

## THE EFFECTIVENESS OF TEACHING WRITING BY USING FRAYER MODEL TO THE EIGHTH GRADE OF SMP NEGERI 2 PAGARALAM

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**Abstrak:** Penelitian ini bertujuan untuk menemukan perbedaan yang signifikan dalam prestasi menulis dalam teks deskriptif antara siswa yang diajar menggunakan Model Frayer dan siswa yang bukan siswa kelas delapan SMP Negeri 2 Pagaram. Metodologi penelitian ini adalah penelitian eksperimen kuasi. Temuan terkait pertanyaan penelitian menunjukkan nilai t-dapat diperoleh sebesar 7,395 pada taraf signifikansi 0,000, pada pengujian dua sisi dengan  $df = 58$  nilai kritis t-tabel sebesar 2,045. Karena nilai t-diperoleh lebih besar dari nilai kritis t-tabel, maka hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Hasilnya menunjukkan bahwa pre-test dan post-test menunjukkan hasil yang sangat berarti dimana pada pre-test kelas eksperimen sebagian besar siswa berada pada tingkat kurang, sedangkan pada post-test sebagian besar siswa mencapai tingkat cukup. Ini berarti ada perbedaan yang signifikan dalam prestasi menulis siswa dalam teks deskriptif antara siswa yang diajar menggunakan Model Frayer dan siswa yang bukan siswa kelas delapan SMP Negeri 2 Pagaram. Hal ini menyiratkan bahwa model frayer efektif untuk meningkatkan keterampilan menulis siswa terutama dalam mengeksplorasi pemikiran atau idenya.

Kata Kunci: Efektivitas, Model Frayer, Menulis, Penelitian Quasi Eksperimental, Teks Deskriptif

**Abstract:** This study aims at finding the significant difference in writing achievement in descriptive text between the students who were taught by using Frayer Model and those who were not of the eighth grade students of SMP Negeri 2 Pagaram. The methodology of the research was quasi experimental research. The findings related the research questions showed that the value of t-obtained was 7.395, at the significance level .000., in two tailed testing with  $df = 58$ , the critical value of the t-table was 2.045. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The result revealed that the pre-test and the post test showed such a meaningful outcome where in the pre-test of experimental class most of students were in poor level, while in the post test most of students achieved enough level. It means there was significant difference in students writing achievement in descriptive text between the students who were taught by using Frayer Model and those who were not of the eighth grade students of SMP Negeri 2 Pagaram. It implies that frayer model was effective to improve students writing skill especially in exploring their thoughts or ideas.

**Keywords:** Descriptive Text, Effectiveness, Frayer Model, Quasi Experimental Research, Writing

### PENDAHULUAN

Writing is a way to produce language and express ideas, feelings, and opinions (Harmer, 2004). It means that by writing, someone can express their ideas and thought so they could produce a language by writing. In writing we have to choose the right words and phrases and must follow the proper structure. Supported by (Jonah, 2006) writing can be used as an indirect means of communication to others to convey information. By writing the students can communicate, give opinions, and transfer their ideas in written form, the students can also explore their ideas in writing form.

The underlying assumption is that writing is a complex process that allows writers to explore thoughts and ideas that render them to be visible and concrete, given the fact that competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign or second language learners (Hamp & Heasley, 2006). Furthermore (Richards and Renandya, 2002) state that there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks. The facts above frequently happen in many schools.

Based on the interview with one of the teachers of SMP Negeri 2 Pagar Alam, Mrs. Ratna Puri said that the student difficulties in writing were; the students could not write confidently because they didn't have enough vocabulary and didn't know how to start to write. The students were also lazy in reading, so it made them less motivated in learning English. Moreover, Mrs. Srianah also commented that the students had difficulties in exploring and developing their ideas into a good paragraph. This also because their grammar understanding were limited. Futhermore, their vocabulary and spelling were lack. Besides, they did not know what a good strategy could help them write well.

Another interview with the students revealed that the students got difficulties in learning English because the students felt confused, had no idea to start to write, had problem in spelling the word, got difficulties to find the correct words or vocabulary and less motivated to learn because the teacher didn't have more intersting strategy to teach them so when they were in the learning process they get bored.

To overcome the problem above this study applied the strategy of Frayer Model. According to Shoob and Stout (2008, p. 49) the Frayer Model helps students understand concepts. It allows students to see what a concept is and what it is not. Students also demonstrate their understanding by providing examples and non-examples. From Literacy (2008), this instructional strategy, Frayer Model, promotes critical thinking and helps student to identify and understand unfamiliar vocabulary. The students can solve the problem with the charts. The charts consist of definition, characteristics, examples, and non-examples. Then, Fraizier (2010) explains that quick write is a short, focus writing in response to a specific prompt.

There are some research findings related to those strategy, first by Mika Yuslin Aryanti, Rahayu Apriliaswati, (Sofian,2017) they stated that Frayer Model strategy could improves students' understanding new words, by finding the definition and characteristics of the words students know the meaning because they did not only find the meaning, but also understand the characteristics or feature of the words. By finding the examples and non-examples of the words students know synonym and antonym because they know the difference between antonym and synonym. Second, is from (Oleyha Shatuna,2017) stated that Quick Write strategy worked well in his class and helped the students to increase writing fluency and confidence in English Writing. The last by Fika (Meliana,2014), stated that by combining Frayer Model and Quick Write startegies, the teacher could help students to solve and minimize their difficulties in writing activity, and these strategies could help teacher to lead students during the teaching learning process in the class. Based on the background and the researcher findings above, the writer was intersted to conduct a further study by using "The Effectiveness of Teaching Writing by Using Frayer Model to the Eighth Grade of Smp Negeri 2 Pagaralam".

### 1.1 Research Problem

The problem of this study was formulated as: was there any significant different in writing achievement between the students who were taught by using Frayer Model and those who were not?

### 1.3 Research Outcome

The planning of the reseach outcome can be illustrated in the table below

**Tabel 1. Outcome planning**

No	Outcome Type				Indicator
	Category	Sub Category	Required	Additional	
1	Article Publish in Journal	Internasional reputabile	Yes	No	Submitted
		Nationally indexed			
		National unindexed			
		Internasional reputabile			

## METODE PENELITIAN

This study was conducted in experimental research design with pre-test and post-test design. The design was applied in order to investigate the effectiveness of Frayer Model on students' writing. This study consists of two different groups, namely experimental group for VIII D and control group for VIII C. The experimental was taught by using Frayer Model while control group was taught conventionally. Both of group were given pre-test and posttest with the same material and \ the theory above, this study used quasi-experimental designs. Freankel and Wallen (1990) said that quasi-experimental design study is conducted when random assignment is not possible. Although two or more groups of subjects are still compared, the subjects are not randomly assigned to the treatment and control groups. The basic scheme of this study is as follow:

Experimental O1    X    O2

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Control        O3    C    O4

Where :

----- : dashed line indicates non-random assignment to comparison groups

O1 : pre-test of experimental group

O2 : post-test of experimental group

O3 : pre-test of control group

O4 : post-test of control group

X : treatment to experimental group (Frayer Model)

C : treatment to control group (Conventional Method)

*Source (Cohen, Manion, & Marisson 2005)*

### Population and Sample

#### Population

According to McMillan and Schumacher (2001), a population is a group of elements or cases, wether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the result of the research. Other expert, Sugiyono (2014) states population is generalization area that consists of object/subject having quantity and certain characteristic that decided by researcher to be learned and then will be taken the conclusion. The target population of this research was the eight grade students of SMP Negeri 2 Pagar Alam in the academic year of 2018/2019. The total population was 242 students which were divided into seventh classes, VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H.

The distribution of the whole population can be seen in table 2 below:

**Table 1. The Population of the Research**

No.	Class	Male	Female	Total
1.	VIII A	14	17	31
2.	VIII B	15	14	29
3.	VIII C	12	18	30
4.	VIII D	15	16	31
5.	VIII E	13	18	31
6.	VIII F	15	14	29
7.	VIII G	13	18	31
8.	VIII H	14	16	30
JUMLAH		111	131	242

*(Source: SMP Negeri 2 Pagaram in the academic year 2018/2019)*

## Sample

Sample is part or representative of population that researched (Trianto, 2010). In addition, (Fraenkel and Wallen, 1990) stated that a sample in a research study is the group on which information is obtained. Sampling essentially refers to choosing a portion of the target population for your research, rather than studying the entire target population. In this study, the writer used purposive sampling. According to (Fraenkel and Wallen, 2009), purposive sampling is different from convenience sampling in that writer do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on a prior information, will provide the data they need.

In conducting the study the writer took two classes out of the population, the first was VIII D as the experimental group and the second was VIII C as the control group. VIII D comprised of 30 students and VIII C comprised of 30 students and they were taught by the same teacher. Based on the observation and interview before with the English teacher of SMP Negeri 2 Pagaram, both classes had the same dominant characteristics with their competencies of English than other classes, the distribution of the sample can be seen as below:

**Table 2. The Sample of the Study**

No	Group	Class	Male	Female	Total
1.	Experimental	VIII D	13	17	30
2.	Control	VIII C	12	18	30
<b>Total</b>			<b>25</b>	<b>35</b>	<b>60</b>

(Source: SMP Negeri 2 Pagaram in the academic year 2018/2019)

## Data Collection Technique

In collecting data this study used a test. According to (Brown, 2003), a test is a method of measuring a person's ability; knowledge or performance in given domain. He also concludes that test is an instrument that provides an accurate measure of the test-taker's ability within a particular domain. Test is used to know the students' writing skill achievement before and after being given treatment. The test technique is the main technique in collecting the data.

In this study, the writer used two tests, pre-test and post-test. The pre-test and post-test were given to both groups to find out their understanding in learning descriptive text, it was a comparative test between experiment and control group. Pre-test was given before the treatment to know the students' writing ability. After pre-testing, the researcher gave the treatment, the sample was taught by using Frayer Model for experiment group and using conventional strategy for control group in teaching writing. Finally, post-test was given to each class. The writer asked the students to write a paragraph about descriptive text to know students' writing ability. The post-test was used to know the differences of students' learning result after given the treatment. The result of test was analyzed statistically by using SPSS application. The students' writing achievement in the pre-test and post-test were assessed by a teacher as a rater in this study, the raters was a teacher who have an experiences in teaching English for about ten years and also have a good English education such as magister title. There were two raters in this study, first is Mrs. Srianah, S.Pd and Mrs. Henti S.Pd. After that, the rater gave the score and analyzed them by using Heatons's scoring system for writing test.

**Table 3. Rubric for Scoring Writing**

COMPONENTS	ASSESSMENTS	SCORE
<b>Content</b>	Knowledgeable-substantive-etc.	30-27
	Some knowledge of subject-adequate range-etc.	26-22
	Limited knowledge of subject-little substance-etc.	21-17
	Does not show knowledge of subject-non-substance-etc.	16-13
<b>Organization</b>	Fluent expression-ideas clearly stated- etc.	20-18
	Somewhat choppy-loosely organized but main ideas stand out-etc.	17-14
	Non-fluent-ideas confused or disconnected-etc.	13-10
	Does not communicate-no organization-etc.	9-7
<b>Vocabulary</b>	Sophiscated range-effective word/idiom choice and usage-etc.	20-18
	Adequate range-occasional errors of words/idiom form, choice, usage but meaning not obscured.	17-14
	limited range-frequent errors of word/ idiom form, choice, usage-etc.	13-10
	Essentially translation-little knowledge of English vocabulary.	9-7
<b>Language Use</b>	Effective complex constructions-etc.	25-22
	Effective but simple constructions-etc.	21-19
	Major problems in simple/complex constructions-etc.	17-11
	Virtually no mastery of sentence constructions rules-etc.	10-5
<b>Mechanics</b>	Demonstrates mastery of conventions-	5
	Occasional errors of spell ing, punctuation-etc.	4
	Frequent errors of spelling punctuation, capitalization-etc.	3
	no mastery conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.	2

(Source: *Heatons's Scoring System*)

To know the score of the students, the rater gave them the score based on the students writing task. To make easier to interpret the score of the students, the rater calculated the score of every students by using components and assesment of rubric scoring above. If the students fulfilled each components such as content with 30 score and oraganization with 20 score, vocabulary with 20 score, language use with 25 score and mechanics with 5 score. Then, the total score was calculated to get the result. After that, the writer categorizing the score of the students' writing achievement by using the range based on Brown (2003) the following table:

**Table 4. Interval Category Range of Students Writing Achievement**

Percentage Range	Grade	Qualification
86-100	A	Very Good
71-85	B	Good
56-70	C	Enough
41-55	D	Poor
<40	E	Failed

### Research Time and Place

This reseach was done at SMP Negeri 2 Kota Pagar Alam. The reseach was done in 12 meetings in which there were two meetings for the pre-test and the post-test and the remaining eight (8) meetings were for the treatment.



### Data Analysis Techique

The data of this study was analyzed by using Paired Sample t-test and Independent Sample t-test. Paired Sample t-test was used to find out whether or not there was a significant improvement in writing achievement of the students in the experimental and control groups before and after treatment. Meanwhile, Independent Sample t-test was used to know whether or not there was any significant improvement in writing achievement between the students' post-test in the experimental and control groups.

The calculation used SPSS 20 (statistical product and service solution 20). According to (Freankel & Wallen, 2009) SPSS is a powerful program that can be used to perform a variety of statistical procedures. In using this program the writer did some activities as followed:

- a. Checked the data of students' score
- b. Analyzed the data
- c. Took the conclusion based on statistical result

### Research Organization

The organization of this research can be seen in the following table.

No	Name/NIDN	Affiliation	Education Field	Job Description
1	Tri Rohani, S.S., M.Pd 0219028203	STKIP Muhammadiyah Pagaralam	Pendidikan Bahasa Inggris	Preparing the questionnaire, data analysis, result analysis, writing the paper
2	Nirmala	STKIP Muhammadiyah Pagaralam	Pendidikan Bahasa Inggris	Data collection, data documentations, data analysis

## HASIL DAN PEMBAHASAN

The test was distributed to the eight graders students of SMP Negeri 2 Pagaram. The total number of the students was 242 students from class VIII.A to VIII.H. there were 60 students taken as the sample.

In this study, the writer described and analyzed the result of pre-test and post-test of the experimental class and control class. The result of the score presented in the form of score. The writer classified their scores in score intervals and categorized them in the classification in the form of frequency and percentage in order to know the score qualitatively. There were two main findings of this study: the result of test (descriptive statistic) and statistical analysis of the data.

### Result of Descriptive Statistics

Based on the result of the pre-test in the experimental class, it was known that the lowest score was 40 and the highest score was 66, the mean was 50.97 and the standard deviation was 5.455.

Meanwhile, the post-test in the experimental class, the lowest score was 52 and the highest score was 86. The mean was 67.17 and the standard deviation was 7.571.

Futhermore, the pre-test in the control class the lowest score was 36 and the highest score was 61. The mean was 50.80 and the standard deviation was 5.37, meanwhile the post-test the lowest score was 44 and the highest score was 66. The mean was 54.63 and the standard deviation was 5.827.

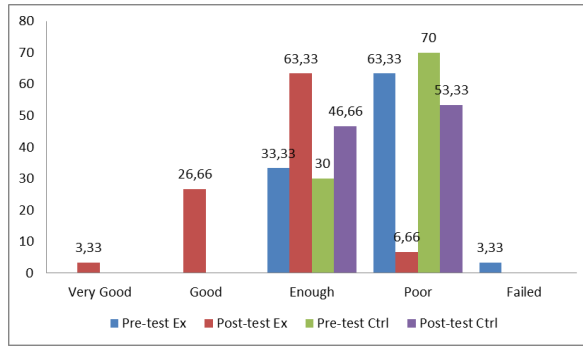
**Table 5. Frequency, Mean, and Standard Deviation of Students' writing Achievement Level (N=30)**

variable	Level of achievement	Experimental group				Control group			
		Pre test		Post test		Pre test		Post test	
		mean	Frequency (%)	mean	Frequency (%)	mean	Frequency (%)	mean	Frequency (%)
writing	Failed	1.33	1 (3.33%)	-	-	1.20		-	-
	Poor	32.37	19 (63.33%)	3.57	2 (6.66%)	34.20	21 (70.00%)	26.90	16 (53.33)
	Enough	17.27	10 (33.33%)	38.60	19 (63.33%)	15.40	9 (30.00%)	27.23	14 (46.66)
	Good	-	-	22.13	8 (26.66%)	-	-	-	-
	Very good	-	-	2.87	1 (3.33%)	-	-	-	-
	Total	50.97	30 (100%)	67.17	30 (100%)	50.8	30 (100%)	54.63	30 (100%)

From the table above, it showed that there was any significant difference in students' achievement in the experimental class and control classes. In the experimental class the result of pre-test showed that there were 10 students (30%) who were in enough category, then there were 19 students (63.3%) who were in poor category and there were 1 student (1.33%) who were in failed category. Meanwhile, the result of post-test showed that there were 1 students (3.33%) who were in very good category. 8 students (26.6%) who were in good category, then there were 19 students (63.3%) who were in enough category and there were 2 students (6.66%) who were in poor category. Based on category presented in the table 7, it showed that students' writing achievement of the experimental class mostly in enough category.

On the other hand, for the control class, the result of pre-test showed that there were 9 students (30%) who were in enough category and there were 21 students (57,1%) who were in poor category. Meanwhile, the result of post-test showed that there were 14 students (46.6%) who were in enough category and there were 16 students (53.3%) who were in poor category. Based on the table 7, it showed that students; achievement of the control class mostly in poor category.

From the descriptive analysis above, it can be concluded that the score of experimental class in wrting achievement were incresead. The improvement of the experimental class who were taught by using Frayer Model had better improvement in writing achievement than the control class who were taught by using conventional method. The precentage of students' writing achievement in the score is presented in Chart 1.



**Chart 1 : The Result of Students' Writing Achievement**

Chart 1 present the summary result of students' speaking after treatment. The result showed there was significant difference in students' writing achievement after Frayer Model was implemented.

**The Result of Statical Analysis**

There were two analysis that used in this study: dependent sample t-test (paired sample t-test) was used to find out: (1) the significant difference in students' writing skill before and after they were taught by using Frayer Model and (2) the significant difference in students' writing skill in the control class. Besides, independent sample t-test was used to find out (3) the significant difference in students' writing skill between experimental class and control class.

**Paired Sample T-test of Writing Achievemnet in Experimental Class**

The result of writing pre-test and post-test were compared by using paired sample t-test, to find out whether there was significance progress in students' writing achievement between before and after giving the treatment. The analysis showed that the total mean score of students' writing achievement was increased. It was supported by total mean of students' pre-test 50.80, after Frayer Model was applied, the mean score of students' writing achievement became 67.17 with mean difference between pre-test and post-test was 16.20 with t-obtained 13.12 at the significance level 0.000 as presented in the table below

**Table 6. The Result Calculation of Paired Sample T-test in Experimental Class**

variables	Mean pre-test	Mean post-test	Mean difference	t-obtained	Sig. (2-tailed)
<b>Writing (Total)</b>	50.97	67.17	16.20	13.128	.000
<b>Content</b>	14.60	17.93	3.33	11.378	.000
<b>Organization</b>	11.30	13.80	2.50	5.535	.000
<b>Vocabulary</b>	11.23	17.10	5.86	14.549	.000
<b>Language Use</b>	10.37	14.10	3.73	6.911	.000
<b>Mechanics</b>	3.47	4.23	.767	5.769	.000

In terms of writing test in experimental class that was showed on the table above, from the result above there was information about the improvement of writing writing achievement in



experimental class. The value obtained was 13.128 at the significant level of 0.000 with degree of freedom (df) 29, and the critical value of t-table was 2.045. The value of t-table was smaller than the critical value of t-obtained, in which  $13.128 > 2.045$  and p-value was 0.000 lower than 0.005, and all of the writing aspects at significance level of  $0.000 > 0.005$ , it confirms that the students in the experimental class made a better ability in writing if compared to pre-test and post-test. It was also strengthened by the difference in mean scores. The mean score of pre-test was 50.97 and post-test was 67.17. It can be stated that there was a significant progress in students' writing achievement before and after treatment by using Frayer model in the experimental class.

Furthermore, in terms of writing categories, the value of content was at significant level 0.000 with the mean of pre-test was 14.60 and the mean of post-test was 17.93, the value of mean difference was 3.33 and the value of t-obtained was 11.378. Followed by organization was at the significant level 0.000 with the mean of pre-test was 11.30 and post-test was 13.80 and the value of mean difference was 2.50 and the value of t-obtained was 5.355. The value of vocabulary was at significant level 0.000 with the mean pre test was 11.30 and the mean of post test was 17.10, the value of mean difference was 5.86 and the value of t-obtained was 14.549. Then, the value of language use was at significant level of 0.000, with the mean of pre test was 10.37 and the mean of post test was 14.10, the value of mean difference was 3.73 and the value of t-obtained was 6.911. Whereas the value of mechanics was at significant level of 0.000 with the mean of pre test was 3.47 and the mean of post test was 4.23. The value of mean difference .767 and the value of t-obtained was 5.769. It can be concluded that there was a significance difference in the students' writing in the experimental class at every category before and after treatment by using Frayer Model.

### Paired Sample T-test of Writing Achievement in Control Class

To find out whether there was significance progress in students' writing achievement in control group, the result of writing pre-test and post-test were compared by using paired sample t-test

**Table 8. The Result Calculation of Paired Sample T-Test in Control Class**

variables	Mean pre-test	Mean post-test	Mean difference	t-obtained	Sig. (2-tailed)
<b>Writing (Total)</b>	50.80	54.63	3.83	4.11	.003
<b>Content</b>	13.63	14.20	.567	1.87	.084
<b>Organization</b>	11.33	11.87	.533	2.11	.043
<b>Vocabulary</b>	11.53	12.53	1.00	4.01	.000
<b>Language Use</b>	10.83	12.30	1.46	4.91	.002
<b>Mechanics</b>	3.40	3.73	.33	3.34	.026

Based on the table above, there was a significant difference in students' writing achievement between pre-test and post-test, the result of pre-test and post-test were compared by using paired sample t-test. In terms of writing test in control class, the value of significance level .003 with degree freedom (df) 29, the critical value of t-table was 2.045 and the value of t-obtained was 4.112, in which  $4.112 > 2.045$  and p-value was 0.003 lower than alpha value 0.05, it confirms that the students in control class made a little improvement in writing achievement if compared to pre-test and post-test. It was also strengthened by the difference in mean score. The mean score of pre-test was 50.80, while the mean score in the post-test was 54.63. It can be stated that there was a significant difference in

writing achievement of students who did not get a treatment by using Frayer Model in the control class.

Futhermore, in terms of writing categories, the value of content was at significance level 0.084 with the mean of pre-test was 13.63 and the mean of post-test was 14.20, the value of the mean difference was .567 and the value of t-obtained was 1.878. followed by organization was at the significance level 0.043 with the mean of pre-test was 11.33 and the mean of post-test was 11.87, the value of the mean difference was .533 and the value of t-obtained was 2.112. Then, the value of vocabulary was at significance level 0.000 with the mean of pre-test was 11.53 and the mean of post-test was 12.53, the value of mean difference was 1.00 and the value of t-obtained was 4.014. Besides, the value of language use was at significance level .002 with the mean of pre-test was 10.83 and post-test was 12.30, the value of mean difference was 1.46 and the value of t-obtained was 4.915 Where as the value of mechanics was at significance level .026 with the mean pre-test was 3.40 and the mean of post-test 3.73, the value of mean difference was 0.33 and the value of t-obtained was 3.340. In the other hand, all the categories of writing, there were not the significance level 0.000; they are content, organization, language use, and mechanics. It can be stated that all students were weak in all categories except vocabulary, because they didn't have any motivation to learn. The students also got difficulties to comprehend all the categories in writing. The students were difficult to build up their ideas into a paragraph and they were lack in having vocabulary. Then, it can be concluded that all of categories of writing in control class were significant difference but it can be stated that there was a significance progress in the students' writing achievement if compared to the pre-test and post-test in control class.

### The Result of the Independent Sample T-test

To find out whether there was a significant difference in the students' writing achievement between the classes, the result of writing post-test in both classes were compared by the writer. In this study, independent sample t-test was used.

**Table 9. The Result of Independent t-test of both Experimental and Control Class**

variable	Post-test		t-obtained	Df	Sig.(2-tailed)
	Mean Experimental	Mean Control			
Writing Achievement	67.17	54.63	7.395	58	.000

Based on the result above, it was found that the value of t-obtained was 4.342 at the significance level of 0.000. the significance level 0.000 was less than 0.005 with degree of freedom (df) 58, and the value of t-obtained was higher than critical values of t-table, in which  $7.395 > 2,001$ , it confirms that the students in experimental class made a better achievement in writing achievement if compared with students in the control class. It was also strengthened by the difference of mean score. The mean score of post-test in the experimental class was 67.17 while the mean score of the control class was 54.63. the post-test of experimental class was better than the control class.

Therefore, from the result and analysis of the effectiveness of Frayer Model in improving students' writing achievement in terms paired and independent sample t-test score, it could be concluded that Null hypothesis ( $H_0$ ) was rejected and Alternative hypothesis ( $H_a$ ) was accepted. It means, that the the effectiveness of Frayer Model in improving students' writing achievement was effective to improve students' writing achievement at eight graders of SMP Negeri 2 Pagar Alam.

### Discussion

Based on the finding of the research, it was found that the students who were treated by frayer model increased thier ability in writing achievement. It might be due to frayer model. The students were highly involved in writing process, since they had to explore their ideas. According to

(Adlit,2008) the advantages of Frayer Model it promotes students' critical thinking and It draws student's perior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples.

Based on the result of pre test before the combination of frayer model and quick write strategy implemented, the ability of students to comprehend the writing skill was low. After the combination of frayer model and quick write startegies implemented, students' writing achievement were better than before. After the treatments and the post test was conducted, it was found that there was significant difference in the post test score between the experimental class and the control class. The experimental class achieved higher scores than those of the students in the control class. It could be seen from the mean of the pre test in the control class which was 50.80 and in the post test which was 54.63. in the opposite score of the experimental class in the pre test was 50.97 and in the post test was 67.17. it means that the writing achievement in experimental class improved.

From the criteria, in the experimental class it was found that the highest value was content with mean differnece was 3.33 and the lowest value was mecahnics with mean difference was .767 with the mean difference was 5.769. and other creteria such as organization, vocabulary, and language use were at significant level of 0.000. it means that, every criterion in writing could be improved by frayer model.

Based on explanation above, all of the criteria in writing achievement had significant level of 0.000, it means that all of the criteria in this study had improved. But in this study, only content criteria achieved the highest value in the writing as aspects with mean difference 16.20. It means that frayer model gave positive effect on the writing achievement especially in content criterion. Futhermore, in control class the result showed that there was significant difference in writing between pre-test and post-test in control class. There could be some factors that influenced the improvement. In control class, the highest value was content with mean difference .567 and the lowest value was mechanics with mean value was .33. Based on the criteria of writing such as content was significant level of 0.084, organization was at significant level of 0.043, vocabulary was at significant level of 0.000, language use was at significant level of 0.002 , and mechanics was significant level of 0.026. The reasons could be because of the condition of the students or the samples such as felling unwell or sick and absent during in the learning process.

According to (Harmer,2007), productive skill is the term for speaking and writing skills where students actually have to produce language themselves. However, the problem was also appeared at the eight grade students, they considered that content, organization, language use, as one of the difficult aspects of writing and this made them find difficulty on writing English. Therefore, from the result and analysis of the use of combination of frayer model and quick write strategies in improving students' writing achievement in terms paired and independent sample t-test score, it could be concluded that Null hyphothesis ( $H_0$ ) was rejected and Alternative hyphothesis ( $H_a$ ) was accepted. It means that frayer model on students' writing achievement was effective to improve students' writing achievement at eight graders of SMP Negeri 2 Pagar Alam.

Based on the research, the writer found that faryer model can improve students writing achievement. From the explantion above, it could be concluded that the experimental class had a better improvement in writing not only from every criterion but also from the total score of the students. Futhermore, it proved that the students who were taught by frayer model got better improvement than those students who were not. In addition, in control class, there was a possibilty that the students did writing activity but most of them were lazy to started to write because of some reason. The writer assumed that the students in control class had good prior knowledge in writing, and some of them probably had mastered in writing and they also got stabil score from pre test and post test.

## Conclusion

Based on the results of the research and discussion that has been presented in the previous chapter, it can be concluded that there was significant differences in learning outcomes of the students who learned writing through frayer model with the students who were not. Learning outcomes of frayer model were shown by the results of SPSS 20 of experimental group posttest and control group. The value  $t$ -obtained was higher than  $t$ -table ( $7.395 > 2.045$ ). This means, the  $H_a$  was accepted. This indicates that, there was significant difference between students' writing skills who were taught by frayer model and those who were not. This showed that frayer model was effective to be used in teaching writing for eighth students of SMP Negeri 2 Pagar Alam.

In addition, as the theories, the use of combination of frayer model and quick write strategies could help the students to express their ideas and enhance student's skills in developing language skills; it can be seen from the results of the post test in the experimental class and the control of the students ( $54.60 < 67.89$ ). By applying frayer model in the learning process it requires active participation of the teacher and the students so that those strategies could be an alternative to improve writing skills and the student's activity in writing.

Based on the result, the writer would like to give some suggestion for the next researcher. First, the next researcher can implement frayer model in teaching and learning in writing achievement as a better alternative. Second, this study can be used as reference source in conducting similar studies. The last, this strategy can grow students' motivation and interest to enjoy English Learning.

The combination of frayer model and quick write strategies could improve students' writing achievement. But, still there were some weaknesses of applying these strategies. First, students difficult to displace what is in the chart of frayer model. Second, the students also feel inconvenient when taught in groups. For that reason, the next researcher is expected to be able to overcome the problem.

## Suggestion

Based on the result, the writer would like to give some suggestion for the next researcher. *First*, the next researcher can implement frayer model in teaching and learning in writing achievement as a better alternative. *Second*, this study can be used as reference source in conducting similar studies. *The last*, this strategy can grow students' motivation and interest to enjoy English Learning. The combination of frayer model and quick write strategies could improve students' writing achievement. But, still there were some weaknesses of applying these strategies. First, students difficult to displace what is in the chart of frayer model. Second, the students also feel inconvenient when taught in groups. For that reason, the next researcher is expected to be able to overcome the problem.

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