

## **Increasing the Students' Vocabulary Mastery by Using Frontloading Strategy**

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### **Abstract**

In learning languages English, frontloading strategy believed can to help the students to increasing the students' vocabulary mastery. The research is aims to see how the strategy of frontloading able to increasing vocabulary mastery at the same time adds students' interest, saw the participation and response of the students in the use of frontloading strategy. This research used a qualitative approach with a classroom action research design and involves 40 SMK students. The research is done using 3 cycles, each cycle consist of four stages namely planning , acting, observing and reflecting. The data was obtained by using observation, test and interviews. The results of this research indicate that the frontloading strategy can help increasing the students' vocabulary mastery. It can be seen from the result average of posttest of each cycle that increase. The result average of cycle 1 = 66.87, cycle 2 = 75.62 and cycle 3 = 80.25. Besides that the use of frontloading strategy it also can add to the power attractiveness of the students in learning the language of English. Participation of students in using the strategy is also increasing in learning the language of English. The students also gave a positive response to the use of frontloading strategy in vocabulary mastering. Teachers can integrate that strategy frontloading strategy as an alternative strategy in learning process both in online class as well as offline class.

Key words: students' interest, participation in learning, vocabulary mastery, frontloading strategy

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### **INTRODUCTION**

English is a communication means in which people from different nations interact. We all do communicate all the time, everyday. According to the English curriculum for senior high school in Indonesia, the English teaching covers four skills, namely listening, speaking, reading, and writing. The four skill sare supported by the learning of language elements. The language components involve vocabulary, grammar, and pronunciation. In fact of all language components, vocabulary holds main core in language teaching.

Vocabulary is a best important for human interaction activities. Teachers should teach vocabulary mastery, because vocabulary is a basic of the language. Vocabulary is central of language teaching and learning. It means that by mastering vocabulary, of course with grammar, the learners will produce so sentence easily either in spoken or written also. They can also communicate with other people fluently and express their opinion or idea sconveniently. The problem that usually students did is a lack of vocabulary when the yare using foreign language. Vocabulary mastery means vocabulary mastery knowledge about mastering a particular thing. Increasing the students' Vocabulary mastery is

the main purpose in learning process. It means that the students must to memorize all the unfamiliar words in text

Based on the preliminary observations, students at the eleventh grade of SMK KI Hajar Dewantara, Bekasi faced many difficulties in mastering vocabulary. Their achievement was low and far from the expectation. The researcher found three causes that made the students have difficulties in learning English vocabulary. Firstly, the students were lazy to memorize all the unfamiliar words in text. They also did not have willingness to read the text and even to do the task. Secondly, the students have difficulties in understanding or comprehending the meaning so fun familiar words and mostly did not know the vocabulary in the text. Thirdly, the students were bored and unmotivated to learn. They tended not to pay attention when the teacher explained the material.

The teacher can using frontloading strategy to increasing vocabulary mastery in learning process. Wahyu Khoirunisa (2018) stated Frontloading strategy can help the students to comprehending a text. Then, Mandy Lee (2017) that frontloading can increase vocabulary and interest of ISL students. Then, Yulia citra (2018) said that using by using frontloading strategy students will be able to comprehend the new materials which are unfamiliar for them. In other hand frontloading strategy believed can encourage students' interest in learning (Fitrawati, 2019). There are some research researching about frontloading strategy. Benjamin (2018) researched about the effects of frontloading and chunking vocabulary instruction with Second Language Learners. Then there is Melisa (2019) researched about Frontloading Academic vocabulary for English learners with disabilities in an integrated classroom setting.

The research above has proven how frontloading strategy has an impact on students' vocabulary mastery. But does not comprehensively pay attention to the student participation during the implementation of frontloading strategy and students' perception about the integration of implementation of frontloading strategy in their class. On these basis, this research not only aims to increasing the students vocabulary mastery by using frontloading strategy, but also to see the improving the students' participation during the learning process and also to find out how the students' respond to the implementation of frontloading strategy.

### **Theoretical Framework**

Vocabulary is knowledge of word and word meanings. It is about the words in language used to express meaning. Vocabulary the totals numbers of words, a list of set a words in a particular that apersonknow soruses. It is more than grammar for communication purpose, particularly in the early stage when communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English

Frontloading provides rich dialogue and experiences that allow students to develop vocabulary by accessing their prior knowledge before reading content (preszler, 2006). When students have to opportunity to use their prior knowledge, they exhibit an increase in vocabulary and content knowledge. Marzano (2008) points out that frontloading is a process of intentionally exposing participants to vocabulary, concept, and skill they will later learn, either during the school day or in future program activities<sup>23</sup>. For some students, it is so hard for comprehend the

text that they have already been read because they have limitation of vocabulary. It seems difficult for them to comprehend the text related to that situation. So that, frontloading strategy effective to teach them. Frontloading is pre-teaching that used as an instructional strategy to facilitate students in comprehending the text (Down. 2019). It means that the teacher using frontloading strategy in teaching the question related to the vocabulary may arise from the students. Martinez (2019) argues that frontloading is the process of learning will be successful when the learners have already been exposed to the academic content and skill before it is taught. By giving students instruction to explore vocabulary, it is means the teacher helps them to learn the meaning of new words. Meylan. D and Sturgis. L (2008) states frontloading is teaching academic language structures and Academic Vocabulary in order to understand and express comprehension of text. It is means that students given time to explore vocabulary before reading whole information related to the text.

Thus, it can be conclude that frontloading strategy is a strategy that provides the learner with vocabulary which is related to the lesson. It is used to make the learner understand and comprehend to the content or concepts. Frontloading strategy prepares the learners before going to comprehend to texts oe passages.

## **RESEARCH METHOD**

This research aims to increasing the students vocabulary mastery by using frontloading strategy, to see the improvements the students' participation during the learning process and also to find out how the students' respond to the implementation of frontloading strategy. This researcher uses Classroom Action Research (CAR), the procedure of the Classroom Action consist of 3 cycles. Each cycles consist of four steps. Each cycle consist in four stage; planning, acting, observing and reflecting.

The objective of the research is 40 students of the eleventh grades of SMK, Bekasi. Technique of data collection, researcher using observation, interview and test in the 3 cycle. Pre- observation started to find out the initial ability of students vocabulary mastery. Test given posttest form each cycle in the end cycle. Then interview done after learning cycle finished. The students were interviewed in a group to know their low, middle and high ability.

The data obtained from the study of this class action is analyzed qualitative in each cycle. The data have collected the presented and analyze to figure out about the usage of frontloading strategy in teaching vocabulary mastery. The technique and the criteria for the analysis that used to analysis the data that stated by Miles dkk (2014) consist of data reduction, data serving, and asking conclusion. Reduction of data means a process of choosing, centering attention, abstracting and transforming the hard data which is taken from field of research. Serving of data is the data that will arrange. The data possible to give the possibility of taking the conclusion and action. A qualitative research needs the validity of data. The data or information gathered from the research were in the form of digital photos, video, some documents and the data taken from interview to see whether the research finding are credible or not, it should be checked. The validation of the data analysis uses to design the quality of the result research. In this research, the

checking of the research findings use triangulation technique according of Cresswell (2012).

## **RESEARCH FINDING AND DISCUSSION**

### **Research Finding**

Researcher started from cycle 1. The researcher selected proper material based on syllabus and the researcher arranged into a lesson plan. The researcher prepared the test and instrument to measure the students' achievement as data collecting. The researcher prepared the observation sheet of teacher's activities that will fill in by the observer, are students also the researcher is observation sheet for students will be filled by researcher. In this cycle, the researcher planned the activity to description about synonym as a topic in the process of learning the students would learn about adjective. Researcher adhere some picture about "Tsunami" on the whiteboard in front of class. Students are given motivation or stimulation to focus on the material topic by looking, observing the pictures were given to students. Researcher gives clues English vocabulary if the students have difficulty to finding the vocabulary in the pictures. Students mention, write on whiteboard the vocabularies that they see from each picture. Researcher and students do question and answer about given picture. Then, researcher give a simple text about natural phenomena "Tsunami" to the students, the text was read by researcher and followed by the students. After that researcher explore their knowledge about the text was given by question and answer activities. Researcher gave the evaluation for the students by using fill the blanks and match the words. Researcher tasted the vocabulary mastery of the students. Researcher used 5 answer question and 10 fill the blanks and 5 finding synonym of the words. When students did the test, the researcher observed them one by one and result will be evaluated the learning process of the students in cycle 1.

After having finished some action in the first cycle, the teacher did some reflections concerning the result and processes in the cycle. In reflection stage, the researcher tried to list the problems of teaching and learning process using frontloading strategy. The researcher found that in the first cycle meeting using frontloading strategy some students just sit on their chair and see the picture that there are in front of class because they did not understand what it means. Based on the observation the result of test of vocabulary, the result mean is 66.87, percentage who passed KKM is 60%. Based on the observation the result of test of vocabulary achieved KKM are 60%. From the result, students were less than 100%, so that the researcher necessary to continue to cycle 2.

Researcher started from prepare lesson plan in cycle 2. In this researcher prepared the material, time of the research, and task in cycle 2 to compare the students result whether is increase or not. That the demand of this cycle was the researcher should be more creative in several material in order to attack in class. The researcher should conduct while the teaching and learning process on going. The researcher choose topic natural phenomena "Flooding". The students would identification the vocabulary that the researcher given in front of class. Researcher ask to the students to make them some groups. Researcher adhere some picture about "Tsunami" in front of class. Then researcher asked for the students make groups, one group consists 3 students. Researcher told the regulation of

frontloading strategy and asked to the students who did not understand yet about regulation frontloading strategy. Students are given motivation or stimulation to focus on the material topic by looking, observing the pictures were given to students. Researcher gives clues English vocabulary if the students have difficulty to finding the vocabulary in the pictures. Researcher gave time to the students to discuss with their group and identification vocabularies from the picture. After that, Students mention, write on whiteboard the vocabularies that they see from each picture. Then, researcher revised and added vocabularies that they found. Researcher and students did question and answer about given picture. Researcher give a simple text about natural phenomena to the students, the text was read by researcher and followed by the students. After that researcher explore their knowledge about the text was given by question and answer activities. In the end cycle 2, researcher gave a test as an instrument to the students for knowing which there was increasing of the students' vocabulary mastery. It could be since from achievement of the score that they achieved in cycle 2. Researcher gives 10 fill the blanks, 5 answer the questions, and 5 find the synonym of words. The researcher instructed to the students to answer the question correctly.

Based on the result of posttest for vocabulary mastery in second cycle, the mean of vocabulary mastery is 75.62 and the students who passed the criteria of success in the treatment is 75 %. It means that there are 25% who did not pass of the success in the treatment. The result also shows that there is students get value 100. That's why the researcher plans to do cycle 3.

In the planning for third cycle, the researcher did some recommendation from reflection of second cycle. As a result, the design of lesson was a little bit different from second cycle. The change were on the length of time to use frontloading strategy and also the students' exercise of vocabulary. In this cycle, researcher provided some picture about natural phenomena "Global Warming". The researcher explain the objective of learning. In this event, researcher gave learning motivation for the students, so that the students were interested for studying vocabulary mastery. Researcher told that English is the most important language in the world. Researcher give some picture about "Global Warming" in front of class. Then researcher asked to the students to identification vocabulary from the picture. Researcher gives clues English vocabulary if the students have difficulty to finding the vocabulary in the pictures. Then asked the students to write on the white board what vocabulary that they find from the picture. Then, researcher revised and added vocabularies that they found. Researcher and students did question and answer about given picture. Then, researcher give a simple text about natural phenomena (Global warming) to the students, the text was read by researcher and followed by the students. After that researcher explore their knowledge about the text was given by question and answer activities. The researcher gave guidance and positive responds to the students' right answer. In the end of the cycle, researcher gave a test as an instrument to the students for knowing which there was increasing of the students' vocabulary mastery. It could be since from achievement of the score that they achieved in cycle 3. The researcher instructed to the students to answer the question correctly.

Based on the researcher observation for students, students' responsible are 80%, students' confidence are 70%, students' diligent are 85%, students' respect are 100%, because they very respect to the teachers. The researcher gave test and

researcher get result. The eleventh grade there are 40 students, they are 36 students (90%) get achieved target KKM. There are 4 students (10%) get bad score under the passing standard KKM 70. There are 4 students (10%) get bad score under the passing standard KKM 70. The result mean is 80.25. From the result, researcher and collaborator decided to close the research.

## **Discussion**

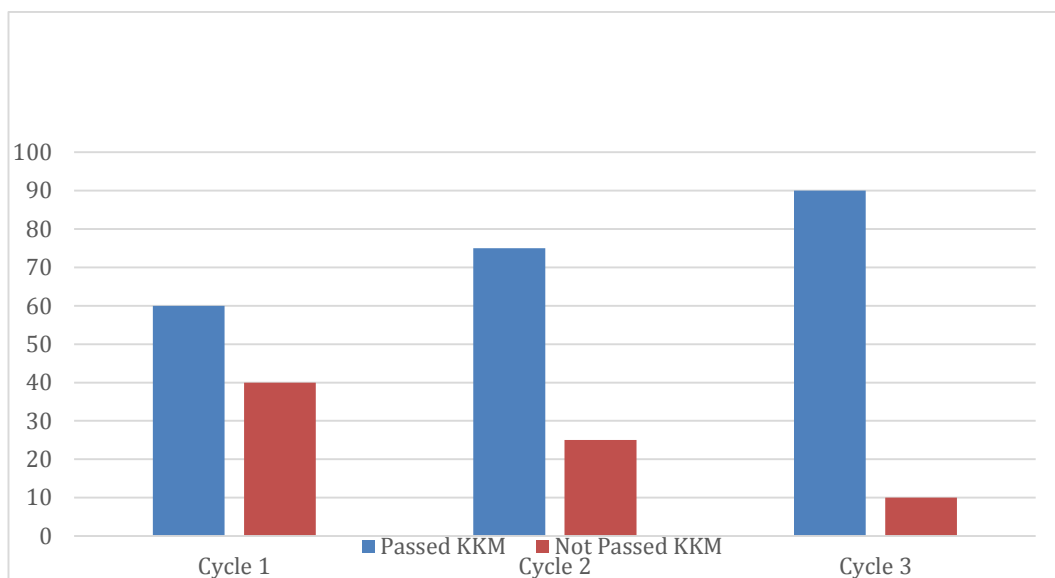
Teaching vocabulary mastery by using frontloading strategy to the eleventh grade students of SMK Ki Hajar Dewantara , the researcher used picture media to support the material in the classroom to make the students more interested in learning English.

In the cycle 1 process of the teaching learning was the researcher explain about topic that used. In this cycle the students have a lot of problems, many students do not know vocabularies, the use of punctuation and low meaning. The average of the result in cycle 1 is 66.87. It is means that the students vocabulary mastery by using frontloading strategy low enough the percentage of the cycle 1 is 60%.

The cycle 2 the process of learning was the researcher still explain about how to find vocabularies from the pictures that the researcher given in front of class. The researcher explain the materials and gave the pictures about “ Tsunami”, and researcher asked to the students find the vocabularies but with their friend that one table. The researcher gave the example to develop the vocabulary in to writing skill. The cycle 2 the researcher found some problems that the students have, there are few students still shy and low motivation. The average of the result in cycle 2 is 75.62. It means the students vocabulary of frontloading strategy by using pictures were enough and much better than cycle 1. The percentage of the cycle 2 is 75%.

The cycle 3 the process of the teaching learning was the warming’. This last cycle the researcher find a little problem with the students’ ability. The students more active and have high motivation in learning vocabulary English, only a few students had a low motivation and think that learning english in vocabulary mastery is difficult. The average of the result in cycle 3 is 80.25. The percentage of the cycle 3 is 90%.

Based on the explanation above, score from cycle 1, cycle 2, cycle 3 the students vocabulary mastery by using frontloading strategy ( with picture) get a lot increases. It means that the students vocabulary mastery by using frontloading strategy get a lot increases and the researcher successful in teaching vocabulary mastery by using frontloading strategy. Hopefully after the researcher finished, the eleventh grade students of SMK Ki Hajar Dewantara can active, enjoy, familiar and the important one is interested in learning English language especially English vocabulary.



**Picture 1.** Chart of observation cycle 1, 2, and 3

Based on the research in the collaborator observation for researcher, collaborator observation for students, and the researcher observation for the students. This research is successful for the cycle 1 until cycle 3 always increase. And this result students have more vocabulary.

There are also some information from the school itself such us: the limitation of facility needed to teach English in general like: language laboratory, a complete library and the other facility that has relative to the high technology to support the teaching English in classroom. Further, there were not any rules that can support the teacher to conduct the teaching and learning process in the class to improve vocabulary mastery. The result of the students' vocabulary mastery have increase from cycle 1 until cycle 3, so that action hiphothesis is accepted.

## CONCLUSION

Base on the discuccion in chapter before, the researcher can conclude that; "In learning teaching process by using Frontloading strategy can increase students' vocabulary mastery at eleventh grade SMK Ki Hajar Dewantara, Bekasi." It is true that each cycle can get the increasing in vocabulary mastery by students who have followed in learning teaching process by using Frontloading strategy. Therefore, each cycle can increase students' vocabulary mastery after learning teaching process by using Frontloading strategy; it is impact to the students' learning motivation. The frontloading strategy can increase students' vocabulary, that can Seem from the student have been not bored and give more attention when learning process. The researcher also conclude that frontloading strategy can increase increasing understanding or comprehending the meaning of unfamiliar words each cycle. It means that the students vocabulary mastery by using frontloading strategy get a lot increases and the researcher successful in teaching vocabulary mastery by using frontloading strategy.

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