

# THE EFFECT OF USING FRONTLOADING STRATEGY ON STUDENTS' VOCABULARY MASTERY AT THE ELEVENTH GRADE OF SMA N 1 ANGKOLA SELATAN IN 2021/2022 ACADEMIC YEAR

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**ABSTRACT:** *The objectives of this research was to find out: 1) the extent of using frontloading strategy in teaching vocabulary mastery at the eleventh grade students of SMA Negeri 1 Angkola Selatan in 2021/2022 academic year. 2) the extent of the students' vocabulary mastery before and after using frontloading strategy on students' vocabulary mastery at the eleventh grade students of SMA Negeri 1 Angkola Selatan in 2021/2022 Academic Year. 3) whether there is any significant effect of using frontloading strategy on students' vocabulary mastery at the eleventh grade students of SMA Negeri 1 Angkola Selatan in 2021/2022 Academic Year. The population of this research were all the eleventh grade students of SMA Negeri 1 Angkola Selatan, totaling 130 students. The research sample was the eleventh MIA 1 students, which consist of 34 students who were taken by purposive sampling. The data collection technique used the observation sheet and test. The results of this research: 1) The application of frontloading strategy was 3.8, it was categorized "very good" criterion. 2) The mean score of the students' vocabulary mastery before using frontloading strategy was 39 it was categorized "fail". Meanwhile, after using frontloading strategy was 83 it was categorized "very good". 3) the results of data analysis showed that the  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 14.5 > t_{table} 2.03$ ). So, the hypothesis was accepted. Its mean that there is a significant effect of frontloading strategy on students' vocabulary mastery at the eleventh grade students of SMA Negeri 1 Angkola Selatan in 2021/2022 academic year.*

**Keywords:** *Frontloading Strategy, Vocabulary Mastery*

**ABSTRAK:** *Tujuan penelitian ini adalah untuk mengetahui: 1) sejauh mana penggunaan frontloading strategy dalam pengajaran kosakata pada siswa kelas sebelas SMA Negeri 1 Angkola Selatan Tahun Pelajaran 2021/2022. 2) sejauh mana penguasaan kosakata siswa sebelum dan sesudah menggunakan frontloading strategy pada kelas sebelas SMA Negeri 1 Angkola Selatan Tahun Pelajaran 2021/2022. 3) Untuk mengetahui apakah ada pengaruh yang signifikan penggunaan frontloading strategy terhadap penguasaan kosakata pada siswa kelas sebelas SMA Negeri 1 Angkola Selatan Tahun Pelajaran 2021/2022. Populasi dalam penelitian ini adalah seluruh kelas sebelas SMA Negeri 1 Angkola Selatan yang berjumlah 130 siswa. Sampel penelitian ini adalah siswa kelas sebelas MIA 1 yang berjumlah 34 siswa yang diambil secara purposive sampling. Teknik pengumpulan data menggunakan lembar observasi dan tes. Hasil penelitian ini: 1) Penerapan strategy frontloading adalah 3.8, termasuk kriteria "sangat baik". 2) Rata rata skor penguasaan kosakata siswa sebelum menggunakan strategi frontloading adalah 39 dikategorikan "gagal". Sedangkan setelah menggunakan strategi frontloading adalah 83 dikategorikan "sangat baik". 3) hasil analisis data menunjukkan bahwa thitung lebih besar dari ttabel ( $thitung 14.5 > ttabel 2,03$ ). Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan strategi frontloading terhadap penguasaan kosakata siswa pada siswa kelas sebelas SMA Negeri 1 Angkola Selatan tahun ajaran 2021/2022*

**Kata Kunci:** *Frontloading Strategy , Vocabulary Mastery*

## I. INTRODUCTION

Vocabulary is a fundamental requirement that influences students' achievement in studying English. Vocabulary includes collections of words but also as a groups of words that have meaning. Without vocabulary there is no communication and also learning vocabulary is important for students' vocabulary development as well as support their academic achievement.

In learning of English class, students must be able to master the vocabulary because it is one of a part language components. For example, students who studied at the eleventh grade students of SMA Negeri 1 Angkola Selatan, the students are still weak in English class mainly on vocabulary. The researcher found that the students are still low in mastering of vocabulary. It can be seen when the researcher did field practice in SMA Negeri 1 Angkola Selatan. The researcher used English in preliminary activity but only a few of them understood what the researcher said. So, the researcher asked them what their difficulties in English. Most of all students said that they didn't understand if someone speak in English. From all the answer of the students the researcher realized that the students are lack of vocabulary.

Actually some efforts that had done by teacher in vocabulary mastery before prior research, such as giving motivation to students to learn a lot of English vocabulary, using book that contain the English vocabulary and listen to songs or watch English movies. However, in fact it does not get the positive response to students in learning process.

In other words, the efforts that carried out by the teacher is not interest to students, it is still looks monotouns, and not efficient in process of learning. It can be make the students are lazy to study English, feel bored and not interested, and low motivation in English learning process because the students do not have a lot of vocabulary, strategy which are not appropriate or not interested, unsupported facilities, and environment or society

From the explanation above, the researcher interested in doing research about how to make students interested and mastered in vocabulary. In this case, the researcher focused on strategy in teaching vocabulary, the researcher believes the students are more interest in English especially in mastering vocabulary.

The researcher tried to carry out an alternative ways of teaching English vocabulary mastery through frontloading strategy.

Frontloading strategy is a strategy that provides the students with vocabulary which is related to the lesson by using facilities such as realia, video, field trip, picture of observation charts, and modified KWL format.

Based on explanation above, the researcher was interested to conduct a research entitled “The Effect of Using Frontloading Strategy on Students’ Vocabulary Mastery at the Eleventh Grade Students of SMA Negeri 1 Angkola Selatan in 2021/2022 Academic Year”

### **1.1. Definition of Vocabulary**

Vocabulary is a fundamental requirement that influences students’ achievement in studying English. Vocabulary includes collections of words but also as a groups of words that have meaning. Without vocabulary there is no communication and also learning vocabulary is important for students’ vocabulary development as well as support their academic achievement.

According to Hanson and Padua (2011: 5) Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. So, in order to

communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.

In addition, Alqahtani (2015) in Kristiani *et al* (2021: 102) vocabulary is words that has meaning can be used to communicate with others both spoken and writing, to emphasize grammar there is very little to be conveyed and without using vocabulary it cannot be conveyed. It means that without vocabulary there is no communication.

Based on all definition above, the researcher concluded that vocabulary is one of the language components that are used to communicate between someone to another. No language exist without vocabularies and words are signs or symbol for idea. It means that without vocabulary we will be unable to use the language communicatively.

## **1.2. Indicators of Vocabulary**

According to Thornburry (2002: 3-12) there are at least five kinds of vocabulary namely: word classes, collocations, homonyms, synonyms and antonyms, and also lexical field. In this case the researcher focussed

### **1.2.1. Synonym and antonym**

### **1.2.2. Lexical field**

## II. Frontloading Strategy

### a. Definition of Frontloading Strategy

Frontloading strategy is one of effective strategy to teach vocabulary. According to Alber (2014) in Kristiani *et al* (2021: 102) frontloading strategy is a strategy that introduced the words in media or photo before they learn more, especially in vocabulary . It means that frontloading strategy is as a strategy use media in teaching vocabulary to students.

Meanwhile Preszler *et al* (2006: 8) states frontloading provides rich dialogue and experiences that allow students to develop vocabulary by accessing their prior knowledge before reading content. When students have the opportunity to use their prior knowledge, they exhibit can increase in vocabulary knowledge. In addition, students show their understanding as they interact with difficult content material.

Based on the explanation above the researcher can concluded that frontloading strategy is a strategy that provides the students with vocabulary which is related to the lesson. To stimulate their prior knowledge about the words, the teacher can give some topics are interesting to students, for example about daily activity or text about something. The teacher can

add their vocabulary from their prior knowledge with search the synonym or antonym the words that students's know.

### **b. Facilities of Frontloading Strategy**

To help achieve the students knowledge in vocabulary, frontloading strategy has a several facilities that can be used as support. According to Hoyt (2003) in purwasih (2014: 30-33) there are varieties of ways in teaching frontloading strategy to maximize success for English language learners they are: realia, video, field trip, picture of observation charts, modified (kwl) format. The researcher used the modified KWL to teach vocabulary because in this variety can get something new words with synonym and antonym, and also part of speech.

## **II. METHODOLOGY OF THE RESEARCH**

This research was conducted in SMA Negeri 1 Angkola Selatan located on Jl. Simarpinggane, Kabupaten Tapanuli Selatan, Kecamatan Angkola Selatan. The headmaster of this school is Drs. M. Taufik Hidayah and the teacher of English is Natra Novita Lubis, S.Pd.

The reason of the researcher chose SMA Negeri 1 Angkola Selatan as the place of this research namely : 1. This school has many students are still low in English especially in vocabulary

mastery, 2. The title has never been researched in this school. The process of this research was conducted from Maret until Mei.

Method is a way that is used to measure something that is done finishing research. Method of the research is very important in conducting research because the method of the research is the way to solve the problem of the research. According to Suryani and Hendryadi (2015: 40) Method of the research is specific steps or action of a step by step approach that must be taken in a specific order during the research.

This research applied the pre-experimental design by using one-group pre test and post test design. The research used observation sheet and test as the instrument.

### III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of frontloading strategy in teaching vocabulary mastery which contains 5 steps and the mean of the score is 3.8 it categorized "**Very Good**" criterion.

The mean score of the students' vocabulary mastery before taught by using frontloading strategy was 39. It is categorized as "fail" category. While, after taught by using frontloading strategy,



the mean score of the students' vocabulary was 83. It is categorized as "very good" category

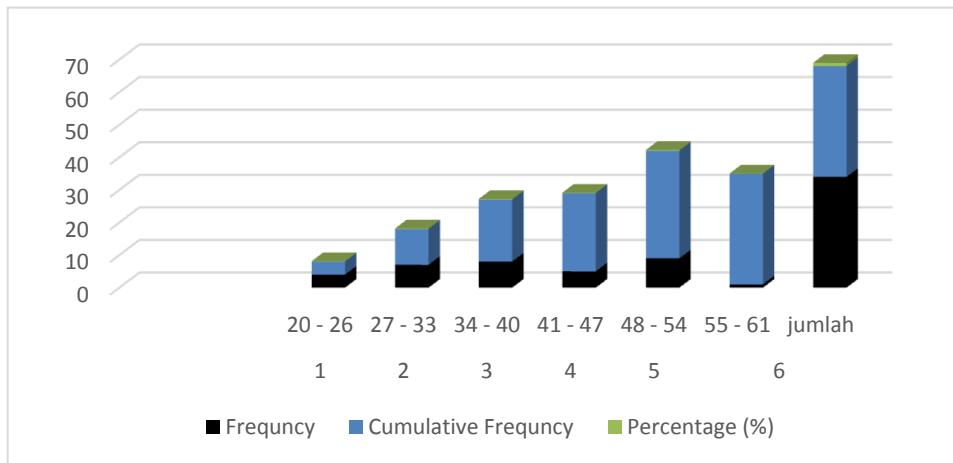


Figure 3 : Histogram of Students' Pre-test in Vocabulary Mastery

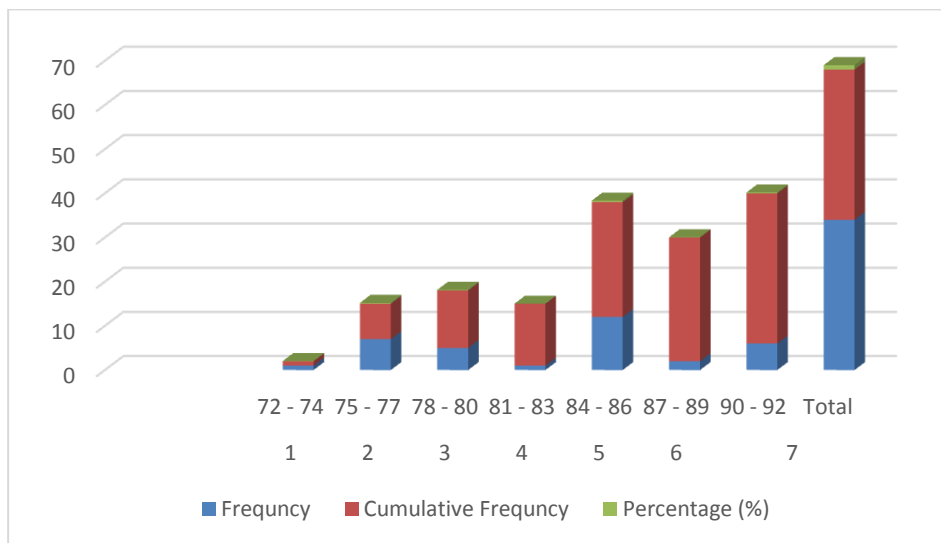


Figure 3 : Histogram of Students' Post-test in Writing Recount Text

#### IV. DISCUSSION

Based on the observation sheet, the result of application frontloading strategy on students' vocabulary mastery, the researcher found that the score is 3.8. The score is categorized

as “ Very Good” criterion. Furthermore, the result of students’ vocabulary mastery before taught by using frontloading strategy was 39 and it is “Fail” criterion. While, the result of students’ vocabulary mastery after taught by using frontloading strategy is 83. It is “very good” criterion. It means that there is an effect on students’ vocabulary mastery after taught by using frontloading strategy.

By looking the previous related research which had been discussed in the chapter II, if the researcher compare them with result of this research. It could be conclude that students’ vocabulary mastery after using frontloading strategy is higher than the students’ vocabulary mastery before using frontloading strategy, it means that even though the using of frontloading strategy was more effective to make students mastering vocabulary. From the result t-test also proven that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 14.5 > t_{table} 2.03$ ), so that the hyphothesis is accepted. The researcher concludes that the students’ vocabulary mastery after using frontloading strategy is higher than before thaught by using frontloading strategy at the eleventh grade of SMA N 1 Angkola Selatan.

## CONCLUSION

Based on the research result of data analysis, the researcher describes the conclusion as follows: 1) The result of the application of using frontloading strategy in teaching vocabulary mastery is 3.8 and it is categorized "Very Good". It means that the frontloading strategy in teaching vocabulary well. 2) The students' vocabulary mastery before taught by using frontloading strategy at the eleventh grade of SMA N 1 Angkola Selatan was 39 and it is included as "Fail" category. While, the students' vocabulary mastery after taught by using frontloading strategy is 83 and it is included as "Very Good" category. 3) The testing that has been done to measure the hypothesis showed that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 14.5 > t_{table} 2.03$ ). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of using frontloading strategy on students' vocabulary mastery at the eleventh grade of SMA N 1 Angkola Selatan in 2021/2022 Academic Year.

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