

ABSTRACT

Rizky Primadana Andhika (2022). The Effect of Frontloading Strategy to Increase Students' Vocabulary Mastery (Pre-experimental Study at the 7th Grade Students' of SMP N 2 Serang Baru).

Vocabulary has an essential position in learning English language. With vocabulary, students' can apprehend English language in listening, speaking, writing, or reading skills easily. The aim of this study are: to know the students' vocabulary mastery before and after they received frontloading strategy.

The method applied in this research was a quantitative method which using one group pre-test and post-test design. Random group sampling was used as a technique in taking a sample. The researcher took one class with 30 participants to compare the pre-test score and the post-test score. For research technique of data analysis in this research, the researcher use scoring method from Sukirman (2010), compared the score of pre-test and post-test, testing the hypotheses, and analyzed the gained score between pre-test and post-test.

The result of t-count is 11.679 while, the result for t-table is 2.04523; it can be seen from a significant degree or $\alpha=0.05$ and df is 29. In this research, H_0 is rejected, and H_a is accepted because of $11.679 > 2.04523$ or $t\text{-count} > t\text{-table}$. Moreover, the Sig. (2-tailed) of the result is 0,000 it means that Sig. (2-tailed) is less than $\alpha=0.05$. It proves that frontloading strategy makes a significant improvement to students vocabulary mastery. Moreover, the level of a significance is in medium level. This strategy can be applied at the same level as much larger-scale study.

From the result above, this strategy can be applied at the same level as much larger-scale study. By using frontloading strategy, it is expected to help students' and give them positive influence to drill themselves in apply their new vocabulary.