."

As for the meaning of the quote above is English is not a Romance language, but a Germanic one, as evidenced by the difficulty of making sentences without Old English words.

Vocabulary is a word or phrase that is arranged alphabetically and then defined or explained. Vocabulary is the meaning of a word.

Students who have a limited vocabulary struggle to improve their language abilities and meet their academic objectives. Based on the result of the researcher interview by SMPN 1 Tompobulu teacher when acquiring English vocabulary, some pupils only receive an average grade of 4.5 each semester. This indicates that the majority of pupils had weak vocabulary skills and just a small number received good grades. This is a result of students' lack of enthusiasm for learning English. Students still struggle to understand words in context and have trouble delving into the meaning of words. Students rarely use the words they learn in class. The school using picture method. Therefore, researcher using the frayer model as a strategy to find out the effectiveness of the frayer model.

Vocabulary is very important to learn because it is the basis or beginning of learning English. In the teaching process, teachers can use several methods. First, ask students to mention something related to reptiles, flower and people. This aims to refresh students' thinking. Second, teachers could use several activities that may inspire children to experiment the Frayer Model as a strategy to build vocabulary.

RESEARCH METHOD

In this research, the researcher applied quasi experimental method the presenting research employs experimental design with control group and experiment group. Both of groups were given pretest and posttest. The pretest was administrated to find out the students' prior knowledge whereas the posttest was used to find out the students' achievement after receiving treatment through teaching vocabulary using frayer model and teaching vocabulary through conventional technique.

The population of this research was students class VIII of SMPN 1 Tompobulu. The researcher took class VIII A and VIII B as a sample consist 25 students each class. The researcher using purposive sampling technique.

RESULT AND DISCUSSION
The pre-test learning rate of the students

Table 1 How frequently and quickly students in the control and experimental classes achieved certain vocabulary goals on the pre-test.

No.	Score	Category	Experimental		Control	
			F	%	F	%

1.	91-100	Very Good	-	-	-	-
2.	76-90	Good	1	4.00	4	16.00
3.	61-75	Fair	2	8.00	5	20.00
4.	51-60	Poor	2	8.00	6	24.00
5.	Less than 50	Very poor	20	80.0	10	40.00
	TOTAL		25	100	25	100

The control class had 10 (40%) kids who scored in the "very poor" group on the pretest, but none of the students in the control class scored in that category. Five (24%) pupils fell into the fair group, no students fell into the very good categories and 4 (16%) students in good categories. There were 2 (8%) students in the fair category, no students in the good category, and no students in the very good category in the experimental class, which had 20 (80%) very poor pupils and 2 (8%) poor students.

The post-test learning rate of the students

Table 2. How frequently and quickly students in the control and experimental classes achieved certain vocabulary goals on the post-test..

No.	Score	Category	Experimental		Control	
			F	%	F	%
1.	91-100	Very Good	2	8.0	-	-
2.	76-90	Good	14	56.0	2	8.0
3.	61-75	Fair	8	32.0	6	24.0
4.	51-60	Poor	1	4.0	9	36.0

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5.	Less than 50	Very poor	-	-	8	32.0
	TOTAL		**25**	**100**	**25**	**100**

There were no students in the very good category, 6 (24%) students in the fair category, 9 (36%) students in the poor category, 2 (8%) students in the good category, and 8 (32%) students in the very poor category according to the post-test results in the control class. Meanwhile, whitin the Experiment class there were 8 (32%) students in the fair category, there were 2 (8%) students in the very good category, 1 (4%) students in the poor category and no students in very poor categories, while 14 (76.8) students were in the good category.

The mean score and standard deviation of the pretest for the students in the control and experimental groups.

Table 3. The experimental and control groups' pre-test mean score and standard deviation classes of students

Variables	Mean Score	Standard Deviation
Experimental Class	36.80	18.257
Control Class	50.88	23.339

As can be seen in Table 3 above, the experimental class's pretest results were classified as poor classification using average rating of 36.80 and a standard deviation of 18.257, while the control class's pretest results were categorized as poor utilizing average rating of 50.88 and a standard deviation of 23.339. This suggest that there was a similarity in the students' mean scores between the control and experimental classes. In this instance, prior to treatment, the experimental and control group share the identical awareness.

The students' posttest mean score and standard deviation for the experimental and control groups.

Table 4. The pupils in the control and experimental courses' posttest mean score and standard deviation.

Variables	Mean Score	Standard Deviation
Experimental Class	76.80	9.661
Control Class	55.52	16.709

Grapic 4 higher demonstrates considering following intervention, experimental class's average rating was 76.80 with a standard deviation of 9.661, classifying it as a good classification,and the control class's mean score was 55.52 with a standard deviation of

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16.709,classifying it as a poor category. This indicate 21.28 point rise in the experiment group's mean score.

The pre-test t-test calculating value for the students

Table 5. The pre-test calculating value on t-test

Test	T	Df	Sig. (2 tailed)
Pre test	2.780	24	.010

Following the computation for both groups the pre test scores, the scholar discovered in the quantiti T observed were 2.780 with a two tailed probability sig was .010, meaning that likelihood were higher than 0.05 because the two-tailed test's level of significance and the degree of freedom (df) 24, meaning that (.010>0.05).

Moreover, in the event that it seemed likely that higher more than 0.05, indicates the particular was not discernible variation contrasting control and experimental groups, indicating that their relative abilities were identical prior to the intervention. Pretest results indicated that the statistic hypothesis of H_0 is deemed valid and in statistic hypothesis H_1 is not accepted. Once researcher had computed the pair of groupings rating of pre test for students.

Regarding Students Posttest value on t-test

Table 6. Students' t-test value on the posttest

Test	T	Df	Sig. (2 tailed)
Pre-test	5.951	24	.000

The investigator determined this t-observed were 5.951 given the degrees of 24 freedom and the level of significance (0.000<0.05) the probability as determined by the two-tiled sig coefficient were 0.00 indicating that the probability is less than0.05 after computing the students' scores in post test for the two class final results. This indicates that there was a noteworthy distinction between control and experimental classes.

Conversely, in experimental class vocabulary acquisition were noticeably greater than that of the control group. The statistic theory put forwarded by H_1 were accepted with the statistic conjecture on H^0 were rejected, according to the post-test result. This section's discussion centers on the frayer model approach used in instructional materials to expand students' vocabulary in English

CONCLUSION

The researcher presents the following conclusion in light of the discussion and findings: It was important to apply the frayer model technique. The control class and experimental class values before treatment are smaller than the control class and experimental

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class values after treatment. After the treatment the students' average score increased compared to before the treatment. Which indicates a fourteen point increase in score. The results of the hypothesis test indicated that the difference in the mean score above was significant indicating that teaching English using the frayer model is more successful than using a traditional method.

ACKNOWLEDGMENT

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