

THE FRAYER MODEL EFFECTIVENESS IN THE ARABIC VOCABULARY DEVELOPMENT FOR STUDENTS IN MADRASAH

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Abstract

This study aims to improve the vocabulary mastery of grade XI students of Madrasah Aliyah Negeri (MAN) 11 Jakarta through the Frayer model learning strategy. This type of research is classroom action research, which has four components proposed by Kurt Lewin: planning, action, observation, and reflection. Data collection techniques are done through tests (pretest and posttest), direct observation, interviews, and documentation with data sources from learners, Arabic teachers, and collaborators. In contrast, the data processing method includes data selection and classification, presentation, data processing, and conclusion. Based on learning outcomes, the recapitulation of the average score of students in the first cycle was 70,68 (40% who achieved the Minimum Completeness Criteria). Therefore, researchers continue the second cycle. In cycle II, the average score of students was 77 (86% exceeded the Minimum Completeness Criteria). Based on the results of cycle I and II data, it can be concluded that using Frayer model learning strategies effectively increases students' value in learning vocabulary in madrasah. Thus, using the Frayer model in developing Arabic vocabulary for madrasa students has broad implications, including improving vocabulary understanding, developing critical thinking skills, increasing learning independence, and providing diverse learning approaches.

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Keywords:

The Frayer Model; Strategy; Mufradat; Student on Madrasah.

مستخلص البحث

تهدف هذه الدراسة إلى تحسين إتقان المفردات لطلاب الصف الحادي عشر بالمدرسة الثانوية الحكومية ١١ جاكارتا من خلال إستراتيجية التعلم بنموذج فراير. هذا البحث هو بحث إجرائي صفي يتكون من أربعة مكونات لكورت لوين وهي التخطيط والتنفيذ والملاحظة والتأمل. وتم جمع البيانات من خلال الاختبارات (الاختبار القبلي والبعدي) والملاحظة المباشرة والمقابلات والتوثيق مع مصادر البيانات من الطلاب ومدرسي اللغة العربية والمتعاونين. وأما تحليل البيانات فهو يسير من خلال اختيار البيانات وتصنيفها وعرضها ومعالجتها واستنتاجها. بناءً على التحصيل الدراسي، بلغ متوسط درجات الطلاب في الدورة الأولى ٧٠,٦٨ (٤٠٪ ممن حققوا الحد الأدنى من معايير الاكتمال). ولذلك، تواصل الباحثات الدورة الثانية. وفي الدورة الثانية، كان متوسط درجات الطلاب ٧٧ (٨٦٪ تجاوز الحد الأدنى لمعايير الاكتمال). بناءً على نتائج الدورة الأولى والثانية من البيانات، يمكن الاستنتاج أن استخدام استراتيجيات التعلم بنموذج فراير يزيد بشكل فعال من قيمة الطلاب في تعلم المفردات في المدرسة. وبالتالي فإن استخدام نموذج فراير في تطوير مفردات اللغة العربية لطلاب المدارس له آثار واسعة، بما في ذلك زيادة فهم المفردات، وتطوير مهارات التفكير النقدي، وزيادة استقلالية التعلم، وتوفير مناهج تعليمية متنوعة.

كلمات أساسية: نموذج فراير؛ إستراتيجية؛ مفردات؛ طالب في المدرسة.

Introduction

Vocabulary (*mufradat*) is one of the essential language elements in learning Arabic because, without adequate vocabulary, participants will not be able to master the four language skills (*maharahat lughawiyyah*), namely *istima'*, *kalam*, *qiraah*, and *kitabah*.¹ Learning new words is an essential component of reading comprehension (*fahmul maqru'*)² and vocabulary knowledge has been identified as a predictor of comprehension in middle and high schools.³ With vocabulary teaching, students are expected to solve the problems they face in mastering vocabulary, including difficulty finding and expressing the meaning of vocabulary, errors in defining vocabulary according to context, and difficulty remembering vocabulary.

The results of the preliminary study showed that there were several problems encountered in learning vocabulary in Madrasah Aliyah, such as (1) the use of inappropriate teaching methods or strategies, (2) teachers only relying on textbooks, (3) low interest and motivation in learning students, and (4) inadequate initial abilities of students due to diverse educational backgrounds.⁴ Some of these problems, if not appropriately addressed, impact their mastery of Arabic at the next level of education or even when they enter college.⁵

Based on the above problems, it is necessary to find solutions to overcome learning problems and increase mastery of students' vocabulary (*mufaradat*). Moreover, teachers can make much effort to create an engaging and efficient learning atmosphere. Moreover, in carrying out learning, a teacher can liven up the classroom's fun atmosphere, among others, by providing understanding and motivation about the importance of Arabic in life, completing teaching and learning facilities and facilities, assigning homework regularly, and using appropriate and

¹ Kholidun Asri, "Problematika Pemilihan Materi Mufrodat Menurut Perspektif Rusydi Ahmad Thu'aimah," *El-Tsaqafah: Jurnal Jurusan PBA* 19, no. 2 (2021): 216, <https://doi.org/10.20414/tsaqafah.v19i2.2952>.

² Kristen D. Beach et al., "Teaching Academic Vocabulary to Adolescents With Learning Disabilities," *TEACHING Exceptional Children* 48, no. 1 (2015): 36–44, <https://doi.org/10.1177/0040059915594783>.

³ Elizabeth Swanson, Sharon Vaughn, and Jade Wexler, "Enhancing Adolescents' Comprehension of Text by Building Vocabulary Knowledge," *TEACHING Exceptional Children* 50, no. 2 (2017): 84–94, <https://doi.org/10.1177/0040059917720777>.

⁴ Reuben Lembani et al., "The Same Course, Different Access: The Digital Divide between Urban and Rural Distance Education Students in South Africa," *Journal of Geography in Higher Education* 44, no. 1 (2020): 70–84, <https://doi.org/10.1080/03098265.2019.1694876>; Agung Setiyawan, "Problematika Keragaman Latar Belakang Pendidikan Mahasiswa dan Kebijakan Program Pembelajaran Bahasa Arab," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 5, no. 2 (2018): 195, <https://doi.org/10.15408/a.v5i2.6803>; Juryatina Juryatina and Amrin Amrin, "Students' Interest in Arabic Language Learning: The Roles of Teacher," *Journal of Educational Management and Instruction (JEMIN)* 1, no. 1 (2021): 40–49, <https://doi.org/10.22515/jemin.v1i1.3459>.

⁵ Albarra Sarbaini, "Problematika Pengajaran Bahasa Arab Mahasiswa Lulusan Umum Di Prodi PBA Jurusan Tarbiyah STAIN Jurai Siwo Metro 2016," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 02 (2018): 178, <https://doi.org/10.32332/an-nabighoh.v20i02.1283>.

effective methods, strategies, or media and learning models.⁶ The Frayer model is one effective learning model for overcoming the problem of mastering student vocabulary (*mufradat*). Several studies have proven that this model can improve vocabulary mastery in learning foreign languages, including Arabic, in junior high school / MTs and high school / MA students.⁷

The Frayer model, also called the Frayer diagram, is a model for vocabulary development and mastery and is explicitly designed for vocabulary learning. In Frayer's model, a diagram is filled with definitions, characteristics, and examples but not examples of related vocabulary (*mufradat*). Furthermore, using the Frayer model is expected to increase students' vocabulary mastery (*mufradat*), especially for Madrasah Aliyah students. With Frayer model vocabulary graphs, learners are helped to define concepts, goals, or vocabulary and identify and understand new terminology.⁸

The Frayer model learning strategy is chosen and used in problem-solving because several advantages are considered such as: (1) Frayer can explore the potential of each individual by utilizing independent learning and (2) the application of Frayer learning model guidance is given individually and in groups with the right level (3) Frayer model LKPD is arranged systematically (4) Frayer model learning is also applied in a short time and routinely in several meetings To shape the ability of students to get used to concentration in learning so that students are motivated in doing tasks, and (5) instil confidence, happiness, and competence as well as the success of students in achieving targets with their abilities and this model can alleviate Some difficulties faced by learners when completing the graphic organizer as well as increasing engagement in learning new words.⁹

⁶ Hager Gamal Ahmed Labib al-Tonsi, "Effectiveness of the Frayer Model Plus in Developing Secondary Stage Students' Translation Skills," *Majallah Al-Bahts Al-Ilmi fi At-Tarbiyah* 23, no. 9 (2022): 364, <https://doi.org/10.21608/jsre.2022.173553.1525>; Amiruddin Amiruddin and Fatmawati Fatmawati, "Problematisasi Pembelajaran Bahasa Arab Pada Siswa Kelas VIII SMP UNISMUH Makassar," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2018): 27–39, <https://doi.org/10.26618/almaraji.v2i2.1974>.

⁷ Randel D. Estacio, "The Use of Modified Frayer Model in Developing Science Vocabulary of Senior High School Students," *New Trends and Issues Proceedings on Humanities and Social Sciences* 4, no. 1 (2017): 36–42, <https://doi.org/10.18844/prosoc.v4i1.2049>; Irna Damayanti Hsb, "Improving Students' Vocabulary Mastery by Using Frayer Model for Senior High School Students" (skripsi, Universitas Negeri Padang, 2016), <http://repository.unp.ac.id/18308/>; Jessica Palmer, Richard T. Boon, and Vicky G. Spencer, "Effects of Concept Mapping Instruction on the Vocabulary Acquisition Skills of Seventh-Graders With Mild Disabilities: A Replication Study," *Reading & Writing Quarterly* 30, no. 2 (2014): 165, <https://doi.org/10.1080/10573569.2013.818890>.

⁸ Wahyudi Buska, Yogia Prihartini, and Nur Hasnah, "Analysis of Students' Arabic Proficiency for Vocabulary Mastery in State Islamic Junior High School in Muaro Jambi," *INNOVATIO: Journal for Religious Innovation Studies* 18, no. 1 (2018): 51–62, <https://doi.org/10.30631/innovatio.v18i1.40>.

⁹ Robin Dazzeo and Kavita Rao, "Digital Frayer Model: Supporting Vocabulary Acquisition With Technology and UDL," *TEACHING Exceptional Children* 53, no. 1 (2020): 34–42, <https://doi.org/10.1177/0040059920911951>.

Among the characteristics of the Frayer model's learning strategy is the emphasis on understanding the concept of the word in a broad context. The Frayer model is not a learning model that has syntax or stages. Still, it is a model that provides graphic arrangements that ask students to organize thoughts about terms in four things, namely definition, characteristic, classification, and example.¹⁰ In addition, the Frayer model graph helps students think about and describe the meaning of a vocabulary (mufradat) or a concept in several ways, such as (1) Defining the term, (2) Describing its essential characteristics, (3) Giving examples of terms and non-terms.

In addition, using the Frayer model allows learners to think more deeply about new terms being learned. According to Frayer, Fredrick, & Klausmeier, and Macceca, the steps of the Frayer model strategy in teaching vocabulary are: (1) The teacher chooses new vocabulary/terms needed to understand the text, (2) The teacher chooses the right time for students to learn new vocabulary either at the beginning, middle, or end of the unit, (3) The teacher needs to explain the working steps of the Frayer model by showing the diagram box, (4) The teacher asks learners to fill in boxes for definitions, traits, examples, and not examples, (5) Learners can work individually or in pairs to complete the Frayer model, and (6) When learners complete the chart, the teacher prompts them to share it with peers in the class.¹¹

The Frayer Model provides opportunities for students to learn independently. In addition, it emphasizes understanding word concepts in a broader context. This helps students memorize vocabulary and understand the usage and context of those words. This is a learning approach to understanding concepts and applications in real contexts.

Previous research has not studied several points, including exploring the long-term effects of implementing the Frayer model. How does this model affect students' retention and use of vocabulary over a longer period? Does the impact remain significant or fade over time? Second, the effectiveness of using the Frayer model in increasing mastery of Arabic vocabulary among State Madrasah Aliyah students. Third, the influence of contextual variables, such as students' initial level of proficiency in Arabic, their cultural background, or environmental factors that influence learning. How do these variables affect the effectiveness of the Frayer model in the specific context of State Madrasah Aliyah students?

¹⁰ Hardyantie, Basuki Hardigaluh, and Eka Ariyati, "Penerapan Model Memorization Learning Berbantuan Model Frayer Terhadap Hasil Belajar Pada Sub Materi Invertebrata," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 5, no. 3 (2016), <https://doi.org/10.26418/jppk.v5i3.14487>.

¹¹ Dorothy Ann Frayer, Wayne C. Fredrick, and Herbert John Klausmeier, *A Schema for Testing the Level of Concept Mastery: Report from the Project on Situational Variables and Efficiency of Concept Learning* (Wisconsin Research and Development Center for Cognitive Learning, 1969); Stephanie Macceca, *Writing Strategies for Social Studies* (Teacher Created Materials, 2013).

Based on this background, this study aims to improve Madrasah Aliyah students' vocabulary mastery (*mufradat*) by applying the Frayer model learning strategy.

Method

This type of research is a Classroom Action Research (CAR) in class XI Madrasah Aliyah Negeri (MAN) 11 Jakarta. Classroom Action Research (CAR) is a scientific activity carried out by teachers in their classes by designing, implementing, observing, and reflecting on actions through several cycles in a collaborative and participatory manner that aims to improve the quality of the learning process in the classroom. Data collection techniques are carried out through:

Observation

The observation aims to find, analyze, and classify problems related to learning activities, supporting facilities and infrastructure, and the school environment. It was conducted by visiting Madrasah Aliyah Negeri 11 Jakarta directly.

Pretest dan posttest

The application of PTK begins with the provision of an initial test (*Pretest*). This initial test contains vocabulary mastery practice questions (*mufradat*), both oral and written. This initial test determines students' initial ability before implementing the learning strategy. At the same time, the final examination (*posttest*) is intended to measure the extent of improvement in students' vocabulary skills after *treatment* in the form of *mufradat* learning using the Frayer model strategy.

In-depth Interview

Interviews were conducted with Arabic teachers and students, asking various research questions, including teacher and student responses to using learning strategies, backgrounds, and initial abilities of MAN 11 Jakarta students. The interview results were used as a basis for analyzing the data.

Lembar Kerja Peserta didik (LKPD) Model Frayer

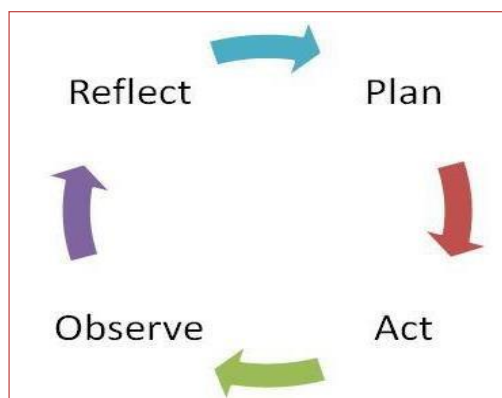
Assessment scores are arranged on a Likert scale with the following qualifications: (1) Less Good, (2) Sufficient, (3) Good, and (4) Very Good. Assessment of the results of this observation instrument uses success criteria.

Documentation

Documentation is used to strengthen the evidence of research implementation. The documentation includes photographs of activities during the *mufradat* learning process using the Frayer model strategy. In addition, document analysis in the form of lesson plans and teaching materials is also used to determine teacher readiness in planning learning implementation, including methods and strategies, learning materials and media, and evaluations to be used.

This Classroom Action Research design uses the cyclical form proposed by Kurt Lewin. Each cycle has four stages, namely (1) Planning, (2) Action or action, (3) Observation, and (4) Reflection. The stages of the cycle can be described in the following figure:

Figure 1. Kurt Lewin's Model: Classroom Action Research



The following is a description of each of these stages:

Planning

At the planning stage, several things are carried out, namely: (1) Preparing a Learning Implementation Plan (RPP) vocabulary (*mufradat*) themes "*al-shihhah*" and "*al-hayat wa al-shihhah*" and Frayer model-based Student Worksheets, (2) Discussing learning syntax with teachers, (3) Preparing observation sheets for Arabic learning activities referring to the Learning Implementation Plan (RPP), dan (4) Provide teaching materials, media, and assessment instruments

Action

The action used in this study is using Frayer model learning strategies to improve students' mastery of *mufradat*. This action is carried out in the classroom through at least two cycles with 4 (four) meetings in each process. Each session begins with preliminary activities, including an opening in the form of pretests, perceptions, motivation, and an explanation of learning objectives, followed by core activities, including a description of *mufradat* learning syntax using the Frayer model, group division and Student Worksheets, teamwork and discussion of filling in LKPD, presentation of group work results, and in closing activities including activities to conclude learning material, posttests, and reflection.

Observation

At this stage, the learning activities carried out are observed to see the level of student activity. The purpose of observation is to collect data and find out to what extent the applied learning model has been able to solve the problem. Observations in this study were carried out by researchers who acted as teachers using closed observation instruments following predetermined score criteria.

Reflexes

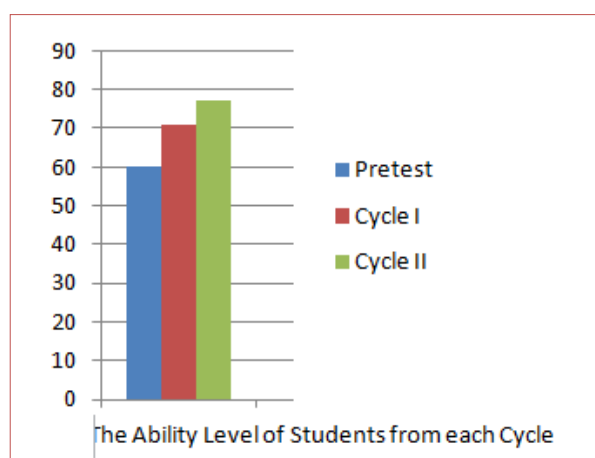
The data that has been collected is analyzed to conclude and then compared with success criteria. Data from initial test results and work on Frayer model-based Student Worksheets were analyzed using observation instruments. If the analysis results in the cycle, I will show that students' learning outcomes have reached the Minimum Completeness Criteria, and applying the Frayer model learning strategy is proven to solve the problems faced. However, if it has not been achieved, the researcher revises the stages of cycle I and continues with the following process until the learning target is completed and the problems faced can be resolved.

Result and Discussion

This study uses the Frayer model learning strategy to improve the vocabulary mastery (*mufradat*) of students who are still low in class XI MAN 11 Jakarta. A model that helps students to understand word concepts so that vocabulary mastery increases. Besides making students more active and independent in finding out the meaning of vocabulary (*mufradat*) by using a framework consisting of four main elements (understanding, characteristics, examples, and not examples), The study was conducted for one month with a sample of 38 students. The implementation of learning is carried out directly by researchers who act as teachers per the *mufradat* learning schedule in madrasas. The learning model applied is the Frayer model.

In discussing the results of this study, the researcher explained the data obtained in the research procedure, namely the analysis of the effects of vocabulary mastery (*mufradat*) based on the average value of students from each cycle and the analysis of the learning process. The study consisted of three cycles; Each cycle consisted of four meetings. The data obtained in this study results from applying the Frayer model learning strategy in each process. Moreover, the level of mastery of *mufradat* increases in each method based on the following table:

Figure 2. The results of the assessment of the ability level of students from each cycle



Based on the recapitulation of the average score of students and completeness in the first cycle, an average score of 70.68 was obtained. The average value has not met the minimum completeness criteria, so it is continued in cycle II. Although the score has not met the expected learning target (reaching KKM), it is proven that there has been an increase in participants' vocabulary skills from the initial test >65 to 70.68. Furthermore, this shows that Frayer's model has proven to have a significant effect in line with the research findings of Jafarie and Tabrizi¹², Hasan and Daham¹³, Sacapano and Castro¹⁴, Alashry¹⁵, and Davey et al.,¹⁶ which proves that the group of students who are treated with the Frayer model gain a statistically significant increase in vocabulary mastery from elementary school to high school and this occurs in the vocabulary of several fields of science in many countries.

In addition, the results of observations of Frayer model-based mufradat learning in class XI MAN 11 showed that it had not been carried out optimally and adequately as a result of reflection at the end of cycle I, including: (1) At the beginning of the meeting, students are not used to doing mufradat questions correctly so that students have not been able to maximize their potential, especially writing Arabic (mufradat) according to the proper rules, (2) Many students are still not independent in correcting "wrong" writing. Some students do not do their homework, so students' understanding is less than optimal; (3) Students are less careful in doing the Frayer model LKPD, so there are still some students' writings that are not correct according to Arabic rules (4) Many students have not been independent in correcting vocabulary writing (mufradat), (5) Many students complain and lack enthusiasm in working on LKPD, and (6) Students are not used to cooperation and discussion in teams.

Based on the findings above, it can be concluded that in cycle I, the independence and motivation to learn students are still low even though these two factors significantly affect their language mastery both in receptive skills as seen in listening and reading activities and productive aspects are expenditure or language

¹² Mahmoud Jafarie and Hossein Heidari Tabrizi, "The Frayer Model Effectiveness in the LSP Vocabulary Development: The Case of English for Iranian Computer Sciences Majors," *Journal of New Trends in English Language Learning* 1, no. 3 (2022), <https://doi.org/10.30495/jntell.2022.695374>.

¹³ Kanaan K. Hasan and Hind Saad Daham, "The Impact of Frayer Model Strategy on EFL Pupils' Achievement," *Journal of Language Studies* 4, no. 4 (2021), <https://www.iasj.net/iasj/article/215548>.

¹⁴ Rosalina Cordova Sacapaño and Ferdinand M. De Castro, "Frayer Model: A Strategy to Improve the Science Vocabulary of Grade 9 Students of Bagbag National High School," *South Florida Journal of Development* 3, no. 3 (2022): 3419, <https://doi.org/10.46932/sfjdv3n3-031>.

¹⁵ Sara Alashry, Aly Qoura, and Rehab Gohar, "The Impact of Frayer Model and Contextual Redefinition Strategy on Improving Preparatory Stage Pupils' Vocabulary Learning," *Journal of Research in Curriculum Instruction and Educational Technology* 4, no. 4 (2019): 11–36, <https://doi.org/10.21608/jrciet.2019.31954>.

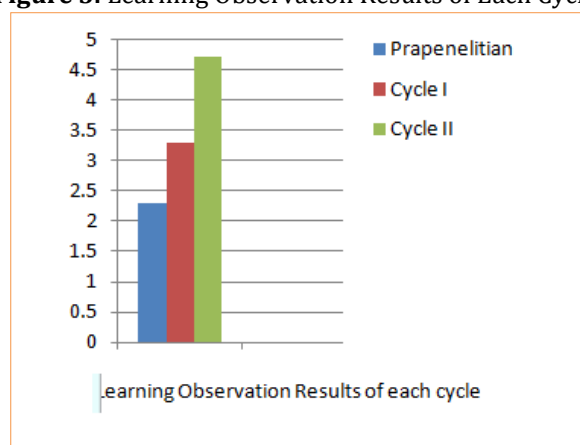
¹⁶ Bradford Davey, Sharon Bowers, and Shelley Spears, "NASA eClips™ Interactive Lessons: A Three-Year Study of the Impact of NASA Educational Products on Student Science Literacy," *Journal of Computers in Mathematics and Science Teaching* 39, no. 4 (2020): 383.

production, both oral and written as seen in speaking and writing activities. This aligns with Yang's research, which proves that high-motivated L2 learners perform better than low-motivated learners in submitting complaints in the target language. In addition, learners' pragmatic production rates correlated positively with their overall L2 motivation.¹⁷ Also, Muñoz-Restrepo's research results emphasize the importance of intrinsic and extrinsic motivation in language learning.¹⁸

Based on these problems, in cycle II, researchers provide several additional activities referring to the results of process I reflection: (1) Motivate students to be more thorough in working on LKPD to achieve a good and correct level of Arabic writing, (2) Observing and guiding students intensively to work on the Frayer model LKPD independently, thoroughly, and regularly so that students can maximize their potential, (3) Provide exercises to deepen students' understanding of the vocabulary (mufradat) learned so that the mastery of mufradat increases.

After corrective actions and treatment are carried out in cycle II, the average score of students increases to 77 or has met the Minimum Completeness Criteria set. Based on these data, it can be concluded that in addition to effectively improving the mastery of student mufradat, the results of observations show that Fayer's model-based mufradat learning also helps increase student motivation, activeness, and independent learning. According to Kafi, learning independence can be developed through learning assistance so that, in the end, it can increase the motivation and creativity of learners.¹⁹ The following describes the results of learning observations in Cycle I and II.

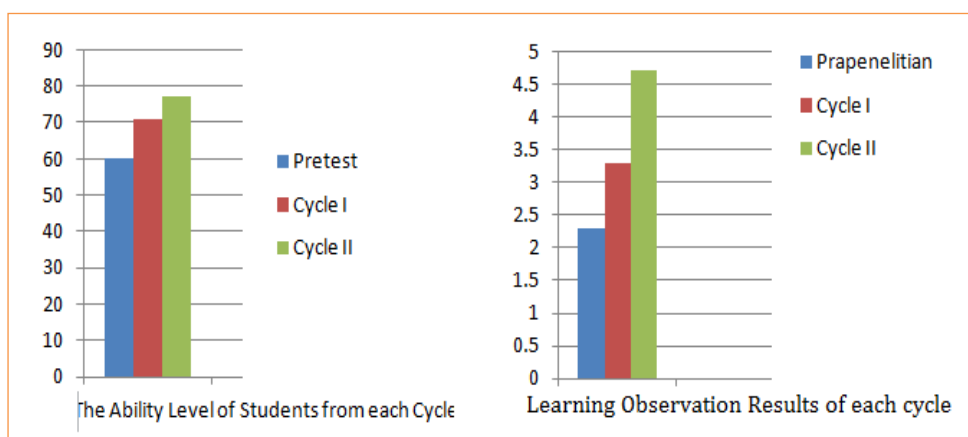
Figure 3. Learning Observation Results of Each Cycle



¹⁷ He Yang and Xinxin Wu, "Language Learning Motivation and Its Role in Learner Complaint Production," *Sustainability* 14, no. 17 (2022): 10770, <https://doi.org/10.3390/su141710770>.

¹⁸ Ana Muñoz-Restrepo, Marta Ramirez, and Sandra Gaviria, "Strategies to Enhance or Maintain Motivation in Learning a Foreign Language," *Profile: Issues in Teachers' Professional Development* 22, no. 1 (2020): 175, <https://doi.org/10.15446/profile.v22n1.73733>.

¹⁹ Fina Aunul Kafi and Zulfa Faridhatul Husna, "Pendampingan Edukasi Learning-Independence (Belajar Mandiri) Pada Pelajar Bahasa Arab," *An-Nuqthah* 1, no. 1 (2021): 1–6, <https://doi.org/10.1234/an-nuqṭah.v1i1.581>.

Figure 4. The results of the comparison of values and observations of each cycle

Based on the results of the table above, students' average scores and the consequences of observations of class XI MAN 11 Jakarta learning have increased. This reflects that applying the Frayer model learning strategy to mufradat material can increase students' mastery of mufradat. Thus, it can be concluded that the Frayer model is one of the efforts that Arabic teachers can apply to improve students' ability to master vocabulary (mufradat).

In addition, the Frayer learning model has several advantages, including helping teachers understand the development of student mufradat mastery. The learning process is no longer teacher-centred but student-centred, and learning Mandiri can help students understand Arabic material, especially mufradat material, with their respective learning styles.

However, for more effective and maximum learning, some aspects of the teacher's role, such as providing an active classroom environment, optimizing student engagement, developing problem-solving and decision-making skills, and stimulating reflective and critical thinking, must be addressed. Moreover, this role is a challenge for teachers unfamiliar with learner-centered learning. This aligns with Kailer's research, which states that transitioning the teacher's role from traditional teacher-centred teaching to non-traditional student-centred education needs support and development.²⁰

Conclusion

The study results concluded that the Frayer model learning strategy can improve vocabulary mastery (mufradat) of grade XI MAN 11 Jakarta students. This can be proven by the average scores of learners from each cycle; Cycle I amounted to 70,68, which means that students' ability to master Arabic mufradat is relatively low. Then, researchers who act as teachers apply the Frayer model learning

²⁰ Leslie S. Keiler, "Teachers' Roles and Identities in Student-Centered Classrooms," *International Journal of STEM Education* 5, no. 1 (2018): 34, <https://doi.org/10.1186/s40594-018-0131-6>.

strategy with the proper steps so that the power of class XI students increases to 77 in cycle II. Therefore, the Frayer learning model must be applied in Arabic language learning, especially for mufradat material. This research provides a new contribution to the literature on vocabulary learning strategies by showing the applicability of the Frayer model in the context of Arabic language learning in madrasas. Thus, this research aims to strengthen understanding of the use of the Frayer model in improving Arabic vocabulary mastery in madrasas and highlight the importance of the teacher's role in developing effective learning.

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