



CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary Mastery

According to Nation (2001:12), there were four skills in learning English: listening, reading, writing, and speaking. To master these skills, the students should build a strong foundation in English language, namely vocabulary. He emphasized that vocabulary mastery was an essential part of language acquisition, and it should be developed in the early stages, as it enables the students to express their opinions, ideas, feelings, desires, and emotions more effectively.

Same idea, Richards (2002:255) highlighted the important role of vocabulary in building up students' competence in communicating skills through verbally or orally. As the crucial part, vocabulary required students' competency for mastering all the skills in English language. For instance, in reading skill, when students mastered vocabulary, they could determine the main idea of the text, or in writing skill, they could write kinds of sentences without confusing to apply the correct word and inhibited monotonous words. Moreover, Thornbury (2006:13-14) reinforced that vocabulary mastery was a vital part of language proficiency. He asserted that without grammar, students' language may be little understood, but without vocabulary students could not communicate.

Furthermore, Thornbury (2006:22) confirmed that mastery of vocabulary was not only having large numbers of vocabularies but also being skilled to be aware of the usage of words. It meant, mastery vocabulary was an ability to recognize, understand, and use the words comprehensively. In addition, vocabulary mastery plays an important role in supporting their development in language skills.

2.2 Synonyms and Antonyms

According to Hatch and Brown (1995:19-20) synonyms referred to words that had the same or nearly the same meaning, although they may differ in usage depending on context. The English language had a lot of synonyms form, there are 8000 synonymic words that have similarity, for instance, beautiful – gorgeous, quick – fast, and big – large. On the other hand, antonyms have the opposite

meanings of words. However, just like synonyms, antonyms may also differ in usage and were not always interchangeable in every context.

In the vocabulary instruction, teaching synonyms and antonyms is beneficial for improving students' vocabulary. According to Richards (2002:64) suggested that teaching synonyms and antonyms in vocabulary instruction can assist the students to expand their vocabulary, improve reading comprehension, and improve writing and speaking skills. In addition, understanding word relationships also promotes critical thinking by encouraging the students to compare the meanings and apply with appropriate contexts.

2.3 The Frayer Model

2.3.1 Definition of the Frayer Model

The Frayer Model is a structure which enables students to build conceptual understanding by categorizing and analyzing words systematically. Unlike traditional rote memorization, the Frayer Model can improve the students' vocabulary mastery through structured instructions which engages deeply understanding the meaning of words (Frayer et.al 1996).

According to Enck, B. (2020:17), the Frayer Model was defined as a graphic organizer designed to help students identify words meaning and construct new vocabulary. This model also assisted students in integrating their prior knowledge with the new information they acquired through the activity. In the Frayer Model, it consisted of four charts such as definition, characteristic, example and non-example. The purpose of The Frayer Model was to develop students understanding of words comprehensively by filling four charts which are divided into four sections. It was provided to the students determined the new words, information, or concepts from the large context that they have conveyed (Graves 2016:100-101).

According to Dorothy's Design of The Frayer Model, the structure of the Frayer Model is typically divided into four charts which address different aspects of word knowledge:

- Definition: A concise explanation of the word's meaning.
- Characteristics: Key attributes or essential features of the word.



- Example: Word or phrases that illustrate the meaning of the target word.
- Non-Example: Word or phrases that contrast the meaning of the target word to clarify its meaning.

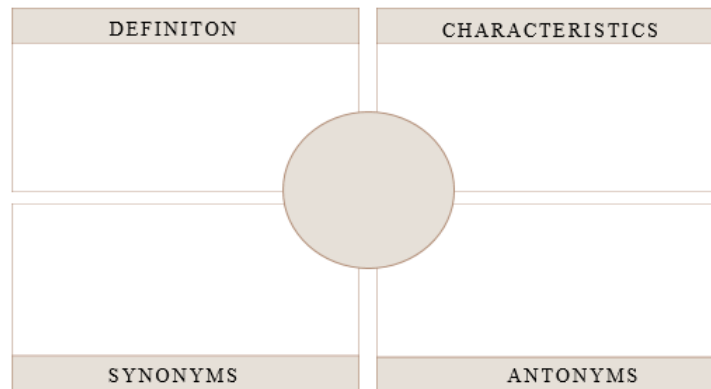


Figure 2.3.1 (Adopted from Dorothy's design of The Frayer Model)

In this research, the Frayer Model was designed and applied to facilitate the students' deeper understanding of adjectives through the exploration of their synonyms and antonyms. Instead of relying solely on memorization and translation. This strategy encouraged the students to engage in word analysis using four components: definitions, characteristics, synonyms, and antonyms. This approach was intended to help the students established meaningful connection between vocabulary and their related meanings, thus promoting better long-term retention and appropriate usage.

2.3.2 The stages of The Frayer Model

There are various ways to implement the Frayer Model in the classroom, and teachers can adapt the steps based on students' needs and lesson objectives. According to Macceca (2013:39), the following stages outline the typical process for using the Frayer Model effectively in vocabulary learning:

1. Introduce the Frayer Model:

The researcher began by introducing the Frayer Model to students and explaining the purpose of each section of the chart. The basic components include *definition*, *characteristics*, *examples*, and *non-examples*. However,



teachers often modified the last two sections into *synonyms* and *antonyms* to better support vocabulary development.

2. Selecting the target words

The researcher selected key vocabulary words related to the topic or text, such as derived from narrative text. These words were chosen based on their level of challenge and their potential to enrich students' vocabulary.

3. Modelling the process

The researcher demonstrated how to complete the Frayer Model using a sample word. The chart explained step-by-step, including how to define the word, describe characteristics, and identify its synonyms and antonyms.

4. Distributing or displaying the charts

The researcher either distributed blank Frayer Model's worksheet or displayed the chart on a whiteboard to facilitate collaborative learning. This visual aided the students systematically organize and internalize words meaning.

5. Assigning work individually or in groups

Based on the classroom setting, the researcher assigned the students to work in a group consisting of 5-6 students in each group.

6. Providing a word list

The researcher provided the students with a list of selected vocabulary to be analyzed. These words were drawn from the current text or other educational sources.

7. Completing the charts

The researcher instructed the students to complete by identifying the word's definition, characteristics, synonyms, and antonyms. They were encouraged to utilize dictionaries or context clues from the text to support their understanding.

8. Presenting the results

In the final stages, the students presented their completed Frayer Models to the class. This activity promoted peer discussion, reinforced their understanding, and allowed for feedback and clarification if necessary.



2.3.3 The Advantages of The Frayer Model

According to Wardarita and Surastina (2024:2043) it stated that the Frayer Model had several advantages, those were:

1. To facilitate students' comprehension unfamiliar words or concepts.
2. To support the integration of prior knowledge with newly acquired information.
3. To enhance students' vocabulary development in a structured and meaningful way.

2.4 Adjectives

In this research, the researcher focuses on adjectives which defined by Tribushinina (2018:260) that were a class of words that described or modified of nouns and pronouns. Regarding Payne, Huddleston and Pullum (2010:31) as cited in Jitpranee (2017:59) defined that adjective is a word which had a function to modify a noun by providing additional information its referent. There were kinds of Adjective, according to Khamying (2017) as cited in Jitpranee (2017:61-62) divided adjectives into 11 kinds, those were: descriptive, quantitative, numeral, proper, demonstrative, interrogative, possessive, distributive, emphasizing, and relative. Furthermore, according to Mujahidah et.al (2022:39) described the types of adjectives based on their functions and usage in sentences as follows:

1. Descriptive Adjectives

Descriptive adjectives are used to describe or express the quality, characteristic, or attribute of nouns or pronouns. They provide specific information about appearance, color, size, shape, or other qualities of the noun. For instance: a beautiful girl, a tall man, or a delicious food.

2. Limiting Adjectives

Limiting adjectives are applied to limit nouns and pronouns without giving specific information regarding the conditions, types, and so on, for instance: four books, this car, that students. The kinds of limiting adjectives are:



a. Proper adjectives

It is a kind of adjective that applied to describe proper nouns or pronouns which preceded by capital letter, for instance: the English language, Indonesian people, or the Turkey empire.

b. Quality adjectives

It is an adjective that is used to described shapes, pieces, or state nouns either in the form of people, animal, or pronouns. For instance: Big house, Darmian is handsome, or rich people

c. Quantity adjectives

It is an adjective that is applied to indicate the number of items or things which cannot be counted. This adjective consists of many words which narrow the uncountable items such as half, a lot of, and so on, for instance: I have a lot of documents.

d. Numeral adjectives

The numeral adjective is an adjective that is applied to express the amount of certain or unspecified things. The numeral adjective is divided into two types, which are:

1) Definite numeral adjectives that are used to express certain objects such as cardinal numbers (*one, two, three, etc.*), ordinal numbers (*first, second, third, etc.*), and multiple numbers (*single, double, triple, etc.*), for instance: I brought a couple of pairs of jeans at the mall last week.

2) Indefinite numeral adjectives that refer to an uncertain number of countable objects include all, several, some, any, and others. Definite adjectives can become indefinite by adding words such as “some” before the nouns. For instance: There are some cakes on the plate, or I don’t know if they have several cats.

3. Demonstrative Adjectives

It is an adjective that is used to narrow the point out the position or direction of an object or to specify things that are being referred to. This adjective is divided into two kinds:



- a. Definite demonstrative adjective refers to a specific noun that is clearly identified, it includes the, this, these, that, those, such, the other, the same, and so on. For instance: The house has a beautiful garden, or These books are his collection.
- b. Indefinite demonstrative adjective refers to a noun that is not specifically identified or is indefinite, it includes a, an, any, certain, some, another, any other, and so on. For instance: Do you have any jeans?

4. Interrogative Adjectives

Interrogative adjectives are used to ask questions which are always followed by nouns. The words function as interrogative adjectives include what, which, whose, and so on. For instance: What book is this? Or Which issues do you mean?

5. Possessive Adjectives

A possessive adjective shows ownership of nouns, whether animate or inanimate. It includes me, you, our, their, and so on. For instance: My father is a doctor, or her parents are kind people.

6. Distributive Adjectives

Distributive adjectives indicate individual members of a group which are taken separately or one at a time. The words that belong to this adjective include every, each, either, or neither. For instance: Every time I look out the window, she is always there, or Each woman in this room is scary.

In this research, the primary focus was on qualities adjectives in narrative texts, as they served a vital function in portraying a character's emotions, personality traits, and physical features. According to Frank (1972:115), these adjectives produced detailed descriptions that helped the reader to follow the progression of character development in a storyline. Additionally, these adjectives expressed the inherent qualities of nouns which were gradable, and can be intensified with adverbs such as *very* or *extremely*, thereby allowing the writers to convey subtle variations in meaning and emotional depth.



Beyond their descriptive function, qualities adjectives played a strategic role in vocabulary growth because many of them possess multiple senses and maintaining strong connections to synonyms and antonyms. According to 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. In addition, the combination of qualities adjectives which have rich meanings and the Frayer Model, it gave the students' opportunities to extend their vocabulary mastery and lexical repertoire through semantic relationships.

2.5 Narrative Text

Following this research, narrative text is one of the most elaborate text types that present a series of events in sequence chronological order. According to Smalley and Ruetten (1986) cited in Yani et al (2022:75) defined that narrative was one of the most detailed text types in explaining the sequence of events in order while inviting readers to imagine in each narrative storyline. Same idea, Pardiyono (2007:94) cited in Lubis (2020:3) defined a narrative text as a storyline that shows problematic events or lessons and which are sequence. Kartika (2017: 106) further explained that narrative text illustrates the series of events or stories with chronological order, and it had 4 kinds, those are Fable, Myth, Legend, and Fairy.

In the Indonesian senior high school curriculum (Kurikulum Merdeka and Kurikulum 2013), narrative is taught in the tenth-grade students which is developed the students' ability in reading and writing. Moreover, narrative text proved rich and meaningful contexts where vocabulary such as synonyms and antonyms can be encountered naturally. Through the narrative text, the students are exposed to various descriptions, character traits, and emotional expression that assist them to understand word meanings, relationships, and nuances deeply.

Additionally, Narrative text is a form of writing that tells a story with a clear sequence of events, usually involving characters, a setting, a problem, and a resolution. The main purpose of narrative text is entertaining, informing, or conveying moral values through imaginative storytelling. Narrative texts are



structured in chronological order, helping readers follow the storyline smoothly while engaging in their emotions and imagination.

In this research used sub-genres of narrative text, which were legend and fairy tale. The use of legend (*Legenda Putri Hijau*) of sub-genres provided cultural enrichment and appreciation for local heritage, while Fairy tale (*Cinderella*) offered a familiar storyline that allowed the students to focus on language features without complex cultural references. Both texts made them suitable for exposing the students to varied adjectives in meaningful context, enhancing motivation, increasing their vocabulary mastery, and supporting long-term vocabulary retention.

2.6 Teaching Vocabulary

Teaching vocabulary is an essential of language proficiency, as it forms the foundation of any language. The process of teaching or learning new language can become challenging due to lack of vocabulary knowledge and interest (Zuhriyah et.al 2024:31). During the teaching vocabulary, teachers may encounter various challenges: determining effective strategy that led to meaningful students' outcomes and identify the suitable methods to engage the students' involvement during learning vocabulary. These challenges are mostly facing by the teacher because teaching students' vocabulary in second language present a different experience than teaching vocabulary in their mother tongue (Alqahtani 2015:24).

Regarding the teaching vocabulary, the teachers are encouraged to implement various strategies. According to Nation (2001:103-106), effective vocabulary instruction should compound deliberate teaching, meaningful repetition, and multiple encounters with the target vocabulary in different contexts to support students' vocabulary mastery (retention and usage).

Furthermore, Nation (2001:235) suggested that the teachers can apply strategies such as interactive tasks, collaborative learning, peer teaching, and contextual guessing. These strategies supported to active in learning process and also increased students' vocabulary retention due to talkative teaching-learning. In addition, by utilized an appropriate strategy based on students' level improved their vocabulary mastery and increased the students' positive participation during learning new words.



2.7 Previous Studies

The first study was taken from Wardarita and Surastina (2024) entitled “*The Frayer Model on Students’ Acquisition*”. The aim of the research was to know the effectiveness of the Frayer Model on students’ vocabulary acquisition in tenth grade of SMKN Pertanian dan Pembangunan in Lampung Selatan. In this study, experimental methods were utilized which were divided into two groups, those are experimental class and control class. In experimental class, the researcher implemented the Frayer Model, meanwhile in control class implemented Translation technique. The population of this research was tenth grade students of SMKN PP Lampung Selatan with the number of students was 165 students from 5 classes. The classes included 5 classes which were 2 classes for the sample of the studies, one of them was the experimental class and the other one was control class. The technique of finding the result was multiple choice that consisted of 40 questions. The result was found which class that implemented the Frayer Model obtained average score 74.21, meanwhile control class was 63.51. From the result, it pointed out that the Frayer Model had significant effects of students’ vocabulary acquisition.

The second study was conducted by Wati et al (2022) entitled “*The Utilize of the Frayer Model in Teaching Vocabulary at the Tenth Grade Students*”. The objective of this study was to explore the significant effect of the Frayer Model on students’ achievement in tenth grade students of SMAN 3 Pasarwajo. This study utilized Quantitative method with the pre-experimental design with total population was 84 tenth grade students in the academic year 2018/2019. The sampling in this research was 21 of X MIA (Matematika dan Ilmu Alam). The researcher utilized an instrument which forms a vocabulary test with a total of 20 questions. The result of this research was students’ score of Post-test was 79.52, meanwhile students’ score of Pre-test was 44.76. From the result, it could be concluded that the Frayer Model had significant effect in enhancing students’ achievement vocabulary.

Both of previous studies focused on the effectiveness using the Frayer Model in general vocabulary mastery. However, few studies have yet explored the effectiveness of using the Frayer Model on specific types of words, particularly in



qualities adjectives in narrative text which play a crucial role in describing character development. Therefore, this study seeks to address that gap by investigating the use of the Frayer Model, particularly in teaching synonyms and antonyms of descriptive adjectives in narrative text to tenth-grade students. By focusing on the specific types of adjectives, this study aims to expand their vocabulary by using the Frayer Model. Additionally, this study also investigates the implication of the use of Frayer Model in students' involvement along students' achievement.

