

THE EFFECT OF USING FRAYER MODEL ON STUDENTS' VOCABULARY MASTERY (A STUDY AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 LEMBAH SORIK MARAPI IN 2020/2021 ACADEMIC YEAR)

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Abstract: The aims of this research are to know: 1) the extent of the application of frayer model on students' vocabulary mastery, 2) the extent of the students' vocabulary mastery before and after taught by using frayer model, 3) whether is any significant effect of frayer model on students' vocabulary mastery at the eighth grade students of SMP Negeri 1 Lembah Sorik Marapi. The population of this research is all of the eighth grade students of SMP Negeri 1 Lembah Sorik Marapi which consist of 85 students. Sample were 28 students which taken by using purposive sampling. The research method that used was experimental method. To collect the data the researcher used observation sheet and testan multiple choice as an instrument. The mean score of the application of frayer model was 3.21 categorized "Very good". The students' vocabulary mastery before using the Frayer Model was 55.39 and was included in the "Less" category. Meanwhile, the students' vocabulary mastery with the Inner Model Division was 73.64 and was included in the "good" category. The result of data analysis shows that $t_{test} 11.74$ while $t_{table} 2.05$. It means that t_{test} is bigger than t_{table} . So, the hypothesis was accepted. It means that there is any significant effect of frayer model on students' vocabulary mastery at the eighth grade students of SMP Negeri 1 Lembah Sorik Marapi.

Keywords: Frayer Model, Vocabulary Mastery

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: 1) sejauh mana penerapan model frayer terhadap penguasaan kosakata siswa, 2) sejauh mana penguasaan kosakata siswa sebelum dan sesudah diajar dengan menggunakan model frayer, 3) apakah ada pengaruh yang signifikan dari model frayer terhadap penguasaan kosakata siswa kelas VIII SMP Negeri 1 Lembah Sorik Marapi. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 1 Lembah Sorik Marapi yang berjumlah 85 siswa. Sampel berjumlah 28 siswa yang diambil dengan menggunakan purposive sampling. Metode penelitian yang digunakan adalah metode eksperimental. Untuk mengumpulkan data peneliti menggunakan lembar observasi dan tes pilihan ganda sebagai instrumen. Rata-rata skor penerapan model frayer adalah 3,21 dengan kategori "Sangat Baik". Penguasaan kosakata siswa sebelum menggunakan Model Frayer adalah 55,39 dan termasuk dalam kategori "Kurang". Sedangkan penguasaan kosakata siswa dengan Pembagian Model dalam adalah 73,64 dan termasuk kategori "baik". Hasil analisis data menunjukkan bahwa $t_{test} 11,74$ sedangkan $t_{table} 2,05$. Artinya t_{test} lebih besar dari t_{table} . Sehingga

hipotesis diterima. Artinya, terdapat pengaruh yang signifikan dari model frayer terhadap penguasaan kosakata di SMP Negeri 1 Lembah Sorik Marap.

Kata Kunci : Frayer Model, Penguasaan Kosakata

I. INTRODUCTION

Vocabulary is a list or collection of words and phrases that come from a language that are usually arranged alphabetically and are determined or determined. Learning vocabulary is a fundamental thing in English language skills which consists of one-on-one skills, namely speaking, listening, reading, and writing. These four skills are difficult to obtain if vocabulary skills are not mastered. One of the goals of learning English for students is so that students can see English vocabulary. To achieve this, students need to be active, creative and use the right strategies in their learning activities in order to have good vocabulary mastery.

Vocabulary mastery is very important to be mastered properly by students. Vocabulary mastery can influence students in speaking, listening, reading and writing. Vocabulary is considered as one of the essential factors that have a major influence on the communication of each individual both orally and in writing in various fields both in educational, family, social and other environments. Various uses of vocabulary mastery include communication tools, basic skills for communicating, assisting students in mastering the four language

skills, helping students to express their thoughts and feelings to others, a tool to expand knowledge.

Based on the observations of researchers in junior high schools, students are less interested in English learning activities, students tend to be passive in four English language skills which include speaking, listening, reading, and writing. Furthermore, the acquisition of student learning outcomes is also low. In accordance with the results of observations made by researchers at SMP Negeri 1 Lembah Sorik Marapi on February 15, 2021. Through interviews with Hj. Sahara Ritonga S.Pd, the researcher obtained information that students are less interested in participating in English language learning, four students' skills in speaking English are not as expected, the students' vocabulary mastery skills are low, the application of learning models is less varied, the learning model that is applied is less varied and the achievement of student learning outcomes is in the low category.

Associated with the low vocabulary mastery in students, it can be observed from some of the symptoms that exist in learning activities. These symptoms include, students are very limited in mastering the meaning of words in the text, students do not know how to put words in the right situation / sentence, students are less able to understand the words conveyed by the teacher orally in English

lessons, students have difficulty in develop writing assignments in English and they have difficulty communicating fluently in English.

To solve the above problems, in learning activities, it is better to use learning media that is in accordance with the subject matter. Because students will be more interested and understand more about the subject matter if they use the media. Teaching materials used must be in accordance with the cognitive level / ability of the previous students. With the appropriate material students can link the concepts / subject matter that was carried out previously with the subject matter to be studied. Teachers need to design and implement various strategies / learning models that are appropriate so that they can develop students' vocabulary mastery abilities.

One alternative learning model in teaching students 'English skills, especially for developing students' vocabulary skills, is the Frayer Model. Learning activities using the frayer model begin with the students, with the help of the teacher, choosing difficult words that are contained in the reading. then words that were difficult to write on the board. then the students together with the teacher's help determine the meaning of the words that have been registered on the blackboard. Then the students and the teacher conclude the meaning of the vocabulary that is discussed in learning activities. Next, carry

out learning in small groups to re-apply the Frayer Model which includes making definitions, describing features and making examples and not examples of a vocabulary by following The Shell Frayer Model Graph Applications.

Frayer Model refers to the use of students' previous knowledge in classroom learning activities by building relationships between new concepts and concepts that students have previously understood. By utilizing initial knowledge and linking the material used by students to learn to compare attributes and examples so that students understand the concepts / material being studied. Researcher conducted a research to find solutions to the use of this model in the process of learning English.

1. Students' Vocabulary Mastery

In English, there are four skills that should be mastered namely listening, speaking, reading and writing. In order to master English, we should also master the grammatical rule and vocabulary. More and more we master vocabulary, then it will be easier for us in mastering English. According to Munir (2016: 15) Vocabulary is very important in learning English because by having a lot of vocabulary, a person can make it easier to learn English. On the other word, vocabulary cannot be separated from other language skills. Alqahtani (2015:25) reveals

that vocabulary is the total number of words used to convey ideas and express the meaning of the speaker. The more words the learners know, they will be more better to understand what they hear or read. In addition, the more words they have, they will be more accurate to express their ideas in spoken or written form. Trihandayani and Sofwan (2016:3) revealed that vocabulary is a collection of words that can be used to communicate. So English should be introduced earlier because young people learn foreign languages better than adults.

Ismail et. al (2017:120) revealed that teaching and learning vocabulary should be interesting and fun to keep motivation high while encouraging students to develop strategies that they can continue to use after they leave the classroom in addition to students being given the opportunity to say what they like and don't like. Thus vocabulary is a collection of words and is part of the language that has a role and ties in learning English and is used to communicate both verbally and in writing. There are some content words According to Brown (2010:306), they are kind of vocabulary of word classes have some categories, noun, adjective, verb and adverb. Noun are words that refer to objects, humans, animals, and concepts or meanings. Kartika (2017: 127) Noun are all words that can be explained or expanded by the adjective contoh Mother is good. This word is very important in

sentence structure, because noun are often used as the subject in sentences. May (2015: 2) Noun is a class of words that state the name of a person, the name of a place, the name of a holiday or holiday and can then be used to introduce people, places or holidays. Adjectives are often referred to by other names as adjectives. The function of this word is to provide a description of a noun or pronoun in a sentence. Sargeant in Dewi (2016: 10), explains that adjectives describe noun and pronouns so that they provide more information about people, places and things. Kamal (2018: 186) states that an adjective is a word that provides a more specific description of something that is stated by a noun in a sentence, which can simply be said that an adjective is a word that provides a specific description of the subject. Verbs indicate an act of activity or work performed by a particular individual or group. According to Gobetti (2008: 12), verbs are words that indicate an activity or action, an event carried out, or an activity of a being. The verb can be used to review an activity or actions or activities carried out by someone. Furthermore, Novia (2010: 104) states that a verb is a word that shows or states an action that is being done or has been done. According to Novia (2009: 97), Adverbs are words to describe verbs, adjectives, or other additional words. Gobetti et al., (2008: 12) said that, "Adverb is a word that

meets the requirements of a verb, adjective, noun, other adverb, or derivative sentence". This adverb can be used to provide an explanation for the words contained in other sentences which do not explain circumstances or characteristics.

2. Frayer Model

The Frayer model is a picture organizer that helps students determine or clarify the meaning of the vocabulary they encounter while listening, reading, and viewing text. It is used before reading to activate background knowledge, reading to read vocabulary, or after reading to assess vocabulary. Sayekti (2015: 213) states that the frayer model is a vocabulary learning strategy that uses garafis in its development so that students can understand the definitions and concepts of words and provide information by giving examples and not examples. Word learning requires a lot of exposure to words in their stated context. Furthermore, Hamdani (2010: 250) states that graphic media includes visual media which functions to efficiently channel messages from the recipient of the message.

The Frayer model can be used with an entire class, small groups, or for individual work. The Frayer model utilizes students' previous knowledge to build relationships between new concepts and create visual references where students learn to compare attributes

and examples (Aryanti et al., 2009: 3). Furthermore, the application of Frayer model learning can be carried out by following the steps in research Rahmadani (2018: 20) are as follows: 1) Select a word from a standalone section of text; 2) Set the objectives of the strategy used; 3) Give students the Frayer Model and verbalize it as you model the process of using the Frayer Model to analyze words and determine their meaning: a) Write the selected word; b) Write down the special features of the selected word. Teachers provide assistance to students according to what students need; c) examples of selected word sentences. Teacher assistance / guidance in this matter is needed; d) Write down non-examples of the selected word. Teachers provide assistance to underprivileged students; e) arrange the selected word with each student's words independently. The teacher provides directions to students so that the objectives of the learning carried out do not deviate; f) Check the meaning of words with dictionary definitions; 4) Ask students to use the Frayer Model to determine the meaning of words. Scaffolding as needed.

II. METHODOLOGY OF THE RESEARCH

The location of this research is in SMP Negeri 1 Lembah Sorik Marapi. It is on Kelurahan Maga, Kecamatan Lembah Sorik Marapi Angkola Timur Kabupaten Mandailing Natal. The reason the writer

chose SMP Negeri 1 Lembah Sorik Marapi as the place of this research is because the writer found a research problem when the writer made observations at this school on February 15, 2021. Arikunto (2010:207) says, “experimental research is a study that is intended to determine whether there is a result of something that is imposed on the subject”. According to Sugiyono (2014: 112), one-group pretest-posttest design is the design where pre-test is given before treatment. The group was given the pretest first to know their ability and the researcher got the data.

Table 1
Research Design: One-Group Pretest-Posttest Design

$O_1 \text{ X } O_2$

Where:

O_1 : Pretest score (before giving treatment)
 X : Treatment
 O_2 : Posttest score (after giving treatment)

According to Rangkuti (2016:46), Population is a group or group of objects that are symptomatic symptoms /units that are the target of research. Population in this research is all of the eighth grade students SMP Negeri 1 Lembah Sorik Marapi that consist of 3 classes, they were VIII-1, VIII-2, and VIII-3. The total of the population were 85 students. Jaya (2018:32) also revealed that the sample is part of the

number and characteristics of the population, which is taken if the population is large and it is impossible to study the entire population. Noor (2012:155) said that purposive sampling is a technique of taking sample with special consideration so it worth to be a sample. Based on the explanation above, the writer concludes that sample is part of population that will research. The writer took purposive sampling as the sample technique in this research. As the function of purposive sampling judgment in taking the sample is suitable with the eighth grade SMP Negeri 1 Lembah Sorik Marapi, especially class VIII-1 that consist of 28 students because this class still unable in vocabulary mastery.

According to Trianto (2010:263) instrument is a helping tool that is used by the writer in collecting the data so that the activity becomes systematic and easier. Instrument that will use to collect the data in variable X (independent variable) that is Frayer model is observation sheet. Meanwhile, the instrument that is used to collect the data in variable Y (dependent variable) that is vocabulary mastery is oral test. In this research the writer is uses observation and test (multiple choice). Data collection through observation was carried out to get an overview of the data on the application of the Frayer model in teaching students' vocabulary mastery. Observations were carried out by an observer in learning with the frayer model which was carried out twice. Furthermore, the test is carried out including the pre-test and post-test. The pre-test and post-test are multiple choice questions, each of which consists of 40 items. The pre-test questions were given to students at

the beginning of research activities or before students were given the frayer model learning. Furthermore, the post-test is given to students after carrying out learning with the frayer model for 2 meetings.

There are 2 (two) kinds of technique of data analysis in a research, they are: descriptive analysis and inferential analysis. Descriptive analysis is used to describe the variables for instance: mean median, modus, histogram, and so forth. In other hand, inferential analysis uses of analysis the hypothesis.

III. RESULT

The data of the research was conducted two ways, observation sheet and test. The observation sheet focused on data of using Frayer Model in the classroom. It means that the writer used the observation sheet to get a description of how the writer used Frayer Model in the classroom, especially in vocabulary mastery. The test focused on taking data of students' vocabulary mastery, therefore writer got pre-test and post-test. It means that the writer used pre-test to make the data before using Frayer Model. Then, the writer used post-test to get the data after using Frayer Model on students' Vocabulary mastery.

To describe the data, the scores of students that had been collected were calculated by applying statistical analysis which could be illustrated into description of the data. The writer showed the result of the research as follows:

1. Application of Frayer Model on Students' Vocabulary Mastery

Based on the result obtained from the analysis of observation sheet about the application of Frayer Model on students' vocabulary mastery at the eighth grade students which contain 19 statements about the steps and the mean of the score is 3.21. So, the mean is included in the "very good" criterion if they were seen in the criterion score which has been discussed in chapter III.

Table 2
The Criteria Score of Frayer Model

No	Interval	Criteria
1	3.1 – 4	Very good
2	2.1 – 3	Good
3	1.1 – 2	Enough
4	1	Less

Adapted from Syah (2010: 151)

Table 3
Result of Observation Sheet of Frayer Model on Students' Vocabulary mastery

No	Indicators	Mean
1	Pre-Activity	3,30
2	Core-Activity	3,18
3	Post-Activity	3,17
Score Total		9,65

Score Mean	3,21
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From the explanation above, it can be seen that the mean application of Frayer Model is “very good”. It means that the writer had applied Frayer Model in teaching vocabulary mastery.

2. Students' Vocabulary Mastery

After getting the data by giving pretest which oral test vocabulary mastery, it was found that the highest score was 67,5 and the lowest score was 40. The writer shows the specification of calculation in the table below:

Table 4
The CriteriaScore of Vocabulary Mastery

No	Class of score	Criteria
1	80 –100	Very Good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Less
5	0 – 49	Fail

Adapted from Syah (2010: 151)

Table 5
Score of Mean, Median, and Mode on Students' Vocabulary Mastery Before Using Frayer Model at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi

No.	Item	Score
1	Mean	55,39

2	Median	62,00
3	Mode	47,62

Based on the students' vocabulary mastery before using Frayer Model at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi the score is noun 49,64 categorized is "fail", adjective score is 61,43 categorized "enough", verb score is 49,29 categorized "fail", and adverb score is 58,57 categorized "Less".

Furthermore, the calculation of mean score of students' vocabulary mastery before using Frayer Model can be seen be 54,73 "Less".

Table 6
Frequency Distribution of Vocabulary Mastery Before Using Frayer Model
at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi

No	Interval	Frecuency	Cumulative Frecuency	Percentage (%)
1	40-44	2	2	7,14
2	45-49	7	9	25,00
3	50-54	4	13	14,29
4	55-59	5	18	17,86
5	60-64	5	23	17,86
6	65-69	5	28	17,86
Total		28	-	100%

Based on the distribution above, the writer found that most of the students' score is 45-49 (25,00%), next in the interval class then the interval class that has the lowest value is 40-44(7,14%). Look at the histogram below with each score before using Frayer Model.

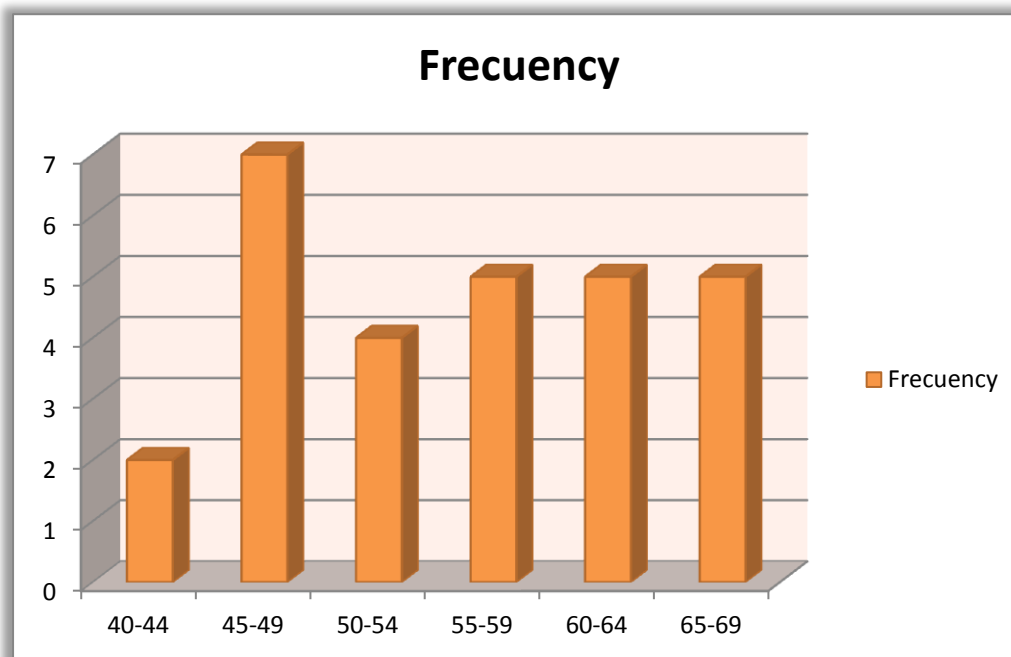


Figure 1 :Histogram Vocabulary mastery before Using Frayer Model

After collecting data about the students vocabulary mastery at SMP Negeri 1 Lembah Sorik Marapi, it is found that the highest score is 90 and the lowest score is 60. The writer shows the table:

Table 7
Score of Mean, Median, and Mode on Students' Vocabulary mastery After Using Frayer Model at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi

No.	Item	Score
1	Mean	73,64
2	Median	74,30

3	Mode	74,77
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Based on the students' vocabulary mastery after using Frayer Model at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi the noun score is 73,57categorized "good", adjective score is 75,00categorized "good", verb score is 72,14categorized "good", and adverb score is 75,71categorized "good".

From the calculation scores that got by students, it can be concluded that the mean of students' vocabulary mastery by using Frayer Model is 74,11. It is categorized "Good". Furthermore, the frequency distribution of students' vocabulary mastery by using Frayer Model can be seen below:

Table 8
Frequency Distribution of Vocabulary mastery AfterUsing Frayer Model at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi

No	Interval	Frecuency	Cumulative Frequency	Percentage (%)
1	60-65	6	6	21,43
2	66-71	4	10	14,29
3	72-77	10	20	35,71
4	78-83	5	25	17,86
5	84-89	2	27	7,14
6	90-95	1	28	3,57
Total		28	-	100%

Based on the distribution above, the writer found that most of the students' score is 72-77 (35,71%), next in the interval class then the interval class that has the lowest value is 90-95(3,57%). It was

found that the lowest score was 90 and the highest score was 60. Look at the histogram below with each score after using Frayer Model.

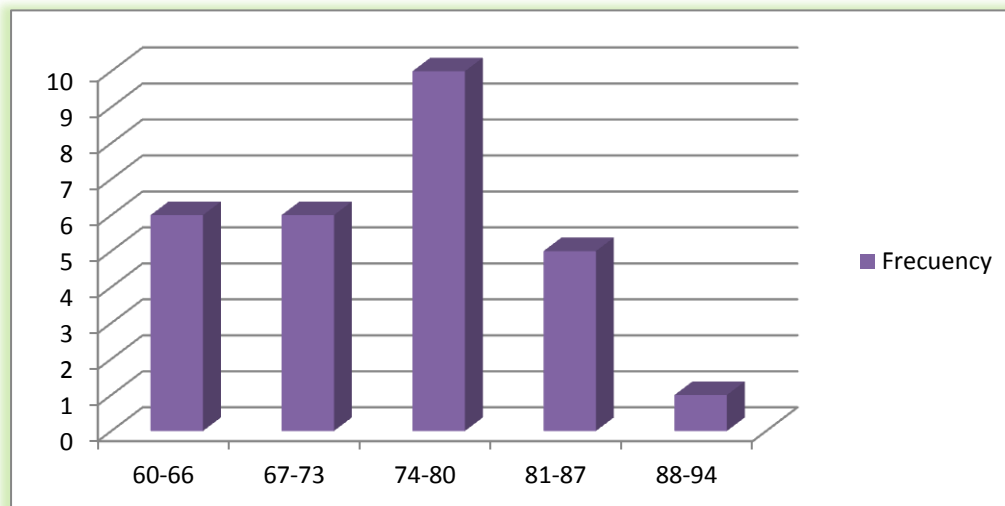


Figure 2 :Histogram Vocabulary Mastery AfterUsing Frayer Model

The hypothesis testing is needed to prove the validity of the hypothesis in the research. The hypothesis is “There is a significant effect of using Frayer Model on students’ vocabulary mastery at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi. So, the hypothesis testing is done to know whether there is any significant effect of using Frayer Model on students’ vocabulary mastery at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi. The writer used t_{test} formulation to prove it. Based on that result, it can be seen that t_{test} is 11,74 and t_{table} is 2.05 at 5% significances level with degree of freedom $(df) = N - 1 = 28 - 1 = 27$. The writer found that t_{test} is higher than t_{table} ($t_{\text{test}} 11,74 > t_{\text{table}} 2.05$). It means that there is a significant effect of Frayer Model on Students’ vocabulary mastery at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi. In 2020/2021 Academic

Year. The writer can say that the alternative hypothesis (H_a) is accepted.

IV. DISCUSSION

Based on the data observation sheet, the result of Frayer Model on students' vocabulary mastery in SMP Negeri 1 Lembah Sorik Marapi on pre-activity was 3,30 of main score. It is categorized as the "Very Good" criterion. It means that the writer has succeeded in conducting pre-activity steps. with indicator on core-activity was 3.18 as the mean score. It is categorized as the "very good" criterion. It means that the writer has succeeded in conducting the whilst-activity steps. Next on post-activity was 3.17 of mean score. It is categorized as the "very good" criterion. From the explanation above, it can be seen that the mean application of Frayer Model is "good". It means that the Frayer Model in teaching vocabulary mastery well.

The application of Frayer Model in teaching vocabulary mastery is very good, so the students are more active and attractive in following the teaching and learning process. The teaching and learning process make them sharing about the real situation because in the learning process the students give their opinion with each other about description of the topic. So they are active, interested, and brave to describe the topic. the application of the Frayer Model has a significant

effect on students' vocabulary mastery as evidenced by the t-test analysis. through the t test carried out, the t value is greater than the t table which means that the initial hypothesis is accepted. thus, it was found that the application of the Frayer Model had an effect on students' vocabulary mastery.

Based on the students' vocabulary mastery before using Frayer Model at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi the score is noun 49,64 categorized is "fail", adjective score is 61,43 categorized "enough", verb score is 49,29 categorized "fail", and adverb score is 58,57 categorized "Less". Furthermore, the calculation of mean score of students' vocabulary mastery before using Frayer Model can be seen be 54,73 "Less". Furthermore, through the application of the Frayer model, the dominant influence on changes in vocabulary mastery can be observed as follows The table above shows that there are 7 interval score of the students' vocabulary mastery after using Frayer Model. The students who got score 60-66 were 6 students or 21,43%, score 67-73 were 6 students or 21,43%, score 74-80 were 10 students or 35,71%, score 81-87 were 5 or 17,86%, and score 88-94 were 1 student or 3,57%. Based on the distribution above, the writer found that most of students' score is 74-80 (35,71%). Next, testing that has been done to measure the

hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 11,74 > t_{\text{table}} 2.05$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of Frayer Model in teaching vocabulary mastery at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi in 2020/2021 Academic Year.

By looking at the previous related research which has been discussed in chapter II, the writer compares them with the result of this research. The first, Rahmadani (2018) reveal that mean of post-test in experimental class was higher than control class. next was found that the $t_{\text{observation}}$ was higher than t_{table} , so null hypothesis was rejected and alternative hypothesis was accepted. It means that there was significant effect of using Frayer Model on the students' vocabulary mastery. Next, Yuricki (2020) States result of the research shows that there is a significant influence of Frayer Model Strategy towards Students' Vocabulary Mastery at the eighth class of SMPN 26 Bandar Lampung in 2017/2018. They are $t_{\text{observation}}$ was higher than t_{table} . Finally, the writer concluded that there is a significant influence of Frayer Model Strategy towards students' vocabulary mastery at the eighth class of SMPN 26 Bandar Lampung in 2017/2018.

Tanjung, et. al (2019) revealed that, The calculation of t_{test} formula is higher than score of t_{table} . The score of the ttest is higher

than score of ttable at 5% significant level with (df) 27, and hypothesis is accepted. It means that there is significant effect of hangman gameon students' vocabulary mastery at the eighth grade of SMPNegeri 1 Padang Bolak.The reason of the students' vocabulary mastery is higher after taught by frayer model is because based on the theory that has been discussed in chapter II and conceptual framework, the writer presumed that frayer model is the good and suitable model will give the effect on the students' vocabulary mastery.

CONCLUSION

Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

1. The result of the application of Frayer Modelin teaching vocabulary mastery at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi in 2020/2021 Academic Year is 3.21 and it wascategorized "very good". It means that the writer applied Frayer Modelin teaching vocabulary mastery is well.
2. The students' vocabulary mastery before using Frayer Modelin teaching vocabulary mastery at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi in 2020/2021 Academic Year was 55.39 and it is included is "Less" category. While, the students' vocabulary mastery by using Frayer Modelin teaching

vocabulary mastery at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi in 2020/2021 Academic Year is 73.64 and it is included as “good” category.

3. The testing that has been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 11,74 > t_{\text{table}} 2.05$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of Frayer Model in teaching vocabulary mastery at the eighth grade of SMP Negeri 1 Lembah Sorik Marapi in 2020/2021 Academic Year.

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