The Influence of Using Frayer Model Strategy towards Students' Vocabulary Mastery at the First Semester at the Eighth Grade of MTs Al-Furqon Rawi Lampung Selatan in the Academic Year of 2023/2024

A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

Vocabulary becomes the most important of language components that needs to be mastered because vocabulary is the basic aspect of anyone who learns all the language skills. Mastering vocabulary is not easy for students. Based on the result of the preliminary research the students at MTs Al-Furqon Rawi have the problems in learning vocabulary. So, the objective of this research was to find out whether there is significant influence of using Frayer Model Strategy towards students' vocabulary mastery.

The research methodology used in this research is quasi-experimental with pre- and post-test design. The population of this research was the students of the eighth grade. The sample was chosen by doing cluster random sampling. In collecting data, the researcher used instruments, namely pre-test and post-test. After conducting the pre-test and post-test, the researcher analyzed the data to compute independent sample t-test using SPSS V.26 to determine whether the data were normal and homogeneous.

The results of this research found that the data were normal and also homogenous, as can be seen from the Sig. (based on mean) 0.083 > 0.05. Based on the result of data calculation in hypothesis testing, the value of Sig. (2-tailed) = 0.000 < α = 0.05. It means that Ho is rejected and Ha is accepted. So, in could be concluded that there was a significant influence of using Frayer Model strategy towards students' vocabulary mastery at the first semester of the eighth grade of MTs Al–Furqon Rawi Lampung Selatan in the academic year of 2023/2024.

Key words : Frayer Model Strategy, Quasi Experimental Design, Vocabulary Mastery

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ADMISSION LETTER

The Following thesis entitled: **"THE INFLUENCE OF USING FRAYER MODEL STRATEGY TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTS AL – FURQON RAWI LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2023/2024"**, written by **Rika Rusliana, NPM: 1911040464**, **Department: English Education**, has been successfully defended as Thesis Defense of the Faculty Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on, **December 28, 2023.**

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DECLARATION

Hereby I declare that this thesis entitled, **"The Influence of using Frayer Model Strategy towards Students' Vocabulary Mastery at the First Semester of the Eighth Grade of MTs Al – Furqon Rawi Lampung Selatan in the Academic Year of 2023/2024"** is entirely my own word and is based on my own research. I also declare that all material and source consulted in the preparation of this thesis, be the books, articles, and any other kinds of document, and are properly acknowledged in the footnotes and bibliography.

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MOTTO

ٱلْمَلَٰٓئِكَةِ عَلَى عَرَضَهُمْ ثُمَّ كُلَّهَا ٱلْأَسْمَآءَ ءَادَمَ وَعَلَّمَ صَٰدِقِينَ ٣١ كُنتُمْ إِن هَٰٓؤُلَآءِ بِأَسْمَآءِ أَنۢبِـُٔونِى فَقَالَ

And He taught Adam the names (objects) of all of them; then He showed them to the angels, saying, "Tell the names of all these(objects), if you are correct"[1] (Al-Baqarah: 31)

[1] Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation* (India: New Johar Office Orinter, 2005), p.688

DEDICATION

This thesis is dedicated to everyone who love, support and care about me, and from the deep down I would like to dedicate this thesis to:

1. My God Allah SWT, whose blessing and mercy to completion of my thesis.
2. My beloved parents, Mr. Ruslim and Mrs. Rohayati, who always pray for me and provided me with unconditional loves and never-ending supports to complete my study and also support in every process to get the degree of S.Pd. I am thankful for having you by my side.
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CURRICULUM VITAE

The researcher's name is Rika Rusliana. She called by her friends, Rika. She was born on May 14th, 2002 in Rawi, Lampung Selatan, Lampung. She is the youngest daugther of fourth children of Mr. Ruslim and Mrs. Rohayati. She has one older sister and two older brothers. Their names are Ria Fitriani, Dian Oktora and Muhammad Aldi.

The researcher started studying in Elementary School at SDN 1 Rawi, Lampung Selatan and graduated in 2013. Then, she continued to Junior High School at SMPN 1 Kalianda and graduated in 2016. After that, she continued her school at SMKN 1 Kalianda and finished in 2019. In the same year, she continued her study at UIN Raden Intan Lampung as a student of the English Education program of Tarbiyah and Teacher Training Faculty of the State Raden Intan Lampung.

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In doing this thesis, the researcher could not finish this thesis alone. The researcher has obtained help, motivation, suggestion, support and many valuable things from various sides. Therefore, in this occasion, the researcher would like to express the great thanks to:

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Bandar Lampung, December 28th,2023
Declared by,

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As the first step to avoid misunderstanding the meaning of the title of this research and to understand this research, the researcher explained the title of this research. This research is entitled **"**The Influence of Using Frayer Model Strategy Towards Students' Vocabulary Mastery at Eighth Grade of MTs Al – Furqon Rawi Lampung Selatan**."** An explanation of certain terms contained in the title of this research is:

Influence is often described as the capacity (of persons or things) to be a compelling force on or to have an effect, changing how someone or something develops, behaves or thinks.[1] Influence in this research is a discussion about whether there is a significant influence on students' vocabulary mastery using the Frayer Model strategy.

Frayer model strategy was first introduced by Frayer, Frederick and H.J Klausmeimer at the University of Wisconsin USA. Frayer Model Strategy is a strategy that promotes critical thinking and helps students to identify and understand unfamiliar vocabulary by using a graphic organizer for building vocabulary.[2] It means with this strategy the students used graphic organizer of Frayer Model to define their understanding of new vocabulary or unfamiliar vocabulary. In this research, the researcher used Frayer Model Strategy to teach vocabulary focused on noun, especially concrete noun.

Vocabulary Mastery is solid in all situation and the choice of words resembles the native speaker's skill.[3] That means vocabulary mastery is an important aspect of learning the English language.

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[1] Manuel. P and Icom. P, *Influence and Persuasion: Meaning and Limits*, (Mu; SA – Museum Sector Alliance, 2018), p.6

[2] Judith Goodman, *Strategies for Interactive Notetaking Ebook*, (California: Teacher Created Materials, 2013), p.83

[3]Brian North, *English Profile Studies: The CEFR In Practice* (United Kingdom: Cambridge University Press, 2014), p.79

Mastering vocabulary is a basic skill for mastering the other aspects of language, such as speaking, listening, reading, and writing. In this research, the students need to know the use of vocabulary about nouns, especially concrete nouns.

MTs Al-Furqon Rawi is one of the Islamic junior high schools in the South Lampung Regency. MTs Al-Furqon Rawi is physically located at Rawi Village, Penengahan district, Lampung Selatan. MTs Al-Furqon currently has accreditation level B. The researcher chose this school to conduct research because there were students' problems, especially about students' problems in vocabulary mastery. Definitely, this relates to the title to be examined.

The researcher chose this title to know the influence of the Frayer Model strategy on students' vocabulary mastery at the first semester of the eighth grade MTs Al-Furqon Rawi Lampung Selatan in the academic year of 2023/2024. The aim of this research is to know the influence of the Frayer Model strategy on vocabulary learning.

B. Background of the Problem

Vocabulary becomes the most important of language components that needs to be mastered because vocabulary is the basic language aspect of anyone who learns all the language skills. According to Thornbury, other components such as grammar only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.[4] It can be said that when students do not master grammar, they still can understand a language, but without mastering the vocabulary, students cannot produce the language, and the students also cannot express their ideas. According to Hatch and Brown "Vocabulary is the foundation to build languages, which plays a fundamental role in communication".[5] In other words, if students master vocabulary, students can express their ideas easily and understand the language

[4] Scottt Thornbury, *How to Teach Vocabulary* (Longman: London, 2002), p.13

[5] Evelyn Hatch and Cheryl Brown. *Vocabulary, Semantics, and Language Education*. (Cambridge: Cambridge University Press, 1995), p.1

quickly. Richards states that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write".[6] If students do not have enough knowledge of vocabulary, they will find it difficult when they listen and read because they do know the meaning of what they are listening to and what they are reading. So, the students should master vocabulary. When they have a lot of vocabulary, they will find it easier when they listen, read, and they can also communicate in English well.

There are many factors that make vocabulary mastery are more difficult than other, namely pronunciation, grammar, spelling, length, meaning and range.[7] People who learn English cannot just comperhend and master it well but also should be able to undertsand six factors of vocabulary to use vocabulary into certain sentence. Mastering vocabulary is not easy to do for the students, besides difficult to increase their vocabulary. They also cannot develop the other English Language skill namely receptive skill (listening and reading) and productive skill (speaking and writing) when they lack of vocabulary. Commonly, the most students have difficulties in pronouncing the words, students difficult to write and spell, they also found problem in choosing the appropriate meaning of the word and still confuse in using the word based on the context.[8]

Teachers can use several strategies and efforts to teach vocabulary, such as asking the student to mention or write something about noun, adjective, verb, etc. Second, refresh students' thinking process with the use of a game. It can not make students interested and challenged but provides enjoyment so they can memorize easily. Fourth, the teacher uses technique or strategy to make a simple way for their memorization to stay in their mind. The last one is that the teacher gives motivation to the student. But in

[6] Jack C. Richard. *Curriculum Development in Language Teaching*. (New York: Cambridge University Press, 2001), p. 255

[7] Thornbury, *How to Teach Vocabulary*, p.13

[8] Rohmatillah. *A Study On Students' Difficulties In Learning Vocabulary Raden Intan Lampung*. Institut Agama Islam Negeri (IAIN) Raden Intan Lampung, (2014) 69–86.

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reality, the teacher teaches vocabulary by emphasizing only translating new words and memorizing a list of vocabulary without any technique or strategy. There is no innovation from the teachers in a teaching-learning activity. Translation and lecturing, which are used by teachers, are not effective with the skills or components.

In doing preliminary research on July 26, 2023, at MTs Al-Furqon Rawi. The researcher obtained data on vocabulary score, which was taken from the test at the eighth grade of MTs Al-Furqon. The result of students' vocabulary scores can be seen in the table below:

Table 1.1
The Students' Vocabulary Score at Eight Grade Students of MTs Al-Furqon Rawi Lampung Selatan in 2023/2024 academic year

No	Class	The Mean Score	Total Students		The Total Studens
			<X	≥X	
1	VIII A	60	23	10	33
2	VIII B	61	19	14	33
3	VIII C	58	21	12	33
Total			63	36	99
Percentage			63.63%	39.39%	100%

Source: the score data from the English teacher at MTs Al-Furqon Rawi

Based on the table above, the researcher concluded that 63 students (63.63%) got scores below the average (<X), and as many as 36 students (39.39%) got scores above the average (≥X) from the total of 99 students (100%). It showed that the students' vocabulary mastery at the eighth grade students of MTs Al-Furqon Rawi was still low because students were difficulty mastering vocabulary. When the researcher interviewed the English teacher, the teacher said students' mastery, especially in the eighth grade was still low.

The problem in the teaching and learning process was (1) the students were lazy in memorizing vocabulary, (2) the students had difficulties in memorizing new words, (3) the students had a lack of vocabulary, (4) the students were less active in learning English vocabulary in the classroom.[9]

The researcher also interviewed the students to know their problems in learning vocabulary. The researcher found factors that cause students' vocabulary mastery at the eighth grade students of MTs Al-Furqon Rawi were still low. First, the students have difficulty remembering new English words. Second, they were still confused about an understanding of words in context. Third, the teacher just used the memorization strategy in the teaching learning process. [10] Generally, many factors that influenced the students' low vocabulary were caused by the teacher not applying the appropriate strategy in the learning activity, lack of the students' vocabulary, and the students did not feel enjoyable and bored or they were less motivated to learn. This makes students lazy and less active in learning English especially learning vocabulary mastery. Therefore, the teacher must have an innovation to improve the components of teaching. The teacher should use a good strategy for teaching the learning process to make students understand and master the lesson easily.

To solve the problem above, the researcher wanted to apply a suitable strategy in teaching vocabulary to increase the students' vocabulary. Strategy is a plan, a method, or series of activities designed to achieves a particular educational goal. In the world of education, strategy is defined as planning that contains about a series of activities designed to achieve certain educational goals. It means that strategy helps the teacher handles their classroom in learning and teaching process.[11] One of the appropriate strategies to helping student to improve their literacy skills especially to teach vocabulary mastery is the Frayer Model Strategy. In this strategy using a graphic

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[9] Yunita Vianti, "The Problem in the Teaching and Learning Process". *Interview*, July 26 2023.

[10] Bill Habibi Youpito, Ravalian Syahputra, Anindya Salsa Bila, Zahratun Nisa, et, al. "Students' Problems in learning Vocabulary". *Interview*, July 26, 2023.

[11] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2011), p.126.

organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading, writing, and viewing text. The graphic organizer consists of definition, characteristics, examples and non-examples. In addition, Goodman states that the Frayer Model Strategy is a strategy that promotes critical thinking and helps students to identify and understand unfamiliar vocabulary by using a graphic organizer for building.[12] Graphic organizer as valuable tool for organizing and representing knowledge and for illustrating relationship between concepts.[13]

One advantage of the Frayer Model Strategy is making the students active because every student has to define a concept, word, or term. This is the reason the researcher chose this strategy, but this strategy also has weaknesses. When teaching this strategy, some of the students will be passive because they have less vocabulary. This is because the students can not follow the teaching learning in class optimally. In this research, the researcher tried to overcome this problem in order to ensure the use of the Frayer model strategy can work well. The researcher expected that the Frayer Model Strategy could help learners to identify and define unfamiliar words or terms because in teaching vocabulary, to understand and know the meaning of the vocabulary, the students should first identify the unfamiliar words.

Based on the previous research by Kiki Damayanti Masloman discussing about "Improving Reading Comprehension through Frayer Model at the Second Years of SMK Nasional Makassar (Pre-Experimental Research at the Second Years Students' of SMK Nasional Makassar)" The objectives of the research were intended to find out the reading comprehension achievement in reading comprehension skill through Frayer Model at the second years of SMK Nasional Makassar. She concluded that there was a significant difference of students' literal and interpretative comprehensions in reading between before and after using Frayer Model. The results of data analysis showed that the means score of post-test was higher than the mean score of pre-test using Frayer Model (74.8 > 51.3) in students' interpertative reading

[12] Goodman, *Strategies for Interactive Notetaking Ebook*, p.83

[13] David A. Sousa, *How to Britain Learns to Read*. (London: Corwin Press. 2005), p.192

comprehension (79.8 > 44.5), after analyzing the data, the t-test value of literal and interpretative comprehension in reading were higher that t-table the t-test value of literal comprehension was 6.91 and the t-test value of interpretative comprehension was 11.3, while the value of t-table was 2.03.[14]

In the previous research by Tiara Dwi Oktaviani with title "Using Frayer Model Stratgey through Vocabulary in Teaching Students' Descriptive Text Writing (A Quasi Experimental Research at the first Garde of Man Pandeglang". She concludes that the Frayer Model Stragtegy can improve students' writing on descriptive text and also can be applied in teaching learning process, especially in improving students' writing. The results of analysis show the 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.[15]

The last previous research by Rosalina Cordova Sacapaño and Ferdinand M. De Castro about "Frayer Model: a strategy to improve the Science Vocabulary of Garde 9 Students of Bagbag National High School". The researcher concluded that there was a significant difference between the post-test results of the two groups. It means that experimental group has higher test result in science after being exposed to Frayer Model than the control group. Thus, the experimental group performed better than the control group and there was a significant difference between the gain scores of the control group and experimental group. The gained score of

[14] Kiki Damayanti Masloman, *"Improving Reading Comprehension through Frayer Model at the Second Years of SMK Nasional Makassar (Pre-Experimental Research at the Second Years Students' of SMK Nasional Makassar)"* (Thesis, Makassar Muhammadiyah University, 2020)

[15] Tiara Dwi Oktaviani, *"Using Frayer Model Stratgey through Vocabulary in Teaching Students' Descriptive Text Writing (A Quasi Experimental Reserach at the first Grade of MAN 1 Pandeglang)"* (Thesis. State University of Islamic Sultan Maulana Hasanudin Bnaten, 2018)

experimental group were greater than the control group which means that experimental group under Frayer Model was effective.[16]

There are some differences between those three previous researches. The differences from the first research can be seen in the objective of the research. It was intended to find out the reading comprehension achievement in reading comprehension skill through the Frayer Model. The second research was also similar to the first. The research aimed to investigate using the Frayer Model Strategy through vocabulary in teaching students descriptive text writing. The third research focused only on enhancing science vocabulary through the use of the Frayer model and its impact on the achievement level of the student on the Science subject. It shows the differences between the previous research and this research because the objective of this research is to know whether there is an influence of using the Frayer Model Strategy towards students' vocabulary mastery.

Based on the explanation above, the researcher used the Frayer Model Strategy in teaching vocabulary mastery to know the influence of using the Frayer Model Strategy towards students' vocabulary mastery. Thus, the researcher was interested in taking research entitled "The Influence of Using Frayer Model Strategy towards Students' Vocabulary Mastery at Eight Grade of MTs Al-Furqon Rawi Lampung Selatan in the academic year of 2023/2024".

C. Identification and Limitation of the Problem

1. Identification of the problem

Based on the background of the problem and the result of preliminary research (interviewed the teacher and the students), the identification of the problem as follows:

1. The students have difficulties in memorizing new words.
2. The students are still confused about their understanding of words in context.
3. The students are less active in learning English vocabulary in the classroom.

[16] Rosalina Cordova Sacapaño, Ferdinand M. de Castro, "Frayer model: a strategy to improve the science vocabulary of grade 9 students of bagbag national high school" *South Florida Journal of Development, Miami*, v.3, n.3. (2022) p.3419-3437 https://doi.org/10.46932/sfjdv3n3-031

4. The teacher used monotonous strategy in teaching English vocabulary.

2. Limitation of the problem

To avoid misunderstanding in this research, the researcher was focused the research on the influence of the Frayer Model Strategy towards students' vocabulary mastery at the first semester of Eighth grade of MTs Al-Furqon Rawi Lampung Selatan in the academic year of 2023/2024. In this research, the researcher was focused on using Frayer Model Strategy for teaching vocabulary in the Concrete Noun, especially about things around us, animals, and public buildings as the material of vocabulary based on the syllabus for class VIII MTs Al-Furqon Rawi Lampung Selatan.

D. Formulation of the Problem

Referring to the identification and limitation of the problem above, the researcher formulated the problem as follows:

Is there any influence of using the Frayer Model Strategy towards students' vocabulary mastery at the first semester of eighth grade of MTs Al–Furqon Rawi Lampung Selatan in the academic year of 2023/2024?

E. Objective of the Research

Based on the formulation of the problem above, the objective of the research is to know whether there is an influence of using Frayer Model Strategy towards students' vocabulary mastery at the first semester of eighth grade MTs Al-Furqon Rawi Lampung Selatan in the academic year of 2023/2024.

F. Significance of the Research

The result of this research is expected to provide meaningful information and give some benefits to the researcher and the reader in general. The benefits are as follows:

1. Theoretically

For the theoretical benefits, this research provided knowledge of vocabulary. It can be said this research gives a

piece of information about the new way of teaching English, especially in teaching vocabulary. This research is expected to be used as a reference for the next researcher who wants to conduct further research in the same strategy in teaching vocabulary.

2. Practically
   a. For the students

      For the students, it is hoped that students are more active, students can memorize new words easily, and students can use this strategy to clarify their understanding of word in context. So, they are easy to master vocabulary.

   b. For teacher

      By using the Frayer Model Strategy, the teacher may develop their creativity by using the Frayer Model Strategy in teaching vocabulary. So, the goal of teaching the learning process can be achieved. Frayer Model Strategy is expected to be a good strategy for the vocabulary teaching process.

   c. For other researchers

      In this research, the researcher only focuses on the influence Frayer Model Strategy on students' vocabulary mastery, especially concrete nouns. So, it is suggested that other researchers do similar research and focus on the other aspects or the other types of vocabulary. The researcher used Frayer Model Strategy to teach vocabulary in junior high school. For the upcoming researcher can use the Frayer Model Strategy in different levels of students or types of English skills or components.

G. Relevant research

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research they are conducting.[17] There are researches:

The first, relevant study by Meylina with the titled "Enhancing Students' Technical Vocabulary Size by Using Frayer

[17] M. Syafi'I S, *From Paragraph in a Research Report: Writing of English for Academic Purpose*, (Pekanbaru: Suska Press, 2013). p. 94

Model" this study used classroom action research. The objective of this study was to improve the students' technical vocabulary size of the third-semester students at STMIK Jayanusa Padang through the Frayer Model grapihic organizer. The data was collectd by interviews, field notes and test. The result of this study showed that there was an improvement in students' technical vocabulary size obtained the avarage score from the pretest was very low, 0.4. Then, improved in cycle 1 became 0.83 with an increasing point 0.43 scores. Next, in the cycle 2 improved into 1.43 with the increasing score cycle 1 to cycle 2 was 0.6 scores. In other word, Frayer Model influenced the enhancement of students' technical vocabulary size.[18]

The second, the research by Nelson Balisar Panjaitan, Hana Monica Sihotang with titled "A Comparative Study Between Frayer Model And Concept Mapping Strategy to Enhance Students' Vocabulary Acquisition" This research intends to find out what is the initial knowledge of the students before they were treated using Frayer Model and Concept Mapping Strategy, ascertain of the significant difference between these two teaching strategies, and to know the responses of the students after they were taught using Frayer Model and Concept Mapping Strategy are the aims of this research. This is a quantitative study with comparative design to know the students' vocabulary acquisition test. The results of this study showed that the initial score for both respondents are quite similar with the score for FM group which is 30.50 and for CMS group which is 33.40. It implies that the implementation of Frayer Model and Concept Mapping Strategy enhances student's vocabulary acquisition.[19]

The third research that entitled "Improving Student's Understanding New Words in Descriptive Text by Using Frayer Model" by Mika Yuslin Aryanti, Rahayu Apriliaswati, Sofian. The purposes of this research were: "To know how the Frayer Model

[18]Meylina, "Enhancing Students' Technical Vocabulary Size by Using Frayer Model" *Journal of English Language Pedagogy* Vol. 5, No. 1, (2020): 1-14 https://doi.org/10.36665/elp.v5i1.231

[19] Nelson Balisar Panjaitan, Hana Monica Sihotang, "A Comparative Study Between Frayer Model And Concept Mapping Strategy to Enhance Students' Vocabulary Acquisition" *Acuity: Journal of English Language Pedagogy, Literature & Culture Vol.5 No.1*, (2020): 1-27 https://doi.org/10.35974?acuity.v5i1.2221

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 Research. 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. Shortly, 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.[20]

Based on relevant research, there are some differences between those researches and this research. The first previous research used classroom action research, while this research used quantitative methodology. The second research used a quantitative method, but the second research used a comparative design, while this research used a quasi-experimental design. The difference between the third previous research and this research is about the method and the aim of the research. It was used in classroom action research and aimed to know how the Frayer Model improves students' understanding of new words in descriptive text. The objective of this research was to know whether there is an influence of using the Frayer Model towards students' vocabulary mastery at eighth grade MTs Al-Furqon Rawi Lampung Selatan.

H. Systematics of the Research

In this systematic research, the researcher provided a systematic description of this proposal so that the reader can more easily understand its content. In this proposal, the researcher presented several chapters as below:

CHAPTER I Introduction: This chapter contains a title confirmation, the background of the

[20] Mika Yuslin Aryanti, Rahayu Apriliaswati, Sofian, "Improving Student's Understanding New Words in Descriptive Text by Using Frayer Model" . *Journal of Equatorial Education and learning Vol 6, No 7.* (2017):1-12 https://dx.doi.org/10.26418/jppk.v6i7.20861

problem, identification and limitation of the problem, formulation of the problem, the objective of the research, significance of the research, and systematic of the research.

CHAPTER II Frame of Theory and Hypothesis: In this chapter, the researcher also explained a description of the theory and hypothesis that related to the theme of the proposal.

CHAPTER III Research Method: this chapter discussed the research method. Contains the place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.

CHAPTER IV Findings and Discussion: this chapter contains Data Description and Discussion. This chapter included an explanation of whether there is an influence of the Frayer Model Strategy towards students' vocabulary mastery for the Eighth grade of MTs Al-Furqon Rawi Lampung Selatan.

CHAPTER V Conclusion and Recommendation: This chapter explains the research findings in the conclusionand gives recommendation.

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

After conducting the research that was conducted at MTs Al-Furqon Rawi Lampung Selatan in the first semester of the academic year of 2023/2024, the researcher can conclude as follows: based on the result of data analysis in hypothesis testing showed that there is a significant influence of using Frayer Model Strategy towards students' vocabulary mastery. It can be proven by the result of data calculation in the previous chapter, where the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. It was supported by the score achieved by the students, the students in the experimental class got a higher score after the researcher gave the treatment by using the Frayer Model Strategy in teaching vocabulary. Besides that, the significant influence can be seen in the Independent Sample t-test table where the result of Sig. (2-tailed) from the assumption of Equal variances assumed is 0.000. it is lower than $< \alpha = 0.05$, and it means that H_o is rejected and H_a is accepted that the Frayer Model Strategy has an influence on students' vocabulary mastery. Furthermore, the researcher concluded that there is a significant influence of using Frayer Model Strategy towards students' vocabulary mastery at the first semester of the eighth grade of MTs Al–Furqon Rawi Lampung Selatan in the academic year of 2023/2024.

B. Recommendation

This section includes recommendations based on the research, research findings, and research conclusions. The following recommendations are made to those involved in teaching English, including students, English teachers, and the next researchers related to the linear implementation of this research, which examines the influence of using the Frayer Model on students' vocabulary mastery, as following:

1. For the Students

a. Students can use Frayer Model Strategy to clarify their understanding of word in context, because Frayer Model Strategy helps students to identify and understand unfamiliar vocabulary by generating the definition,

giving characteristics, examples and non-examples of the word.

b. Students must use Frayer Model with group to makes them active to complete Frayer Model in the classroom.
c. Students must use dictionary to help them find the definitions, characteristics, examples and non-examples of the word when students confused and difficult to fill Frayer Model. Students can complete Frayer Model easily by using dictionary.

2. For the English Teacher

a. The teacher must try a new strategy or provide an appropriate strategy. Considering the strategy, the teacher can use Frayer Model Strategy as an innovation or reference in teaching English and vocabulary in the classroom that can help students to master their vocabulary and make it easier.
b. The teacher must be more creative in teaching to make students active in the teaching-learning process. The teacher can divide students into the group to makes students active in the teaching-learning school and allowed students to use the dictionary to complete the Frayer Model.
c. The teacher must be more active in defining the word or vocabulary that fits the student's needs

3. For the next Researchers

a. In this research, the researcher faced some problems in using the Frayer Model Strategy such as only confident students that active and dominated when completing the Frayer Model in the classroom. It would be better if the next researchers divided students into groups by pairing active students with inactive students into one group and allowed students to use the dictionary to complete the Frayer Model.
b. In this research, the researcher focused on the influence of using the Frayer Model strategy on students' vocabulary mastery, especially concrete nouns. For the upcoming researcher, it is suggested to focus on the other aspects or the other types of vocabulary.

c. In this research, the researcher uses the Frayer Model Strategy to help students in junior high school learn vocabulary. The other researchers can use the Frayer Model Strategy in different levels of students or types of English skills or component.

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