

THE IMPLEMENTATION OF FRAYER MODEL STRATEGY IN REINFORCING YOUNG LEARNERS' VOCABULARY ACHIEVEMENT

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Abstract: *Learning new vocabulary is often boring and difficult for young learners. They may face difficulties dealing with the meaning, spelling, word classes, and pronunciation of new words. Some young learners are also difficult to remember the words. Only some of them can remember well, whether in spelling, or pronunciation of the words. Thus an English teacher should find interesting strategies in dealing with this situation. One of the strategies that can be used is Frayer Model strategy. This strategy enables learners to study new words. They define a concept, word or term, describe its essential characteristics, provide examples of the idea and suggest non examples of the idea. Thus, the language learners can use the time effectively in vocabulary learning. From Frayer Model strategy, they can learn the meaning, spelling and pronunciation of new word as well. Thus, this paper is intended to describe the implementation of Frayer Model strategy in reinforcing young learners' English vocabulary.*

Keywords: Young learners; vocabulary; vocabulary achievement; Frayer model strategy

INTRODUCTION

Vocabulary becomes an essential part in English language learning. Theoretically, vocabulary cannot be separated from four language skills namely, listening, speaking, reading and writing. It is impossible for the students to understand and master them well without having enough vocabulary in their mind. In understanding a reading passage, for example, the students should have adequate vocabulary to get the message in the passage. (Arikan & Taraf, 2010; Curtis, 2006; Graves, 2016; Simmons & Kameenui, 1998) argue that a text cannot be understood by the students unless they understand the words that are commonly used in English language teaching.

Teachers should have the ability to built vocabulary of the students in the classroom. There is no special time for teaching vocabulary, but in explaining the vocabulary the teachers can integrate it with the other language skills interactively. To help the students remember English vocabularies, the teachers

can give reinforcement for the lesson that have been taught. Reinforcement is the way to make the students understand and remember about the lesson. The reinforcement that is given to the students in the classroom will motivate them to increase their efforts in the learning process and to develop their vocabulary achievement. Through reinforcement the teachers can keep the students' interest and enthusiasms to learn.

Several studies have found teaching vocabularies to young learners carry a number of challenges (Cameron, 2001; Carless, 2004; Catalán & Gallego, 2005; Coyne, Simmons, Kame'enui, & Stoolmiller, 2004; McKeown, Beck, & Sandora, 2012). Study conducted by Han, Moore, Vukelich, & Buell (2010) found that young learners who are given an opportunity to use vocabulary in a playful context learn it better than those who learn only under explicit instruction. It means that the challenge that faced by the teacher that a majority of students achieved vocabulary well by involving them to play. Meanwhile,

Biemiller & Boote (2006); Greene Brabham & Lynch-Brown (2002); Penno, Wilkinson, & Moore (2002) found that young learners will learn English vocabulary by telling them the definitions of words consistently which also increase word learning substantially.

The other studies showed that most of the students had difficulties to remember the words (Bryant, Goodwin, Bryant, & Higgins, 2003; Lu, 2008). Only some of the students can remember well, whether in spelling of the words. Cahyono & Widiati (2015); Musthafa (2010) described that the teachers give exercises by using Indonesian words and asks the students to write the words in English as the reinforcing students' vocabulary. Then the teachers ask them to memorize those words. The teachers rarely use media in their teaching; as a result, the students are bored with that lesson. In other words, they have low interest for English lesson. And then when the writer asked question for the students what they think about English. Most of them said that English is difficult, uninteresting and boring subject to learn.

According to De Jong & Harper (2005); Garton, Copland, & Burns (2011); Grasha, (1994); McKeown et al. (2012); Richards, Gallo, & Renandya (2001), the teachers become facilitators and motivators in a class, so they have to make some improvement in their teaching. The teachers should have ability to create a friendly environment to stimulate and maintain interest, plan varied activities and give children feeling of achievement and success. Thus, the reinforcement is needed to make the students remember the lesson well.

There are some activities that can be used in giving reinforcement for the young learners, including games, songs, short stories, etc. one of the activities that can be used by the teachers is by using games. Eskelinen (2012); Madya et al. (2004; Zaenuri (2006) mention that games are highly motivating the students to learn because it is amusing and interesting activities. It is enjoyable and effective to be used in teaching English communicatively

where the students become the active learners. Through games learners try to practice the language and increase their motivation in studying the use of games will give enjoyable and fun learning atmosphere, which can motivate students to learn and memorize new words that they get from their teacher.

Meanwhile, in teaching vocabulary to young learner, English teachers may implement various strategies. Vocabulary Self-Collection Strategy (VSS) makes the young learners rather than the teacher generate vocabulary words to be explored and learned. It is a essential way of learning new words they encounter in print and the oral language that surrounds the students daily life. Second, the Capsule vocabulary teaching strategy provides students good practice using the vocabulary of a second language. In this strategy, teacher first presents the pronunciations and meanings of topically related words (e.g., fruits), then students use these words (e.g., apples, oranges, bananas) while conversing with each other. Third, Predict-o-gram, it helps to support students in using critical thinking skills as they read. The other strategy for teaching vocabulary is Word wizard strategy. This strategy is implemented by posting interesting vocabulary on wall and using a poster to keep track of when a student uses new vocabulary in conversation or reports that they heard it used outside of class. Then, Frayer model is the strategy to give the opportunity to improve students' vocabulary. It uses a graphic organizer for vocabulary building. The strategy requires students to define the target vocabulary words or concepts, and apply this information by generating examples and non-examples.

Vocabulary

According to Hirsch (2003); Kieffer & Lesaux (2007); Nagy & Scott (2000), vocabulary is learning meaning of new word and it can also mean words that the reader recognizes in print. Students learn a new word from the dictionary by finding the meaning and it become a new knowledge. Learning the new

word and memorize it is important by the students in order to reach learning process. In reading, students need to know the meaning of the words. Then, Fitzgerald & Graves (2004); Graves (2016) state that in learning vocabulary, students meet again and again in their reading and classroom work across all content areas. Vocabulary is always met by the students when reading, and also when students are speaking, listening, or writing, for example, when they are reading, they meet the words in sentences or paragraph. When they are speaking, they sound out the word to communicate. When they are writing, they must write down the word into sentence or paragraph, and also when they are listening, they should recognize what the speaker say in order they understand it.

Learners perceive vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situations. According to (Carter, McCarthy, Channell, & McCarthy, 2016; Hiebert & Kamil, 2005), there are some principles of teaching vocabulary. They are focus on:

1. Focus on the most useful vocabulary first. The most useful vocabulary depends on the goals of the learners. It means, teacher should focus on what words that is to be taught and learn.
2. Focus on the vocabulary in the most appropriate way. This principle looks at how they should be taught and learned. It means, when teaching vocabulary, teacher should used appropriate way or strategy.
3. Focus on giving attention to the high frequency words across the four strands of a course. It means, teacher should recognized the word that often used in daily activities.
4. Focus on encouraging learners to reflect on the responsibility for learning. It means,

teacher should encourage students to have responsibility in learning such as, if the students did not do their homework, give punishment.

In teaching vocabulary, teacher should consider some aspects in order the students can memorize the new words and teaching learning process can run well. According to Brown (1994), there are some guidelines in teaching vocabulary as follow:

1. Allocate specific class time to vocabulary learning. Words are basic in building language; it means students can communicate easily when they have background knowledge about vocabularies.
2. Helps students to learn vocabulary in context. Students will associate new words with a meaningful context to which they apply. It means, when the students asks new vocabulary, teacher mention the meaning that relate with the context of the text, they can catch the meaning of it.
3. Play down the role of bilingual dictionaries. It means, the teacher asks students to use dictionary and show them how it is used.

In teaching vocabulary, English teacher should assist her or his students to learn new words and consider its components. According to Read (2000), there are five components of vocabulary. They are:

1. Encouraging wide reading; it means, the teacher can asks students to read as soon as possible and guess the meaning of the word in the text, so, they can catch the purpose of the story.
2. Exposing students to high-quality oral language; it means, teacher asks students try to communicate with their friends by using English in the school environment.
3. Promoting word consciousness; it means, students should realized that studying the new word is very importance because it is a basic to master the four skills in English.
4. Providing explicit instruction of specific words; it means, teacher should recognized

to students the specific word and its meaning like idiom.

5. Providing modeling and instruction in independent word-learning strategies. It means, teacher should provide a strategy in teaching vocabulary.

Each of these components contributes to helping students overcome the major obstacles to vocabulary growth, students' vocabulary will be grow and they have background knowledge. Moreover, Samuel (2008:80), says that there are three necessary components of an effective and comprehensive program of vocabulary. First, fostering word consciousness, teachers can help students to enlarge the vocabulary. Second, intentionally teaching selected words, in teaching vocabulary, teacher hoped selected the appropriate words to be learned that suitable with the topic lesson in order the students can enjoy to learn it. Teaching generates elements of words. In addition, Samuel (2008), also says that there are three necessary components of comprehensive program of vocabulary. First, the classroom is a language and word rich environment that fosters word consciousness. It means, classroom can be an environment to improve the students' vocabulary by stick some vocabulary with its meaning on the wall. So the students can read it every time. Second, selected words are taught through direct instruction. It means, the teacher can teach students by using direct instruction, like ask students to close the door, standing in front of the class, and so on. Finally, generative elements of words and words- learning strategies are taught to students' ability to learn new words independently. It means, teacher hopes to teach words by using appropriate strategy.

Foreign Language Acquisition (FLA)

Krashen's Theory on SLA and FLA have a great influence on second language teaching practice (Ferris, 2011; Freeman & Freeman, 2001; Lightbown, 2000; Pica, 2005; Spada, 1997). The theory consists of five hypotheses. First, the Acquisition-Learning Hypothesis where Krashen makes a distinction

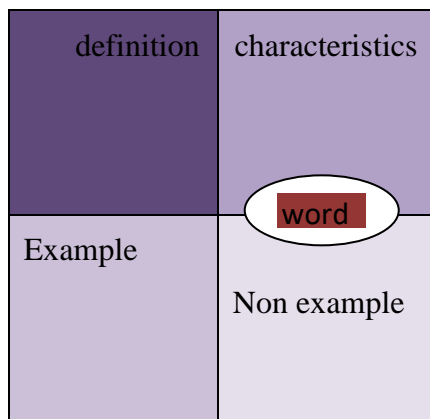
between acquisition and learning; that the former is product of a subconscious process similar to first language acquisition while the latter is the product of a conscious process of formal instruction. Second, the Monitor Hypotheses to which sees learning as a monitor that act in a planning, editing and correcting in SL or FL acquisition. Third, the Natural Order Hypotheses which suggest there is a natural order in which language is acquired or learned. Fourth, the Input Hypotheses which is the belief that a learner will improve and progress when he or she receives SL or FL input that is one step beyond (above) his or her stage of linguistic competence. Finally, the Affective Filter Hypotheses to account for affective variables, such as motivation, self-confidence, and anxiety which may have impact to facilitate or hinder language acquisition.

The SLA theory which S.D Krashen (1992); S. D. Krashen (1981)proposed has been built upon and extended by those who stress a greater role for interaction. For example, Gass, (2003), (2017); Gass, Mackey, & Pica (1998) proposed an Interaction Hypotheses, arguing that it is a primary trigger for language acquisition. In other words, that the "conversational and linguistic modifications that occur in interactions provide learners with the input they need and more opportunities to understand and use the language" (Mackey, 1999). Gass & Mackey (2007) extended this still further by stressing the importance of output generated from interaction to language acquisition by means of Comprehensible Output. She argues that there is a relationship between language use and language learning. The role of input, interaction and output in SLA has been further redefined and developed by Gass (2003) in the Input-Interaction-Output Model (IIO Model), which is, according to Pica (2005), the closest thing to a grand theory of SLA at the moment because of its ability to account for many observed phenomena in SLA or FLA.

Frayer Model

The use of Frayer model allows students to think more in depth about the terms they are learning about. According to Frayer, Fredrick, & Klausmeier (1969) the processes of Frayer Model strategy in teaching vocabulary are:

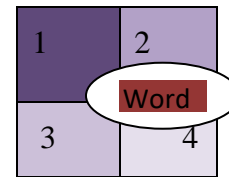
1. First, Teacher select vocabulary terms that students need to understand from the reading text.
2. Teacher select a good time for students to learn the vocabulary item. In here, (beginning, middle, or end of the unit)
3. Teacher need to clearly explain about the concept of (frayer model), show the boxes.



4. Have students fill in a box for definition, characteristics, example, and non-examples.
5. Students may either work individually or in pairs to complete the frayer model.
6. When students complete the chart, the teacher asks them to share out with the rest of the class.

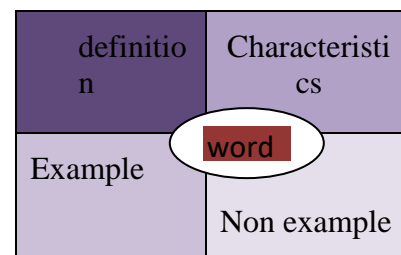
In addition, Billmeyer & Barton (1998) explain that there are some steps of frayer model in teaching vocabulary, they are as follows:

1. Instruct students to divide their paper into four equal parts.
2. Show students how to write their word at the intersection of the four squares, see the example below:



In boxes number 1, students make the definition of the concept. In boxes number 2, students make the characteristics, in boxes number 3, make the examples, and in the boxes number 4, students make non example of the concept. In the circle of the boxes, students write the concept will be discussed.

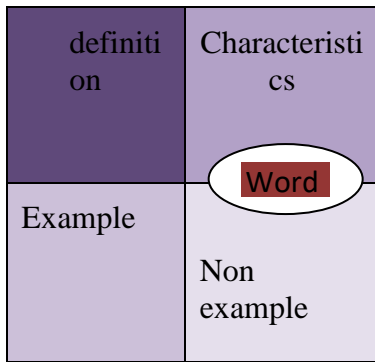
3. Guide students in labeling the four parts: definition, essential characteristics, example and non examples. See the example below:



4. Provide students with time to complete each section on their frayer model. Students have five minutes to make the definitions of the concept, and then, five minutes for characteristics, and also five minutes for example and non example. Students allow using their dictionary or book.
5. Allows students to share their completed work with pair, small group or the whole class.

According to Macceca (2013), Frayer Model is used in teaching vocabulary. The activities as follows:

1. Distribute copies of graphic organizer. This is the example:



2. Have students write the concept of the lesson at the center, this maybe a concept phrase or single word, depending on the need of the students and the lesson objective.
3. Help the students determine the characteristics or attributes of this concept.
4. Determine a class what the concept is and what it is not.
5. Encourages students to generate their own example and non example and allow the students to discuss their finding with the class. They can do it by pairs, group, or independently.

Teaching Vocabulary to Young Learners

Children’ worlds are full of cheer fullness. Wherever they are and what kind of activities they do always full of play, laugh and cheerfulness. They will pay attention to what the teacher teach if the teacher can create and enjoyable classroom, a creative and a fun way in teaching learning process especially in teaching vocabulary. Eikeseth, Smith, Jahr, & Eldevik (2002); Stratton (2000); Wigfield et al. (1997) said that younger children are approximately five to ten years old are in “primary” or “elementary school”.

As Pinter (2017); Rogers & Horrocks (2010) state that teaching young learners is different from teaching adults. Young children tend to change their mood every other, minute and they find it extremely difficult to sit still.

One the other hand, they show a greater attention that adult to do things that appeal to them. And also another expert El- (Huyen & Nga, 2003) supports that children world is daily games, events or interest to them, now knowledge that they may come across, and questions that their inquisitive may ask. Meanwhile, Lightbown (2000) said that current experience suggest that younger children are particularly responsive to informal opportunities for language acquisition. This is not to imply that older learners could not benefit from informal contacts or the formal classroom teaching does not make a contribution of the younger learners.

By knowing the characteristics, it can help the teacher in creating some nice and enjoyable classroom atmosphere in other to make them enjoy and interest in learning English. So learning English becomes an interesting thing for them especially learning vocabulary. There are several principles for elementary school students in teaching vocabulary that the teachers have to notice after choosing the appropriate techniques for the students. As proposed by I. S. Nation (2008); P. Nation (1994); P. Nation & Newton (1997), there are some principles that the teacher needs to consider and develop in the class. They are:

1. Keep the teaching simple and clear
2. Centered in one topic . The vocabulary items should center about one topic. Words about fruit should give in one lesson, words about food in another, and so on.
3. Use both oral and written presentation. The teacher can use black or white board to write the vocabulary as well as explaining.
4. Give most attention to words that are already partly known
5. Relate the present teaching to past knowledge by showing a pattern or analogies.
6. Whenever a familiar word met in new context, it should be taught again and practiced. A review or mention of known meaning of the words should be made in

order make the students easier to understand the context.

The Implementation of Frayer Model in Reinforcing Young Learners’ English Vocabularies

Frayer Model is one strategy in teaching and learning process of vocabulary. Frayer Model can improve students’ vocabulary achievement than teaching vocabulary by using dictionary. This statement was relevant with the previous chapter that the expert (Barbara 2008) said that Frayer Model was a strategy to help students to understand the concept word and it improve students’ vocabulary achievements. It can help the students to be active and find out the meaning of the word by using a framework that consist of four elements like definition, characteristic, example, and non example. Among three theories of Frayer Model above, in this article, the writer would describe the implementation of Frayer Model based on Billmeyer & Barton (1998). The steps that proposed by Billmeyer (1998) is suitable to be implemented for teaching vocabulary to young learners.

Preparation

The time table for each vocabulary lesson was 80 minutes at elementary school; it was divided into pre-teaching activities for 15 minutes, while-teaching activities for 45 minutes, and post teaching activities for 30 minutes. There are three stages; planning,

application and final stages. The first, the teacher prepares lesson plan as the teaching guidance. It includes the teacher has to make some preparation likes; selecting the material, preparing media, time allotment.

Pre-learning activities

1. The teacher greets the students;
2. The teacher checks the students attendance list;
3. The teacher activates the students’ brainstorming;
4. The teacher mentions the purpose vocabulary material (teaching vocabulary about “Fruits” to students who enroll at class III of elementary school.

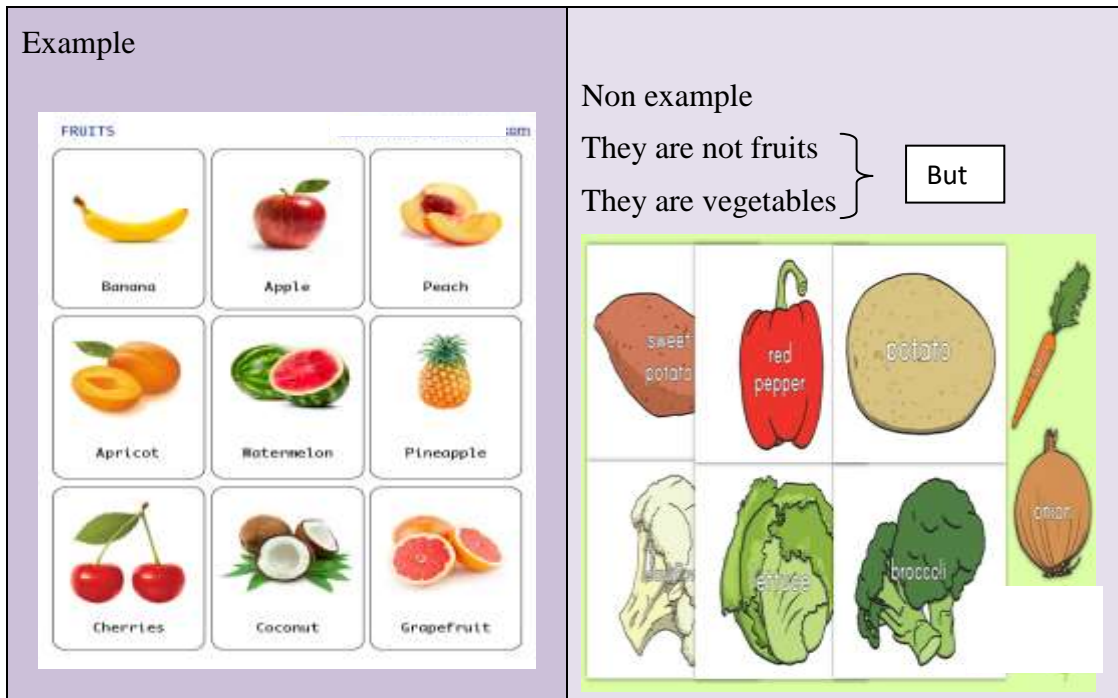
Application Whilst-learning Activities

In the application stage, there are five steps to teach vocabulary to the students. It is:

Step 1

The teacher explains the Frayer model chart to the class by using a common word to demonstrate the various components. He or she should provide his or her students with the desired answers when giving the examples during vocabulary class. The students are asked to think out loud as the teacher tries to come up with examples and non examples. Pictures (as teaching vocabulary about “Fruits”, the teacher uses the picture about fruit), as can be seen in the following example:

<p>Definition</p> <ul style="list-style-type: none"> - Healthy food - Contains vitamin - Has seed - A product of tree 	<p>Characteristics</p> <ul style="list-style-type: none"> - Color - Shape - Texture - Flavor
<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 40px; margin: 0 auto; background-color: #fce4ec; display: flex; align-items: center; justify-content: center;"> <p>FRUITS</p> </div>	



Step 2

Then review a pre selected list of key concept words with the class before reading about the topic in the textbook. Read the text selection.

Step 3

The teacher should select a key concept word from the topic read and have students help he or she completes the Frayer chart.

Step 4

The teacher, then, give blank copies of the Frayer Model or have students create a chart in their copies.

Step 5

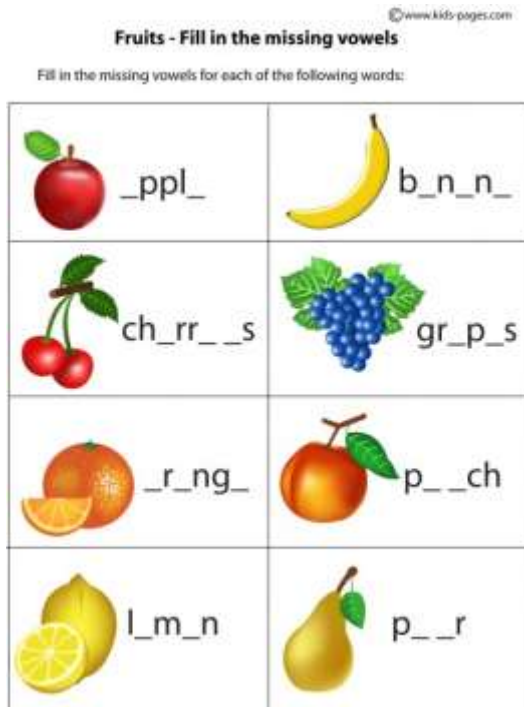
Then students practice the strategy in pairs or in small groups with the key concepts and key vocabulary from the topic. (Each group could also be given different key concept words).

Step 5

The groups share their completed charts each other. Then, they can use additional words/images/symbols to the Frayer chart until all four categories are substantially represented.

Final Stage

In final stage, the teacher gives vocabulary test to determine the students' vocabulary achievement.



Post- teaching activity

1. Students asks about their difficulty;
2. The teacher provides reinforcement about the vocabulary material;
3. The teacher gives a home work.

DISCUSSION

Promoting critical thinking and helping students to identify and understand difficult words become English teachers' tasks. They should consider appropriate instructional strategy. Thus, the Frayer Model Strategy can be used with the entire class, small group, or individual work. In other words, this strategy represents young learners' background knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples. According to Greenwood (2013); Monroe & Pendergrass (1997); Rekrut (1996); Rosenbaum (2001); Stahl & Fairbanks (1986), Frayer Model Strategy allows students to think more in depth about the term they are learning about

Frayer Model Strategy work with the students because of the repetition, it allows students to create their own characteristic, draw an image, write example, and non- examples which take time and allows students to repeatedly create meaningful example and non – example about the term or concept. Repetition also occurs when students share out their examples and students are exposed to the term several times during the class period. Second, the Frayer Model Strategy is also provides with a scaffold approach to learning a new concept as the students build upon the term or definition to show their understanding through examples. Third, the Frayer Model Strategy gives students with different learning styles and opportunity to have different ways to learn a concept, through picture, characteristic, and examples. Not every student can learning from just writing a definition, some students benefit from seeing visual aids, while other benefit from the examples and non-example.

Frayer Model Strategy can improve students' vocabulary achievement than teaching vocabulary by other strategies. This statement was relevant with Billmeyer & Barton (1998) who said that Frayer Model was a strategy to help students to understand the concept word and it improve students' vocabulary achievements. It can help the students to be active and find out the meaning of the word by using a framework that consist of four elements like definition, characteristic, example, and non example. In short, this factor might cause the fact that the Frayer Model strategy was provided significance contribution to language teaching. They can enrich students' vocabulary and have background knowledge of it.

CONCLUSION AND SUGGESTION

Frayer Model is a good strategy in improving students' vocabulary. The average score of experimental group is higher than control group. It means that the Frayer Model Strategy that used as a treatment in experimental class gave effect significantly. In frayer model,

one student shared the vocabulary each other. This strategy creates students background knowledge of the word. In other words, the students who were taught by using Frayer Model Strategy had new knowledge of new word that the students who were taught a vocabulary by using dictionary. It can be interpreted that Frayer Model Strategy for increasing students' vocabulary achievement.

Based on the conclusion, the students who were taught by using Frayer Model Strategy had new knowledge of new word that the students who were taught a vocabulary by using dictionary. English teacher are suggested to apply this strategy in teaching vocabulary. It is caused by the strangeness of this strategy as found in this research. This strategy has a framework, (definition, characteristic, example and non example) that help students recognizing the meaning of the words. Second, English teacher should find the reading text that are interesting, suitable and appropriate level of the students in teaching vocabulary, so they are not bored to find the new word from the text.

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