

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Language is a way of human communication. Delahunty and Garvey (2010:5) state that Language is a system that connects thought, which can not be heard, seen, or touched, with sound, letters, manual sign, or tactile symbols. The Language is a tool that humans used in daily activity delivered with unique ways like written, spoken or another sign.

English is the language, originally of England, now spoken in many other countries and used as a language of international communication throughout the world. Huddleston and Pullum(2005:1) state that English is probably the most widely used language in the world, with around 400 million native speakers and a similar number of bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries where English is widely known and used in business, government, or media. English is very important in this era, because of it Indonesia's schools make it be a subject in the school. It will be a provision for their future in facing technological advances.

There are four skills in English. Listening skill is the ability to understand information delivered by the speaker. Speaking skill is the skills that give us the ability to communicate with others orally. Reading skill is the ability to understand the written text. Writing skill is the ability where you take your ideas and information and present them in a nice written format for others to read. All of the skills are important in learning English, but we can't master in all the skills of English if we don't mastered in English vocabulary.

Vocabulary is a set of familiar words within a person's language. When you have many vocabularies you can communicate with others orally or written. The most important that we must know, in learning English we can't separate from the vocabulary. Without it we can't understand the context orally and written. Vocabulary takes a part that can link the four language skills of listening, speaking, reading and writing. English vocabulary is not easy to learn because, the students come from different background. There is a strategy to teach English vocabulary namely, frontloading strategy.

The frontloading strategy is a strategy to improve the students' vocabulary mastery. It is the same as pre-teaching. Before the students learn the content of the study, the teacher will ask the prior knowledge about the content to the students. In this strategy, the teacher will help them to know new words and strengthen their prior knowledge.

When the writer did field practice in SMA Hosana Medan, the writer used English in preliminary activity but no one of them understood what the writer said. All the students just kept silent. They didn't gave a respon of what the writer said. When the writer asked them what their difficulties in English, most of all said that they didn't understood if someone speak in English. They complained because the English teacher taught them by conventional. From all the answerof the students The writer realized that they lack of vocabulary especially in verb. They didn't knew about the words, form, and meaning. Some of them knew how to utterance but they didn't knew how to wrote them.

Based on the experiences of the writer when did a pre research in eleventh grade of SMA Hosana Medan, the writer found that the students had trouble in vocabulary mastery. The writer gave students test of vocabulary to find out their problem in vocabulary especially in verb. The writer makes an evidence to prove the statement above, as follow:

**Table 1.1 The Result of Preliminary Research**

No	Name	R	N	S
1	MC	15	20	75
2	SN	13	20	65
3	APGP	11	20	55
4	H	15	20	75
5	MJN	12	20	60
6	DT	15	20	75
7	RW	16	20	80
8	FJDM	10	20	50
9	EDS	13	20	65
10	AFP	8	20	40
11	AP	15	20	75
12	RDS	9	20	45
13	JP	10	20	50
14	PAG	9	20	45
15	MFDS	10	20	50
16	LR	10	20	50
17	GVS	12	20	60
18	AS	11	20	55
19	V	12	20	60
20	J	9	20	45
21	JS	11	20	55
Total Score				1.230

$$S = \frac{R}{N} \times 100$$

Where :

S : Score number of test

R : Number of the correct answers

N : Number of question

$$\text{Mean} : 75 + 65 + 55 + 75 + 60 + 75 + 80 + 50 + 65 + 40 + 75 + 45 + 50 + 45 + 50 + 50 + 60 + 55 + 60 + 45 + 55 = 1230 : 21 = 58,5$$

From the observed of vocabulary test above, it prove that they still lack in vocabulary. The writer found only one student that get 80 score, another students just in 40-75 score. Based on the score of the observed above, the writer will conduct a research entitled 'The Effect of Frontloading strategy to the students' Vocabulary Mastery at eleventh grade in SMA Hosana Medan'.

## **1.2 The Problem of The study**

Based on the background above, the writer underlines the problem as follows:

Does Frontloading Strategy affect the students' Vocabulary mastery at Eleventh grade in SMANegeri 1 Pegagan Hilir?

## **1.3 The Objective of The Study**

The objective of the study is to find whether the Frontloading Strategy affect the students' vocabulary mastery.

## **1.4 The Scope of The Study**

In learning English, the students will get some difficulties to be mastered in English skill if they are lack in English vocabulary. Because of it, the writer scope this study in vocabulary. There are many parts of vocabulary like, noun, verb, adjective, adverb, pronoun, conjunction, determiner, preposition. In this study the writer will be scope this study in verb. According to Altenberg and Robert (2010:35) that verbconsists of many kinds like, regular verb, irregular verb, and linking verb. This study will scope in transitive and intransitive verb. There are three

kinds of transitive verb. The first monotransitive, ditransitive and complex transitive and in this study the writer focus on monotransitive. Intransitive verb follows by some complement and in this study will focus on adverb as complement of intransitive verb.

### **1.5 The Significances of The Study**

The result of the study is expected to be useful

#### 1. Theoretically

- a. To give an alternative to teaching vocabulary mastery.
- b. To enrich the theories and can be a reference for future studies related to Frontloading Strategy in affect the vocabulary mastery.

#### 2. Practically

- a. To students, it can add vocabulary to them. They learn fun and can understand the lesson.
- b. To English teachers, it can be a reference to teach vocabulary and finding the solution to the teaching-learning process.

### **1.6 The Hypothesis of the Study**

This study is to answer the question about the significant difference between teaching vocabulary by using Frontloading Strategy and teaching vocabulary without using it. Therefore, the writer proposes the hypothesis as follows:

#### Alternative Hypothesis (Ha)

There isa significant effect using frontloading Strategy on students' vocabulary mastery.

#### Null Hypothesis (Ho)

There is no a significant effect using Frontloading Strategy on students' vocabulary mastery.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Theoretical Framework

Theoretical framework is the structures that can support a theory of a research study. This chapter will present a review of related literature and explanation of the related material. It is very important to clarify all terms that was related to the study in order to have a clear perspective of the implementation in the field. The writer presents this chapter to strengthen the study.

#### 2.2 Vocabulary

Vocabulary is a group of words that human use to communication in daily activity. Vocabulary is fundamental requirements that students' need to achievement on studying English. Without Vocabulary there isn't a communication in human, because of the Vocabulary human can change the information. The following are the definition or a concept of the experts about the vocabulary.

According to Hanson and Padua (2011:5) Vocabulary refers to words we use to communicate in oral and print language. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. If we just recognize and know the form of the word without understand the meaning of the words we can't communicate with the other effectively.

Vocabulary is all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how to write its word and how to say its word, McCarty and O'keeffe (2010:1).

Barcroft (2006:2) states that the vocabulary or lexicon of an individual refers to all of the words, word parts that she or he has acquired at any given point in time. It exist as a vast network in the individual's mind. There are many words that exist in our mind that we get from our daily life. Some of words that people said and undestand by us can we kept in our mind and can we use to other people when we do a communication.

Based on the explanation of the experts above the writer can conclude that vocabulary is all the words that we use to communicate with other by spoken or written. When we use vocabulary we already know and understand the meaning of it. We can get many vocabularies around us like, in the communication that we do everytime, or it can be added if we memorize the new words that we don't know before.

### **2.2.1 Kind of Vocabulary**

Hiebertand Kamil (2005:3) divided vocabulary in two kinds. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Receptive vocabulary is that set of words which an individual can assign meanings when listening or reading. These are words that are often less well known ro students and less frequent in use.

Johnson(2008:93) attending to students' vocabularies is an important part of enhancing their ability to read,write,speak,listen and think. Because of it Johnson divide Vocabulary in four kinds, as follows:

1. Listening vocabulary are the words we hear and understand, commonly referred to as wordss we know. This is the largest of our vocabularies and the one upon which the others are built.
2. Speaking vocabulary are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or



contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

3. Reading vocabulary are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. Learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students' listening vocabularies makes learning to read easier.
4. Writing Vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

### **2.2.2 Presenting New Vocabulary**

According to Haycraft (1978:47) there are many interesting ways to presenting new vocabulary to the students, they are:

1. Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning. Take the meaning of the word 'brave'. If you are teaching French students you know that 'brave' in French means 'honest' or 'worthy', so you will have to be very exact. Create a character who is brave.

## 2. Descriptions or definition

You can also describe and define objects, although drawing is often more effective.

## 3. Outside the classroom

Take your class out and introduce words for things seen in a shop window, or in the street. Close control and plenty of revision is needed here but it is a vivid way of teaching, and new vocabulary is taught in a living context.

## 4. Objects

There are hundreds of simple objects already in the classroom, others which can probably be seen through the window, and others which can be brought in when needed.

## 5. Drawing

Even a teacher without too much skill can represent simple object on the board. If the draws badly, a guessing game ensues to determine what he actually has drawn.

## 6. Mime

This is particularly useful for actions: 'eating', 'jumping', 'tripping', etc. It can also involve the object connected with these verbs: 'drinking coffee', 'eating a sandwich', etc. Revise by getting your students to mime when you say a word.

## 7. Opposites

A word can often be defined if the students know its opposite. In this technique explains the meaning of new word, by giving its opposite, if students know the word meaning contrary feature e.g. Warm- is not cold.

## 8. Synonyms

This technique relies on explanation of meaning of new word by giving other word, which means nearly the same.

## 9. Picture/flash cards

The existence of a wide assortment of magazines and illustrated advertisements means that picture can be easily found for special vocabulary areas such as kitchens, clothes, cars, interiors and so on. The picture or cuttings can be pasted on to a piece of cardboard to make a flashcard.

## 10. Wall charts

These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible. One way of presenting vocabulary through them is as follows:

- a. Take an area of the wall chart and identify some objects-ten at most-without writing up anything. Get students to repeat and familiarise themselves with the pronunciation.
- b. Point at the objects, and get students to tell you what they are
- c. Once students are familiar with the vocabulary and can pronounce it, write up the words on the board.
- d. Point at objects again and get students to read the corresponding word from the board
- e. Rub out the words. Point at the objects and get students to spell them orally, or on the board.
- f. Get the students to use the vocabulary they have learnt, to describe part of the wall chart.

### **2.2.3 Teaching Vocabulary**

English teacher has a task to teach vocabulary to the students. To make students remember all the words in English is not an easy task. To face the difficulties teacher must give an interesting way. Teacher can teach vocabulary to the students with

- a. Teach vocabulary directly
- b. Teach vocabulary use references

c. Teach vocabulary use strategies or media

Nation(2000:95) states a useful way of teaching new vocabulary, in particular becoming familiar with the spoken form of the word and linking it to its meaning. The teacher gradually communicates the meaning of a word by using it in context. When the learners think they know what the word means, they raise their hands. After enough hands are raised, the teacher asks a learner for a translation or explanation of the meaning.

McCarten (2007:20) states that there are some ways to teach in class :

1. Focus on Vocabulary

One of the first vocabulary learning strategies for any class room is how to ask for words meaning and unknow words. Teacher can ask students some basic questions to know words meaning and pronunciation.

2. Offer variety

Offering some activities, learning and material for students can make students interact to study in different way. Teacher should use the appropriate way to teach students by considering the situations, conditions and students' characteristics.

3. Repeat and recycle

Students can memorize vocabulary will by repeating or reviewing of what have they learnt to use or recycle the later.

4. Provide oppurtunities to organize vocabulary

Students can learn to organize vocabularies in some way to group words.

- a. Real word games are the words in real words, example : country, celebration and so on. Student can group the word base on the concepts that they are already familiar.
  - b. Language based group of words. Linguistic criteria as ways of grouping , for example. The different part of speech of a word, family, prefix, suffix or the same sound,verb, preposition, and collocation.
  - c. Personalized groups. Students make words group by using their own experience, personal habits and personal history, example: food they like and do not like.
  - d. Make vocabulary learning journal. Teachers make materials that can provide students' meaningful vocabulary through their personalization experience.
5. Do not over do it

Teachers do not give too many vocabularies. Teacher can ask what items that students want to know.

6. Use strategy vocabulary in class

Teachers can use some strategies to teach students. Even it is not part of syllabus or textbook. Teacher can have more experiences in teaching by using some strategies and technique.

Teacher should be able to teach vocabulary well and effectively. Teacher must do some activities to make students achieve learning goal well from the lesson. Teacher can motivated the students through new ways that can make them to developing their knowledge and skill.

#### **2.2.4 Vocabulary Mastery**

Vocabulary is an important part in language. Vocabulary is talk all about words that give the meaning. When we learn a language, we must master in vocabulary so that we can use that language.

Master in Vocabulary is not easy because students can't remember all the words in English. Because of this we as the teacher has a task to design an unique lesson. We need strategy, interesting way so that students can remember the words in English.

Vocabulary mastery is the ability of the students to remember all the words in a language, not only remember the words but they know how to use words in sentences. It is in line with mukti in Amalia(2017:24) state that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language and it is not only understand the meaning of words, but also having no difficulty in pronouncing, spelling and using them.

By mastering in vocabulary the students can master in English' language skill (listening, speaking,reading, writing), by having limited vocabulary students will find a difficulties in learning English. Because of that when we learn English we need to master in vocabulary.

### **2.2.5 Key Components of Vocabulary**

Vocabulary is uniquely situated at the place where form meets meaning in human language. Barcroft (2016:6) classified key components of vocabulary in three components as follows:

#### **1. Form**

The form of a word or a lexical phrase is a physical entity. In spoken language, it consist of sound waves that emanate from the vocal tract and that are modified in various ways by speech related anatomy and physiological processes in the throat, mouth and nasal cavity to produce phonemes, or units of sounds that contrast to produce different words.

#### **2. Meaning**

The meaning of a word or a lexical phrase refers to all of the semantic(meaning-related) properties conveyed by and associated with the word or lexical phrase. For example, the

English word candle. The meaning candle not only pertains to the basic definition of a candle(object made of wax that has a wick and burns and gives off light) but also the entire semantic space connected to the word, including all of the different types of candle to which one has been exposed it can be expressions such as candle in the wind, burn the candle at both ends, and so forth. Meaning can be difference in denotation and connotation.

### 3. Mapping

The mapping between (a) the form and (b) the meaning of a word or lexical phrase refers to how the mental representations of (a) and (b) are connected to one another.

Although form, meaning and mapping are all integral parts of successful vocabulary learning the most important all of them is meaning. If a language instructor wants to help students learn a set of target words, having them focus extensively on the meaning of the words may help with learning aspects of the meaning, but the instructor should not expect the meaning focused task to promote learning target word forms or the mapping component of word learning in an effective manner.

### **2.3 Parts of Speech**

Herring (2016: 11) The parts of speech are the categories to which different words are assigned, based on their meaning, structure, and function in a sentence. According to Harmer (1998:36) English has eight parts of speech. There are nouns, verbs, pronouns, adjectives, adverbs, prepositions, articles, conjunctions. Mastered in Vocabulary, all the parts of speech must be mastered by us. But in this study we just focus in one part namely, verb (transitive and intransitive verb). We will discuss all the parts of speech as follows:

### 2.2.5 Noun

Noun is a word that functions as the name of some specific thing or set of thing. It can be the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. For example: *Dony* read a *book*.

### 2.3.2 Pronoun

Pronoun is the words that replace nouns in a sentence. It is any of a small set of words in a language that used as substitutes for nouns or noun phrase and whose referents are named or understood in the context. For example: Mia is *her* name.

### 2.3.3 Adjective

An adjective is a word that refers to a characteristic of a noun. It is a word that gives more information about a noun. It tells description about a noun, it indicating things like age(old,young), size(big,small), shape(round, flat), weight(heavy,light), colour(black,white), quality(good,bad) and so on.

### 2.3.4 Verb

A word (or a group of words) which is used in describing an action, experience, processes or states of being people or things. The verb take an important part of a sentence, without a verb you never complete your sentence. According to Altenberg and Robert (2010:35) there are kinds of verb like action verb and linking verb, transitive and intransitive verb and etc. In this study the writer will focus on transitive and intransitive verb.

#### 2.3.4.1 Transitive verb

Transitive verb is action verbs that act upon something. It describes an action that is happening to someone or something. This person or thing is known as the direct object of the verb. Transitive verb can be used with direct object or indirect object. The object



need in here to receive the action of the verb. There are three kinds of transitive verb by Sujatna(2009:69).

1. Mono-transitive verb

A mono-transitive verb takes a single direct object. The verbs are buy, kill, and bite are mono transitive verb in the following English Sentences. For example: They buy a *new car*, He kill *the bird*, The dog bit *him*.

2. Ditransitive verb

Ditransitive verb in English, takes two object. Some of linguists call them as a direct and indirect object or primary and secondary. The indirect object or the secondary refers to the living creature, and the direct object or primary refers to non-living creature. For example: They give *Amelia a Golden robe*

3. Complex Transitive

Complex transitive clause is a clause that contains a complex transitive verb as a main verb. If a monotransitive verb is followed by an object, and a ditransitive verb followed by two object, complex transitive verbs are group of verbs that can be followed by both an object and a complement or an adverbial. For example : You should buy *the book before joining the class*.

#### 2.3.4.2 Intransitive verb

Intransitive verb is action verbs that do not act upon something. The verbs that do not act on something and appear in sentence that do not have a direct object. There are maybe other information after the verb such as one or more prepositional phrase or an

adverb. Intransitive verb is a verb which can be followed by nothing or adverbial(s) only.

For example : Dina sits *on the chair*, he runs, he sleeps.

### 2.3.5 Adverb

A word (or a group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Basically, most adverbs tell about how, where or when something is done. In other words, they describe the manner, place or time of an action.

### 2.3.6 Preposition

A word (or a group of words) which is used to show the way in which other words are connected. It show a relationship between a noun and the other words in a sentence. They come at the start of a prepositional phrase.

### 2.3.7 Determiner

Determiner is a word introduce a noun. The words that can occur directly before a noun, tell us a bit more about that noun, and introduce it. For e.g. the, that, more and etc.

### 2.3.8 Conjunction

Conjunctions are connectors. It is a word that connect sentences, phrase or clause. Without conjunctions, we'd be forced to express every complex idea in a series of short, simplistic sentence. For e.g. and, so, but and so on.

## 2.4 Frontloading Strategy

Frontloading(Pre-teaching) strategy is one of effective strategy to teach vocabulary. According to Preszler(2006:8) state that frontloading provides rich dialogue and experiences that allow students to develop vocabulary by accessing their prior knowledge before reading content. When students have the oppurtunity to use their prior knowledge, they exhibit an increase in

vocabulary and content knowledge. In addition, students show their understanding as they interact with difficult content material.

Ellery and Rosenboom (2011:113) state that frontloading strategy is facilitating attention in the early stage of interacting with the text to motivate, set purpose, and prepare the readers prior to reading the text. The frontloading strategy are designed as a framework for teachers to use to support students in securing background knowledge and clarifying the purpose for a reading task. When the students have many of vocabulary, the students can comprehend the text well.

Downs in Citra and Fitriawati (2018:4) said that Frontloading Vocabulary is pre-teaching vocabulary and it is used as an instructional strategy to facilitate students in comprehending the text. It means that when the teacher using frontloading strategy in teaching, the questions related to the vocabulary may arise from students. When the students show the vocabulary that they know, the teacher will take the turn to add the new vocabulary by using the facilities in frontloading strategy.

Alber in Khoirunnisa said that pre-teach vocabulary referred to Frontloading Vocabulary, is a strategy where the learners are introduced the words in photos, media, and in context to things that students know and are interested in before they are going to learn more. It doesn't mean if the students facilitate with media they don't study. It will help students to remember words or vocabulary so that, it can make the students are easy to comprehend the text that they want to learn.

Based on the explanation above the writer can conclude that Frontloading strategy same as brainstorming or pre-teaching that can stimulate the prior knowledge of the students. To stimulate their prior knowledge about the words, the teacher can give some topics that interesting

for them, for e.g about they daily activity. We as a teacher can add their vocabulary from their prior knowledge with search the synonym or antonym the words that students' know.

### **2.4.1 The Facilities of Frontloading Strategy**

English language learners encounter many challenges when faced with new, unfamiliar text. To help ensure that the text is comprehensible, it is important learners are given scaffolds before reading to help them set a purpose for reading, to spend time accessing and building background knowledge, to make connections from the known to the new and emphasize key vocabulary. This process naturally brings prior knowledge to a level where it is ready to apply, stimulates questions on the topic, builds interest, and most of all builds the content language that will support the reading Hoyt in Purwasih (2004). There are a variety of ways to frontload information to maximize success for English language learners.

#### **1. Realia**

Realia means that we need something or object real when we teach the student. Bringing in real object to the class helps students to build content knowledge and vocabulary to use in describing what they know. In addition real objects stimulate conversation, questions, and set strong purposes for reading. For example : when reading a text about the life cycles of fruits, bring in the fruits, seeds, branches and buds and allow students time to observe, touch and have oral language experiences prior to encountering the new vocabulary in the text.

#### **2. Video**

Video is recording or broadcasting of moving visual images. It provides rich visual imagery through video and sound. It will help students understand concepts from the text before they read a text. It will make a new situation whrn they want to learn vocabulary before they understand a text.

### 3. Field trip

Field trip is a trip that do by the students or researcher for study something. It is easier for students to do learning process when the information in a related text is connected with the real-life experinces. The process of learning will be much more meaningful because they study while they are make a recreation.

### 4. Picture Observation Charts

Picture observation charts is one of variety in Frontloading Strategy. This facility provides chart of pictures. By giving varieties pictures related to the texts that will be read will help students to asses their prior knowledge. Students will begin thinking about the pictures then connect it with their prior knowledge.

### 5. Read Aloud and Shared Reading Connection to Students

Prior to having stuents read a selection independently, read aloud a book with related content and use a think aloud strategy to discus the concept and vocabulary that are common to both text. This helps the learners pull background knowledge forward and activate content vocabulary that is likely to appear in their own meaning

### 6. Text Bits

Using pictures from the text to be read, or related pictures,pass one to each studets and ask them to face one other person. Students describe their picture, predict what the book may be about and listen to the same from their partner. Then, they move to another student and repeat the process when pictures have been shared, students write a quick prediction of the books'content, based on the pictures. A whole class discussion follows. Text bits can also occur with actual text from the book to be read. Select key sentences or phrases from the text and write each on a strip of paper. Pass one to each student. Students move around the room

reading their strip and listening to each partner. Again you may wish to have them write what they remember or predict the content of the book to be read.

## 7. Modified KWL Format

According to Martinez in Citra and Fitrawati (2018:637) KWL format is a process of brainstorming what students know about something that, what they want to know about something and what they have learn about something. All of those stage are put in a chart. Letter K stands for word Know, W stands for want to know, L stand for what students have learn. It is an instructional reading strategy that is used to guide students become better readers of different kinds of text and help the teachers to be more interactive in their meaning.

According to Preszler(2006:8) in modifying KWL format teacher provides students with a template to list the words. The first column used to list the words. The first column used to list the words that the stuents want to know, the second column used to predict the meaning, and the third column used to put what the students now think the words means.

Know	Want to Know			Learn
Words	Synonym	Antonym	Part of Speech	Meaning

Based on the varieties that explain above, to learn new vocabulary can through many ways. This research focuses on the modied KWL format because in this varieties we can get something new words with synonym and antonym like in the studied of Haycraft.

### 2.4.2 Teaching Vocabulary using Frontloading Strategy

Preszler (2006:8) presents the steps of frontloading strategy as follows:

1. Introduce content to students. The first steps of this strategy, we must introduce the content or the topic about what we want to learn. Then, ask students to describe experiences or ideas they have regarding the content. After it, the teacher will give the worksheet and ask the students to list words they associate with the content to be studied.
2. Create a list of content words based on students suggestions and ideas.
3. Add to and revise the list of content words as you study the material.

According to Borgese. J, heyler. D, Romano. S in Purwasih (2004) states the procedure of frontloading are as follows.

- a. Frontloading with familiar and ease; that is, having students plan, rehearse, and converse during the prewriting stage, which, in turn, streamlines their writing as well as their revision process.
- b. Having students confer with peers during writers' workshop, to help them gather more ideas to incorporate into their revisions.
- c. Using technology as a means to give students multiple ways to collaborate and revise in and out of the classroom
- d. Modeling effective revision strategy for their students, because teachers are writers as well as teachers of writing.

## **2.5 Previous Research**

The study about frontloading strategy to the students' vocabulary mastery has been conducted by several researchers. In this case, the writer takes previous research from Journal of English Language Teaching "*Using Frontloading Vocabulary in Improving students' reading comprehension*" was done by Yulia Citra and Fitrawati Vol.7(2018). This research investigated how to apply frontloading in helping students to improve reading comprehension at senior high

school. The researchers use this in teaching-learning process, this study don't show the data but they explained that the students can improve the reading comprehension use frontloading strategy.

The second one is taken from a thesis “ *The Effectiveness of using frontloading strategy in increasing vocabulary mastery*” was done by Ita Purwasih(2014). This research investigated the effectiveness of using frontloading in increasing vocabulary mastery. In this research the researcher divided the student in to two groups. The first experimental group and the second is control group. According to the analysis of the research show the value of t test =6,849 is higher than the value of t table= 1,999. So it concluded that teaching vocabulary using frontloading strategy is adequate succesfull.

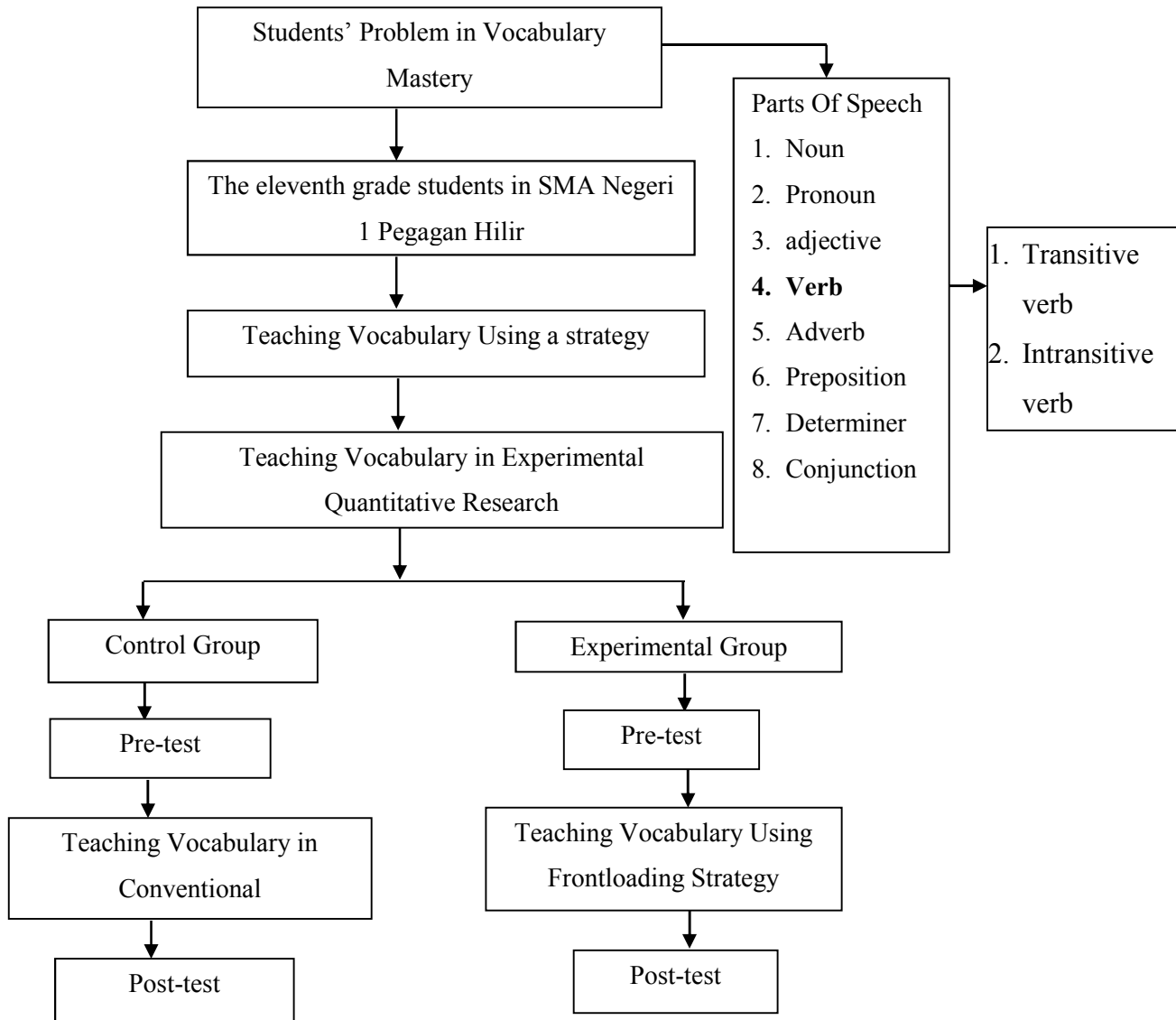
The third one is taken from Journal of English Education and Teaching “ *The Effect of Using Frontloading Strategy in teaching Reading Comprehension* “ was done by Nani windiati, et.al Vol 3(2019). This research did in SMP N 10 Bengkulu at Seventh grade. In this study the researchers divided the students in to two groups. The first experimental class and the second control class. The journal showed that mean of the score in this study such as : Experimental class 80,53 and control class 71,80.

On the contrary, the study conducted by the writer has several similarity and differences from the research was carried out by the previous research. The similarity was they were using frontloading strategy to increase vocabulary mastery and another for reading comprehension. Futhermore, this research uses the similar idea with instrument, most of all give a test to measure the students' vocabulary mastery before and after doing this research. The differences between of the research are the object of the research, and the sample of the research. Previous



study is applied the research on the junior high school while this research applies the research on the senior high school at eleventh grade.

## 2.6. Conceptual Framework



*Figure 2.1 Conceptual Framework of The Effect of Frontloading Strategy to the Students Vocabulary Mastery ( Debora Sigalingging : 2020 )*

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The design of this study was experimental quantitative research. There was classes which the writer used in this study as the sample of the research. They were experimental group and control group. The experimental group was a group which taught by using Frontloading Strategy, while control group was a group which taught with conventional strategy. The teacher gave the students a pretest and posttest in the class. Pretest was administrate both of groups. Post test gave to the both groups to saw the differences. The data of the study would score of the test that will be given to the students in experimental and control group. The score includes from the pre test and post test. The effect of Frontloading Strategy to the students' vocabulary mastery was proved by comparing data that take from experimental group and control group.

**Table 3.1.**

**Research Design**

Group	Pre test	Treatment	Post test
Experimental	✓	Using Frontloading Strategy	✓
Control	✓	In Conventional	✓

#### 3.2 Population and Sample

In this study, the writer took the data from population and sample. Population was all of the students and sample was a part of population.

### **3.2.1 Population**

The population of this study took from Eleventh grade of SMAN 1 Pegagan Hilir in academic year 2020/2021. The eleventh grade in SMAN 1 Pegagan Hilir consist of six classes namely XI- MIA 1, XI-MIA 2, XI-MIA 3, XI-MIA 4, XI-IIS 1 and XI-IIS 2. Each class consist of 36 students. So the total number of eleventh grade students in SMAN 1 Pegagan Hilir is about 216 students.

### **3.2.2 Sample**

The sample of this study wasthe eleventh grade students SMAN 1 Pegagan Hilir. The writer just make the XI-MIA2 and XI-MIA 3 as the sample of two class, for control group and experimental group. It was about 40 students from the population of eleventh grade students. Experimental class was 20 students from XI-MIA 3 and Control class was 20 students from XI-MIA 20.

### **3.3 The Instrument of Collecting the Data**

The instrumen of collecting the data was a vocabulary test. The test was multiple choice. In this test, the teacher asks the students to answer 40 multiple choice about transitive verbs and intransitive verbs with choose the best answer. The writer would conduct pre-test, treatment and post test.

### **3.4. The Procedure of Collecting Data**

The class divided into two groups, they were experimental group and control group. The experimental group gave the treatment by applied Frontloading Strategy while the control group was not give the treatment. The research procedure consists of three parts namely, pre-test, the treatment and post-test.

**Table 3.4**  
**Teaching procedure of Experimental and Control Group Activities**

No	Step	Control Group	Experimental Group
<b>1</b>	<b>Pre-test</b>	<ol style="list-style-type: none"> <li>1. Teacher greets and check the students' attendance</li> <li>2. Teacher explains the topic that they will learn</li> <li>3. Teacher explains what the students will do</li> <li>4. Teacher gives the pre-test to the students and then the students do it.</li> <li>5. The teacher gives the score for the students' test</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher greets and check the students' attendance</li> <li>2. Teacher explains the topic that they will learn</li> <li>3. Teacher explains what the students will do</li> <li>4. Teacher gives the pre-test to the students and then the students do it.</li> <li>5. The teacher gives the score for the students' test</li> </ol>
<b>2</b>	<b>Treatment</b>	<p>Without Frontloading Strategy</p> <ol style="list-style-type: none"> <li>1. Teacher greet and check the students' attendance</li> <li>2. Teacher ask the students to open their book and give a topic about analytical exposition text.</li> <li>3. Teacher gives the example about the material.</li> <li>4. Teacher reads the example two times for them.</li> <li>5. Teacher ask them to understand the text.</li> <li>6. Teacher ask them to present their comprehension in front of class.</li> </ol>	<p>By using Frontloading Strategy</p> <ol style="list-style-type: none"> <li>1. Teacher greet and check the students' attendance.</li> <li>2. Teacher ask the students to open their book and explain the topic about analytical exposition text.</li> <li>3. Teacher shares the students a text of analytical exposition.</li> <li>4. Teacher devides them in the group.</li> <li>5. Teacher gives a chance to the students to give their ideas and their understanding of the text that they discus together.</li> <li>6. The teacher gives</li> </ol>

			<p>students worksheet (KWL format) and the students asked to make the list of words related to the topic.</p> <p>7. The students may ask something to the teacher that they do not understanding about the text.</p> <p>8. The teacher asks the students to present the result of group discussion in front of the class.</p> <p>9. The teacher revise and add to the students' understanding of the vocabulary and the content of the topic.</p>
<b>3</b>	<b>Post test</b>	<p>4. Teacher greets and check the students attendance</p> <p>5. Teacher gives a topic to the students and ask them to do it by themself</p> <p>6. The teacher gives the test to the students</p> <p>7. Teacher check their work and then give the scores.</p>	<p>4 Teacher greets and check the students attendance</p> <p>5 Teacher gives a topic to the students and ask them to do it by themself</p> <p>6 The teacher gives the test to the students</p> <p>7 Teacher check their work and then give the score.</p>

### 3.4.1 Pre-Test

In this study, the writer used the test as instrument in collecting data. The writer gave the students 40 multiple choice test for pre-test on vocabulary for two groups in the first meeting. The students selected one the best answer to complete each questions. The writer delivered a test

of post to all students as the sample. Regarding to instrument of the data collection, they were all score for each correct answer. In answering questions, if students could answer one question, they got score 2,5. It means that right students' score range from the highest 100 (when the student can answer correctly) and the lowest is 0 (when the students couldn't answer the question).

### **3.4.2 Treatment**

The experimental group and control group taught by using the same topics but different instrument. In the experimental group, students taught by using Frontloading Strategy and the control group taught by using conventional strategy. The researcher taught the experimental group and control group by the following procedures.

### **3.4.3 Post- Test**

After conducting the treatment, post test gave to the sample. The test items in the post-test was exactly the same as those in the pre-test. It was intended to know the mean scores of experimental and control group.

## **3.5 Scoring of The Test**

After finishing these steps above, the writercalculated the score of the students. For scoring the test, the writer used the way to score the test.

$$S = \frac{R}{N} \times 100$$

Where:

S= Score number of the test

R= Number of the correct answer(s)

N= Number of the question

### 3.6 The Validity and Reliability of the Test

To validate the instrument of the study, the writer made validity and reliability of the test. This two factor should be fulfilled by the test before it could be used to derive valid data in the research. The establishment the procedure of each aspect was discussed in the following part

#### 3.6.1 The Validity of the Test

Validity is a measurement which shows the levels of the instruments' validity(Arikunto, 2014:211). It means that the test which is valid give the appropriate information that is needed by the tester. There are four types of validity, namely, content validity, construct validity, concurrent validity and preictif validity. This study will conduct with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to.

**Table 3.6.1**  
**The test spesification**

Content		Items	Kind of test	Score
Monotransitive verb	Denotation	20	Multiple choice	2.5x20=50
Monotransitive verb	Synonym	7	Multiple Choice	2.5x10=25

Intransitive verb		3		
Monotransitive verb	Antonym	7	Multiple Choice	2.5x10=25
Intransitive verb		3		
Total		40		100

The writer would give 40 test items, every test would give a score of 2.5. It means that if they would answer all by the correct answer they would get the highest score of 100.

### 3.6.2 The Reliability of The Test

According to Arikunto (2014:221) reliability shows in one meaning, namely as an instrument that can be believed to collect the data because this instrument is good.

In this study, the test was used in a vocabulary test. The writer used the formula

$$(KR_{21}) = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{K(S)^2} \right]$$

$KR_{21}$  = Reliability of the test

M = Mean of test

K = Number of items in the test

SD = Standard Deviation

According to Arikunto, the classification of reliability is as follows :

0.00 - 0.20 = The reliability is very low



0.21 - 0.40 = The reliability is low

0.41 - 0.60 = the reliability is fair

0.61 - 0.80 = the reliability is high

0.81 - above = the reliability is very high

### 3.7 The technique of Analyzing the Data

After administering the test that would give by the writer to both group, experimental and control would give vocabulary test form in pre-test and post-test. After that, their answer and their score will tabulate. The writer found the score of deviation of experimental and control group. Then compare the score of experimental group and control group.

Collecting the data from the scoring of the experimental and control group. The writer would use t-test for two connected sample was big sample because the sample is 22 students.

The formula is used t-test or to in condition with big sample ( $N > 20$ ) is as follows.

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

t = the effect

$M_x$  = mean of experimental group

$M_y$  = mean of control group

$Dx^2$  = the deviation score of experimental group

$Dy^2$  = the deviation score of control group

$N_x$  = the sample of experimental group

$N_y$  = the sample of control group