



CHAPTER I INTRODUCTION

1.1 Background of Study

Vocabulary is formed as a solid foundation for achieving competences in mastering L2 acquisition. Susanto (2017:183) states that vocabulary is considered a crucial part of learning L2, and it should be taught early to support students' communication skills in both spoken and written forms. Willkings (1972:111) also emphasizes that vocabulary plays a fundamental role in L2 learning, as it affects students' improvement to understand and produce language. In this context, it becomes essential to prioritize vocabulary development in early stages of instruction. Yulianto et al. (2022:35) that students should have at least 2000 words to support the students' ability in language proficiency. This is supported by Schmitt et al. (2020:110) who argue that the size and depth of vocabulary assists in expressing their ideas clearly.

Moreover, Schmitt et al. (1998:6) states that vocabulary development is the priority in language learning and it should be considered as the first phase that should be developed by the teacher. Nation (2001:217) further supports this by stating that vocabulary is central phase which is developed early in language instructions to influence the students' ability to utilize the language effectively. Based on these perspectives, there are several strategies to expand students' vocabulary, teaching synonyms and antonyms is considered an effective method. According to Richards & Rodgers (2014:216-217) exploring synonyms and antonyms not only broaden students' vocabulary and deepens their understanding and usage. Nation (2001:9-10) reinforces this by stating that learning synonyms and antonyms aids the students' vocabulary acquisition and improves contextual language use. In addition, Thornbury (2006:53) confirmed that using various texts as a source for representing vocabulary, including synonyms and antonyms which can assist the students to gain better understanding and language concepts.

Based on the preliminary study conducted at MA Babussalam Mojoagung on May 3, 2025 (see Appendix 3), it was revealed that students encountered difficulties in mastering vocabulary, particularly synonyms and antonyms of adjectives in narrative text. According to the teacher reported, learning vocabulary is still utilized traditional methods such as translation with rarely contextual learning. She explained, *“if teaching synonyms and antonyms, I only gave it as homework but if teaching common vocabulary, I used current issues which are taken from Google, then the students translated.”* This approach contributed to low student engagement during English learning. The teacher confirmed this by stating. *“Overall, in learning English, the students’ participation is very low because here, English lesson was the unfavourite lesson than Arabic lesson.”*

Furthermore, although the narrative text was taught by the teacher, it is not effectively integrated into vocabulary instruction. The teacher admitted, *“Yes, I have used narrative texts, but only to read and answer the questions from the textbook. Sometimes I just asked them to translate it.”* Additionally, the Pre-test results further supported this condition, showing that only one student achieved the Minimum Mastery Criterion (KKM) of 76, indicating low achievement among the students (see Appendix 26). These findings highlight the urgency of implementing more engaging and structured strategies. Therefore, the researcher decides to apply an effective strategy which is aimed at improving both students’ involvement and achievement.

To address the issue, one of the effective strategies to improve students’ vocabulary mastery is the use of Graphic Organizers (GOs). These are visual tools designed to assist the students in understanding and mastering vocabulary deeply. According to Zwiers (2014:224–225) who notes that Graphic Organizers enable learners to explore word relationships effectively. It allows them to explore more words through categorizing, comparing, and organizing the words. According to Dau (2015:6-9) who introduces several types of Graphic Organizers that can be used in vocabulary teaching learning such the Frayer Model, Word Star, Word Structure Charts, and Comparison Action. Furthermore, Marzano et.al (2001:15) emphasize that using nonlinguistic representation such as Graphic Organizers not



only supports the students' vocabulary mastery but also it can assist the students to engage their involvement during the learning process.

In this study, the researcher implements the Frayer Model as a strategy to improve students' vocabulary mastery. The Frayer Model was developed by Dorothy Frayer and her team in 1969 at the University of Wisconsin. This model provides a structured way for students to analyze vocabulary through definition, characteristic, example, and non-example (Frayer et al., 1996). Similarly, Macceca (2013:38) explains that the Frayer Model assists the students to identify words meanings, recognize synonyms and antonyms, and understand how to use words contextually. Likewise, Graves (2016:119) emphasizes that the Frayer Model supports vocabulary growth through cognitive processes like categorization, comparison, and using words in context. Overall, the Frayer Model assists the students in learning new vocabulary and applying contextually.

Furthermore, previous studies also support the impact of implemented the Frayer Model in enhancing students' vocabulary mastery. According to Wardarita and Surastina (2024) demonstrated the Frayer Model was an effective strategy for improving students' vocabulary mastery by assisting them to identify and define new words. Similarly, Wati et al. (2022) reported that the students who taught the Frayer Model performed significantly in vocabulary achievement than those who taught using traditional methods. Both previous studies revealed that the Frayer Model had significant impact on students' vocabulary achievement which is better than traditional translation methods.

In response to the issue identified in preliminary study, the researcher conducted a study titled. *Boosting 10th Graders' Vocabulary in Narrative Text: Mastery of Synonyms and Antonyms of Adjectives Using the Frayer Model*. This research aims to improve students' vocabulary mastery by identifying and understanding synonyms and antonyms of Adjective within the context of narrative texts by implementing the Frayer Model as an engaging and structured teaching strategy.

1.2 Research Question

Based on the background above, the research question can be formulated as follows:



1. How can the implementation of Frayer Model enhance tenth-grade vocabulary achievement in mastering synonyms and antonyms of narrative text?
2. What does the implementation of Frayer Model contribute to improvement of tenth-grade students learning activity?

1.3 Objectives of the Research

In line with the research questions, the research objectives are as follows:

1. To investigate how the implementation of Frayer Model can enhance tenth-grade students' vocabulary achievement in mastering synonyms and antonyms in narrative texts by improving word retention and fostering deeper understanding of word relationships through structured concepts.
2. To investigate the contribution of Frayer Model on the improvement of the tenth-grade students' learning activity by describing how the model stimulates students' engagement and encourages active participation.

1.4 Significances of Research

1.4.1 Theoretical

This study can provide as a preference in teaching vocabulary which can be improved students' vocabulary mastery, specifically in synonyms and antonyms by using various subjects.

1.4.2 Practical

1.4.2.1 Teacher

This research offers an applicable and practical strategy for teaching vocabulary by implementing the Frayer Model. It can be an alternative strategy to improve the students' vocabulary mastery.

1.4.2.2 students

This research proposes a learning strategy for students to engage more actively and enjoyably in the vocabulary learning process. It is expected to improve their vocabulary, particularly in synonyms and antonyms of Adjective.



1.4.2.3 Future researchers

This research provides a reference for future researchers to further investigate the effectiveness of the Frayer Model within various contexts to supports the students' vocabulary mastery.

1.5 Scope and Delimitation of Research

This research focuses on implementation of the Frayer Model as a teaching strategy to improve tenth-grade students' vocabulary mastery, particularly in understanding synonyms and antonyms of adjectives in narrative texts. This study specifically focuses on adjectives of qualities in enriching narrative texts' vocabulary by describing the inherent qualities, characteristics, and emotional states of nouns, thereby providing rich contextual meaning and word relationship. This research is delimited to the tenth-grade students at a senior high school in Jombang during the second semester of the 2024/2025 academic year and does not include other grade levels, schools, or vocabulary topics beyond descriptive adjectives in narrative texts. This focus was based on preliminary findings showing that only one student achieved the Minimum Mastery Criterion (KKM) of 76, with generally low participation during vocabulary learning activities. Therefore, this research aims to examine the effectiveness of the Frayer Model in addressing students' challenges in mastering vocabulary and increasing their engagement during the learning process.

1.6 Definition of Key Terms

Following the statement above, it needs to define the key terms of the research:

1.6.1 Vocabulary Mastery

According to Thornbury (2006:2) who emphasizes that vocabulary mastery is not only having large numbers of vocabularies but also being skilled to be aware of the usage of words which is proper to recognize, understand, and use the words contextually.

1.6.2 The Frayer Model

It is a strategy which is the kind of graphic organizer that consists of 4 charts such as: Definition, characteristic, example (synonyms) and non-example (antonyms) (Enck, B. 2020:17).



1.6.3 Synonyms and Antonyms

Synonyms are words which have similar meaning but sometimes, they have different context usages. While antonyms are words which have a contrast or opposite meaning of the words and sometimes, they have different context usages (Hatch and Brown, 1995:19).

1.6.4 Adjectives

Adjectives are a class of words that serve to modify nouns and pronouns Tribushinina (2018:260) and classified into 11 types, which are descriptive, quantitative, numeral, proper, demonstrative, interrogative, possessive, distributive, emphasizing, and relative (khamying, 2017) cited in Jitprane (2017:61:62). This research focuses on qualities adjectives, which describe the qualities, traits, and emotions of nouns (Frank, 1972:115). These adjectives play Vital role in narrative texts by enriching the storyline and offering nuanced meaning that support vocabulary (Collins, 1990:51). Through the application of the Frayer Model, students can explore these adjectives more effectively by identifying their definitions, characteristics, examples, and non-examples, enabling them to better understand and use a wider range of vocabulary.

1.6.5 Narrative Text

According to Yani et al. (2022:75) define that narrative is one of the most detailed text types in explaining the sequence of events in order and inviting readers to imagine in each narrative storyline. In the Indonesian curriculum Merdeka & 2013), narrative text is taught in tenth grade to improve their reading, writing, and vocabulary skill. This text also gives rich context of vocabulary for teaching synonyms and antonyms. It also supports vocabulary development in meaningful context and aligns with learning objectives.

1.6.6 Teaching Strategy

Teaching vocabulary is challenging, especially in second language contexts (Zuhriyah et.al 2024:31). However, teachers often encounter significant



challenges to select an appropriate strategy that ensure students' engagements and achieving the learning objectives (Alqahtani 2015:24).

