

Can Frontloading Increased Students Vocabulary Mastery: Using an Educational Strategy to Improve Students' writing Skills

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Abstract. *Frontloading is a strategy that allows students to stimulate their knowledge before reading and is done in groups. Furthermore, this research was aimed to solve the students' problem in low vocabulary mastery by using Frontloading strategy. Participants of the research were class VIII.7 of SMP Negeri 15 Pekanbaru and consisted of 36 students. The research method was classroom action research (CAR) and the researcher used a modified KWL format to apply this strategy. Researchers used tests to collect qualitative data and also used observational checklists, field notes, and interviews to collect quantitative data. As the results, the researcher found some improvement after treatment in Cycle 1 was done and most of the students passed the passing grade. Additionally, factors that influenced students' vocabulary mastery were the implementation of frontloading strategy itself, the use of dictionaries as a medium, and students' interest in group activities. Referring to this result, the researchers concluded that the frontloading strategy may improve students' vocabulary fluency in descriptive text. Additionally, the frontloading strategy made it easier for students to understand the text and increase their vocabulary.*

Keywords: *Vocabulary, Frontloading, Descriptive Text.*

Abstrak. Frontloading adalah strategi yang memungkinkan siswa untuk menstimulasi pengetahuan mereka sebelum membaca dan dilakukan secara berkelompok. Selanjutnya, penelitian ini bertujuan untuk memecahkan masalah siswa dalam penguasaan kosakata yang rendah dengan menggunakan strategi Frontloading. Responden penelitian ini adalah siswa kelas VIII.7 SMP Negeri 15 Pekanbaru yang terdiri dari 36 siswa. Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) dan peneliti menggunakan format KWL yang dimodifikasi untuk menerapkan strategi ini. Peneliti

menggunakan tes untuk mengumpulkan data kualitatif dan juga menggunakan daftar cek observasi, catatan lapangan, dan wawancara untuk mengumpulkan data kuantitatif. Hasilnya, peneliti menemukan beberapa peningkatan setelah perlakuan pada Siklus 1 dilakukan dan sebagian besar siswa lulus passing grade. Selain itu, faktor-faktor yang mempengaruhi penguasaan kosakata siswa adalah penerapan strategi frontloading itu sendiri, penggunaan kamus sebagai media, dan minat siswa dalam kegiatan kelompok. Mengacu pada hasil ini, para peneliti menyimpulkan bahwa strategi frontloading dapat meningkatkan kelancaran kosakata siswa dalam teks deskriptif. Selain itu, strategi frontloading memudahkan siswa untuk memahami teks dan meningkatkan kosakata mereka.

Kata kunci: Kosakata, Frontloading, Teks Deskriptif.

INTRODUCTION

A vocabulary turn out to be an acquainted phrases inside a person's language, it refers to all of the phrases in a language which are realized via way of means of a character or a group. Citra & Fitrawati (2018) notion that students who have found out approximately vocabulary will without difficulty capable of examine or recognize the brand new textual content that consists of new vocabulary.

Based at the National Education Curriculum (2013), vocabulary is certainly considered as one among linguistic characteristic which impacts the communicative competence which have to be taught. This means that the way vocabulary appears to be the maximum vital one a few of the language elements. It is one of the additives of languages that have to be found out via way of means of the students. It related to capabilities inclusive of speaking, listening, reading and writing. When communicating, learners tend to avoid topics if they omit concepts for which they lack vocabulary when ideas are conveyed (Pratama & Zainil, 2020). Additionally, college students aren't capable of write a phrase or make a sentence well, once they do now no longer learning vocabulary (Herdi & Ningsih, 2018). Besides, Pratama & Syafei (2018) mention that vocabulary is the component of someone in conducting communication effectively or express their ideas both oral and written form. Accordingly, communication will not performed well if they do not have sufficient vocabulary.

Therefore, Santika & Herdi (2020) state that descriptive text affords brilliant information of ways a person seems and specifically it can be used to describe thing(s) or person(s). Also, Rizky (2020) states that the teacher has to present a clean and energetic description relies upon on a near item and for the reason that descriptive textual content has language features, for example identity and description, it's far vital for the trainer to

be innovative and creative. In order to draw students' attention, the teacher must be greater selective in selecting the fabric that's primarily based totally on the students' want and hobby to make the system of coaching and mastering vocabulary be greater fun.

In addition, the students' at the Grade VIII.7 of SMP Negeri 15 Pekanbaru might find out about textual content sorts consistent with the lesson plan. Referring to the end result of an interview with an English teacher in SMP Negeri 15 Pekanbaru, she states that there have been a few troubles confronted via way of means of the students at the Grade VIII.7 formerly in reaching signs of vocabulary mastery in descriptive text.

First of all, the bulk of the students' have trouble in know-how which means of phrases that they discovered at the descriptive text due to the fact they simplest have a bit vocabulary. Secondly, the bulk of the students were given trouble to pick out the phrase elegance of the phrase that they discovered at the descriptive text. Finally, the bulk of the students have been now no longer capable of discover an adjective, verb, and adverb within the descriptive text. These problems consequence in most of the students' rankings to be unsatisfactory and beneath 70 and it was categorized as failed. Consequently, the researcher needs to figure out an alternative ways to increase students' vocabulary mastery.

Related to the above problems, the researcher tries to have interaction a brand new approach that is the usage of the Frontloading as the strategy to remedy the students' problems in gaining vocabulary in descriptive text. Preszler. J. et. al., (2006) highlight that frontloading affords wealthy talk and reports that permit the students to expand vocabulary via way of means of having access to their previous information earlier than studying the content. The Frontloading affords the students with a possibility to expand their vocabulary via way of means of stimulating their information earlier than studying the textual content.

Besides, frontloading is anticipated as a way to boom the students' comprehension and capabilities in vocabulary, in addition to written fluency. By making use of this approach, the students are anticipated to realize greater vocabulary and the vocabulary found out might be greater embedded within the recollections of the students.

Furthermore, the previous researches were performed formerly associated with the usage of frontloading in students' vocabulary mastery. A descriptive qualitative research have a look at performed via way of means, and a research by Citra & Fitrawati (2018) & Khoirunnisa (2019) have found out that the students are greater lively in mastering

pastime and the approach facilitates them to realize the textual content. Moreover, a previous research conducted by Danang (2018); Junavia & Astuti (2021); Kristiani et al., (2021) & Rizky (2020) found out that the students' reaction to mastering English via the usage of the Frontloading have been very positive, and the Frontloading have been capable affects students' to know and comprehending the which means of surprising phrases every cycle. After that, a quasi-experimental research performed by Windiati et al., (2018); Tisma (2021) & Zuhriyah (2020) concluded that the Frontloading strategy is relevant to put in force in coaching studying for students and its impacts affect the students' comprehension.

Despite a number of the studies that has discovered the usage of frontloading in students' vocabulary mastery, none of those researches centered on fixing out the students' trouble in vocabulary specifically in descriptive text. The contemporary studies geared toward scrutinizing some other manner on the way to improve vocabulary mastery in descriptive text via the usage of the Frontloading as the strategy. Therefore, as an end result, via way of means of the usage of the Frontloading as the approach, the researcher expects that the results might remedy the troubles confronted via way of means of the students

METHOD

This study was a Classroom Action Research. Generally, a classroom action research involves the use of research methods and the collection of qualitatively interpreted data by teachers (often with the help of academics) to generate further insights into how teachers can accelerate their practice and it is intended to make judgments Kemmis, S., & McTaggart, R. (2006). It means that the teachers use classroom action research based on the problems that happened in the class intending to solve the students' problems and to increase the students' skills or achievements. Researchers worked collaboratively with English teachers to use frontloading as a strategy to remedy the problem faced by students in mastering vocabulary in descriptive context. Researchers used classroom action research (CAR) as a type of study to encourage student learning activity by increasing vocabulary mastery, especially in Descriptive texts.

Additionally, the survey was conducted in January 2020 and the participants were eighth graders. The seventh class at SMPN 15 Pekanbaru consisted of 36 students were selected as the research participants, and the researchers chose this class because most

students have trouble on mastering the vocabulary on the descriptive texts. Besides, this research was conducted by running one cycle that applied Frontloading strategy and consists of five meetings including a test. The duration of each meeting was 2x40 minutes. Also, there were four phases of this research such as plan, action, observation, and reflection. After four of these phases applied, the researcher analyzed the result of the study.

In this study, researcher used quantitative and qualitative data. Researchers obtained student-based scores from English teachers and administered a test at the end of the meeting to measure students' vocabulary skills in Descriptive texts. The researcher received qualitative data from observational checklists, field notes, and student interviews, which were observed by the Collaborator once the researcher started to apply the frontloading as the strategy to remedy the issues related to students' problem in learning vocabulary in descriptive text

FINDING AND DISCUSSION

Based on the research objectives, this classroom action research was conducted to examine whether using frontloading as a strategy could improve students' vocabulary mastery in Descriptive text. This study was applied to the students in SMPN 15 Pekanbaru in 2019/2020. In addition, this research was carried out by performing a cycle consisting of five meetings including a test with the Frontloading as the strategy.

In implementing the frontloading, at first, the researcher asked the students to make a group that consisted of six members in each group. After that, the researcher gave certain topic to the students related to descriptive text and gave the sheets of Modified KWL Format. Then, the researcher invited the students to mention the words that possible to use in the descriptive text by minimum of 10 words while the researcher and the member of groups write that words on the sheets. After that, the researcher asked the students to discuss and fill the blank column on the sheets together with their group members for 15 minutes. When these activities finished, the researcher asked one of the groups to mention the vocabulary that they got. After that, the researcher evaluated the students' comprehension and gave the exercise about vocabulary to the students related to the topic.

The duration of each session was 2x40 minutes. This research had four phases: planning, action, observation, and reflection. Additionally, this treatment was conducted in five meetings. After students completed treatment, researchers measured

comprehension through tests in the final session. The researchers calculated the score using a lexical index consisting of the four indexes: nouns, verbs, adjectives, and adverbs. This test was administered after the treatment was given to the students and was conducted to assess the students' vocabulary mastery in the descriptive text after implementing the treatment.

In this research, the researcher used quantitative and qualitative data. The researcher got the students' based scores from an English teacher and implemented a test to take the quantitative data of the students' vocabulary mastery in descriptive text. While, the researcher got the qualitative data from the observation checklist, field notes, and interview of the students were observed by the collaborator and the researcher during the teaching and learning process by implementing Frontloading as the strategy in the class.

Before conducting the research, the researcher had gotten the students' based score from the English teacher in learning vocabulary in the descriptive text. The researcher got the based score from their exam. Based on the based score gotten from the students was low. The result of the students' based score is displayed below:

Table 1. Students' Based Score of Vocabulary in Descriptive Text

No.	Indicator of Vocabulary	Average	Category
1	Noun	66.67	Fail
2	Verb	66.67	Fail
3	Adjective	68.06	Fail
4	Adverb	63.89	Fail

Table 1 presents students' based score of vocabulary in descriptive text. Referring to the table above, it can be inferred that most of their scores were commonly failed. It reveals that the score of students' vocabulary in the descriptive text for adjective was 68.06 and was categorized as the highest score. Besides, the score of students' vocabulary in the descriptive text for noun was 66.67 and was categorized as the lowest score. The average score of the students' vocabulary was 66.32 and yet has not passed the passing grade. In addition, the researcher needs to apply the Frontloading as the strategy to overcome students' problem in vocabulary mastery in descriptive text.

After completing the treatments, the researcher took the test of cycle 1 at the last meeting. Besides, the researcher analyzed their scores after the test was accomplished. The test result of the cycle 1 is presented as follows:

Table 2. Students' Score of Vocabulary in Cycle 1

No.	Indicators	Average Score	Category
1.	Noun	72.78	Good
2.	Verb	71.67	Good
3.	Adjective	73.33	Good
4.	Adverb	70.56	Good
	Average Score	72.08	Good

Derive from table above, it can be inferred that most of their scores were commonly passed. Also, the table reveals that the score of students' vocabulary mastery in the descriptive text for adjective was 73.33 and was categorized as the highest score. Besides, the score of students' vocabulary in the descriptive text for adverb was 70.56 and was categorized as the lowest score. The average score of the students' vocabulary mastery was 72.08 and yet this indicates that they have passed the passing grade. Referring to the results, it can be concluded that the students' score of vocabulary mastery in the descriptive text in cycle 1 was passed and improvement has been found.

Table 3. Students' Result of Vocabulary Mastery in Cycle 1

Category	Number of Students	Percentage
Pass	27	75%
Fail	9	25%

From the diagrams above, it could be seen that there were 27 students or 75 percent of the students passed the test of cycle 1. Meanwhile, there were 9 students or 25 percent of the students who fail. It can be concluded that the students were commonly passed after completing the test in cycle 1. It can be inferred since the students' average score in cycle 1 had already surpassed the passing grade.

Table 4. Students' Score from Based Score to Cycle 1

Score Type	Average Score	Percentage
Based Score	66.32	58%
Cycle 1	72.08	75%

Derives from Table 4, the researcher found improvements in data analysis after the treatment in Cycle 1 was done. Improvements were recorded as average score was

increased. For based scores, the student's average score was classified as failed with an average score was 66.32, and the average Cycle 1 test score was classified as good with an average score was 72.08, with an uplift was 5.76. From the data analysis, we can conclude that the students' vocabulary has improved by passing the Cycle 1 written text test. Improvements were seen in Cycle 1, so the researchers did not need to continue with another cycle.

As a result, researchers found that using frontloading had improved students' vocabulary. Most of the students passed the test, as indicated by the average scores on the Cycle 1 test, supported by Afifah (2022); Andriani & Sriwahyuningsih (2019); Danang (2018); Munawir et al., (2022); Nair, et al., (2014) According to Junavia & Astuti (2021) & Kristiani et al., 2021) using a frontloading as the strategy was able to accelerate students' vocabulary mastery in descriptive text. Besides, the students acquired more vocabulary by finding the words synonym and antonym and most of the students' scores in daily activities were likely to be increased.

Additionally, teaching and learning activities using frontloading strategies had resulted in many changes towards improving students' vocabulary in Descriptive texts. By referring to the observation checklist sheet for Cycle 1, the researcher was able to determine that the student had completed all indicators of vocabulary and frontloading strategy and engaged in the learning activity. This is consistent with the previous research by Ike (2019); Jannah et al., (2020) & Khoirunnisa (2019) they discover that students were generally more engaged and involved in the teaching and learning process. Student participation also suggests that the text was easily understood by researchers as it provided great opportunities for group work and discussion. It summarizes the factors that have influenced students' vocabulary development in sentences. First of all, students were interested in using the Frontloading strategies to carry out the teaching and learning process and made the class active and fun. Also, by combining learning activities with games and strategies, students can be more effective in the learning. (Rizky & Zainil, 2021).

Secondly, the use of dictionary as the media gave the students' alternative ways in mastering vocabulary and it was in line to the research conducted by Afifah (2022); Citra & Fitrawati (2018); Khoirunnisa (2019); Windiati et al., (2018) & Zuhriyah (2020). Since the researcher allowed the students to use a dictionary as a media, it was very helpful for

the students to find and fill the columns with the synonym, antonym, and meaning of the words. Besides, the treatment also stimulates their activeness in the learning activity.

Thirdly, teacher-arranged group activities included interaction among students during learning. According to Ike (2019); Jannah et al., (2020); Purwasih (2014) & Nair et al., (2014) a group work in Frontloading activity was able to make the students more active in discussing the word with their friends. Indeed, some groups made fun of this activity by competing with their groups' members in finding the synonym or antonym of the words. Indirectly, it helped the students to find the words more easily and

In addition, this is a simple strategy that sustained the students to learn vocabulary. This strategy leads the students to become interested and focus to the topic. It helps the students to access the knowledge of vocabulary before reading and is capable in helping the students related to understand the text. The purpose of this strategy is to help students understand the text, motivate them, and make it easier for them to understand and master the vocabulary. Furthermore, the strategy also enhance the students' ideas in choosing proper their vocabulary by finding the synonym, antonym, meaning of the words and also categorizing its part of speech. Consequently, this strategy facilitated the students to comprehend the text and develop their knowledge of vocabulary.

CONCLUSION AND SUGESTION

Learning how to strengthen students' vocabulary through frontloading in academic fields might help students to elaborate idea in descriptive texts. Since the strategy is developed in groups, it makes the students engaged and reflected in the activity and enjoyment of the learning process. Using a dictionary is also an important advantages, it allows students to easily identify synonyms, antonyms and meanings of the words they find. The results reveal that learning by using frontloading makes it easier for students to understand the text and increase their vocabulary.

Current research has enabled alternative methods of learning English, especially when writing descriptive texts. Therefore, future research should specify the nurture of the efficacy of the strategy, whether it is writing skills or not. You have to decide if it is relevant for your environment as well. In addition, we anticipate that teachers will be highly encouraged to use frontloading as a potential new setting for mastering students' comprehension in writing.

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