

# CHAPTER I

## INTRODUCTION

### A. The Background of Research

Many people learn English to support their studies. In the global era, English an international language. It is used as a media of communication and as an international language that is used to interact with other people in the world. English an important role in many sector of life, such as partner relationship, politic, society, science, technology, culture and others. By using a language peeople are able to introduce themselves, convey their messages and express their ideas and feelings.

Vocabulary is the basic element of four skills, listening, speaking, reading and writing. Students who are rich in vocabulary will be better in listening, speaking, reading and writing a foreign language. Therefore, vocabulary affects the student's ability in learning foreign language. According to Marzano (2004), Vocabulary is important because it is words which carry the content of what we want to say. The more words you know, the more you will be able to communicate.<sup>1</sup> In other words, the first that to be master for language learner in learning language especially English is vocabulary.

In learning process, teachers are not only learning source, they must make the learning process more interesting because students must active to exploring their knowledge. Related from the teacher's teaching method that made the

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<sup>1</sup> Chris Gough, *English Vocabulary Organiser : 100 Topics for self study* (Boston: Thomson corporation, 2002), 3.

student was not active, bored, sleepy, the limited of students' vocabulary mastering, in writing includes content, and language use. Cause of lack in vocabularies and they difficult to arrange their ideas in writing text , many students are lack of vocabularies, which make the students complicated in making English writing text, Those problems must be solved .

Based on those problems above the writer wanted to improve students' skill in vocabulary, especially in descriptive text using frayer model strategy. The writer take descriptive text can describe the object by students because this text is easy to do .

Learning vocabulary is often a rote exercise, with students solely memorizing words. But with the application of frayer model strategy the learning can be more in depth and made enjoyable for the students. The Frayer model is to help studentts refine of vocabulary.<sup>2</sup>

## **B. Identification of the Problem**

The writer could identify some problems on teaching and learning process that happen in MAN 1 Pandeglang on X class like this :

1. The students' difficulties to get vocabulary mastery.
2. The students had low motivation in learning.

## **C. Limitation of the Problems**

Based on the identification of the problems above, it was possible to the writer to solve the problems related to the students' vocabulary mastery on X

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<sup>2</sup> Victoria R Gillis, George Boggs, Donna E Alvermann, *Content Area Reading and Literacy : Succeeding in Today's Diverse Classrooms* (America : Pearson Education, 2013), 196.

grade student of MAN 1 Pandeglang, This research focused to improve vocabulary Mastery in teaching students descriptive text.

Used Frayer model notably on vocabulary and to get the description of the class situation when Frayer was implemented in vocabulary class. This was the why the writer chooses a title: Using Frayer model strategy on through vocabulary in teaching students' descriptive text (An Experiment Research at the First Grade Student of MAN 1 Pandeglang).

#### **D. Problem Formulation**

Based on the background of the study and limitation of the problem above, the writer problem can be formulated as follows:

1. How is the students ability in descriptive text . ?
2. How is the implementation of Frayer Model Strategy in teaching vocabulary ?
3. How is effectiveness of frayer model applied in teaching vocabulary on descriptive text writing. ?

#### **E. The Aims of the Study**

Considering the problems formulation above, the study was oriented toward the following aims :

1. To find out students' ability in descriptive text first grade MAN 1 Pandeglang .
2. To know the application of frayer model strategy in teaching vocabulary

3. To know the effectiveness of frayer model applied in teaching vocabulary on descriptive text writing

#### **F. The Significant of the Study**

The result of this study was expected to bring some theoretically or practically significances and contributions as follows:

1. Researcher

It can to know effectiveness teaching vocabulary in descriptive text .

2. For the Students

This study motivated students who had problems in English learning, especially when vocabulary mastery. They also able to produce a good English whether oral or English communication.

3. The Teacher

The result of this study helped the teachers to improve their teaching method in teaching learning process.. In addition, teachers could apply this strategy in their classroom to make the English learning more interesting.

4. For the School

This study could be a starting point to develop the teaching method which applies in the school.

#### **F. Hypothesis**

This study will take through Frayer model strategy as variable X and students' vocabulary mastery as variable Y. So, in this research the writer submits

hypothesis by seeing how high the average score of experiment class (X) toward control class (Y) as follow:

$H_a = t_o > t_t = +$  : There is effectiveness using Frayer model in vocabulary.

It means that students who are taught by Frayer model will get more effectiveness increase in average score than students who are taught by other method.

$H_a = t_o > t_t = -$  : There is no effectiveness using Frayer model in vocabulary.

It means that students who are taught by Frayer model don't get more effectiveness increase in average score than students who are taught by other method.

### G. Previous of the Study

The writer find many previous studies dealing with the research those are :

Supiatun (072300396) “ Using Story telling in teaching vocabulary to the student of SMPN 3 Serang” in this research the writer concludes that : using story telling in teaching vocabulary has positive effect with significant level of 5% and 1% with  $df=30$  it can be obtained that is t-test 8, 64 and t-table 5% is 2, 04 and 1% is 2 , 76 that is  $2, 04 < 8, 64 > 2, 76$ . Sp the null hyphothesis is rejected. Normalized gain score for experiment class is 0, 4 and normalized gain scorefor control class is -0, 08 that is  $03 \geq 0,4 \leq 0,7$ , so the gain score of experiment class is medium. It means that using storytellingin teaching vocabulary is better than without using storytelling, and the alternative hypothesis is accepted.

Shela Rahmawati (062300006) “ Improving students' vocabulary through riddle game at the first grade of SMA Al-Ma'arif Tegal bundar Purwakarta

Cilegon)” in this research the writer concludes that :the writer collects data from 60 students spread in two classes, one class as the experimental group and another one is a control group, while class X-A as control group and class X-B as experimental group are taken as the sample. The data is gathered through pre-test and post-test. The result of the research shows that  $t_{\text{observasi}} = 7,60$  and  $t_{\text{table}}$  with level significance 1% = 2,65, so  $t_{\text{table}} = 2,00 < t_{\text{observation}} = 7,60 > t_{\text{table}} = 2,65$ . So, the hypothesis which states there is no effectiveness of using riddle game in improving students’ vocabulary ( $H_0$ ) is rejected, it means that riddle game had quite significant effectiveness in improving students’ vocabulary.

## **H. Organization of the Research**

The research paper was organized in five chapters:

First chapter is introduction, which consists of background of the problem, identification of the problem, limitation of problem, statements of the problem, objective of the reseach, previous study, and organization of the paper.

Second chapter is frame of theories, which is related with the research theme. It includes theory of vocabulary , descriptive text and Frayer Model

The third chapter is reseach methodology which consists of the population and sample, reseach instrument and technique of analyzing data.

The fourth chapter is finding and discussion which consits of test of instrument, data analysis, and analysis of result (discussion)

The fifth chapter is conclusion and suggestions

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Vocabulary

##### 1. Definition of Vocabulary

According to Victoria Vocabulary is a complex topic that requires specific attention if teachers want their students to learn targeted content. Vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction.<sup>3</sup> This includes like derive, definition, estimate, function.<sup>4</sup>

As Trisha said that vocabulary suggests that students learn words by memorizing short definitions or sentence.<sup>5</sup> From the statment above, learning vocabulary not only learning about the new words but also about how to use the words or vocabulary into correct usage, definition, function and the content of the sentence.

According oxford dictionary of current english vocabulary is, “ all the words that a person knows or uses”.<sup>6</sup> vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn

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<sup>3</sup> Victoria R Gillis, George Boggs, Donna E Alvermann, *Content Area Reading and Literacy* (America : Pearson Education, 2013 ), 181.

<sup>4</sup> Brian Tomlison, *Developing Materials for Language Teaching* ( Bloomsburry, 2013), 353.

<sup>5</sup> Trisha Brummer and Stephanie Macceca, *Reading Strategies for Mathematics* ( America : Shell Education Publishing, 2014 ), 29.

<sup>6</sup> Oxford University, *Oxford learners' pocket dictionary* ( Newyork : Oxford University press, 2008 )

examples and nonexamples of the word and related words, and use the word accurately within the context of the sentence.<sup>7</sup>

Vocabulary knowledge is a network of connections among words and experiences built from multiple encounters with words in meaningful contexts—that is, contexts that reveal information about a word’s meaning.<sup>8</sup> Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Renandya proposes that “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”.<sup>9</sup> Vocabulary is important for everyone who learns the language to be use in listening, writing, speaking, reading.

Vocabulary is practiced and words are related by category, are words with similar prefixes, roots, or spelling patterns (words that end with -ate), or grouped by themes (transportation, emotions, things that are cold). vocabulary is a fluid process, and more sophisticated forms of speech can be added a students’ word understandings develop, when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice.<sup>10</sup> Vocabulary plays an important role in teaching and learning English as a foreign language.

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<sup>7</sup> Antonacci A Patricia, O’Callahan M Catherine, *Promoting Literacy Depeloment : 50 Research – Based Strategies for K-8 Learner* ( Sage publication, 2012), 92.

<sup>8</sup> Margaret, *et al Vocabulary Assessment to Support Instruction* ( New York : The Guilford Press, 2017), 26.

<sup>9</sup> Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practice* ( Cambridge : Cambridge University Press ), 255.

<sup>10</sup> Judi Willis M D , *Teaching the Brain Read* (Association for Supervision and Curriculum Development (ASCD), 2008), 80.



Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:<sup>11</sup>

1. the meaning of the word
2. the written form of the word
3. the spoken form of the word
4. the grammatical behaviour of the word
5. the collocations of the word
6. the register of the word
7. the associations of the word
8. the frequency of the word.

## **2. Kinds of Vocabulary**

There are two types of vocabulary, they are active and passive vocabulary.<sup>12</sup>

While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary. Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand,

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<sup>11</sup> Norbert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000). 5.

<sup>12</sup> John Read, *Assessing Vocabulary* (Cambridge UK: Cambridge University Press, 2000). 154.

passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

Haycraft as it is quoted by Hatch and Brown divided two kinds of vocabulary, there are :<sup>13</sup>

a. Receptive vocabulary

receptive vocabulary is words that the learners recognize and understand when they are use in the context, but which they cannot produce. It is vocabulary that the learning reading text do not use it in speaking and writing.

b. Productive Vocabulary

productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing. productive vocabulary can be intended as an active process, because the learners can produce the words to express their thoughts to others.

### 3. The Important Vocabulary

Vocabulary is an imprtant role , Students who are rich in vocabulary will be easier to understand the writing of other in the language and the easier it is to express the content of the mind .Nation and crabe said that a slightly larger "survival list" of 120 items also includes vocabulary for everyday activities such as buying and bargaining, reading signs, and ordering food.<sup>14</sup> It is involved in every aspect of our lives.

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<sup>13</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education*, (New York : Cambridge University Press, 1995), 370.

<sup>14</sup> Norbert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000). 142.

According to schmitt's opinion that :

Vocabulary is one of the most important skills in language. We cannot speak well if we do not master it. No matter how successfully the sound of the foreign language is mastered. Without words to express the wider range of meaning, communication in foreign language just cannot happen in any meaningful way.<sup>15</sup>

Think of word knowledge, or vocabulary, as what you know about the words you know. That knowledge is critical not only to your mastery of the language you speak, but also to your ability to comprehend text, to learn from text, to express your thoughts in writing in coherent and convincing ways, and to engage in critical thinking.<sup>16</sup> Vocabulary is also related to plays in core reading and writing processes, there are important reasons to suppose that vocabulary development can make it much easier for students to develop about their own and other people's ideas.

#### **4. Learning and Teaching Vocabulary**

Evelyn Hatch and Cheryl Brown on his book said that, for learning vocabulary, in there are five essential steps in vocabulary learning .<sup>17</sup>

- Encountering new words
- Getting the word form
- Getting the word meaning

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<sup>15</sup> Norbert Schmitt and Michael Mc Charney, *Vocabulary in language teaching* (Cambridge : Cambridge University Press, 2000 ), 5.

<sup>16</sup> Margaret G. McKeown, *et al*, *Vocabulary Assessment to Support Instruction* ( New York : Guilford Press, 2017), 18

<sup>17</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary Semantics and Language Education* (Cambridge : Cambridge University Press, 1995), 372.

- Consolidating word form and meaning in memory
- Using the word

Based on the explanation above , it is there are steps for strategies learnig vocabulary can make the learning effectively.

According to Douglas brown “ teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.”<sup>18</sup> In learning process, teachers are as facilitator that can make the learning process more interesting and students must active to exploring their knowledge.

Taking a middle-of-the-road position, Graves (1987) concludes that though some of the words that students need to learn should be taught directly, students additionally need to develop strategies for learning words by themselves as well as an attitude that will encourage the continued use of these strategies. “Regardless of how much instruction we do in schools, students will actually do most of their learning independently. It therefore makes sense to encourage students to develop personal plans to expand their vocabularies over time”.<sup>19</sup> students need to develop strategy for learn by themselves , students will be do more of learning independently to exploring their knowledge .

Allen says that “ Voabulary is important to be learned for te student’s own use (or production) in speaking and writing.”<sup>20</sup> The vocabulary is important

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<sup>18</sup> H. Douglas Brown, *Principle of Language Learning and Teaching* ( San Francisco University : Longman, 2000), 7.

<sup>19</sup> Keith S. Folse, Ph.D, *Applying Second Language Research to Classroom Teaching* (United States of America : University of Michigan Press , 2004), 78.

<sup>20</sup> Virginia French Allen, *Techniques in Teaching Vocabulary* (Oxford: oxford University, 1983), 99.

for learning the language to be use speaking, listening, writing, reading, beside grammar because without vocabulary all are nothing.

According to tankersley “Teaching vocabulary is a complex process that demands multiple strategies and many opportunities to interact with new vocabulary term.”<sup>21</sup> The use of method and strategies optimally supported by media that developed to generate student motivation in learning english, the lessonlearned will be more easily . the media can motivate students to learn better.

Marzano’s Six Step Process Teaching Academic Vocabulary :<sup>22</sup>

1. Provide a description, explanation, or example of the new term. (Include a non-linguistic representation of the term for ESL kids.)
2. Ask students to restate the description, explanation, or example in their own words. (Allow students whose primary existing knowledge base is still in their native language to write in it.)
3. Ask students to construct a picture, symbol, or graphic representing the word.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another. (Allow in native language when appropriate)
6. Involve students periodically in games that allow them to play with terms.

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<sup>21</sup> Karen Tankersley, *The Threads of Reading* (Alexandria : ASCD , 2003), 72.

<sup>22</sup> Marzano Robert, *Building Background Knowledge for Academic Achievement Research on What Works in Schools* ( ASCD, 2004)

## **B. Frayer Model**

### **1. Definition of Frayer Model**

According to Trisha Brummer The 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 they may know or may be learning. The framework of the frayer model includes the domain specific or academic word, the definition, the characteristics of the concept word, examples of the concept word, and non examples of the concept word. It is important to include both examples and nonexamples so that students are able to clarify what the concept word is, what it is not, and any nuances in word meanings and relationships.<sup>23</sup>

According to Vicki Urquhart The Frayer Model is a word categorization activity (Frayer, Frederick, & Klausmeier, 1969). The strategy helps learners develop their understanding of concepts by studying those concepts in a relational manner. Using the Frayer Model, students analyze a concept's essential and nonessential characteristics and then refine their understanding of the concept by choosing relevant examples and nonexamples. In order to understand a concept completely, one must know what the concept both is and isn't. The frayer model layout can be adapted to ELLs and younger students by asking them to write a definition and associated characteristics instead of essential and non essential characteristics. Teachers can model the Frayer Model with pictures and

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<sup>23</sup> Trisha Brummer, Stephanie Macceca, *Reading Strategies for Mathematics* (America : Shell Education Publishing, 2014), 64.

drawings.<sup>24</sup> Through the employment of the Frayer Model, work well in learning new concept and ideas or vocabulary that give them way to greater academic achievement. 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 connections among new concepts and creates a visual reference by which students learn to compare attributes and examples.

According to Jan Rozzele The Frayer Model is a graphic organizer that helps students to understand the meaning of a new concept and distinguish what the concept is and what it is not. The four quadrants of the graphic may contain slightly different headings, but in general they require learners to first analyze and list essential and nonessential characteristics and later to consider and list examples and nonexamples from their own lives to further clarify their understanding of the word.<sup>25</sup>

As Based Trisha said Using a graph is a visual depiction of relationships. Teachers ask students to organize the ideas in a text to show the relationships based on what they have read. Thus, the term graphic organizer is a visual depiction of how ideas in a text are interrelated, connected, and organized. Graphic organizers are a visual form of traditional outlining. However, they are more flexible and stimulating for students to use because of their visual nature. They require students to

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<sup>24</sup> Vicki Urquhart, Dana Frazee, *Teaching Reading in the Content Areas* ( America: McREL, 2012). 103.

<sup>25</sup> Jan Rozzelle, Carol Searce, *Power Tools of Adolescent Literacy* ( Solution Tree Press, 2009), 116.

process information that they have read and have seen, which enhances their retention and recall, and requires them to analyze how sentences, paragraphs, and larger portions of the text interact and relate to each other and create meaning from the text. Prepare students for the activity by explaining that you will model how to use a graphic organizer to help them understand how the information is organized in various sentences, paragraphs, and larger portions of text in order to improve their comprehension and memory.<sup>26</sup> graphic organizer that allowed the students to separate the various aspect of a word or concept. Graphic organizer is one of tool to employ in teaching vocabulary. A vocabulary Graphic Organizer is a three-column chart that helps students to develop their own definitions of new terms from subject area classes, create graphic representations of the definitions, and record new insights.

By understanding the concepts of the words, According to shoob and stout (2008:49) 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 and concept. 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 regonize to analyze, the

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<sup>26</sup> Trisha Brummer, Stephanie Macceca, *Reading Strategies for Mathematics* (America : Shell Education Publishing, 2014), 224.



example is sample can related to the word. It helps student to understand the word.<sup>27</sup>

According to Victoria Frayer Model is semantic feature analysis, discussed earlier, the Frayer model focuses on discriminating features of words. As with the vocabulary square, there are four quadrants, and the featured word is written in the middle. Typically, the four quadrants are labeled “Essential Characteristics,” “Nonessential Characteristics,” “Examples,” and “Nonexamples.” Sometimes, knowing what a word is not helps clarify what it means to help students refine their knowledge of vocabulary. suggest adapting the Frayer model quadrant labels to “Definition,” “Facts,” “Examples,” and “Nonexamples.”<sup>28</sup>

From the definition of some expert above it can be concluded that This information is placed on a chart that is divided into four sections to provide a visual representation for students, Describe its essential characteristics, provide examples of the idea and suggest non examples of the idea to write a descriptive text then, frayer model is using to learn word concept and understanding and development student build relations and applications of concepts, it means that in frayer model the students will build differences and similarities of the concept to give the meaning about the concept. Frayer model will facilitate students in concluding a problem on the topic.

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<sup>27</sup> Mika Y. Aryanti, “Improving student’s Understanding New Word in Descriptive text By Using Frayer Model”, Forum: *Journal Pendidikan dan Pembelajaran*, Vol. 6, No.7 (2017).

<sup>28</sup> Victoria R Gillis, George Boggs, Donna E Alvermann, *Content Area Reading and Literacy* (America : Pearson Education, 2013 ), 196.

## 2. Procedure Using of Frayer Model

To use the vocabulary word with Frayer Model, students should be taught the following Steps :<sup>29</sup>

1. Assign the concept or word from the text to be studied
2. Explain all of the attributes of the Frayer Model to be completed.
3. Model for students using the Frayer Model with an easy word or concept from a familiar text.
4. Have students work in pairs and complete their model diagram using the assigned concept or word. Students may enjoy constructing their diagram with chart paper and markers or with a computer graphics software program.
5. Once the diagram is complete, have students share their work with other students.

There are five essential steps in using frayer model based to :<sup>30</sup>

1. Introduce the concept being studied, and give students a graphic organizer similar to those at the end of this section.
2. Explain the structure and all the attributes of the Frayer Model
3. Complete a simple model with the whole class.

For example, use the concept of "fairness," and ask students for words that characterize "fairness." List responses on a whiteboard, overhead, or chart paper so that all students can see the

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<sup>29</sup> Vicki Urquhart, Dana Frazee, *Teaching Reading in the Content Areas* ( America: McREL, 2012). 103.

<sup>30</sup> Jan Rozzelle, Carol Searce, *Power Tools of Adolescent Literacy* ( Solution Tree Press, 2009), 205.

responses. Ask students for examples of fairness from their lives (responses may include things like "sharing a pizza evenly"), and write a few as enlarged text. Next, ask students to consider what fairness is not, and to turn to their partner and share an example of something that happened to them that was unfair. (An example might be a time when a parent punished one sibling for something that another sibling had done.) Last, discuss and write a definition in the appropriate block of the graphic organizer.

4. Have students work in pairs to complete a model in guided practice.
5. Have students share their work.

### **3. Advantages of Frayer Model**

According to Jan Rozelle Advantage of frayer model that comprehensive procedure for teaching new words and is especially useful in introducing concepts before and after reading a text. This strategy helps students to compare and contrast concepts, and to understand how words are like and different from other words. it is particularly beneficial in teaching difficult concepts. The Frayer Model was designed to assess the level of concept mastery. as a framework for assessing students' background knowledge of a concept Write the topic in the center of the square, and have students place their responses in the appropriate box before they read the selected text. After they read and learn new information, students revise their thinking by writing and posting new

information on different colored sticky notes and taking away in accurate information.<sup>31</sup>

According to Arthur Frayer model is vocabulary strategy or anticipation/ prediction guides, readers create meaning by interacting mentally with the words on the page. The complex act of constructing meaning from text involves intellectual processes or dispositions that can be taught, learned, and optimized over time. In an effort to focus classroom instruction, districts are mandating that teachers use well-established strategies such as graphic organizers.<sup>32</sup> The Frayer model uses a graphic organizer which requires students to both define the new vocabulary as well as apply these definitions by producing examples and non-examples. This strategy both improves students' ability to think critically as well as helps them to recognize and understand unfamiliar vocabulary.

Based on journal education and learning The Frayer model improves students' understanding of new words in descriptive text. Descriptive text has some characteristics; it uses comparative degree. The generic structures are identification and description. That suggests the teacher applying Frayer Model in the teaching learning process, especially in teaching vocabulary, helping students learn new concepts and extend their vocabulary for recording information related to the words or concept.<sup>33</sup>

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<sup>31</sup> Jan Rozzelle, Carol Searce, *Power Tools of Adolescent Literacy* (Solution Tree Press, 2009), 116.

<sup>32</sup> Costa L. Arthur, Kallick Bena, *Habits of Mind Across the Curriculum* (ASCD, 2009), 116.

<sup>33</sup> Mika Y. Aryanti, "Improving student's Understanding New Word in Descriptive text By Using Frayer Model", *Forum: Journal Pendidikan dan Pembelajaran*, Vol. 6, No.7 (2017).

According to Vicki ,the frayer model that strategy helps learners develop their understanding of concepts by studying those concepts in a relational manner. Using this strategy can helps students develop a conceptual understanding of new vocabulary or concept.<sup>34</sup>

According to Denise , the frayer model strategy helps students build a thorough understanding of a concept. The process involves constrating examples of the concept with nonexamples, determing essential and non essential characteristics, and organizing the information into a chart (below). The accompanying discussion and debate stimulate high-level thinking, while the structuring of the ideas in writing aids comprehension and retention. Students respond best when they learn to use this strategy in conjution with familiar concepts at a relatively low level of abstraction. At this level are such concepts as cat, house, or apple, examples of which are concrete and within the realm of the students' first hand experience. After analyzing such concepts, students will be better able to move to higher levels of abstraction and analyze such complex concepts as lyrical poetry,the life cycle, sportsmansip, or classical music.<sup>35</sup> It means the advantages of frayer model strategy are : the student can develop the understanding of key. And than by using frayer model strategy the student can draw on prior knowledge to make connections among concepts. The students compare attributes and examples. The students also can think

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<sup>34</sup> Vicki Urquhart, Dana Frazee, *Teaching Reading in the Content Areas* ( America: McREL, 2012). 103.

<sup>35</sup> Denise D. Nessel, Joyce M. Graham, *Thinking strategies for Student Achievement* (Corwin Press 2006). 61.

critically to find relationships between concepts and to develop deeper understanding. And the last is making visual connections and personal associations.

Based on electronic Journal of Science Education , the frayer model allows students to focus on a particular concept or phenomeba which make this strategy effective for learning vocabulary .students will use the first square to share the definition in their own words and in the second square they will list essential characteristic of the vocabulary or concept they are studying. The last two squares are for examples and non examples. This particular strategy is successful because it allows for student choice. They evalute the collected experiences, knowledge, and understandings of their class.<sup>36</sup>

From the statment above , by using the frayer model strategy students can define a concept/word/term, to helping write a describe its essential characteristics, provide examples of the idea , this information is placed on a chart that is divided into four sections to provide a visual representation for students , it also activates prior knowledge of a topic and builds connections. This strategy uses a graphic organizer to help students understand a concept and recognize similarities and differences between that concept and other concept being discussed, the frayer model also often used when teaching vocabulary. This strategy promotes critical thinking, draws on a student;s prior knowledge, build connection between what

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<sup>36</sup> Cindi Smith, katherine , Alyson Smith Bass , “*Science and Language Special Issue : Challenges in Preparing Preservice Teachers for Teaching Science as a Second Language*”, Forum : Journal of Science Education . Vol.20, No.3 (2016).

students know and what they will learn, it improves retention of information, students can create an image that will help them remember the concepts that they are learning, give students many different ways to remember what a word is and its meaning. The Frayer model is a graphic organizer that can help to think about and describe the meaning of a word, with this strategy students can easily write a description of something to define characteristics that are identified along with examples. Use of the Frayer model provided students an opportunity to explain and elaborate their understanding about a word.

### **C. Descriptive text**

#### **1. Definition Descriptive Text**

According to Oshima and Hogue, description is writing about how something or someone looks and uses space order, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. In addition, a good description is like a “word picture”: the reader can imagine the object, place, or person in his or her mind.<sup>37</sup> From the statement above, Descriptive text is a text that gives information about characteristic something. For example, when you are describing your favourite room at home, you could first describe things on the left side of the doorway and then move clockwise around to the right side. And when you describe a person, you could begin with an overall impression and then focus on the person's head, then the face, and then on part of the face such as the eyes.

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<sup>37</sup> Alice Oshima and Hogue, *An introduction to Academic Writing* (2<sup>nd</sup> Edition) (New York : Longman, 1997), 50.

As Barbara Fine Clouse said in her book, *The Student Writer*, “Description adds an important dimension to our lives because it moves our emotion and expands our experience”.<sup>38</sup> Based on the definition description expands our experience by taking us to place or something we might don’t know much about, which explains the descriptive in paper .

The description text is the description of the existence of an object or on the occurrence of an event through the process. Thus, paragraph description is a paragraph that describes the existence of something based on the properties and characteristics, or the occurrence of a process through the stage.<sup>39</sup> It means text describing characteristic about something such as human being, animals, or inanimate object.

Description is organizes facts that describe the characteristics of specific people, places, things, or events. These characteristics can appear in any order.<sup>40</sup> Descriptive text is also describes something living and non living to inform reader or listener . in writing descriptive text students must meet the component writing, there are , develop ideas, organize ideas, grammar, and vocabulary, because developing ideas is the most important things for students on descriptive text writing . by develop ideas students can make good writing text. The information about a topic (object, person, animal, idea, event) includes facts, characteristics, traits, and features.<sup>41</sup>

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<sup>38</sup> Barbara fine Clouse, *The Student Write* (McGraw-Hill Companies, Inc., 2004), 142.

<sup>39</sup> Tri Wiranto, *Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Gramatika*, (Penerbit Pustaka Pelajar, Yogyakarta, 2010), 157.

<sup>40</sup> Vicki Urquhart, Dana Frazee, *Teaching Reading in the Content Areas* ( America: McREL, 2012). 24.

<sup>41</sup> Trisha Brummer, Stephanie Macceca, *Reading Strategies for Mathematics* (America : Shell Education Publishing, 2014), 243.



Based on Journal of English Language Teaching , descriptive text is a text that gives information about particular person, place, or thing. Gerot et al in Mursyid states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. Relating to the quotation, through this text, the readers can imagine what being talked about.<sup>42</sup>

From the statment above, descriptive text is about something looks, sounds, tastes. Mostly it is about visual experience, the descriptive text is meaningful text that describes the experience related to the senses, such as shape, sounds,all about visual experience. But in particular the descriptive text a text which says what a person, place or a thing. It can be said that this descriptive text is a text that explains about person or an object, form, properties.

## **2. The Generic Structure of Descriptive Text**

There are two main components in the generic structure of descriptive text. They are identification and description. Gerot and Peter (1994:208) mention that “there are two components in the descriptive text: <sup>43</sup> first, identification : identifies phenomenon to be described, and description; describes parts, qualities, and characteristics”. The identification usually occurs in the first paragraph and the description stated in the continuing paragraph. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

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<sup>42</sup> Imelda , Hasan, Abdul Waris, “ *Improving the Ability in Writing Descriptive Text Through Guided Questions Technique* ”, Forum : Journal of English Language Teaching Society Vol. 2 No.1, 2014

<sup>43</sup> Lailatul Husna, Zainil, Yenni Rozimela , Journal English Language Teaching (ELT) vol.1 No.2, juli 2013,

The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject. One of the examples of descriptive text is as follow:

My friend, Fine Eirene, is a beautiful girl. (**identification**)  
 She is about 1.7 meter and her complexion is cream. in addition to that, she has a long black hair and a sharp nose. Her two long and strong legs tenderly support more over her slim body with her two nice hands. Every body who has met her will say that she is the apple of his eyes. (**description**).<sup>44</sup>

### 3. The Purpose of Descriptive

As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

According to Barbara the purpose of description text are :<sup>45</sup>

Purpose	Sample Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understands why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one

<sup>44</sup> Sanggam Sihan, *The English Paragraph* (Yogyakarta ; Graha Ilmu, 2008), 119.

<sup>45</sup> Barbara fine Clouse, *The Student Write* (McGraw-Hill Companies, Inc., 2004), 154

To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade women)	A description of a degrading music Video

Although it can serve a provide of purposes, description is most often expressive, so it most often helps writers share their conceptions. As human beings, we have a desire to connect with other people by sharing our experiences with them. To describe about someone or something reader, to tell and explain to the reader about the topic, to inform about famous place or thing to other.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Method of The Research

This paper, the writer uses quantitative research by using experimental research. Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of relationship between variables can be tested.<sup>46</sup>

Experimental study itself can be defined as an objective, systematic, and controlled study to predict or control the phenomena. Thus, the purpose of experimental research is to test causality relationship between the variables.

There are three types of experiment such as:<sup>47</sup>

- 1) Pre-experiment: may have pre and post treatment tests, but lack a control group
- 2) Quasi-experiment: has both pre- and post test and experimental and control groups, but no random assignment of subject
- 3) True-experiment has both pre- and post tests, experimental and control groups, and random assignment of subject

In this research the writer uses pre experiment research ( pre test-post test non-equivalent-group design) to conduct the study. Frankel, Wallen, and Hyun explain that quasi experimental design do not include the use of random assignment.<sup>48</sup> Pre test-post test non-equivalent-group design is an experimental

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<sup>46</sup> David Nunan, *Research Methods in Language Learning*, ( New York ; Cambridge University Press, 1992), 230.

<sup>47</sup> Nunan, *Research Methods*, 41.

<sup>48</sup> Jack. R. Fraenkel, Norman E. Wallen, Hellen H. Hyun, *How to Design and Evaluate Research in Education* (New York: Mc. Graw Hil., 1932), 254.

design had two groups : the first group obtain treatment, while the second group is control. In the design, the treatments.

## **B. Population and Sample**

### **1. Population**

According to David Nunan, “Population is all cases, situation or individuals who share one more characteristics”.<sup>49</sup> In the first grade of MAN 1 Pandeglang have 2 classes, namely X IPA 1 and X IPA 2. Each class has 25 and 22 students. So, the population of the research is 47 students.

### **2. Sample**

Sample is a subset of individuals or cases from within a population.<sup>50</sup> The sample is part of the number and characteristics processed by the population.<sup>51</sup> It means that sample is a part representative of population being research and it is called sample research if writer aims to generalize the result of sample research. The writer takes the sample from two classes, the first for experiment class and the second for control class. Experiment class is for students in X IPA 1 consists of 25 students and control class is for 22 students in X IPA 2 .

### **3. Instruments**

Research instrument is a facility that is used by writer in collecting data. In this research the data will be gotten through two instruments. The

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<sup>49</sup> Nunan, *Research Methods*, 231.

<sup>50</sup> Nunan, *Research Methods*, 232.

<sup>51</sup> Sugiono, *Metode Penelitian Kombinasi* Bandung: Alfabeta, 2011), 120.

instruments that used by the writer consist of pre test and post test. Pre test and post test are research instruments that use as an instrument to know the result from experimental class and control class.

Pre test is write a describe text about people to evaluate the subject that without using frayer model strategy in teaching to both of classes. Post test is write a describe text about tourism place to evaluate the subject that using frayer model strategy in experiment class and without using frayer model strategy in control class.

## **D. Data Collection and Data Analysis**

### **1. Data Collection**

#### **a. Test**

Test is amount practice or another use to measure art, knowledge, intelligence, skill or talent who has at individual. Test is used to measure the students' mastery descriptive text. It was done twice, pre-test and post test:

#### **1). Pre test**

Before the teacher taught new material by frayer model strategy, the teacher asked students to answer pre-test. Pre-test was given to the experimental and control classes in same way.

#### **2). Post test**

Post test was given to the experimental class and control class. It was given in order to know students' achivement after they were taught by using frayer model strategy (experimental class) and without using frayer model

strategy (control class). In this case, students were asked to answer the post-test.

## 2. Data Analysis

In this research, the writer uses formula to find out how the students can improve their writing comprehension of descriptive text. To analyze data, the writer uses statistical approach quantitative data. The steps are :

1. Determining the Mean of variable X1 with formula:

$$M_1 = \frac{\sum x_1}{N_1}$$

2. Determining the Mean of variable Y1 with formula:

$$M_2 = \frac{\sum y_1}{N_2}$$

3. Determining derivation score variable  $X_1$  with formula:

$$X_1 = X1 - M_1$$

4. Determining derivation score variable  $Y_1$  with formula:

$$Y_1 = Y1 - M_1$$

After getting the data from pre-test and post-test, the writer analyzes it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum Y_1^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$M_1$  = the average score of experimental class (Mean X1)

$M_2$  = the average score of control class (Mean X2)

$\sum X_1^2$  = Sum of square deviation of experiment class

$\sum Y_1^2$  = Sum of square deviation of control class

$N_1$  = Number of students of experiment class

$N_2$  = Number of students of control class

2 = constant number

df = degree of freedom

df =  $N_1 + N_2 - 2$

5. Doing interpretation and calculation by comparing the result of calculation t-test with t-table.



## **CHAPTER IV**

### **RESEARCH FINDING**

#### **A. Description of Data**

In this chapter, the writer would like to present the description of the data. The sample of his research was the students of the first grade of MAN 1 Pandeglang, as tested in this chapter, the writer divide them in two groups. The first experimental class that consist of 25 students from class X IPA 1 and the second is control class that consist 22 students from X IPA 2 .

The goal of this research is to know the effectiveness of frayer model strategy toward students' writing and to give the report of the data description and to analyze the score pre-test and post-test of the experimental and control class. The writer did an analyze of quantitative data. The data is obtained by giving test to the experimental class and control class after giving a different both classes.

The students have poor ability in some test before using frayer model strategy. The students have the difficulties in understand a text and they have poostudenr on writing comprehension but after used frayer strategy, the students' writing increased so that they easier in the test. It can be seen from the result of pre-test and post-test and students' work when learning process. In learning process of writing that use frayer model strategy students understood one by one the step of frayer model strategy and the students work was appropriated with the procedure of frayer model strategy.

To know the effectiveness of frayer model strategy toward students' writing, the writer gave the test to students as sample both at the experimental class and control class. The test that used in this reseach divided in two types, they are pre-test and post-test. The pre-test is given before treatment and post-test is given after giving treatment. Both the writing tests, pre test, and post test which the writer gave to the students were exercise to write descriptive test two paragraf.

The writer describe the students' result of pre-test and post-test in experimental class by the table below :

**1. The score of Pre-test and Post-test of Experimental Class**

**Table 4.1**

**Data from Pre-test and Post-test of Experimental Class**

NO	NAME	SCHORE	
		PRE-TEST XI	POST-TEST X2
1.	EN	50	75
2.	AH	55	70
3.	UH	65	80
4.	MN	60	80
5.	NA	65	90
6.	FP	70	85
7.	AS	50	70
8.	MC	50	70

9.	DF	70	90
10.	BF	70	90
11.	FA	50	70
12.	MR	50	70
13.	SI	75	95
14.	DW	70	90
15.	AP	60	85
16.	AO	65	85
17.	RA	65	80
18.	ZW	55	75
19.	SN	70	85
20.	AR	50	70
21.	FF	67	80
22.	AM	65	85
23.	AM	65	85
24.	MTZ	60	85
25.	SN	65	80
N=25	$\sum XI$	1537	2020
	MI	61,48	80,8

Mean by formula:

Pre-test

$$M_1 = \frac{\sum x_1}{N_1}$$

$$M_1 = \frac{\sum 1,537}{25}$$

$$= 61,48$$

Post-test

$$M_2 = \frac{\sum x_2}{N_2}$$

$$M_2 = \frac{\sum 2,020}{25}$$

$$= 80,8$$

Note:

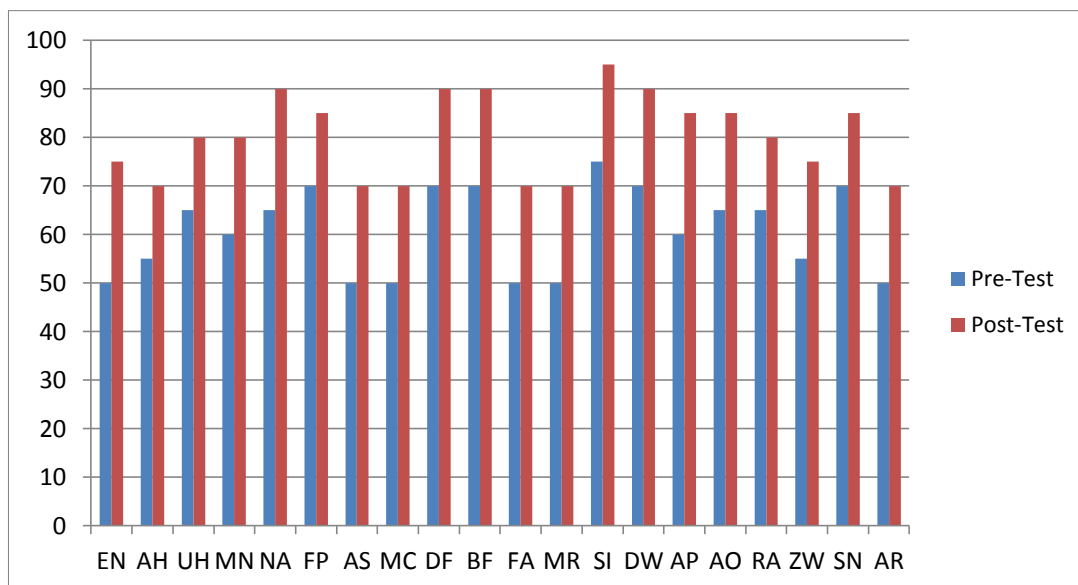
$\sum X_1$  : The score of pre-test experimental class

$\sum X_2$  : The score of post-test experimental class

$M_1$  : Mean of pre-test experimental class

$M_2$  : Mean of post-test experimental class

$N_1$  : Numbers of students of experimental class

**Graphic 4.1****The Score in Pre-test and Post-test in Experimental Class****2. The score of Pre-test and Post-test of Control Class****Table 4.2****The result Score of Pre-test and Post-test Control Class**

NO	NAME	SCHORE	
		PRE-TEST	POST-TEST
		Y1	Y2
1.	DA	60	70
2.	NP	55	67
3.	F	58	65
4.	NG	58	82
5.	MD	55	64
6.	MH	63	70

7.	IM	50	60
8.	DD	67	75
9.	NM	54	60
10.	A	50	60
11.	HA	62	75
12.	MU	54	60
13.	N	65	70
14.	TH	62	70
15.	AM	67	75
16.	HA	65	75
17.	AM	59	70
18.	TN	60	65
19.	IL	65	75
20.	VC	75	95
21.	RS	60	70
22.	AA	70	80
N=22	$\sum XI$	1334	1473
	MI	60,63	66,95

Mean by formula:

Pre-test

$$M_1 = \frac{\sum y_1}{N_1}$$

$$M_1 = \frac{\sum 1,334}{22}$$

$$= 60,63$$

Post-test

$$M_2 = \frac{\sum y_2}{N_2}$$

$$M_2 = \frac{\sum 1,473}{22}$$

$$= 66,95$$

Note:

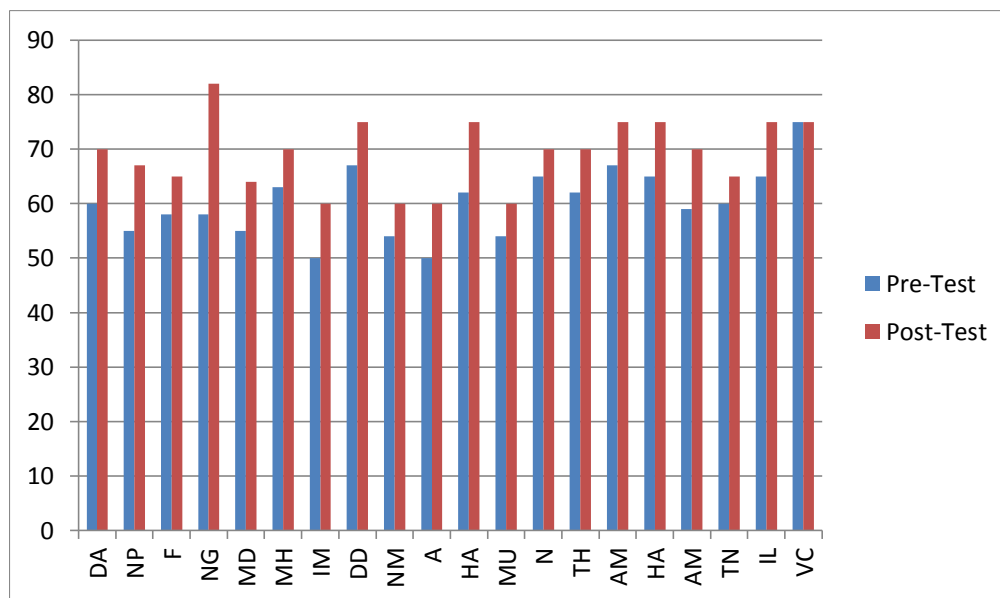
$\sum Y_1$  : The score of pre-test control class

$\sum Y_2$  : The score of post-test control class

$M_1$  : Mean of pre-test control class

$M_2$  : Mean of post-test control class

$N_1$  : Numbers of students of control class.

**Graphic 4.2****The Score in Pre-test and Post-test in Control Class**

Based on the graphic above, it showed that the result of control class did not have the significant improvement, it is seemed from average score of post-test that is score of pre-test  $60,63 > 66,95$ . This class also realized can effect improvement but lower than experimental class.

**B. Analysis of Data**

After getting the data from pre-test and post-test score of two classes. Than the writer analyzed it by using t-test formula with the degree of significant 5% and 5% the writer used step as follows:



**Table 4.3****The Score of Distribution Frequency**

No	SCORE		X <sub>1</sub>	Y <sub>1</sub>	X <sub>1</sub> <sup>2</sup>	Y <sub>1</sub> <sup>2</sup>
	X1	Y1	(X1-M <sub>1</sub> )	(Y1-M <sub>2</sub> )		
1.	75	70	5,8	-3,05	33,64	9,30
2.	70	67	10,8	-0,05	116,64	0,0025
3.	80	65	0,8	1,95	0,64	3,80
4.	80	82	0,8	-15,05	0,64	226,50
5.	90	64	-9,2	2,95	8,464	8,70
6.	85	70	-4,2	-3,05	17,64	9,30
7.	70	60	10,8	6,95	116,64	48,30
8.	70	75	10,8	-8,05	116,64	64,80
9.	90	60	-9,2	6,95	8,46	48,30
10.	90	60	-9,2	6,95	8,46	48,30
11.	70	75	10,8	-8,05	116,64	64,80
12.	70	60	10,8	6,95	116,64	48,30
13.	95	70	4,2	-3,05	17,64	9,30
14.	90	70	-9,2	-3,05	8,46	9,30
15.	85	75	-4,2	-8,05	17,64	64,80
16.	85	75	-4,2	-8,05	17,64	64,80
17.	80	70	0,8	-3,05	0,64	9,30
18.	75	65	5,8	1,95	33,64	3,80

19.	85	75	-4,2	-5,05	17,64	25,50
20.	70	95	10,8	-28,05	116,64	786,80
21.	80	70	0,8	-3,05	0,64	9,30
22.	85	80	-4,2	-13,05	17,64	170,30
23.	85		-4,2		17,64	
24.	85		-4,2		17,64	
25.	80		0,8		0,64	
$\Sigma$	2,020	1473	10	-77,05	776,72	1,733,6
AVERAGE	80,8	66,95				

**Note:**

X1 = Score Post-Test (Experimental Class)

Y1 = Score Post-Test (Control Class)

$X_1$  =  $X1 - M_1$  (Mean X1)

$Y_1$  =  $Y1 - M_2$  (Mean Y1)

$X_1^2$  = The squared value of  $X_1$

$Y_1^2$  = The squared value of  $Y_1$

## 1. Determine mean of variable X1 and X2

Variable Y1

Variable Y1

Post-test

Post-test

$$M_1 = \frac{\Sigma x_1}{N_1}$$

$$M_2 = \frac{\Sigma y_1}{N_2}$$

$$M_1 = \frac{\Sigma 2,020}{25}$$

$$M_2 = \frac{\Sigma 1,473}{22}$$

$$= 80,8$$

$$= 66,95$$

## 2. Determine t-test

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum Y_1^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$$t_0 = \frac{80,8 - 66,95}{\sqrt{\left\{ \frac{776,72 + 1,733,6}{25 + 22 - 2} \right\} \left\{ \frac{25 + 22}{25 \cdot 22} \right\}}}$$

$$t_0 = \frac{13,8}{\sqrt{\left\{ \frac{2,510,3}{45} \right\} \left\{ \frac{47}{550} \right\}}}$$

$$t_0 = \frac{13,8}{\sqrt{\{55,784\} \{0,08\}}}$$

$$t_0 = \frac{13,8}{\sqrt{4,462}}$$

$$t_0 = \frac{13,8}{2,11}$$

$$t_0 = 6,54$$

Note:

$M_1$  = The average score of experimental class (Mean X1)

$M_2$  = The average score of control class (Mean Y1)

$\sum X_1^2$  = Sum of the squared deviation score of experimental class

$\sum Y_1^2$  = Sum of the squared deviation score of control class

$N_1$  = The number of student of experimental class

$N_2$  = The number of student of control class

2 = Constant number

## 3. Degree of Freedom

$$df = N_1 + N_2 - 2$$

$$= 25 + 22 - 2$$

$$= 45$$

Based on the result statistic calculation, it is obtained that the score of  $t_o$  is = 6,54 and the degree of freedom is 45 with 5% degree of significance used by the writer. Based on the significance, it can be seen that on  $df= 45$  in significance 5 % the value of  $t_t= 1.67$  by comparing the result of the t table and to in the degree of significance of 5%  $t_o \geq t_{table}= 6,54 > t_t= 1,67$ . It means t-observation ( $t_o$ ) was higher than t-table ( $t_{table}$ ), so null hypothesis ( $H_0$ ) rejected and alternative hypothesis ( $H_a$ ) is accepted.

If  $t_{observation} > t_{table}$ : The alternative hypothesis is accepted. It means there is a significant effect of frayer model strategy toward students' writing on descriptive text at the first grade of MAN 1 Pandeglang

If  $t_{observation} < t_{table}$ : The Null hypothesis is rejected. It means there is no significant effect of frayer model strategy toward students' writing on expository text at the first grade of MAN 1 Pandeglang.

### C. Interpretation of Data

From the result of pre-test and post-test in experimental class, the writer can be concluded that from the lowest score in pre-test is 50 and the highest in pre-test score is 75. After the writer conducted treatment Frayer Model Strategy toward Students' Writing on Descriptive Text and also conducted post-test. The lowest score in post-test is 70 and the highest score in post-test is 95.

Before deciding the result of hypothesis, the writer proposes interpretation towards with procedure as follow:

- a.  $H_a: t_{\text{observation}} > t_{\text{table}}$  = It means there is a significant effectiveness of Frayer Model Strategy toward Students' Writing on Descriptive Text.
- b.  $H_o: t_{\text{observation}} < t_{\text{table}}$  = It means there is no significant effectiveness of Frayer Model Strategy toward Students' Writing on Descriptive Text.

According to the data, the value of  $t_{\text{observation}}$  is bigger than  $t_{\text{table}}$ .  $t_{\text{observation}} = 6,54 > t_{\text{table}} = 1,67$  (5%) or  $t_{\text{observation}} = 6,54 > t_{\text{table}} = 1,67$  (5%), so  $H_o$  is rejected and  $H_a$  is accepted.

From the result above, the writer give conclusion that it means there is a significant effectiveness of Frayer Model Strategy in Teaching Writing on Descriptive Text. It can be seen that the student got better score by Frayer Model Teaching Strategy. This could be seen after comparing the score of pre-test (before use Frayer Model Strategy) and post-test (after using Frayer Model Strategy).

Based on the data obtained from control and experimental class among the average scores, and  $t$  observation, the writer summarizes that teaching Writing using frayer model strategy has significant effectiveness toward students' writing on descriptive text because the purpose of this technique is accentuate the students' active roles. And also to build students' thinking process so that students can better develop creative thinking skills

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

After the writer conducted this research about “Using Frayer Model strategy on though vocabulary in teaching students’ descriptive text writing at the first grade MAN 1 Pandeglang the research concluded:

1. First, the students’ writing skill at first grade of MAN 1 Pandeglang before given the treatment are low. It could be seen from the result of the pre-test and post-test. In control class the lowest score of pre-test is 50 and the highest score of pre-test is 75, and the students’ means is 60,63. Then, the result of pre-test of experimental class. The lowest score is 50 and the highest score is 75 and the students’ means score is 61,48.
2. Second, there was effective of using frater model strategy toward students writing on descriptive text can be seen from the result of the post-test score is higher than pre-test score. The lowest score of post-test in experimental class is 70 and the highest score is 95 and the students’ mean score is 80,8. Then, the result of post-test in control class, the lowest score is 70 and the highest score is 95 and the students’ mean score is 66,95. The result of analysis the data conclusion is shows the value of  $t_o$  is  $= 6,54 > t_t = 1,67$  in degree of significance 5%. The score of  $t_o = 6,54 > t_t = 1,67$  in degree of significance 5%.  $H_a$  (alternative hypothesis ) of the result is accepted and  $H_o$  (null hypothesis) is rejected. It means that significance is

the effectiveness of using Frayer Model Strategy toward students' writing on Descriptive Text at the first grade of MAN 1 Pandeglang.

## **B. Suggestions**

Based on conclusion above, it can be delivered some suggestions that might be useful. The suggestions are for teacher, students, and for researcher. As follow:

1. For the teacher
  - a. In studying students' writing at the classroom, the teacher is hoped more creative in teaching students to increase teaching learning process and make students active in learning.
  - b. The teacher should be able to use various and interesting strategy and media in teaching process especially teaching students' writing . One of them is frayer model strategy. It can be alternative strategy to make students become active and increase students' writing score.
2. For students
  - a. The students should practice a lot of writtng descriptive text in order to increase their knowledge and information.
  - b. The students are suggested to practice their writing by using frayer model strategy. Moreover, this strategy give students opportunity to exploring their knowledge of the paragraph and also this strategy requires the students to be active.

3. For researcher

- a. For further researcher, they should try to find other strategies that can be used in teaching writing that can make students more active in studying writing.
- b. And also the researcher must try be better to become a good researcher in the next research and in different cases.



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