

**UTILIZING THE FRAYER MODEL TO ASSIST STUDENTS' IN  
LEARNING VOCABULARY AT SMPN 1 TOMPOBULU**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Universitas Muhammadiyah Makassar in Partial Fulfilment of  
The Requirement for the Degree of Education in English Department*

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## ABSTRACT

**WAFIQ NUR AZIZAH, 2023, Utilizing the Frayer Model to Assist Students in Learning Vocabulary at SMPN 1 Tompobulu.** A thesis of English Education Department Faculty of Teacher Training and Education Muhammadiyah University Of Makassar Supervised by Ratu Yulianti Natsir and Hijrah.

The objective of this study was to refresh students' thinking and teachers could use several activities that may inspire children to experiment the Frayer Model as a strategy to build vocabulary. This research using quasi-experimental method at SMPN 1 Tompobulu with the population 100 students and took class VIII A and VIII B a sample with a total 25 students each class.

The researcher applied quasi experimental method the presenting research employed experimental design with control group and experiment group. Each groups was given pretest and posttest. Instrument in this research using multiple choices. The researcher use SPSS 22 version to determine the rise in students scores where the pretest mean score for control class was 50.88, experimental class 36.80. Which increase posttest 55.52 control class and 76.80 experimental class. The statistical hypothesis of  $H_1$  was accepted and the statistical hypothesis of  $H^0$  was rejected, according to the post-test result. The results of the hypothesis test indicated that the difference in the mean score above was significant, indicating that teaching English using the frayer model is more successful than using a conventional method. the t-observed was 5.951 by probability sig (2 tailed) was 0.00 or the probability is less than 0.05 as the level of significance ( $0.000 < 0.05$ ) and with the degrees of freedom 24 after computing the students' scores on the post-test for the two groups' final results.

**Keywords:** *Utilizing, Frayer Model, Vocabulary*



## ABSTRAK

**WAFIQ NUR AZIZAH, 2023, Memanfaatkan Model Frayer Untuk Membantu Siswa Dalam Pembelajaran Kosakata Di SMPN 1 Tompobulu.** Thesis Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Dibimbing oleh Ratu Yulianti Natsir dan Hijrah.

Tujuan dari penelitian ini adalah untuk menyegarkan pemikiran siswa dan guru dapat menggunakan beberapa kegiatan yang dapat menginspirasi anak-anak untuk bereksperimen dengan Model Frayer sebagai strategi untuk membangun kosa kata. Penelitian ini menggunakan metode eksperimen semu di SMPN 1 Tompobulu dengan populasi 100 siswa dan mengambil sampel kelas VIII A dan VIII B dengan jumlah masing-masing kelas 25 siswa.

Peneliti menggunakan metode eksperimen kuasi, penelitian penyajian menggunakan desain eksperimen dengan kelompok kontrol dan kelompok eksperimen. Masing-masing kelompok diberikan pretest dan posttest. Instrumen dalam penelitian ini menggunakan soal pilihan ganda sebagai tes. Peneliti menggunakan SPSS versi 22 untuk mengetahui kenaikan nilai siswa dimana nilai rata-rata pretest kelas kontrol adalah 50.88, kelas eksperimen 36.80. Yang mana peningkatan posttest kelas kontrol 55.52 dan kelas eksperimen 76.80. Hipotesis statistik H1 diterima dan hipotesis statistik H0 ditolak, sesuai dengan hasil post-test. Hasil uji hipotesis menunjukkan bahwa perbedaan skor rata-rata di atas adalah signifikan, yang menunjukkan bahwa pengajaran bahasa Inggris dengan model frayer lebih berhasil dibandingkan dengan menggunakan metode konvensional.  $t$ -observed adalah 5,951 dengan sig probabilitas (2 tailed) adalah 0,00 atau probabilitas kurang dari 0,05 sebagai tingkat signifikansi ( $0,000 < 0,05$ ) dan dengan derajat kebebasan 24 setelah menghitung nilai siswa pada post-test untuk hasil akhir kedua grup.

**Kata Kunci:** Memanfaatkan, Model Frayer, Kosakata

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Makassar 20 November 2023

The Researcher

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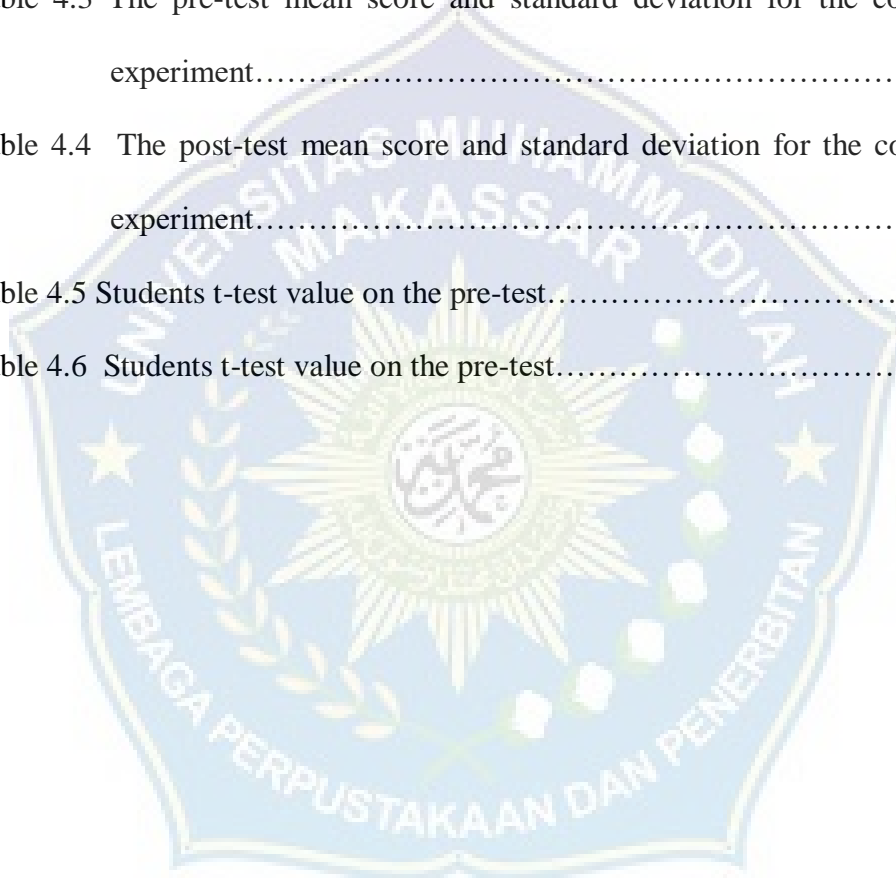
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## MOTTO

**“Love what you do, until people love what you have done, go through the process and enjoy the results”.**

**- Wafiq Nur Azizah -**



# CHAPTER I

## INTRODUCTION

### A. Background

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

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

Shea (2014) claims that "the vocabulary of English is currently 70 to 80% composed of words of Greek and Latin origin, but it is certainly not a Romance language, it is a Germanic one." He says that evidence for this is that, although it's not too hard to put together a sentence without any Latin terms, "it's pretty much impossible to make one that has no words from old English."

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

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

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

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

This technique helps students in determining or clarifying vocabulary and helps students clarify examples and non-examples. However, in reality, some students of SMPN 1 Tompobulu still experience difficulties in mastering vocabulary. Evidence and facts can be seen from students who lack vocabulary. Therefore, the researcher wants to conduct research on " Utilizing The Frayer Model To Assist Students In Learning Vocabulary At SMPN 1 Tompobulu".



**B. Problem Statement**

Can frayer model improve students vocabulary mastery?

**C. Objective of The Research**

To find out the Frayer Model improve the students vocabulary mastery

**D. Significance of The Research**

This research is expected to contribute to the following parties:

**1. For Students**

This learning is very important for students because it can improve vocabulary mastery through the Frayer Model technique. This can also provide motivation to students so they don't stop adding vocabulary.

**2. For Teachers**

To make teaching easier for teachers and to help teachers with their lesson plans. By utilizing the Frayer Model, they was be more innovative in their teaching methods, particularly when it comes to vocabulary, and increase the interest level of the learning process.

**3. For Further Researchers**

As a reference and information on alternative ways of teaching and learning vocabulary through the Frayer Model technique.

**E. Scope of The Research**

Researchers focus on increasing determine or clarify of noun, adverb and verb through the frayer model strategy.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Previous Research Related Findings

Guilford County Schools TF, 2002, Using the Frayer Model, students will activate their prior knowledge of a topic, organize knowledge into categories, and apply their new knowledge to the compartmentalized structure. The meaning is students use Frayer Model to organize knowledge and apply it. The difference is that the previous researcher used the Frayer Model to organize knowledge while the researcher applied the Frayer Model to improve the English Vocabulary. The similarity is to make the Frayer Model a learning model.

Martin (2020), about "The Implementation Of Frayer Model Strategy In Reinforcing Young Learners' Vocabulary Achievement". She said Frayer Model is a good strategy in improving students' vocabulary. The difference from previous researchers is that the Frayer Model is applied to strengthen English vocabulary while the researcher applied the Frayer Model to increase language vocabulary. The similarity is that the Frayer Model is applied to improve English vocabulary.

Rahmadani (2018), about "The Effect of Using Frayer Model on The Students' Vocabulary Mastery at SMP IT Al- Ihya Tanjung Gading". She said the purpose of this study is to determine the students' vocabulary mastery after instruction utilizing the Frayer Model. The difference is that the previous researcher used the Frayer Model to find out students' vocabulary mastery

while the researcher use the Frayer Model to increase students' vocabulary.

The similarity is using the Frayer Model as a learning model.

Starke (2020), in “The Frayer Model: What is It and How to Use It”. He said The Frayer Model is a type of graphic organizer that uses a four-square model to determine, clarify, and analyze word meaning and structure. The meaning is Frayer Model uses four-square model to analyze word meaning and structure. The difference from previous researchers is that the Frayer Model is applied to analyze meaning and structure while the researcher apply the Frayer Model to improve English vocabulary. The similarity is that the Frayer Model is applied as a learning model.

Alharbi (2022), about “ Investigating the Effectiveness of the Frayer Model in the Acquisition of the Concepts of Teaching English as a Foreign Language to Students of the Faculty of Education”. He said this study aimed to explore the effectiveness of using the frayer Model to acquire the concepts of teaching English as a foreign language to seventh-level students. The meaningful Frayer Model used to teach English as a foreign language. The difference from previous researchers is that the Frayer Model is applied to make concepts in teaching foreign languages while the researcher apply the Frayer Model to increase English vocabulary. The similarity is that the Frayer Model is applied as a learning model.

## **B. Some Pertinent Idea**

### **1. Vocabulary**

#### **a. Definition Of Vocabulary**

There are several definitions of Vocabulary according to experts namely, Hornby (2006:1645) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language. Other expert, Neuman and Drawyer as cited in Bintz (2011:44) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). As for what Hornby said that vocabulary is the words a person must know to effectively communicate, both expressive and receptive.

According to Zimmerman as cited in Natsir (2016), vocabulary is central to language and of critical importance to the typical language learning. It seems in order to acquire a language, vocabulary is crucial. For people learning English as a second language as well as a foreign language, acquiring a vocabulary is essential.

According to Pikulski and Templeton (2004) point out that it is crucial to be able to look at the differences in the sum of words that a person uses and understands. The mean from Pikulski and Templeton he said understanding differences in word use and understanding is essential. Vocabulary is a list of words in a language to communicate (Joklova, 2009). He said a list of words used to communicate is called a vocabulary.

According to Kusrini (2012), several words applied and comprehended by learners are considered vocabulary. It seems vocabulary is a set of words used and understood by learners. vocabulary is described as a language word that includes single items, phrases, clauses, which have a definition (Clouston, 2013). The meaning is vocabulary is a language word that includes single items, phrases, and clauses. Moreover, vocabulary is defined as a word list compiled from certain alphabets with their meaning (Alizadeth, 2016). The perception meaning vocabulary is a word list composed of alphabets with meaning.

Since pupils without sufficient vocabulary cannot communicate their thoughts or understand others, vocabulary instruction might be considered the core of English language instruction. The mean is vocabulary is essential for English language teaching to understand and express ideas. One of the language skills that students who are learning a foreign language must grasp is vocabulary. A vocabulary list contains words together with their definitions, and it is utilized to communicate our thoughts and feelings in a language. Students can help their conceptual comprehension by doing a word classification activity known as the Frayer model. Two versions of the Frayer model are available. Students explain the idea, describe its attributes, and provide examples and arguments against it in the first paragraph. The second activity, which involves examining a word's essential and non-essential properties, requires students to choose instances and non-examples in order to further their understanding of a topic.

Hatch & Brown cited in Azizah (2016) define that vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. The meaningful vocabulary is a set of words used by language speakers.

Stahl (2005) said vocabulary is the knowledge of a word not only implies a definition but also implies how that word fits into the sentence. It means vocabulary is the knowledge of a word and its context. According to Richard and Renandya (2002: 255) vocabulary is a component of language proficiency that provides much of the basis for how students listen, speak, read, and write. The meaning vocabulary is essential for language proficiency.

According to Penny in repo uinsatu (2021) Vocabulary is one of the most important aspects in language teaching, beside grammar and pronunciation. The means it vocabulary is a stock of words used in language teaching. Additionally, according to Hatch and Brown, vocabulary refers to a list or set of terms for a specific language or a list or collection of words that particular language speakers may employ. Each speaker undoubtedly has a repertoire of words. A person's total number of words varies. Additionally, a speaker needs to be familiar with the language in order to interact with others.

Vocabulary is a list of words with their meanings, defined by Hornby cited in Kusmayanti (2010). Vocabulary is the words we teach in a foreign language. Burns in Kusmayanti (2010) defines vocabulary as" the

stock of words which is used by a person, class or profession. The means it Vocabulary is the stock of words used by a person, class or profession.

Another point made above leads to the conclusion that vocabulary plays a significant role in bridging the four language skills. The vocabulary of those learning the language must be mastered. People with low language find it challenging to interact with others.

Base on the explanation about the research about vocabulary that is Vocabulary is a set of words which are important elements in communicating.

#### **b. The Importance of Vocabulary**

The importance of vocabulary is described in the following paragraphs. Vocabulary is a necessary component of everyone's existence. Active vocabulary and passive vocabulary are the two categories of vocabulary.

People require a lot of repetition and context linkages while learning new words. To effectively learn new words, commit them to memory and use them later whether speaking or writing. Active and passive vocabulary are the two primary categories of a person's vocabulary.

When a person has to create a spoken or written phrase, active vocabulary also known as productive vocabulary is what instantly comes to mind. This vocabulary is employed in both speech and writing. On the other hand, a person knows but does not employ passive vocabulary (receptive).



The meaning is vocabulary is essential for language preparation. Hedge (2008) says that vocabulary has always been a language learning that is often ignored in English literature and often teachers who are rejected will learn vocabulary that must be repeated frequently in learning. From the quote the meaning vocabulary is often overlooked in English literature.

Nation, (2019) said in advance vocabulary learning is not too important as time goes by humans understand why the importance of the word vocabulary in language learning (Alemi, 2011). He perception vocabulary learning no longer essential for language learning.

Vocabulary learners are very important because of the need to achieve a good communication in any language, especially academic needs (Komachali and Khodareza, 2012). He said vocabulary learners are essential for successful communication in any language.

Dewey cited in Putri (2013) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. The means that vocabulary is essential for understanding meanings expressed by words.

Which asserts that while nothing can be communicated without grammar, nothing can be said without vocabulary. is another example of the significance of vocabulary in language development. He added that one might fast advance their linguistic abilities by studying vocabulary

### c. The Kind of Vocabulary

According to Nation as cited in Wero (2021), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing.

One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units.

They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Whatever is meant by Nation that is vocabulary can be divided into four units: reading, listening, speaking, and writing. Reading vocabulary consists of words found when reading, while listening vocabulary consists of words heard when talking.

Harmer as cited in Alqahtani (2015) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students recognize when they meet them, but which they probably not be able to

pronounce. The means from the types that is the first type of vocabulary is taught and expected to be used, while the second is not.

Haycraft in Tawali (2018) identified two types of vocabulary: receptive and productive.

#### **d. Types of Vocabulary**

Quadt cited in Tawali (2018) divides vocabulary into four categories based on its type:

- 1) Listening vocabulary: a child first learns to distinguish sound at a young age. Only the sound that is connected to this experience is limited.
- 2) Vocabulary used when speaking: This kind of vocabulary is also developed early, about the time the kid starts to interact with others. At this point, vocabulary is used in a very basic way and contains many of short function words, the kind of words that make up speeches.
- 3) The ability to read and write.
- 4) These lexical categories are created almost concurrently.

According to Hatch & Brown (2018). They fall under the categories of productive and receptive vocabulary, or passive and active vocabulary. Hatch & Brown (2018) defines that receptive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly. While, productive vocabulary is words which the student understands, can pronounce correctly and use constructively in speaking and writing (Hatch & Brown,

2018). The meaningful Receptive vocabulary is words the student recognizes and understands, but cannot produce correctly.

A language's vocabulary is its collection of words that are used in speech. The vocabularies (words) are divided into two groups by Hatch and Brown (2001: 218) based on their functional categories: major classes and closed classes. With examples, the following explanations are provided.

a. Major Classes

- 1) Noun :Specifically, it relates to Gibran, the police, the pen, or a location.
- 2) Adjective : It refers to words like "kind, bad, smart, beautiful, ugly, etc. that describe a noun or pronoun in more detail.
- 3) Verb : It refers to verbs that indicate action, such as walk, watch, eat, drink, smile,cry, etc.
- 4) Adverb : It is used to characterize or enhance the meaning of a verb, an adjective, an additional adverb, or a complete sentence, such as carefully, diligently, honestly, etc.

b. Closed Classed

- 1) Pronoun : It relates to the nouns he, she,you,we,they, her, etc. that have already been mentioned.
- 2) Preposition : It refers to the terms such as at, on, under, between, beside, etc. that aid in locating objects and actions in both time and space.
- 3) Conjunction : It refers to the words that join clauses, phrases, or sentences, such as and so, but, etc.

- 4) Determiner : The terms that are used before a noun to indicate the specific instance of the noun you are referring to are the, a, an, my, your, that, this, those, etc.

#### **e. Component of Vocabulary**

According to Gairns and Redman cited Dani (2015) when teaching vocabulary, there are a number of lexical elements that must be considered.

- 1) Polysemy, a single term that has numerous meanings, all of which are closely connected.
- 2) Homonymy, A single word form might have a number of distinct meanings that are unrelated to one another.
- 3) Synonymy, Groups of terms that have similar basic meanings and may be interchangeable in a few circumstances present another semantic challenge. However, closer examination reveals conceptual discrepancies.
- 4) Antonymy, the sense relationship between words with opposing meanings.
- 5) Style, dialect and register. The term "used style" is used extremely broadly to refer to a variety of formality levels, including slang, colloquial or informal, neutral, formal, and frozen. Along with forms like comedy, irony, poetry, and literacy.

#### **f. Aspect of Vocabulary**

The vocabulary has nine different components. These nine elements each have a receptive and producing component and can be divided into the three categories of form, meaning, and usage.

According to Nation (2001) meaning includes the interaction between forms and meaning, or the notion and the things it refers to, as well as the connections that people have when they hear certain words or expressions. Nation discussed the word or phrase's grammatical roles, common collocations, and any limitations on its use in terms of frequency, level, etc. Knowing these three facets of any word or phrase is important because, as mentioned by Nation, shape, meaning, and use have both a receptive and productive component.

There are various vocabulary concepts that teachers should make sure their students understand. According to Mardianawati (2012: 11), who quoted Dani (2015), the vocabulary characteristics include word classes, word use, pronunciation, meaning, and spelling.

#### 1) Word Classes

Word classes are divisions of words. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb. The meaning is practice grammatical patterns such as noun, verb complementation, phrasal verbs, adjectives and adverbs.

#### 2) Word Use

The use of a word, phrase, or idea in a language is referred to as word use. Grammar may also play a role in word use, making it a complex topic for analysis.

Practice grammatical patterns such as noun, verb complementation, phrasal verbs, adjectives and adverbs.

### 3) Meaning

When employed in several contexts, a term may have more than one meaning. The teacher can utilize techniques like guided exploration, contextual speculation, and dictionary use to determine the meaning of the word.

### 4) Spelling

Spelling is essential for learning vocabulary since it facilitates reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms. The meaning of perspective is different English terms belong to different varieties.

### 5) Pronunciation

The pronunciation of words is called pronunciation. It is challenging to acquire a word's pronunciation because it is unrelated to its spelling. Effective communication is made easier by good pronunciation.

## 2. Learning Vocabulary

According to Schmidt's cited in Karami (2019) noticing hypothesis, there is a difference between input and intake in language learning in such a way that input needs to be changed to intake which is



noticed and “consciously registered” to be said that language learning has taken place. The meaning is input needs to be changed to intake to be considered language learning.

Some researchers such as Hulstijn (2003) defined it as a way of learning in which the learner is informed and knows what he/she is going to learn. The meaning of the above opinion is learner is informed and aware of what they are learning.

The efficiency of deliberate vocabulary learning has been the subject of extensive research. Elgort and Nation (2010) reported that techniques and approaches used in intentional vocabulary learning such as writing word-lists, having notebooks for vocabulary, and using word cards are beneficial in vocabulary acquisition. The meaning about us word-lists, notebooks, and word cards are beneficial for vocabulary acquisition.

Schmitt (2008) highlighted the essence of explicit attention in learning some features of vocabulary and stated that the intentional vocabulary learning strategy can provide this opportunity for those learners who do not notice these features while they focus on the meaning and the message. He said intentional vocabulary learning strategy provides explicit attention for those who do not notice features.

Vocabulary in the incidental vocabulary learning strategy can be learned simultaneously as another activity is taking place (Rieder, 2003). The meaning from perspective is incidental vocabulary learning allows vocabulary to be learned simultaneously with another activity. Other intentional and incidental vocabulary learning seem to play an important

role in the acquisition of vocabulary, but the role of incidental learning has been deemphasized in such a way that it occurs only in the presence of intentional learning (Choo, Lin, & Pandian, 2012). The meaning of perspective is incidental learning plays an important role in vocabulary acquisition, but is deemphasized.

The negative effects of overemphasized intentional vocabulary learning have been mentioned by Nation (2011). Nation said overemphasized intentional vocabulary learning can lead to negative effects. Neither intentional nor incidental vocabulary learning seems to be effective per se and one does not have priority over the other (Brown, Waring, & Donkaewbua, 2008; Laufer, 2005; Read, 2004; Nation, 2001). According to the perspective intentional and incidental vocabulary learning do not have priority.

Along with the method incidental vocabulary learning takes place, researchers have focused a lot of attention on incidental vocabulary learning and its impact on vocabulary acquisition. The effectiveness of mixed instruction (intended combined with incidental) on vocabulary learning and the impact of this instruction (mixed instruction) on the vocabulary retention of EFL learners have not been studied, according to the aforementioned literature on vocabulary learning

### **3. Frayer Model**

#### **a. Definition of Frayer Model**

The Frayer Model is that graphic organizer assists students in determining or clarifying the meanings of vocabulary words found

when listening, reading, and viewing texts. The use of this model is to monitor vocabulary and to assess vocabulary after reading.

Macceca (2007) states that the Frayer Model is a strategy in which students use the graphic organizer as a means to better understand a concept and to distinguish that concept from others they may know or may be learning.

The frayer model procedure can be described as follows. Thompson and Rubenstein (2000) use the Frayer Model in a study that also include a pictorial representation of the vocabulary term that are create by the student. It is report that the students that use the Frayer Model graphic organizer with vocabulary instruction improve on post test scores and many create drawings on their post test to aid in remembering and make inferences (Thompson &Rubenstein, 2000). The meaning of the quote above is students using the Frayer Model graphic organizer with vocabulary instruction improve post test scores and create drawings to aid in remembering.

The Frayer Model is that graphic organizer assists students in determining or clarifying the meanings of vocabulary words found when listening, reading, and viewing texts. The use of this model is to monitor vocabulary and to assess vocabulary after reading.

Based on the explanation about the research conclusion about Frayer Model is a graphic that is used in learning to increase vocabulary as well as an image to help memorize student vocabulary.

### **b. Application of the Frayer Model for Vocabulary Mastery**

Buehl, D. (2001) "This strategy understanding words within the larger context of a reading selection by requiring students, first, to analyze the items ( definition and characteristics ) and second, to synthesize/apply this information by thinking of examples and non-examples. In quotes Buehl he says analyze items and synthesize/apply information by thinking of examples.

The graphs in Frayer's model help students to consider and explain the meaning of a word or idea by:

- a) Term definition.
- b) Identifying the key elements of it.
- c) Using examples to support the idea.
- d) Presenting the concept without examples.

The Frayer Model is an alternative to assist teachers in teaching vocabulary easily and concisely. In addition, the Frayer Model also helps students define and clarify words. The concept of the Frayer Model is to provide a presentation of vocabulary understanding to students with graphics consisting of four parts. The first part defines words, the second part describes the characteristics of words, the third part is an example of words and the fourth part is not an example of words.

### **c. Purpose of Frayer Model**

The Frayer Model's objective is to identify and describe new terminology and concepts. Students define a concept, word, or term,

describe its fundamental qualities, offer examples of the idea, and give examples that do not represent the concept (understanding what a concept is not aids in defining what it is).

To give pupils a visual picture of this information, it is presented on a chart with four divisions. The methodology encourages students to comprehend words in the broader context of a reading selection by asking them to analyze the concept or word (definition and features), then synthesize or apply this information by considering instances and non-examples. It also creates links and draws on existing knowledge of a subject.

#### **d. The advantages and Disadvantages of Frayer Model**

According to Rahmadani (2018) the Frayer model offers a number of advantage and disadvantage, including:

The Advantage :

- 1) This strategy is excellent for revising vocabulary
- 2) Making the active students because every student have to define a concept or word or term.
- 3) Giving the oppurtunity for all of students to decribe the characteristics, provide examples of the idea and suggest non examples of the idea.
- 4) Use critical thinking skills as they ask thoughtful questions to narrow down a large list of words to one "secret word."
- 5) This strategy is a good activity for reviewing important vocabulary at the end of a lesson.

- 6) Make the team work cohesively and build up the confidence of students

The Disadvantages of Frayer Model :

- 1) Because they don't have a strong vocabulary, some kids will be passive.
- 2) Due to their failure to concentrate on this strategy, some pupils are missing out on vocabulary lessons.
- 3) Students with greater self-assurance frequently win the debate when defining the hidden word.
- 4) It will take more time to implement this plan.

e. **Frayer Model Example**

<b>Definition</b>	<b>Word</b>	<b>Characteristics</b>
<b>Examples</b>		<b>Non-Examples</b>

Figure 2.1 Model of Frayer Model

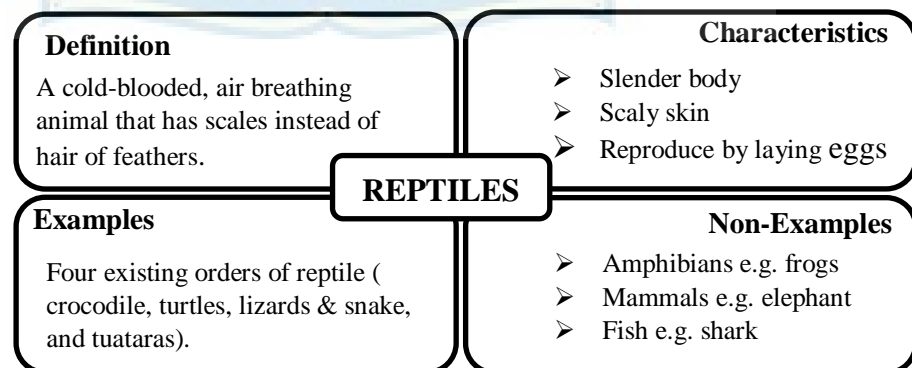


Figure 2.2 Example of Frayer Model

### C. Conceptual Framework

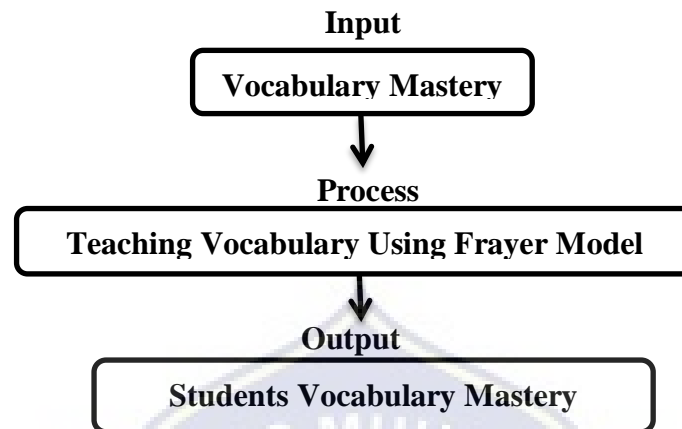


Figure 2.3 Conceptual Framework

First in the input section, namely the vocabulary master were go through the process with teaching vocabulary using frayer model. The output is improving the Vocabulary Mastery.

### D. Hypothesis

In this research have two formulate namely :

**H1** = The students' mastery of vocabulary is significantly impacted by employing the Frayer Model. The students' mastery of vocabulary is significantly impacted by employing the Frayer Model.

**H0** = The students' mastery of vocabulary is not significantly impacted by employing the Frayer Model.





### CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Using a quasi-experimental approach, the researcher used an experimental design with a control group and an experiment group. The pretest was used to determine the students' prior knowledge, and the posttest was used to determine the students' achievement following treatment that involved teaching vocabulary using the Frayer model and teaching vocabulary using conventional techniques. It is intended to describe about utilizing the Frayer Model to assist Students in learning vocabulary at SMPN 1 Tompobulu.

E	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
C	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

**Notation :**

E: a group conducting experiments

C: a set of controls

O1: the preliminary examination

O2: the follow-up examination

X1: the frayer model-based therapy

X2: conventional way treatment methods

(Gay in Natsir, 2016)

## **B. Research Variable and Indicator**

### **1. Variable**

There are two variables in this study: independent and dependent. Vocabulary is the dependent variable in this study, whereas the use of the Frayer model is the independent variable.

### **2. Indicators**

Indicator of this study is to measure students' command of vocabulary skills through making use of the Frayer Model methods.

## **C. Population And Sample**

### **1. Population**

The study's population 4 class in VIII of SMPN 1 Tompobulu in 2022/2023 academic years. Each class consist 25 students. There are 100 pupils in all.

### **2. Sample**

The research was select through purposive sampling. The researcher selected two classes to represent experimental class and control class out of four population classes. Class VIII-A was assigned to the experimental class, whereas class B served as the control group. Taking it into account, the pupils in the two courses are equally skilled. Additionally, the pupils share the same foundational understanding of English language instruction.

## **D. Research Instrument**

The vocabulary exam used as the research instrument was designed to measure pupils' vocabulary achievement. There is a pre-test and a post-test for

the test. To measure how much pupils' vocabulary has improved, a vocabulary exam is used. There was just one pre-test and one post-test. The multiple-choice test comprises twenty-five numbers.

### **E. Data Collection**

The following methods were employed by the researcher to gather the data: Pre-tests were given to both the experimental and control groups to gauge their prior vocabulary knowledge. Following the pre-test, the experimental group received treatment using the frayer model, while the control group underwent four meetings using the conventional method. Both the experimental and control groups then received the final post-test. An experimental group and a control group are used by the researcher for the treatment.

#### **1. Experimental Group**

A pre-test on vocabulary was given to the pupils. After that, over four sessions of 60 minutes each, this group taught vocabulary using the frayer model. At the conclusion of the program, the students took a post-test to determine how much their vocabulary had improved.. For the first meeting , researcher was introducing about frayer model. The second meeting was give task about reptiles using frayer model. The third meeting, using task about flowers. And the last was give about people as a review.

#### **2. Control Group**

At the start of the instructional session, tests were given to both the experimental group and the control group. For four sessions, lasting sixty minutes apiece, this group was instructed following the standard

methodology. Here, “conventional technique” refers to the method that teachers at the school employ while utilizing photos

## F. Data Analysis

The following formula was used for data analysis once it was collected:

- 1) Grading each pupil

$$Score = \frac{Total\ correct\ answer}{Total\ test\ item} \times 100$$

(Sudjana in Fiqrah, 2019)

- 2) Calculating the pupils' score
- 3) Categorizing pupils' test results
  - a. 91–100 is rated as really good.
  - b. 76–90 is rated as excellent.
  - c. 61–75 is regarded as fair.
  - d. 51–60 is categorized as poor
  - e. Fewer than 50 is categorized as extremely poor.

(Depdikbud in Amelia, 2023)

- 4) Using SPSS 22 version, compute the vocabulary test means, standard deviations, and t-tests for the experimental and control groups (Gay, 2000: 378).

**BAB IV**  
**RESEARCH FINDINGS**

The research's conclusions and a discussion of them two components of this chapter. The researchers examined the data received from the results of the pre- and post-tests. The research's findings show how students learn to build their vocabulary by examination of frayer model. Arguments and deeper analysis of the findings are provided in the discussion section.

**A. Findings**

**1. The pre-test learning rate of the students.**

Frayer Model and conventional technique methods were used to examine how well the pupils were learning their vocabulary. Moreover, as shown in the table below, the students' vocabulary mastery mean score prior to therapy was categorized as being in extremely bad condition.

Table 4.1 How frequently and quickly students in the control and experimental classes achieved certain vocabulary goals on the pre-test.

No.	Score	Category	Experimental		Control	
			F	%	F	%
1.	91-100	Very Good	-	-	-	-
2.	76-90	Good	1	4.00	4	16.00
3.	61-75	Fair	2	8.00	5	20.00

4	51-60	Poor	2	8.00	6	24.00
5.	Shorter than 50	Very poor	20	80.0	10	40.00
<b>TOTAL</b>			<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

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

## 2. The post-test learning rate of the students.

The results are shown in table 2 below, with the mean score of the students' vocabulary learning falling into the "fairly good" category following the intervention.



Table 4.2 How frequently and quickly students in the control and experimental classes achieved certain vocabulary goals on the post-test..

No.	Score	Category	Experimental		Control	
			F	%	F	%
1.	91-100	Very Good	2	8.0	-	-
2.	76-90	Good	14	56.0	2	8.0
3.	61-75	Fair	8	32.0	6	24.0
4.	51-60	Poor	1	4.0	9	36.0
5.	Shorter than 50	Very poor	-	-	8	32.0
<b>TOTAL</b>			<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

There were no students in the very good category, 6 (24%) students in the fair category, 9 (36%) students in the poor category, 2 (8%) students in the good category, and 8 (32%) students in the very poor category according to the post-test results in the control class. Meanwhile, while in the Experiment class there were 8 (32%) students in the fair category, there were 2 (8%) students in the very good category, 1 (4%) students in the poor category and no students in very poor categories, while 14 (56%) students were in the good category.

### **3. The mean score and standard deviation of the pre-test for the students in the control and experimental groups.**

The test's mean score indicates success. The researcher discovered that the experiment and control group pre-test outcome in this manner:

Table 4.3 The experimental and control groups' pre-test mean score and standard deviation classes of students.

<b>Variables</b>	<b>Mean Score</b>	<b>Standard Deviation</b>
Experimental Class	36.80	18.257
Control Class	50.88	23.339

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

### **4. The students' post-test mean score and standard deviation for the experimental and control groups.**

The test's mean score demonstrates the achievement. The post-test findings for the experimental class and control class showed the following trends, according to the researcher.

Table 4.4 The pupils in the control and experimental courses' post-test mean score and standard deviation.

<b>Variables</b>	<b>Mean Score</b>	<b>Standard Deviation</b>
Experimental Class	76.80	9.661
Control Class	55.52	16.709

Graphic 4 higher demonstrates considering following intervention, experimental class's average rating was 76.80 with a standard deviation of 9.661, classifying it as a good classification, and the control class's mean score was 55.52 with a standard deviation of 16.709, classifying it as a poor category. This indicate 21.28 point rise in the experiment group's mean score.

##### **5. The pre-test t-test calculating value for the students**

Discussion in this section centre on the claims that vocabulary acquisition in the experimental class differs significantly from that in the control group.

Table 4.5 The pre-test calculating value on t-test

<b>Test</b>	<b>T</b>	<b>Df</b>	<b>Sig. (2 tailed)</b>
Pre test	2.780	24	.010

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

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

#### 6. The post-test t-test calculating value for the students

The post-tests t-test value indicates success. The investigator discovered in which the t-test result was calculated followed:

Table 4.6 Students' t-test value on the post-test

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

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

## 7. Distribution of T- Table

Df	(level of significance) (one-tailed test)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
<b>24</b>	0.685	1.318	<b>1.711</b>	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763

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

## **B. Discussion**

The Frayer model has been found to be an effective teaching tool for increasing students' vocabulary. Students demonstrated A notable distinction exists between the experimental and control groups when the pre-test was administered. Stated differently, the experimental class exhibited a significantly higher level of English vocabulary instruction using the Frayer model compared to the control class. The Frayer model approach to English instruction raises vocabulary achievement among students. Harjono's cited in Natsir (2016) that teaching with techniques can be an engaging and creative process lends credence to this students. Billmeyer cited in Febriyanto (2010) came to the conclusion that the frayer model is a useful tactic for improving vocabulary word learning across all subject areas.

Researchers found that most students had excellent vocabulary based on pre-test results from both experimental and control classes. modest. Since the probability value is greater than alpha, the difference between the control class's average post-test and pre-test scores is not statistically significant.

In comparison, the data gathered from the tests, as previously mentioned, indicates that there was a notable improvement in the vocabulary achievement of the students in the experimental class. The pretest and posttest averages for the experimental class's students provide evidence for this.

This indicates that after receiving treatment, the students' abilities in the two groups differ. When compared to the conventional approach used in the control class, it was found that using the Frayer model technique increased students' vocabulary.

Researchers utilized the SPSS version 22 software to conduct inferential t-test statistics on the student results mentioned in the findings and discussion above. The statistics presented in Table 6 led to the conclusion that the probability value was less than alpha. Which is accepted and rejected is what this indicates. After conducting a pretest and a posttest, that determined that the change was statistic significant. Put differently, after treatment, there was a rise in the vocabulary achievement of the pupils from the control and experimental classes on the posttest. Afterward, it were determined the Frayer model approach could benefit students more.

In other words, "using the Frayer model technique" to teach vocabulary is a better way to teach it because it can raise student achievement much more than the conventional method that was used in the control class.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

There are two sections in this chapter: the conclusion, which is based on the study findings, and the other section The other is a suggestion that was made in light of the conclusion that was put forth.

#### **A. Conclusion**

The researcher presents the following conclusion in light of the discussion and findings: It was important to apply the frayer model technique. The control class and experimental class values before treatment are smaller than the control class and experimental class values after treatment. After the treatment the students' average score increased compared to before the treatment. Which indicates a fourteen point increase in score. The results of the hypothesis test indicated that the difference in the mean score above was significant indicating that teaching English using the frayer model is more successful than using a traditional method.

#### **B. Suggestions**

##### **1. For Teacher**

Researchers hope that teachers can be more creative and care about students in teaching English, especially vocabulary. Teachers can use the

frayer model as a method in teaching and also to assess students' understanding of vocabulary. There are still many students who have difficulty determining the characteristics of a word. Therefore, researchers suggest to teachers to provide the frayer model method so that students can easily understand the characteristics of a word.

## **2. For Students**

The researcher hopes that students can be more active and creative in learning specialized vocabulary. In order to expand the knowledge in vocabulary students can take advantage of the frayer model which can also determine the characteristics, examples and non-examples of the word.

## **3. For the Further Reseacher**

The following researchers who wished to conduct additional research on the same topic of discussion or who could conduct additional research by utilizing the Frayer model to enhance reading comprehension were expected to benefit greatly from these research findings.

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**APPENDIX I**

Data analysis of students' Pre-test

<b>Students</b>	<b>experimental</b>	<b>control</b>
1	48	60
2	28	88
3	40	56
4	20	60
5	32	16
6	16	88
7	20	40
8	16	36
9	32	64
10	36	56
11	48	64
12	16	64
13	36	56
14	16	28
15	36	24
16	52	16
17	52	16
18	68	68
19	72	88
20	80	80
21	40	56
22	44	64
23	16	32
24	20	24
25	36	28

## Data analysis of students' post-test

<b>Students</b>	<b>Experimental</b>	<b>Control</b>
1	76	60
2	64	60
3	52	24
4	72	64
5	64	60
6	64	56
7	84	36
8	88	60
9	80	68
10	92	28
11	84	32
12	72	28
13	76	60
14	80	68
15	84	68
16	76	64
17	80	60
18	76	68
19	72	44
20	68	48
21	84	88
22	80	88
23	72	52
24	92	56
25	88	48



### Descriptive Statistics Pre-test

		experimental	control
N	Valid	25	25
	Missing	0	0
Mean		36.80	50.88
Std. Error of Mean		3.651	4.668
Median		36.00	56.00
Mode		16	56 <sup>a</sup>
Std. Deviation		18.257	23.339
Variance		333.333	544.693
Range		64	72
Minimum		16	16
Maximum		80	88
Sum		920	1272
Percentiles	10	16.00	16.00
	20	16.80	24.80
	25	20.00	28.00
	30	20.00	31.20
	40	32.00	46.40
	50	36.00	56.00
	60	38.40	60.00
	70	44.80	64.00
	75	48.00	64.00
	80	51.20	67.20
	90	69.60	88.00
	100	80.00	88.00

### Descriptive Statistics Post-test

		experiment	control
N	Valid	25	25
	Missing	0	0
Mean		76.80	55.52
Std. Error of Mean		1.932	3.341
Median		76.00	60.00
Mode		72 <sup>a</sup>	60
Std. Deviation		9.661	16.706
Variance		93.333	279.09
Range		40	64
Minimum		52	24
Maximum		92	88
Sum		1920	1388
Percentiles	10	64.00	28.00
	20	68.80	37.60
	25	72.00	46.00
	30	72.00	48.00
	40	76.00	56.00
	50	76.00	60.00
	60	80.00	60.00
	70	84.00	64.00
	75	84.00	66.00
	80	84.00	68.00
	90	89.60	76.00
	100	92.00	88.00

**APPENDIX II****Instrument****English Vocabulary****Pre-test**

Name :

Class :

**I. Choose the correct answer !**

1. If you are in the zoo, you have to be...
  - a. Happy
  - b. Angry
  - c. Silent
  - d. Sad
2. A thing that you must have before you write, is...
  - a. Scissors
  - b. Pen
  - c. Ruler
  - d. Glue
3. What does mother do in the kitchen ?
  - a. Teach
  - b. Cook
  - c. Sleep
  - d. Watch
4. A place to put the clothes is called...
  - a. Cupboard
  - b. Bookshelf
  - c. Wardrobe
  - d. Dining room
5. Someone who cuts men's hair, is.....
  - a. Carpenter
  - b. Barber
  - c. Sailor
  - d. Tailor
6. An animal which is furry, usually being a pet, and often find at a home and eat the mouse, is...
  - a. Rabbit
  - b. Dog
  - c. Cat
  - d. Goat
7. The sun sets in the...
  - a. Night
  - b. Afternoon
  - c. Day
  - d. Morning
8. She watches the movie every Saturday.
  - a. Smell
  - b. Listen
  - c. Push
  - d. See
9. What does teacher do in the class...
  - a. Teach
  - b. Laugh
  - c. Smile
  - d. Run
10. Someone who hates another and desire to hurt, is.....
  - a. Friend
  - c. Partner



**III. Choose The *antonym* on the underlined word!**

23. The wake up at 05.00.am this morning  
a. Sleep      c. Speak  
b. Study      d. Sing
24. Diandra runs so fast this afternoon  
a. Cry      c. step  
b. Jump      d. walk
25. He is tall.  
a. Big      c. Long  
b. Huge      d. Short



**English Vocabulary  
Post-Test**

Name :

Class :

**I. Choose the correct answer!**

1. If you are in the zoo, you have to be...
  - a. Happy                      c. Silent
  - b. Angry                      d. Sad
2. What does mother do in the kitchen
  - a. Teach   c. Sleep
  - b. Cook   d. Watch
3. A place to put the clothes is called...
  - a. Cupboard                  c. Wardrobe
  - b. Bookshelf                  d. Dining room
4. Someone who cuts men's hair, is....
  - a. Carpenter                  c. Sailor
  - b. Barber                      d. Tailor
5. An animal which is furry, usually being a pet, and often find at a home andeat the mouse, is...
  - a. Rabbit                      c. Cat
  - b. Dog                          d. Goat
6. The sun sets in the...
  - c. Night   c. Day
  - d. Afternoon                  d. Morning
8. What does teacher do in the class...
  - a. Teach   c. Smile
  - b. Laugh   d. Run
9. Someone who hates another and desire to hurt, is.....
  - a. Friend                      c. Partner
  - b. Enemy                      d. Boss
10. If you are in library, you have to be...
  - a. Crowded                      c. Silent
  - b. Busy                          d. Laugh

**II. Choose the synonym of the underline word !**

11. My cousin is very pretty.
  - a. Ugly                          c. Beautiful
  - b. Strange                      d. Smart
12. When do you come on time?
  - a. Go                              c. See
  - b. Arrive   d. Study
13. This toy is inexpensive.

- a. Cheap                      c. Good  
b. Expensive                  d. Overpriced
14. They start the final exam at 7.30 am.  
a. Run      c. Continue  
b. Begin    d. Connect
15. Meghan brings four books from the library.  
a. Give      c. Carry  
b. Share    d. Leave
16. Mr. Adam looks at their students.  
a. See      c. Angry  
b. Watch    d. Support
17. My father builds tree house in my garage.  
a. Destroy                      c. Draw  
b. Paint                          d. Construct
18. When do you finish the class?  
a. Start    c. Try  
b. End      d. Repeat
19. What do you think about the class?  
a. Realize    c. Reject  
b. Misunderstand    d. Fail

**III. Choose The *antonym* on the underlined word!**

20. They wake up at 5.00 am this morning.  
a. Sleep    c. Speak  
b. Study    d. Sing
21. He is tall.  
a. Big      c. Long  
b. Huge    d. Short
22. The carpet is dirty. I want to clean it.  
a. Pretty    c. Clean  
b. Fun      d. Wonderful
23. It is hot outside.  
a. Breezy                      c. Warm  
b. Cold                          d. Stormy
24. This seems like a good hotel.  
a. Brilliant                      c. Dirty  
b. Great                          d. Bad
25. Why are you being so arrogant?  
a. Humble                      c. Stupid  
b. Snooty    d. Lazy
26. Do you want to go the beautiful valley?  
a. Ugly      c. Good  
b. Nice      d. Clean



**APPENDIX III****Lesson Plan****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

<b>Sekolah</b>	: SMPN 1 Tompobulu
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/Ganjil
<b>Materi Pokok</b>	: Menjelaskan tentang frayer model, mengidentifikasi benda ( Reptiles, Flowers and Peoples
<b>Alokasi Waktu</b>	: 4 x 60 menit

**LEARNING OBJECTIVES**  
**Tujuan Pembelajaran**

1. Siswa mampu memahami Frayer Model.
2. Siswa mampu mengidentifikasi atau menentukan benda yang telah di tentukan oleh Guru.
3. Siswa mampu menguasai kosakata.

<b>ATTITUDE</b> <b>Sikap</b>	<b>SKILL</b> <b>Keterampilan</b>	<b>LEARNER PROFILE</b> <b>Profil Pembelajaran</b>
1. Confident, melalui kegiatan menyampaikan tentang frayer model.	Social skill, dapat bertanggung jawab terhadap apa yang di berikan oleh Guru.	Siswa berpikir untuk dapat mengidentifikasi kosakata melalui frayer model.
2. Appreciation, melalui kegiatan presentasi hasil kerja secara mandiri/ individu.		

<p>3. Patience, melalui kegiatan mengangkat tangan terlebih dahulu saat ingin bertanya atau menjawab pertanyaan dan menunggu giliran untuk ditunjuk.</p>		
--	--	--

## TEACHING STRATEGIES

### Strategi Pembelajaran

### FRAYER MODEL

#### **Pertemuan 1**

- Guru membuka pembelajaran dengan berdoa dan absensi siswa
- Guru memperkenalkan tentang Frayer Model.
- Siswa mencari tahu tentang frayer model?
- Siswa dapat menyebutkan apa itu frayer model?
- Guru memberi kesimpulan tentang pembelajaran hari ini.
- Guru menutup pembelajaran

#### **Pertemuan 2**

- Guru membuka pembelajaran dengan berdoa dan absensi siswa.
- Guru memberikan tugas kepada siswa untuk mengidentifikasi “Reptiles” dengan strategi frayer model
- Siswa menyampaikan hasil pekerjaannya kepada teman sekelasnya.
- Guru memberi kesimpulan tentang pembelajaran hari ini.

Guru menutup pembelajaran

### Pertemuan 3

- Guru membuka pembelajaran dengan berdoa dan absensi siswa
- Guru memberikan tugas kepada siswa untuk mengidentifikasi “Flowers” dengan strategi frayer model
- Siswa menyampaikan hasil pekerjaannya kepada teman sekelasnya.
- Guru memberi kesimpulan tentang pembelajaran hari ini.
- Guru menutup pembelajaran

### Pertemuan 4

- Guru membuka pembelajaran dengan berdoa dan absensi siswa
- Guru memberikan tugas kepada siswa untuk mengidentifikasi “Peoples” sebagai review.
- Siswa menyampaikan hasil pekerjaannya kepada teman sekelasnya.
- Guru memberi kesimpulan tentang pembelajaran hari ini.

Guru menutup pembelajaran

## ASSESMENT Strategi dan Alat Penelitian

### Assessment Strategies (Strategi Penilaian) :

1. Diagnostic = menyampaikan pendapat dengan percaya diri.
2. Formative = penugasan

### Assessment Tools (Alat Penilaian) :

1. Observasi

### Enrichment (Pengayaan) :

Menyebutkan karakteristik dari individu

### Remedial (Perbaikan) :

Guru membimbing siswa yang belum mampu mengidentifikasi benda melalui frayer model.

## LEARNING RESOURCES Sumber/Media/Alat Pembelajaran

<b>Resources (Sumber Ajar) :</b> 1. Internet		<b>Tools (alat) :</b> 1. Papan Tulis 2. Spidol 3. Alat tulis	
<b>Media (Media pembelajaran) :</b> 1. Text			
<b>Prepared by</b> Disusun oleh		<b>Acknowledged by</b> Mengetahui	
Tanda tangan Guru		Tanda tangan Kepala Sekolah	







Name : Marlina

Class : VIII A

## FRAYER MODEL

Definition :	Characteristic :
* Human being	* Extrovert
* Individual	* Gregarious
	* Approachable
PEOPLE	
Example :	Non-example :
* Men	* Three
* Women	* Animals
* Children	* Apple

Name : Rismawati

Class : VII A

No. \_\_\_\_\_

Date : \_\_\_\_\_

## FRAYER MODEL

Definition :	Characteristic :
A flower is the bloom or blossom of a plant	* Colorful Petals
	* Scent that attracts pollinators
FLOWER	
Example :	Non-example :
* Roses	* Mosses
* Tulips	* Houseworts
* Asters	* ferns





Pre-test



Treatment



Post-test

## APPENDIX V : Surat Keterangan Bebas Plagiasi



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Wafiq Nur Azizah  
Nim : 105351104219  
Program Studi : Pendidikan Bahasa Inggris  
Dengan nilai:

No	Bab	Nilai	Ambang Batas
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Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 30 November 2023  
Mengetahui,  
Kepala UPT- Perpustakaan dan Penerbitan,



**Masitah Sidiq, M.I.P**  
NIM. 904 591

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Telepon (0411)866972,881 593, fax (0411)865 588  
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E-mail : [perpustakaan@unismuh.ac.id](mailto:perpustakaan@unismuh.ac.id)

**APPENDIX VI : Plagiarism Test**

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- 7 Sri Hartatik, Galih Istiningsih, Seprtiyati Purwandari. "THE EFFECT OF MULTIPLE



INTELLIGENCE-BASED GUIDED INQUIRY  
LEARNING ON SOCIAL SKILLS OF  
ELEMENTARY SCHOOL STUDENTS",  
Elementary School: Jurnal Pendidikan dan  
Pembelajaran ke-SD-an, 2022  
Publication

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Wafiq Nur Azizah  
105351104219 Bab V  
*by Tahap Tutup*

**Submission date:** 24-Nov-2023 01:16PM (UTC+0700)

**Submission ID:** 2237283091

**File name:** BAB\_5\_1.docx (35.08K)

**Word count:** 308

**Character count:** 1695



Wafiq Nur Azizah 105351104219 Bab V

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Exclude bibliography  Off



The image contains a large, semi-transparent watermark of the Universitas Muhammadiyah Makassar logo, which is a shield-shaped emblem with a central sunburst and Arabic calligraphy. Overlaid on this watermark is a blue circular stamp that says "LULUS" (meaning "passed" or "approved" in Indonesian) and "turnitin". The stamp also includes the text "UNIVERSITAS MUHAMMADIYAH MAKASSAR" and "LEMBAGA PERPUSTAKAAN DAN PENERBITAN".

## APPENDIX VII : Pengantar Penelitian Fakultas


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Sultan Alauddin No. 236 Makassar  
 Telp : 0411-868807, 8688072111  
 Email : [dekan@unismuh.ac.id](mailto:dekan@unismuh.ac.id)  
 Web : <http://dekan.unismuh.ac.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 14777/FKIP/A-4-II/VIII/1445/2023  
 Lampiran : 1 (Satu) Lembar  
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
 Ketua LP3M Unismuh Makassar  
 Di -  
 Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: WAFIQ NUR AZIZAH
Stambuk	: 105351104219
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Malakaji / 28-03-2001
Alamat	: Jl. Kemauan VI No. 8, Bara-Baraya Utara, Kec. Makassar, Sulawesi Selatan


Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Utilizing The Frayer Model To Assist Students In Learning Vocabulary At SMPN 1 Tompobulu*

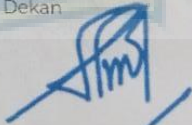
Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumulahu Khaeran Katsiraan.*

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H  
 28 Agustus 2023 M

Dekan





Erwin Akib, M.Pd., Ph.D.  
 NBM. 860 934

## APPENDIX VIII : Surat Izin Penelitian


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
 Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

---

Nomor : 2402/05/C.4-VIII/VIII/1444/2023 13 Safar 1445 H  
 Lamp : 1 (satu) Rangkap Proposal 29 August 2023 M  
 Hal : Permohonan Izin Penelitian

Kepada Yth,  
 Bapak Gubernur Prov. Sul-Sel  
 Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan  
 di -  
 Makassar



Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14777/FKIP/A.4-II/VIII/1445/2023 tanggal 28 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **WAFIQ NUR AZIZAH**  
 No. Stambuk : **10535 1104219**  
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**  
 Jurusan : **Pendidikan Bahasa Inggris**  
 Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"UTILIZING THE FRAYER MODEL TO ASSIST STUDENTS IN LEARNING VOCABULARY AT SMPN 1 TOMPOBULU"**

Yang akan dilaksanakan dari tanggal 1 September 2023 s/d 1 Nopember 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran



  
 Ketua LP3M,  
 Universitas Muhammadiyah Makassar  
**Dr. Muh. Arief Muhsin, M.Pd**  
**NBM 1127761**

08-23





**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bougenville No. 5 Telp. (0411) 441077 Fax. (0411) 448936  
 Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
 Makassar 90231

Nomor : **24845/S.01/PTSP/2023** Kepada Yth.  
 Lampiran : - Bupati Gowa  
 Perihal : **izin penelitian**

di-  
**Tempat**

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2402/05/C.4-VIII/VIII/1444/2023 tanggal 29 Agustus 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **WAFIQ NUR AZIZAH**  
 Nomor Pokok : 105351104219  
 Program Studi : Pendidikan Bahasa Inggris  
 Pekerjaan/Lembaga : Mahasiswa (S1)  
 Alamat : Jl. Sultan Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" UTILIZING THE FRAYER MODEL TO ASSIST STUDENTS IN LEARNING VOCABULARY AT SMPN 1 TOMPOBULU "**

Yang akan dilaksanakan dari : Tgl. **04 September s/d 04 Oktober 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
 Pada Tanggal 29 Agustus 2023

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU  
 SATU PINTU PROVINSI SULAWESI SELATAN**



**ASRUL SANI, S.H., M.Si.**  
 Pangkat : PEMBINA TINGKAT I  
 Nip : 19750321 200312 1 008

Tembusan Yth  
 1. Ketua LP3M UNISMUH Makassar di Makassar,  
 2. *Pertinggal.*





**PEMERINTAH KABUPATEN GOWA**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Website: dpmpstp.gowakab.go.id || Jl. Masjid Raya No. 38 || Tlp. 0411-887188 || Sungguminasa 92111

Nomor : 503/1116/DPM-PTSP/PENELITIAN/IX/2023  
 Lampiran :  
 Perihal : Rekomendasi Penelitian

Kepada Yth.  
 SMP Negeri 1 Tompobulu  
 di-  
 Tempat

Berdasarkan Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sul-Sel Nomor : 24845/S.01/PTSP/2023 tanggal 29 Agustus 2023 tentang Izin Penelitian.

Dengan ini disampaikan kepada saudara bahwa yang tersebut di bawah ini:

Nama : **WAFIQ NUR AZIZAH**  
 Tempat/Tanggal Lahir : Malakaji / 28 Maret 2001  
 Jenis Kelamin : Perempuan  
 Nomor Pokok : 105351104219  
 Program Studi : Pendidikan Bahasa Inggris  
 Pekerjaan/Lembaga : Mahasiswa(S1)  
 Alamat : Malakaji

Bermaksud akan mengadakan Penelitian/Pengumpulan Data dalam rangka penyelesaian Skripsi/Tesis/Disertasi/Lembaga di wilayah/tempat Bapak/Ibu yang berjudul :  
**"Utilizing The Frayer Model To Assist Students In Learning Vocabulary At SMPN 1 Tompobulu"**

Selama : 4 September 2023 s/d 4 Oktober 2023  
 Pengikut :

Sehubungan dengan hal tersebut di atas, maka pada prinsipnya kami dapat menyetujui kegiatan tersebut dengan ketentuan:

1. Sebelum melaksanakan kegiatan kepada yang bersangkutan harus melapor kepada Bupati Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab.Gowa;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Menjalani semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Kepada yang bersangkutan wajib memakai masker;
5. Kepada yang bersangkutan wajib mematuhi protokol kesehatan pencegahan COVID-19

Demikian disampaikan dan untuk lancarnya pelaksanaan dimaksud diharapkan bantuan seperunya.

Ditetapkan di : Sungguminasa  
 Pada Tanggal : 6 September 2023



Ditandatangani secara elektronik Oleh:  
 a.n. BUPATI GOWA  
 KEPALA DINAS PENANAMAN MODAL &  
 PELAYANAN TERPADU SATU PINTU  
 KABUPATEN GOWA  
 H.INDRA SETIAWAN ABBAS, S.Sos, M.Si  
 Pangkat : Pembina Utama Muda  
 Nip : 19721026 199303 1 003

Tembusan Yth:  
 1. Bupati Gowa (sebagai laporan)  
 2. 1  
 3. Yang bersangkutan;  
 4. Pertinggal

REGISTRASI/1614/DPM-PTSP/PENELITIAN/IX/2023

1. Dokumen ini diterbitkan sistem Sicantik Cloud berdasarkan data dari Pemohon, tersimpan dalam sistem Sicantik Cloud, yang menjadi tanggung jawab Pemohon
2. Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSE-BSSN,



## APPENDIX IX : Surat Selesai Penelitian



PEMERINTAH KABUPATEN GOWA  
DINAS PENDIDIKAN  
**SMP NEGERI 1 TOMPOBULU**  
Jl. Pendidikan No. 140 Malakaji, Kecamatan Tompobulu, Kabupaten Gowa, KP. 92175  
Email : smpntompobulu1@gmail.com

---

**SURAT KETERANGAN**  
Nomor : 085/DISDIK-GW/SMP.044/SK/X/2023

Yang bertanda tangan di bawah Kepala SMP Negeri 1 Tompobulu menerangkan bahwa mahasiswa berikut ini,

Nama : **WAFIQ NUR AZIZAH**  
NIM : 105351104219  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Perguruan Tinggi : Universitas Muhammadiyah Makassar

Bahwa yang bersangkutan telah selesai melakukan penelitian di SMP Negeri 1 Tompobulu pada bulan September sampai Oktober 2023 untuk memperoleh data untuk penyusunan tugas akhir skripsi dengan judul **“Utilizing the Frayer Model to Assist Students in Learning Vocabulary at SMPN 1 Tompobulu”**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malakaji, 17 Oktober 2023  
Kepala Sekolah



**Hj. SAMSIAR SYAHRUL, S. Pd., M. Pd.**  
NIP. 19640212 198206 2 001

Dipindai dengan CamScanner

## APPENDIX X : Berita Acara Perubahan Judul



**MAJELIS DIKELITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 239  
Makassar  
Telp : 0411-860837/081213155247  
Email : [prodibg@unismuh.ac.id](mailto:prodibg@unismuh.ac.id)  
Research Service:  
[research@bg.unismuhmakassar.ac.id](mailto:research@bg.unismuhmakassar.ac.id)  
Website: [bg.fkip.unismuh.ac.id](http://bg.fkip.unismuh.ac.id)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**BERITA ACARA**  
**Perubahan Judul Penelitian Mahasiswa**

Kepada Yang Terhormat, **Ketua Program Studi Pendidikan Bahasa Inggris**, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat.

*Assalamualaikum Warahmatullahi Wabarakatuh,*  
Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.  
Pada hari ini, tanggal 26, bulan 05, tahun 2023, kami selaku pembimbing tugas akhir mahasiswa (Proposal), dengan identitas:

Pembimbing 1 : Dr. Ratu Yulianti Natsir, S.Pd., M.Pd.  
NIDN : 0906078502  
Pembimbing 2 : Hijrah, S.Pd., M.Pd.  
NIDN : 0916018404

Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:

Nama Mahasiswa : Wafiq Nur Azizah  
Nomor Induk Mahasiswa : 105351104219  
Judul lama: Utilizing The Frayer Model To Assist Students With Vocabulary Determination And Clarification At MAN GOWA

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan (theoretical/practical)	Paraf
	Utilizing the Frayer Model to Assist Students in learning Vocabulary At SMPN 1 Tompobulu	The researcher did not find the word "Determination" when looking for references, what appeared was the word "Determine". The researcher will make "Determine and Clarify" as the scope of the research.	Pembimbing 1: 
			Pembimbing 2: 

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.





## APPENDIX XI : Kontrol Pelaksanaan Penelitian



MAJELIS DIKELITIBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : WAFIQ NUR AZIZAH  
 NIM : 105351104219  
 Judul Penelitian : Utilizing The Frayer Model To Assist Students In Learning Vocabulary At SMPN 1 Tompobulu  
 Tanggal Ujian Proposal : 04 Agustus 2023  
 Tempat/Lokasi Penelitian : SMPN 1 Tompobulu

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	09/09/2023	Mengantar Surat Penelitian	Asriani, S.Pd.	
2	13/09/2023	Pre-test	Asriani, S.Pd.	
3	18/09/2023	Treatment	Asriani, S.Pd.	
4	20/09/2023	Treatment	Asriani, S.Pd.	
5	25/09/2023	Treatment	Asriani, S.Pd.	
6	27/09/2023	Treatment	Asriani, S.Pd.	
7	04/10/2023	Post-test	Asriani, S.Pd.	
8				
9				
10				



MAJELIS DIKELITIBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Malakaji, 24 November 2023

Mengetahui,

Ketua Program Studi,  
KIP4, Tompobulu Makassar



**Dr. Yuni Khaerati Syam, S.Pd., M.Pd.**  
NEM: 977 807



Kepala Sekolah/Instansi



**H. Anwar Svahri, S. Pd., M. Pd.**  
NIP. 19640212 198206 2 001







## APPENDIX XII : Letter of Acceptance



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1782101 (Secretary)  
Email : prodidbg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LETTER OF ACCEPTANCE**  
0863/BG-FKIP/LOA/B/XI/1445/2023

Dear WAFIQ NUR AZIZAH

It is our pleasure to inform you that, after reviewing your paper:  
UTILIZING THE FRAYER MODEL TO ASSIST STUDENTS IN LEARNING  
VOCABULARY AT SMPN 1 TOMPOBULU

The manuscript ID: 1142

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [eltm@bg.unismuhmakassar.ac.id](mailto:eltm@bg.unismuhmakassar.ac.id)

Makassar, 3 December 2023 M  
19 Jumadil Ula 1445 H

**Head of English Education Department  
Faculty of Teacher Training and Education**

**Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807



## CURICULUM VITAE



**WAFIQ NUR AZIZAH** was born on Gowa on March,28,2001. She is the third child in his family. She has two brother and one sister. Her father is Jumalang and her mother is Hamsinah. She graduated her Elementary School 2013. She

continued her Junior High School at SMPN 1Tompobulu and graduated 2016. Then her Senior HighSchool at MAN 1 Gowa and graduated 2019. In 2019, she was accepted in Muhammadiyah University of Makassar as as student at the English Department of Faculty of Teacher Training and Education. At the end of his study,she could finish her thesis in 2023 entitled ” Utilizing The Frayer Model To Assist Students In Learning Vocabulary At SMPN 1 Tompobulu”.