

# Frayer Model: The Implementation in Summary Writing

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## Abstract

*This study aims to reveal the implementation of Frayer model in learning of summary writing. This research was quasi experiment with pretest-posttest control group design. The population was 331 students of class VIII SMP Negeri 15 Yogyakarta. Determination of sample using simple cluster random sampling technique. Based on the determination, it was found that class VIII-B as experimental group and class VIII-A as control group. The data were collected through students' summary writing and observation. The validity of the instrument was the content validity consulted to the expert. The reliability of the instrument was analyzed using Cronbach's Alpha formula and the calculation result showed a value of 0.785. The data analysis technique was t-test with respect to normality and homogeneity. The results show that Frayer model is more effective than conventional model in learning of summary writing. This is proved from the t-test with a t value of 5.170 and significant with p ( $p < 0.05$ ). Based on these results, the Frayer model is effective in learning of summary writing.*

*Kata kunci: Frayer, implementation, model, summary, writing.*

## 1. INTRODUCTION

Language learning is one of learning process that must be taught and mastered by the students. This learning process includes listening, speaking, reading, and understanding. Related to that case, it can be stated that writing is an ability to convey ideas, feeling, and thoughts from the students. Beside that, this ability becomes a way written communication that can not be separated from the language use. Patel and Jain (2008:125) declares that writing ability needs the power imagination and the high creativity in order to create the meaningful and precious writing result.

This case also happened to a resume which should be mastered by the students. Summary writing ability can be effectively taught by understanding the content of a text deeply and continually. Banzer, Sefer, Oren, & Konuk (2016:164) stated that summary writing is not only dealt with reading ability, but also critical thinking and understanding. Summary writing is one of the basic competence in Bahasa Indonesia subject in curriculum 2013. In the point of summary writing, it needs a

new innovation through learning process in the classroom. The teacher have to be able to build the students leaning motivation by creating the learning process situation condusively. One of the recommended way is the using of learning method.

Today, there are a lot of learning models which are developed in educational world. The developed model are created to be an alternative to help the students in summary writing. One of the method is called Frayer. Frayer model is one of way that can be used in summary writing because this model helps students to differentiate essential and nonessential material (Wormeli, 2001:99). This model consists of graphic which involves four components to make a note an information dealt with a topic. The four graphics includes the essential characteristics, nonessential characteristic, examples, and non-exampled from a topic.

According to the explanation above, it can be concluded that Frayer model can be implemented in the actitivity of summary writing. That model gives the direction to the students in learning writing because it serves a graphic that can be used as an understanding

of a current topic or concept. So, it can be declared that Frayer model is very important to be implemented in the learning of summary writing.

## 2. LITERATURE REVIEW

### 2.1 Summary Writing

Urquhart & McIver (2005:3) state that writing is an exploratory process of ideas that is useful for both the students and the teachers. Through this activity, students can show all ideas owned by them. Writing activities do not actually require special skills because this ability will flow by itself. However, the important thing to note is the rules that match the type of writing. Flynn & Stainthorp (2006:54) state that writing is the process of information processing that is performed within action. Basically, writing is a whole series of one's activities in order to express ideas and pass them through written language to others in order to be easily understood.

Furthermore, Wormeli (2011:2) states that summary writing is to state the essence of a reading or experience by using as few words as possible in an efficient form. Summary writing is an attempt to write down the key points of a reading. This effort is made to facilitate the reader's understanding of the text content.

Abbasi & Akbari (via McDonough, Northern, & Vleeschauwer, 2014:21) state that summary writing is used to assess reading comprehension or reading content that may encourage the students to reproduce information. Through the summary, an author will hone his ability to reproduce information appropriately.

### 2.2 Frayer Model

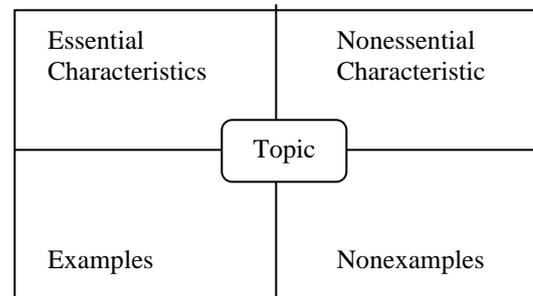
Buehl (2001:56) stated that Frayer model consists of the graphic that contains four component to make a not of an information related to the concept, the essential characteristics, nonessential characteristic, examples, and non-exampled from a concept. The using of the graphic helps the students to describe a current concept. Florida Departement of Education (2016:9) also stated that Frayer model in the form of mapping

concept that possibly the students to correlate to some vocabularies.

This model is one of the learning models to summary writing from the text. This model can direct the students to write a summary through the served graphic. This model can help them to understand the concept that is not understood yet. This case is dealt eith Abbasian & Arianezhad (2013:141) stated that Frayer model is a model that help the student to learn the concepts through the using of scheme which identify related and unrelated points.

Wormeli (2011: 99–100) stated the steps of Frayer model as follows.

- a. The students prepare the summaries graphic.



**Figure 1. Graphic of Frayer Model**

- b. The students write the topic that will be summarized in the center of Frayer model graphic.
- c. The students write the points related to the topic to be studied in the left corner above.
- d. The students write the points that are not related to the topic of the box of nonessential characteristic although that is interesting
- e. The students mention or describe the example on the bottom box of Frayer model.
- f. The students mention and describe “non-examples” that is different from the mentioned or described point in the examples box.
- g. The students are asked to write the simple explanation related to the difference of the examples and non-examples.
- h. The teacher asked the students to develop it by using their own vocabulary in order to be easily understood.

The advantages of Frayer model are:

- a. The students are in the more steps of a definition to bring out the deeper understanding and complex about the concept.

- b. The students are guided in differentiating between the characteristics that explained a concept related to the point.
- c. The students involved in the finding process which possibly made the to build the concept by giving the examples and non-examples are more complicated and continually.

### 3. MATERIAL & METODS

This research uses a quantitative approach with the type of experimental research, which is a quasi experiment. The experimental design used was pretest-posttest control group design (Cohen, Manion, & Morrison, 2007: 276). There were two randomly selected groups, the experimental group and the control group. Each group is given pretest and posttest. The experimental group was given treatment using the Frayer model, but was not with the control group. The population in the study were all students of class VIII in SMP Negeri 15 Yogyakarta with a total of 331 students. The sample is 58 students.

Data collection is done by non-test method of summary writing. In addition to the non-test

method, data collection is also done through observation techniques. The research instrument used is an appraisal sheet accompanied by a summary writing assignment sheet and observation sheet. Instruments used in this study must fulfill the requirements to be regarded as a viable instrument. Eligible instruments must be valid and reliable. The validity used is content validity or using expert judgment. Meanwhile, the reliability used is interreter technique and analyzed by Alpha Cronbach. Furthermore, the data analysis technique is done by t-test by taking into account the normality and homogeneity requirements.

### 4. RESULT

This study aims to test the implementation of the Frayer model in learning summary writing. The data in this study were obtained from the value of pretest and posttest values, both experimental and control groups. Data calculation using SPSS 21.00 computer program help. The following description of the results of the study.

**Table 1. Comparison of Data Pretest and Posttest**

Data	Pretest		Posttest	
	Experimental group	Control group	Experimental group	Control group
N	29	29	29	29
Highest Score	80	80	55	81
Lowest Score	57	55	80	58
Mean	67.90	64.83	79.83	70.17

From table 1, it can be seen an increase in the average score count of 5.34 in the control group and 11.93 in the experimental group. The difference in the average score between the two groups was 6.59.

Furthermore, the data are tested for normality and homogeneity. The summary of normality test result of data distribution of experimental group and experiment group is presented in the following table.

**Table 2. Summary of Normality Test Results Data Pretest and Posttest**

Data	N	Significance of	sig (2-tailed)	Criteria	Description
Pretest Experimental Group	29	5%	0.675	p>0,05	sig >0.05= <b>Normal</b>
Pretest Control Group	29	5%	0.026	p>0,05	sig >0.05= <b>Normal</b>
Posttest Experimental Group	29	5%	0.128	p>0,05	sig >0.05= <b>Normal</b>
Posttest Control Group	29	5%	0.200	p>0,05	sig >0.05= <b>Normal</b>

Based on table 2, it is known that sig (2-tailed) data pretest and posttest experimental group and control group is greater than 0.05. Thus, it can be said that these data

have a normal distribution. The data is eligible for analysis. Furthermore, the data are tested homogeneity. The summary of the

homogeneity test results of prestigious data is presented as follows.

**Table 3. Summary of Test Results Homogeneity Pretest**

Data	Lavene statistic	df1	df2	sig(2-tailed)	Description
Pretest	2.417	1	56	0.126	sig >0.05= <b>Homogeneous</b>
Posttest	1.116	1	56	0.295	sig >0.05= <b>Homogeneous</b>

Seen from table 3, it is known that the value of sig (2-tailed) data pretest and posttest was greater than 0.05. Thus, it can be concluded the data of pretest and posttest of both groups comes from the same variance.

Furthermore, data analysis was done to test the research hypothesis by using t-test.

**Table 4. Summary of Results T-test Data Pretest and Posttest Experiment and Control Group**

Data	t	df	sig (2-tailed)	Description
Pretest and Posttest Experiment Group	-9.067	28	0.000	Sig<0.05 0.000<0.05: <b>Significant</b>
Pretest and Posttest Control Groups	-1.177	28	0.249	Sig>0.05 0.249>0.05: <b>Not Significant</b>

Table 4 shows t pretest and posttest experimental group as -9.067 and significant with p ( $p < 0.05$ ). Thus, the t-test results indicate that there are significant differences in the results of pretest and posttest summary writing abilities in the experimental group. Then, t pretest and posttest experimental group as -1.177 and significant with p ( $p > 0.05$ ). Thus, the

T-test data pretest between the experimental and control groups were conducted to determine the initial capabilities of both groups. Meanwhile, t-test data posttest was conducted to determine the second end ability of both groups. The summary of the results is t-test presented in the following table.

results of the t-test show that there is no significant difference in the results of pretest and post summary writing skills in the control group.

The summary result of t-test data of the ability to write a summary by control groups and experimental groups is presented in the following table.

**Table 6. Summary of Results T-test Data Posttest Control Groups and Experimental Groups**

Data	t	df	sig (2-tailed)	Description
Posttest Experiment and Control Group	5.170	56	0.000	Sig<0.05 0.000<0.05= <b>Significant</b>

Table 5 shows t as 5.170 and significant with p ( $p < 0.05$ ). Thus, the t-test results indicate that there is a significant difference in posttest results between the experimental group and the control group.

## 5. DISCUSSION

The implementation of Frayer model in the learning process can be measured after the experimental group had Frayer model treatment. The result of analysis t-test data pascates showed the t score is 5.170 and it is significant to p score ( $p < 0.05$ ). The result of t-test showed the significant difference

of summary writing ability between experimental group that had implemented Frayer model and controlled group which treated by conventional model. Frayer model is more effective in summary writing because this model can help the students in understanding needed or un-needed information. This case is dealt with Schweder & Wissick (2009:43) who explained that Frayer model is organizer graphic with the standard format includes middle concept and the four parts from in the circumstances. The four parts involves concept essential characteristic, nonessential characteristic, examples, and non-examples from the concept.

The steps of Frayer model consists of preparation graphic, the topic of centered graphic, the notes of related topic, the note of unrelated topic, the description of the examples of the topic, the description of non- examples, and the explanation of the difference of examples and non-examples. The step of preparation graphic will encourage the students to find the four important points. This activity encouraged them to do the preparation before reading the text. Nurhadi (2016:53) stated that the graphic can be used to deliver the complex idea becomes simpler.

The activity of finding the topic encourages the students to express the result of understanding to the main idea of the text. From that topic, the students will get the description related to the text. A topic is a universal point and covers the whole information on the text. Nurudin (2012:81) stated that the topic is the general point that becomes the main idea.

The activity of writing the points which are not related to the topic will encourage the students to classify the information to the text. This activity also encourages them to have critical thinking in differentiate information. The text can not be separated to the main ideas and the supported ideas in a paragraph. The students wrote the main idea on the coloumn about the related points because those ideas include the main idea of the texts. In the other side, the students wrote the supported ideas that are not relevant to the topic on the coloumn of the nonessential points. Kemendikbud (2017:133) stated that the summary is created based on the important parts in the text and it is usually in the form of main ideas that is placed in the beginning and in the end of the paragraph.

The activity of writing the examples and non-examples encouraged the students to implement the information. By writing the examples and non-examples, the students will correlate the topic that is suitable to the fact. The students will use critical thinking in finding the examples that are related and unrelated to the topic. This case also opened the knowledge of the students to find the examples and non-examples points as many as possible. It is dealt with Thomas (2016:46) who stated that Frayer model had made the students to

decide vocabularies or the concept, characteristic identification, fact, and the implementation of information by mentioning the synonym (example) and antonym (non-examples) from a topic.

After the students completed the Frayer graphic, the next activity is explaining the difference of examples and non-examples points. In this acivity, the students are guided by the teacher to explain the difference of examples and nonexamples points of the topic. This activity is aimed to increase the thinking ability and the students' understanding of related and unrelated facts. The next step, the students developed the graphic in the form of paragraph. The paragraph developed by using the simple vocabularies and easily understood. Nurhadi (2016:47) stated that writing summary is a reproduction of the other masterpiece to explain the different language based on the original masterpiece. It can be explained that writing summary is the ability of finding the main idea and written in the simpler form and easily understood.

The result of this research is suitable to the the research from Gusti (2012) entitled "The Effect of Using Frayer Model in Improving Students Reading Motivation at The First Grade of Junior High School 1 Benai District Kuantan Singingi Regency" which concluded that the use of Frayer model can increase the students reading ability so they can write summary based on the information which is understood by reading text activity. Beside that, the research of Martin (2011) also concluded that Frayer model influenced the use of vocabulary. The research of Ilter (2015) also concluded that Frayer model which is implemented to the vocabulary learning had repair the more quantity of vocabulary than the using of the other learning model. Ilter also stated that Frayer model encouraged the students to use reading ability and metacognitive thinking. This case can be concluded that the simple vocabulary using and easily understood is the important thing in writing a resume.

## **6. CONCLUSION**

The Frayer model is effective in learning to summary writing. This is proved by the

t-test obtained t equal to 5.170 and significant with p ( $p < 0.05$ ). Based on these results, the VAK model is more effective

than the conventional model in learning to write a summary.

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